

Redwood High School

A National Blue Ribbon &



A California Gold Ribbon School

2020-2021

Course Guide

CEEB Code: 051361

Tamalpais Union High School District

Redwood Administration

David Sondheim, Principal

Sue Hall, Assistant Principal

LaSandra White, Assistant Principal

Saum Zargar, Assistant Principal

Superintendent

Dr. Tara Taupier

Board of Trustees

Leslie Harlander (*President*)

Cynthia Roenisch (*Clerk*)

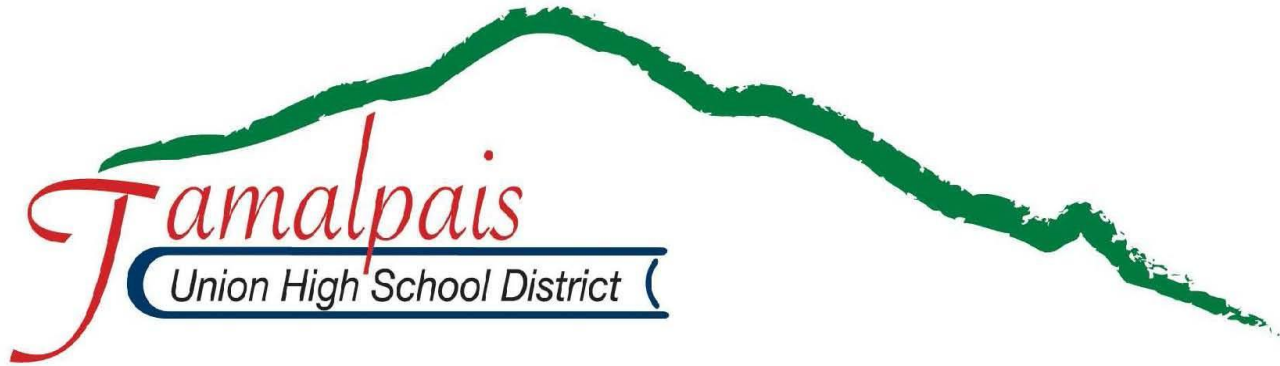
Karen Loebbaka

Dan Oppenheim

Kevin Saavedra

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Mission Statement

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

Campus

The school occupies 57 acres with beautiful vistas of Mount Tamalpais in the background. A main academic building, industrial arts shops, fine arts facilities, a large gymnasium, fitness training center, practice gym, athletic fields, theater, College and Career Center, outdoor amphitheater, a swimming and diving pool, tennis courts and an organic farm make up the facilities. Redwood's library resources include almost 34,000 catalogued items and more than 100 print and online media subscriptions. In 2015, Redwood received a six year accreditation from the Western Association of Schools and Colleges (WASC). In 2015, Redwood was selected as a California Gold Ribbon School and in 2008 Redwood was selected as a National Blue Ribbon School.

Community

Redwood is located just 11 miles north of San Francisco in beautiful Marin County, and serves the communities of Belvedere, Corte Madera, Greenbrae, Kentfield, Larkspur, Ross and Tiburon. Last year, the Redwood Foundation provided over \$1,200,000 for academics, music and the arts. The PTSA provides parent education, campus beautification, school volunteers and staff appreciation.

Enrollment

- Four-year public high school
- Total enrollment 1,951
- Enrollment by class:
 - ❖ Class of 2020 - 420
 - ❖ Class of 2021 - 470
 - ❖ Class of 2022 - 537
 - ❖ Class of 2023 - 524

Graduation Course Requirements

- 220 units (160 required / 60 elective)
- 4 years English
- 4 years Social Studies
(Including Algebra 1-2)
- 3 years Mathematics
- 3 years Science
- 2 years Physical Education
- 1 year Fine Arts

Grading System

GPA's are cumulative and computed each semester. Advanced Placement and some Honors course grades are weighted.

	Regular	AP/Honors
A Excellent	4 points	5 points
B Above Average	3 points	4 points
C Average	2 points	3 points
D Passing	1 point	1 point
F Failing	0 points	
I Incomplete	0 points	
NM No Mark	0 points	
CR/NC Credit/No Credit		
W / Withdrawal		

Post-Secondary Plans

<u>Year</u>	<u>Class Size</u>	<u>2Yr. College</u>	<u>4Yr. College</u>	<u>Other</u>
2017	400	12%	77%	10%
2018	422	17%	79%	4%
2019	453	18%	80%	2%

Advanced Placement

<u>Year</u>	<u>Enrolled</u>	<u># of Tests</u>	<u>Scored 3 or higher</u>
2016-17	722	1,440	88%
2017-18	782	1,630	88%
2018-19	767	1,532	90%

Counseling Staff

Jeffrey David Counselor	415.945.3613 j david@tamdistrict.org
Candace Gulden Counselor	415.945.3627 c gulden@tamdistrict.org
Lynne Kennedy Counselor	415.945.3614 l kennedy@tamdistrict.org
Katie Paulsen Counselor	415.945.3615 k paulsen@tamdistrict.org
Ian Scott Counselor	415.945-3642 i scott@tamdistrict.org
Tamara Wall Counselor	415.945-3682 t wall@tamdistrict.org

◆ Course Offerings ◆

ENGLISH - 4 years required

Freshman Program ◆ Sophomore Program ◆ English Language Development 1-4
English 1-2 English 3-4

UPPER DIVISION PROGRAM 4 semesters required

Advanced Placement English Language	Essay Exposition/ H Adv. Exposition	Language of Humor/Humanities
Advanced Placement English Literature	Essay Exposition/Humanities	Literary Walkabouts/ SF Stories
Advanced Journalism	Humanities/Short Stories	Non Fiction
American Literature 1/American Literature 2	Humanities/Science Fiction	Poetry/Dramatic Literature
American Literature 1/Science Fiction	Language of Humor/ American Lit. 2	Shakespeare/Science Fiction

SOCIAL STUDIES - 4 years required

Social Issues/ World Cultures & Geography <i>(1 Semester Each)</i>	World History <i>or</i> AP European History	U.S. History <i>or</i> AP U.S. History	American Government and Economics <i>or</i> American Government and AP Economics
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Social Studies Electives:

Ethnic Studies Ethnic Studies/Contemporary Issues (SOAR)	History and Appreciation of Film Human Sexuality Independent Living	Psychology Street Law Women's History
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MATHEMATICS - 3 years required

Algebra Foundations	Intermediate Algebra 1-2	H Precalculus 1-2	AP Calculus AB
Algebra 1-2	Advanced Algebra 1-2	Statistics 1-2	AP Calculus BC
Geometry 1A-2A	H. Adv. Algebra 1-2*	AP Statistics	Topics in Modern Mathematics
Geometry 1-2	Precalculus 1-2	Calculus (<i>non AP</i>)	Accounting 1-2
H Geometry 1-2*			

SCIENCE - 3 years required

Physics in the Universe	AP Environmental Science	AP Chemistry 1-2
Living Earth	Sustainable Agriculture 1-2	Physics 1-2
AP Biology 1-2	Sustainable Agriculture 3-4	H Physics 1-2
Astronomy 1-2	H Biomedical Science 1-2	Physiology 1-2
Ecology 1-2	Chemistry in the Earth System	Independent Science Research

PHYSICAL EDUCATION - 2 years core required

CORE Program 1-4	Individual Excellence	Yoga
Dance		Weight Training

FINE ARTS - 1 year required

Art Explorations/Ceramics 1 Art Explorations/Drawing and Painting 1 Art Explorations/Photography 1 Art Explorations/ Graphic Design 1 Art Explorations/ Architecture 1 Architectural Design 1-4/H Photography 1 - 6 Photography H AP Studio Art 2D Photography Graphic Design Advanced Graphic Design Drawing/Painting 1-7 AP Art History AP Studio Art 2D Drawing and Painting AP Studio Art 3D Design Ceramics Ceramics 1-7 H Ceramics 4-5 Artist's Voice - Ceramics, Drawing & Painting, Photography	Drama 1-2 (Beginning) Drama 3-4 (Intermediate) Drama 5-6 (Advanced) H Advanced Drama 5-6 Stagecraft 1-2 Drama 7-8 H Advanced Drama 7-8 Theater Production 1-2 Artist's Voice: Theater/Design Response H Theatre Directing Senior Projects in Drama Digital Media Intermediate Band Advanced Band Jazz Band Beginning Guitar/Bass/Banjo 1-2 Intermediate Music Performance Workshop 1-2 Advanced Music Performance Workshop 1-2
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*Placement by testing only

◆ Course Offerings ◆

WORLD LANGUAGES

French 1-6	AP Spanish Language & Culture
Spanish 1-10	AP Spanish Literature & Culture
Honors Spanish 7-8	Spanish for Spanish Speakers 1-4

APPLIED TECHNOLOGY

Business Education and Computer Science:

Accounting 1-4
 Web Design
 Computer Graphics
 Computer Programming 1 (Coding): Visual Basic and C++
 Computer Programming 2-6 (Coding): Visual Basic/ C++/Java/PHP/MySQL/Python
 Advanced Placement Computer Science

Architecture, Engineering and Construction Technology:

Architectural Design 1-4	Beginning Construction Technology/Woodshop	Engineering Design 1-4
H Architectural Design	ROP Construction Technology	Engineering Projects

OTHER COURSES

AVID Academic Workshop AP Seminar/AP Research Digital Communications - Redwood TV Independent Living	Leadership Link Crew Yearbook Peer Resource Senior Projects
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◆ Advanced Placement and Honors Courses ◆

AP Art History	AP Environmental Science
AP Biology	AP European History
AP Calculus AB	AP Spanish Language and Culture

AP Calculus BC
AP Seminar / AP Research
AP Chemistry
AP Computer Science
AP Economics
AP English Language
AP English Literature

AP Spanish Literature and Culture
AP Statistics
AP Studio Art, Photography
AP Studio Art 2D Design,
Drawing and Painting
AP Studio Art 3D Design, Ceramics
AP US History

◆
Honors Geometry
Honors Advanced Algebra
Honors Pre-Calculus
Honors Advanced Exposition
Honors Architectural Design
Honors Spanish 7-8

◆
Honors Biomedical Science
Honors Physics
Honors Ceramics 2-5
Honors Photography
Honors Theater Directing
Honors Advanced Drama 5-8

Redwood Staff

ADMINISTRATION

David Sondheim, Principal

B.A., University of California, Santa Cruz
M.A., California State University, Northridge
Credential: University of California, Santa Cruz

Sue Hall, Assistant Principal

B.A., University of California, Berkeley
M.S., University of Oregon
M.A., San Francisco State University
Credential: San Francisco State University

LaSandra White, Assistant Principal

B.A., University of California, Berkeley
M.A., University of San Diego
M.A., San Francisco State University
Credential: San Francisco State University

Saum Zargar, Assistant Principal

B.S., University of California, Davis
M.A., San Francisco State University
Credential: Sacramento State University

FACULTY

Emily Adams

B.S., University of Idaho
M.S., Oregon State University
Credential: Oregon State University

Fiona Allan

B.A., Lewis and Clark College
M. Litt., The Universities of Glasgow and Strathclyde
Ph.D. The University of Glasgow
Credential: Sonoma State University

Anna Alsina

B.A., University of Barcelona, Spain
M.A., University of Barcelona, Spain
Credential: San Francisco State University

Alberto Aparicio

B.A., Universidad Complutense de Madrid
M.A., Universidad Complutense de Madrid
Credential: San Francisco State University

Lauren Bartone

B.A., University of California, Los Angeles
M.A., University of California, Berkeley
M.F.A., Vermont College of Fine Art
Credential: University of California, Berkeley

Amy Baxt

B.A., Hampshire College
Credential: Dominican University

Amy Benjamin

B.S., University of California, Davis
Credential: Dominican University of California

Erik Berkowitz

B.A., Humboldt State University
M.A., Humboldt State University
PhD., California Institute of Integral Studies
Credential: Dominican University

John Blaber

B.A., Dickinson College
M.A., University of Pittsburgh
Credential: San Francisco State University

Melissa Boles

B.S., University of Washington
M.A., Western Washington University
Credential: Western Washington University

Ted Brown

B.A., University of California, Santa Barbara
M.A., Stanford University
Credential: College of Notre Dame

Nickolai Butkevich

B.A., Mary Washington College
M.A., Georgetown University
Credential: University of San Francisco

Bradford Butler

B.F.A., California College of the Arts
Credential: Dominican University

Maria Civano

B.A. Universidad de la Empresa-Montevideo, Uruguay
M.A. Sacred Heart University
Credential: Sacred Heart University

Kim Cochrane

B.S., Wheelock College
M.A., Lesley College
Credential: St. Mary's College

Mitch Cohen

B.A., University of Colorado
M.A., Stanford University

Credential: Stanford University

Jessica Crabtree

B.A., University of California, San Diego
M.A., University of California, Berkeley
Credential: University of California, Berkeley

William Crabtree

B.S., University of the Pacific
Credential: National University

Heather Curtaz

B.A., University of Iowa
Credential: University of Iowa

Maryanne Dahl

B.A., San Francisco State University
M.A., San Francisco State University
Credential: San Francisco State University

Carolyn Dahlman

B.A., Northwestern University
M.A., Columbia University
Credential: Columbia University

Jeffrey David

B.A., University of California, Santa Barbara
M.S., San Francisco State University

Kendall DeAndreis

B.S., University of South Carolina
Credential: San Francisco State University

Beth de Carion

B.A., Colorado College
M.Ed., University of San Francisco

Derek DeNardo

B.A., University of the Pacific
M.A., University of California, Los Angeles
Credential: California State University, Hayward

Ernesto Diaz

B.S., Universidad Politécnica Madrid
M.S., Dominican University
Credential: Dominican University

Alison do Carmo

B.S., University of California, Berkeley
M.A., San Francisco State University
Credential: San Francisco State University

Rebecca Elegant

B.A., Pitzer College
M.A., University of Colorado, Boulder
Credential: University of Colorado, Boulder

Tom Eller

Diploma of Building Technology, BCIT,
Burnaby, B.C. Canada
Credential: University of California, Berkeley

Anna Farley

B.A., St. Mary's College of California
M.A., Boston University
Credential: Sierra Nevada College

Catherine Flores

B.A., California State University, Northridge
M.Ed. and Admin., California State University, Northridge
Credential: San Francisco State University

Alex Franklin

B.A., University of California, Berkeley
M.A., San Francisco State University

Credential: San Francisco State University

Laurie Friedman

B.A., University of California, Los Angeles
B.S., University of Illinois, Champaign/Urbana
M.Arch, Massachusetts Institute of Technology
Credential (pending): University of California, Berkeley

Jamie Garcia

B.A., California Polytechnic State University
Credential: California Polytechnic State University

Kathryn Ghiraldini

B.A., Sonoma State University
M.A., Sonoma State University
Credential: San Francisco State University

David Goldsmith

B.S., Rochester Institute of Technology
M.S., California State University, Hayward
Credential: Dominican College

Joe Gonzalez

B.A., Villanova University
M.Ed., Harvard University
Credential: Harvard University

Nicole Graydon

B.S., Sonoma State University
Credential: Sonoma State University

Corin Greenberg

B.A., University of California, Davis
Credential: Dominican University

Candace Gulden

B.S., University of California, Davis
M.A., University of San Francisco

Stephen Hart

B.A., University of Michigan
M.A., University of Michigan
Credential: University of Michigan

Stephannie Haver Castex

B.A., University of Oregon
Credential: Dominican College

Grace Heard

B.S., California Polytechnic State University, San Luis Obispo
Credential: Sonoma State University

Stephen Hettleman

B.A., Northwestern University
Credential: University of California, Berkeley

Jonathan Hirsch

B.A., Pomona College
Credential: Dominican College

Eunice Hong

B.A., University of Georgia, Athens
M.Ed., University of Georgia, Athens
Credential: University of Georgia, Athens

Paul Ippolito

B.A., University of Chicago
Credential: Dominican University

Ann Jaime

B.A., Santa Clara University
M.A., Sonoma State University
Credential: Dominican College

Mutlu Kartin

B.S., Ege University
M.S., Clemson University
Ph.D., Clemson University
Credential: Dominican University

Mike Kelemen

B.A., University of California, Davis
Credential: San Francisco State University

Lisa Kemp

B.A., University of California, Berkeley
M.A., Dominican University
Credential: Dominican University

Lynne Kennedy

B.A., University of California, Santa Barbara
M.A. Sonoma State University
Credential: Sonoma State University

Jennifer Kenny-Baum

B.A., The Evergreen State College
MSW, San Francisco State University
Credential: San Francisco State University

Danielle Kestenbaum

B.A., University of California, Berkeley
M.A., University of San Francisco
Credential: University of San Francisco

Kelsey Kniesche

B.S., University of Denver
M.P.H. University of California, Los Angeles
Credential: Dominican University

Rebecca Kittredge

B.A., University of Arizona
Credential: University of Arizona

Robert Komisar

B.A., University of California, Santa Barbara
M.A., California State University, Northridge
Credential: University of La Verne

Lindsey Kornfeld

B.A., Emory University
M.Ed. Colorado State University
Credential: Colorado State University

Allison Kristal

B.A., University of California, Santa Barbara
Credential: Dominican University

Vanessa Kristal

B.A., American University of Paris, France
Credential: University of California, Los Angeles Extension
Hollyhock Fellow at the Stanford Graduate School of Education 2014-2016

Faye Kwan

B.A., University of California, Irvine
Credential: Dominican University of California

Frank Labudzik

B.A., The University of Illinois at Chicago
M.A., (In Progress), San Francisco State University
Credential: The University of Illinois at Chicago

Emily LaTourrette

B.A., University of Oregon
Credential: Dominican University

Laura Leones

B.A., San Francisco State University
Credential: San Francisco State University

Heather Brabo Long

B.S., Sonoma State University

Credential: Sonoma State University

Whitney Long

B.A., San Diego State University
Credential: Dominican University of California

Skip Lovelady

B.S., Dominican College
Credential: Dominican College

Jennifer Madden

B.A., San Diego State University
Credential: Dominican University

Haley Marcoux

B.S., California State University, Fresno
M.S., Dominican University of California
Credential: Dominican University of California

Amy Mastromonaco

B.A., Lehigh University
Credential: Dominican University of California

John Mattern

B.A., California State University, Fresno
M.M., New England Conservatory of Music
Credential: Dominican College

Samantha Mauro

B.S., University of California, Davis
M.A., University of California, Davis
Credential: University of California, Davis

Susanne Maxwell

B.A., San Francisco State University
Credential: San Francisco State University

Deborah McCrea, *National Board Certification*

B.A., University of California, Berkeley
Credential: Sonoma State University

Jim McDaniel

B.A., California State University, Los Angeles
Credential: Sonoma State University

David Minhondo

B.A., San Francisco State University
Credential: San Francisco State University

Mary-Clare Mullin

B.A., Sonoma State University
M.A., Sonoma State University
Credential: Sonoma State University

Karen Murk

B.A., Cornell University
Credential: San Francisco State University

David Nash

B.S.E., University of Michigan
Credential: San Francisco State University

Annie Nelson

B.A., University of California, Santa Cruz
M.S., California Polytechnic State University, San Luis Obispo
Credential: Mills College

Byron Nelson

B.S., Sonoma State University
Credential: Sonoma State University

Julie Norwood, *National Board Certification*

B.S., University of California, Davis
Credential: University of California, Davis

Katie Paulsen

B.A., San Jose State University
M.A., University of Colorado, Denver
Credential: Saint Mary's College of California

Marissa Peck

B.S., University of California, Berkeley
M.Ed., University of San Francisco
Credential: University of San Francisco

Jessica Peisch

B.S., California State University, Fresno
M.A., San Francisco State University
Credential: San Francisco State University

Natalie Pepper

B.A., University of Arizona
J.D., New College of California, School of Law
Credential: Sonoma State University

Kristi Perani

B.S., University of California, Davis
Credential: Sonoma State University

David Plescia

B.A., California State University, Sacramento
Credential: Dominican College

Nicolle Plescia

B.A., Sonoma State University
Credential: Dominican College

Bernadette Rattet

B.A., École des Hautes Études Commerciales
Credential: Sonoma State University

Elise Rubio

B.S., Texas A&M University
Credential: State of Texas

Benjamin Rupers

B.A., University of Oregon
M.Ed., Dominican University of California
Credential: Dominican University of California

Jeffrey Ryan

B.A., Westfield State College
Credential: Dominican University

Jefferson Sand

B.A., Arizona State University
M.S., National University
Credential: National University

Caitlin Santin

B.A., California State University, Monterey Bay
M.A., Grand Canyon University
Credential: Sonoma State University

Erin Schneider

B.A., Central Michigan University
M.Ed., University of Pennsylvania
Credential: University of Pennsylvania

Andrew Schroeder

B.A., University of California, Santa Cruz
M.A., California State University, San Francisco
Credential: California State University, San Francisco

Ian Scott

B.A., California Poly technic University, San Luis Obispo
M.A. University of San Francisco

Christina Silkworth

B.A., University of California, Santa Cruz
Credential: San Francisco State University

Aaron Simon

B.S., University of Illinois, Champaign-Urbana
M.A., University of California, Los Angeles
Ph.D., University of Wisconsin, Madison

Andre Sisneros

B.A., Harvey Mudd College
Credential: University of California, Davis

Tom Sivertsen

B.S., University of Iowa
M.A., University of California, Santa Barbara
Credential: University of Iowa

Jessica Skieresz

B.S., California State University, Chico
Credential: Dominican College

Katie Slattery

B.A., University of California, San Diego
Credential: Sonoma State University

Gregory Stevens

B.A., University of California, Berkeley
Credential: San Francisco State University

Joe Stewart

B.A., Brown University
Credential: Teach for America

Mark Summary

B.A., University of California, Santa Barbara
Credential: Humboldt State University

Ann Tepovich, National Board Certification

B.S., San Francisco State University
Credential: Dominican College

Connie Vallejo

B.A., University of California, Berkeley
Credential: San Francisco State University

Todd Van Peursem

B.A., University of California, San Diego
M.A., New York University
Credential: Dominican University

Tami Wall

B.A., Sonoma State University
M.A., Sonoma State University

Elena Wright

B.S., Northeastern University
M.F.A., University of Washington
Credential: Alliant University

Melissa Zeiher

B.A., Loyola Marymount University
M.A., Loyola Marymount University
Credential: Loyola Marymount University

Counseling Help

Every student at Redwood is assigned a counselor who is the four year resource person for personal, academic, and college counseling. Parents and students are encouraged to maintain close contact with their counselor in order to obtain information about school and community resources and information about high school courses and programs, college and career planning, testing, financial aid, and scholarship information.

District Graduation Requirements

- Completion of 220 credits
(170 required, 50 elective) with passing grades
- English 4 years
- Mathematics (incl. 1 year of Algebra) 3 years
- Science (Specific Sequence) 3 years
- Social Studies (Specific Sequence) 4 years
- Visual or Performing Art 1 year
- Physical Education (Core 1-4) 2 years

The School Day

The Redwood school day encompasses the 8:00 a.m. to 3:03 p.m. time block. The following parameters allow for the seven period day:

- All athletic practices begin after the end of the regular school day.
- While many students prefer to take only six classes (periods 1-6 or periods 2-7) - it is NOT possible to schedule all students into their preferred time block.
- It is not possible to guarantee 7 classes to all students requesting 7; however, 6 classes are mandatory.

How Students Are Scheduled ?

Parents and students frequently have questions about how a student's schedule is determined. The following information should be helpful in understanding the process of arriving at a student's final schedule of classes. Of paramount importance in the process is the information that students give us regarding the courses they would like to take. For example, each spring we ask students to meet with their parents to determine which courses they would like to take for the next school year. Counselors assist in this course selection.

Course offerings for the upcoming school year are set by the school and scheduling is done once per year since classes are selected for both the fall and spring semesters. A complete list of District approved courses is available in the Principal's Office and the District's Office of Instruction. Most of the information is also available online at www.redwood.org.

Each student receives a course selection sheet and is given instructions to choose courses on-line through eSchool for the upcoming school year. Students and parents are advised to read the Course Guide for course descriptions, recommended prerequisites, and graduation and college entrance requirements. Once students have selected the required and elective courses

they would like, the numbers are tallied to determine which courses and how many sections of each to offer. In this way, student choice determines what we offer for electives.

A very important step in the selection of courses includes the selection of alternates. Each year we remind students to carefully select alternates. Thoughtful selection of alternates by students and parents is critical to the process, because students may be placed in one of their alternate choices if an original course isn't offered or presents a conflict in the schedule. Well-chosen alternates will avoid future disappointment for students and parents.

Redwood administration, counselors, and teachers work together to establish a master schedule to allow students to get the classes they need within the school day.

After the schedule has been set and adjusted to provide optimum courses for as many students as possible, students are sorted by computer into the courses they have selected. The software allows for maximum scheduling performance and balances classes to provide a strong educational environment.

Schedule Change Process

In order to verify enrollments and class sizes, and to correct errors, **no student or parent initiated changes will be made during the first two days of any semester. Student or parent initiated changes will be made only under unusual circumstances (Board Policy AR 5121). Teacher preferences and time preferences are not considered unusual circumstances.**

1. **Board policy requires that all students be enrolled in six courses** except under extraordinary circumstances.
2. All class additions must be completed by the end of the fifth day of the new semester.
3. 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 that the change involves minimal disruption to the student's schedule.
4. Class changes may be granted in extenuating circumstances after the 5th day of a new semester. Approval signatures must be obtained from the student's parent and counselor, and acknowledgment signatures must be obtained from the teachers of both the original and requested classes. Students who start attending their new class without returning the signature form to their counselor risk accruing unexcused absences.
5. Students who change levels shall carry their "grade to date" to the new class. It will be included in the final semester grade computation, but consideration will weigh more heavily on the new class grade.

General Information

Prerequisites/Teacher Permission

Students should check carefully to see that they have taken the proper prerequisites for courses and have the necessary grades and/or skills in order to be successful. When a course prerequisite indicates a teacher's permission, the student should obtain the approval of the designated instructor.

If a student repeats a course in order to earn a higher grade, the student cannot be given double credit for that course. Since the student's transcript is a legal document reflecting all student work, all courses and grades should be recorded, including repeated courses. However, for repeated courses only five credits (not 10) are counted toward the total credits earned. The credit will be shown with the high grade and "0" credit shown for the lower grade on the transcript. The highest grade received shall be used in determining the student's overall grade point average. Many colleges use the higher grade in determining admission. However, most colleges will consider the repeated grade only if the original grade was below a "C".

Alternatives for Coursework

The Superintendent or designee shall establish regulations under which the district may grant credits toward graduation for college courses and private instruction attended by district students. Credit towards graduation also may be granted pursuant to law for training received in the armed forces and for correspondence instruction from an accredited institution. No high school students shall be granted credit toward a high school diploma on the basis of General Education Development tests.

Grading Procedures

Students are graded on the following basis: A, B, C, D, and F. Students receive credit for each of the above marks except F. Pluses (+) and minuses (-) are recorded, but do not factor into grade point average.

Grade reports are available on eSchool at the end of a six-week period. Mailed grade reports will be sent to students earning a D or F grade.

Semester grade reports are final grades that are assigned twice a year - at the end of the 18th and 36th weeks of school. **These semester grades are the only ones recorded on the official transcript/permanent record.**

An Incomplete Grade (I) is assigned only when work has not been completed due to extensive illness or other compelling reasons or the transfer grade from another school has not been received. The student must complete the course work to remove the incomplete by the end of the following reporting period. *If the course work is not completed during the following marking period, the "I" will become an F. For the purposes of athletic eligibility, an incomplete registers as a grade of "F."*

Grade Point Average at Redwood is based on all courses and is computed as follows:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F/I = 0 points
- NM = does not compute (computes as F for athletic eligibility)
- CR/NC = does not compute (NC computes as F for athletic eligibility)

University of California (UC) and California State University (CSU): Grades in UC approved courses* are used to determine eligibility and admission. The grades which students earn in UC classes in grades 10 and 11 are used to determine eligibility for the UC and CSU systems. In determining eligibility, grades in up to eight semesters of AP and UC approved honors classes are given extra weight. A= 5 points, B= 4 points, C = 3 points. ALL AP and UC approved honors classes will be considered for *admission*.

[*UC approved courses are listed on the school's "a-g" list found at <https://doorways.ucop.edu/list/>] The high school code for Redwood High School is 051361.

Honor points are awarded to students who successfully complete Advanced Placement and Tamalpais District Honors courses. These honor points will be computed into the student's Grade Point Average (GPA) which appears on the Redwood Transcript.

For the UC and CSU systems, Honor Points are awarded to students who successfully complete Advanced Placement and UC-approved Honors' courses. These honor points will be computed into the student's Grade Point Average (GPA). Most colleges and universities will award extra points to students successfully completing Advanced Placement classes.

REDWOOD HONOR SOCIETY is for students who attain a high level of scholarship. Students must maintain a "B" average (not including PE) with no grade below a "C" including the grade in PE. Membership is based upon scholarship from the previous semester. Students qualifying for Honor Society will be notified generally during the sixth week of each semester by the principal of the school. Students who achieve membership for SIX of their EIGHT semesters at Redwood, including at least one semester during their senior year, are eligible for LIFE MEMBERSHIP and are awarded silver cords at graduation. Students qualifying for life membership will be notified by the principal of the school. Life membership in the Redwood Honor Society is awarded as follows:

- Students who attend Redwood for four (4) years must fulfill the qualifications for membership six (6) semesters, one of which must be based on grades earned the senior year.
- Students who attend Redwood for three (3) years must fulfill the qualifications for membership five (5) semesters, one of which must be based on grades earned in the senior year.

- Students who attend Redwood for two (2) years must fulfill the qualifications for membership four (4) semesters, two of which must be based on grades earned in the senior year.

No life membership shall be awarded to students who attended Redwood for less than two (2) years.

CALIFORNIA SCHOLARSHIP FEDERATION is for students carrying four or more subjects (not including PE or repeated subjects) and who earn a minimum of ten CSF points, seven of which must be in academic subjects.

A = 3 points B = 1 point

One additional point shall be granted for a grade of A or B in an AP or Honors course up to a maximum of two such extra points per semester. A grade of D or F in ANY subject shall disqualify the student for the semester. No extracurricular activities shall be recognized for points. **CSF semester membership is by application only. You must apply each semester.** CSF is governed by the State CSF organization. Each member must be approved by the Scholarship Committee and the principal of the school. Life membership is obtained by earning membership four of the last six semesters, including one semester based on senior grades. Seniors need to fill out a separate application for lifetime membership. At graduation, life members wear distinctive gold cords.

Selection of Valedictorian and Salutatorian

The student(s) who obtains the highest grade point average in the senior class will be awarded the status of valedictorian. It is possible that there may be more than one valedictorian.

All senior students who earn a 4.0 or higher grade point average will be designated as Salutatorians. Valedictorians and Salutatorians will be recognized at graduation ceremonies.

Athletic/Activity Participation Eligibility Requirements

All participants in athletics and extra-curricular activities shall maintain a "C" average (2.0 GPA, unweighted) for the previous six-week grading period in a minimum of 20 credits of class work. An ATHLETIC PARTICIPATION FORM must be completed and turned in prior to participating in any sport.

Students with GPAs between a 1.50 and 1.99 may apply to be placed on "academic probation" for the subsequent six-week grading period. During the four high school years, no student will be allowed to have academic probation more than once. Freshmen are ineligible for athletic probation except when waived by the principal under exceptional circumstances.

Students who have been on academic probation during a six-week grading period and who, at any later time in high school fall again below a "C" average, will be "ineligible" to participate in athletics or activities for the subsequent six-week grading period and each six-week grading period thereafter until a "C" average is attained. "Fs" and Incompletes ("I") are calculated as zero points into the GPA.

The Athletic Director will notify parents in writing of students placed on "academic probation" or declared ineligible.

Athletes must be in attendance at least four periods on a regular day or two periods on a block day to be eligible to participate in a competition on that day (on Friday for Saturday competitions.)

Students who have been suspended for drug and/or alcohol offenses are also suspended from team/sports participation (games and practices) and extra-curricular activities for a total of ten days.

The Road to Success

Educating students is a three-way responsibility shared by each parent, the student and the school. Redwood High School staff has the commitment to provide the necessary resources for a sound secondary school program. In turn, students and parents must fulfill certain commitments if the student is to gain the maximum benefits from the school program. We believe that the parent, student and school commitment should be as follows:

Parent Commitment

- ✚ Insist that your student attend school on time every day unless illness occurs.
- ✚ Notify the school attendance office of any excused absence of your student (945-3679 or 945-3624).
- ✚ See that your student gets the appropriate amount of sleep on school nights to be attentive and alert in class.
- ✚ Provide a meal for your student before s/he comes to school each day or apply for free and reduced meal program through the Tamalpais Union High School District.
- ✚ Provide uninterrupted study time and reading time each school night for your student.
- ✚ Show continuing interest in your student's health and well-being and set the expectation that s/he can and will take responsibility for homework and assignments.
- ✚ Make clear that you will do anything to support and help your student in educational tasks.
- ✚ Contact teachers to request a conference if there is a question concerning student progress or lack of homework.

Student Commitment

- ✚ Attend assigned classes every day unless illness or a family emergency arises.
- ✚ Complete and turn in all class assignments on time.
- ✚ Seek immediate assistance from the teacher when class assignments are not understood.
- ✚ In class, be attentive to instruction; be committed to gaining the best education possible.
- ✚ Give total effort to learning the material.
- ✚ Follow all school rules and regulations.
- ✚ Seek the assistance of teachers, counselors and school personnel when academic or personal problems occur which inhibit learning.

School Commitment

- ✚ Employ a highly qualified staff competent in their subject matter and who understand the sociological, physiological and psychological make-up of young adults.
- ✚ Provide a sound learning environment.
- ✚ Provide the proper curriculum to meet student needs.
- ✚ Provide materials and equipment necessary for proper instruction.
- ✚ Provide a safe environment where students can attend school without fear.
- ✚ 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 and meet the needs of each learner.

COLLEGE ENTRANCE REQUIREMENTS

UNIVERSITY OF CALIFORNIA System Admissions:

The following sequence of high school courses is required by the Academic Senate of the University of California as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California. It also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work.

The "a-g" requirements can be summarized as follows:

- (a) History/Social Science** – Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of American Government.
- (b) English** – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- (c) Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Four years recommended.
- (d) Laboratory Science** – Three years of laboratory science providing fundamental science knowledge in biology, chemistry, earth sciences and physics.
- (e) Language Other Than English** – Two years of the same language other than English. Three years recommended.
- (f) Visual & Performing Arts** – One year long sequence selected from dance, drama/theater, music, or visual art.
- (g) College Preparatory Elective** – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

Required Testing: All students applying to UC schools need to take college entrances tests: either/or both the ACT with Writing or SAT Reasoning Test.

UCs no longer require students to complete SAT Subject tests (although some majors such as engineering may ask students to complete Subject tests in math or science.)

In addition the minimum eligible GPA for admissibility will be a 3.0 in "a-g" courses in grades 10 and 11, with students being required to complete a minimum of 11 "a-g" units by the end of their junior year. Also, the ELC (Eligibility in Local Context) program will be expanding to include the top 9% from each California High School. Statewide, the top 9% of high school graduates will be guaranteed a place within the University of California system though not necessarily at the campus of their choice.

For further information see: Admission to UC system:

<http://www.universityofcalifornia.edu/admissions/welcome.html>

CALIFORNIA STATE UNIVERSITY System Admissions:

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement.

(a) History/Social Science – Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of American Government.

(b) English – Four years of college preparatory English composition and literature.

(c) Mathematics – Three years - (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics.

(d) Laboratory Science – Including 1 biological science and 1 physical science.

Language Other Than English – Two years of the same language; American Sign Language is applicable.

(f) Visual & Performing Arts – One year, including dance, drama/theater, music, or visual art.

(g) College Preparatory Elective – Additional year chosen from the University of California "A-G" list.

All students applying to CSU schools need to take a college entrance test: either/or both the ACT or SAT Reasoning test. (CSU does not require the writing section.)

Admission to California Community Colleges:

- Open admission to high school graduates.
- Non-grads 18 or older are admitted.
- Non-grads who have passed the California Proficiency Exam (CHSPE), are admitted.

COLLEGE ADMISSION CONSIDERATIONS

While high school grades remain one of the best predictors of success in college, a new trend is evident: Colleges are taking a closer look at the rigor of academic preparation and the kinds of courses a student takes all four years.

Extra-curricular activities are still very important on a student's record but not to the exclusion of academic requirements. The intensity of interest in a single activity is more impressive than a smorgasbord approach.

Colleges are increasingly looking at a student's service to the

community. Colleges want students to render such service while in college and emphasize it should begin in high school

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

High School & College Planning Checklist

HIGH SCHOOL COUNSELING TIMELINE – *The following timeline may help you plan ahead and understand what services are provided and what needs to be done at what time:*

Freshman Year

- Maintain strong study habits to reach your best potential
- *September:* counselors meet their own students in small groups to provide an orientation to high school and encourage participation in activities and sports and give information about academic and personal support services, Redwood Course Guide and begin a “4 Year Plan”.
- Students – Get involved in one or more activities: athletics, a club, leadership, music, drama, and community service.
- **Freshman Parent Night** – Welcome/orientation to Redwood.
- Students – Keep your grades as strong as possible and use SMART period and free help after school from peer tutors and teachers..
- *January:* choose classes for sophomore year.
- Throughout the spring semester: The College and Career Specialist meets with freshmen in their Social Studies class to give an orientation of the College and Career center in room 111.

Sophomore Year

- Maintain strong study habits to reach your best potential.
- Keep active in school activities and sports or look for a new area of interest to explore!
- *Throughout the fall semester:* Attend college representative meetings in room 111, the College and Career Center before school and/or at lunch.
- *October:* PSAT (optional practice for SAT)
- *January:* Counselors meet with their own students in small groups to plan for 11th grade classes and review transcripts.
- Check out the options for Honors and Advanced Placement classes if you qualify and are interested.
- Check out the College and Career Center for summer programs, job opportunities, or internships.
- *Spring semester:* Becky Bjursten, College and Career Specialist, meets with sophomores in social studies classes to begin career exploration exercises and develop a resume.
- Consider taking a class at College of Marin during summer.
- While on vacation stop at any local colleges to see what you like and don’t like!

Junior Year

- Maintain strong study habits to reach your best potential
- Talk with your parents about your future plans.
- *Throughout the fall semester:* Attend college representative meetings in room 111, the College and Career Center before

school and/or at lunch.

- *October:* “**Junior Splinter**” distributed in US History classes and online.
- Register for and take the PSAT (third Saturday in October).
- *November:* **Parents and Students: College Night for Juniors**—an overview of the college planning and application process.
- *January:* Counselors meet with juniors to plan for 12th grade classes..
- *March through May:* Counselors hold individual **Junior Conferences** with students. The meeting includes checking graduation requirements, planning for senior classes, and reviewing post-high school plans. Students receive the “Tam District College Application Guide.” For additional college ideas and options, students may also meet by appointment with the College and Career Specialist.
- Attend a College Fair in Marin, Sonoma, or San Francisco
- Spring semester January through June: begin SAT and/or ACT exams
- *Spring semester: January through June:* Begin college visits (policy allows up to 3 days for warranted absences when a student plans a college visit pre-approved by the Assistant Principal).
- If you plan to play sports in college, register with “NCAA Clearinghouse” prior to leaving for summer vacation.

Senior Year

- Maintain strong study habits to reach your best potential
- *Fall semester:* September through December: complete SAT and/or ACT exams.
- *Fall, September through December:* Counselors meet with seniors to assist with the college application process.
- *Throughout the fall semester:* Attend college representative meetings in room 111, the College and Career Center before school and/or at lunch.
- College campus visits (policy allows up to 3 days for warranted absences when a student plans a college visit pre-approved by the Assistant Principal).
- *September:* “**Senior Splinter**” distributed in Social Studies classes and online.
- Start researching scholarship opportunities utilizing Naviance and other search engines.
- Meet with a counselor if planning to apply to colleges which require Letters of Recommendation; WATCH timeline carefully.
- *October:* Complete college applications.
- *November 30th:* Deadline for UC and CSU California Public Universities College Applications.
- *December:* Financial Aid Night.
- *October - March 2* –FAFSA submission.
- *May 1* - National Declaration to Attend Date (deadline to confirm college decision.)
- *May* – Complete senior survey prior to graduation.
- NO Senioritis - Keep your grades up to avoid losing a college acceptance.
- *June:* Order final transcript to be sent to the college you have chosen.
- *June:* Graduation!

Counselors are available by appointment and by e-mail or voice mail. Counselors meet daily with students who leave “green” individual appointment requests in the appointment box on the front counter in

INFORMATIONAL INTERNET RESOURCES:

Redwood counselors recommend that students register early in high school on these sites that students can use all 4 years of high school:

- 1) Naviance, Redwood’s comprehensive on-line tool for college and career planning: www.redwood.org begin with the “Resource” tab.
- 2) The College Board, www.collegeboard.com.
- 3) www.californiacolleges.edu begin with the tab for “Tools” and select the High School Planner function to keep track of classes throughout the four years. This function will help the student plan for UC and CSU applications in November of senior year.

COLLEGE/CAREER CENTER

Redwood’s College/Career Center in Room 111 is directed by a specialist who offers the latest information about colleges and occupations, arranges for on-campus speakers representing various colleges and universities, professions, and businesses in the community. In addition, the *School to Career Liaison* organizes and coordinates internships.

The College/Career Center maintains a large library of college and occupational materials, resource guides, and digital media about colleges and occupations. Various computer programs help students search for the right college match and find available scholarships.

The College/Career Center has information about courses offered through the county’s Regional Occupational Program (ROP) that are available for enrollment for credit by high school students. One of these classes is offered on our campus as noted elsewhere in this guide. Students may take any ROP course at any other school if their schedule allows (must be at least 16 years old by the end of the school year).

Job opportunities are posted on the job board and Work Permits are issued here. Volunteer opportunities are also listed in this office.

The College and Career Center maintains a list of tutors available in the community which is updated every fall and is posted on the Redwood website (www.redwood.org).

COURSE DESCRIPTIONS.

Not all courses may be offered every year. Sufficient enrollment must be achieved in order for the course to be offered. A complete list of District approved courses is available in the Principal’s Office and on the website.

HONORS AND ADVANCED PLACEMENT (AP) PREREQUISITES:

All honors and AP classes have entrance prerequisites and requirements which can include prior course work, recommendations, specified grades, and/or achievement level on an entrance assessment. Course specific eligibility information is available on the **AP/Honors Matrix** which is posted on the Redwood Website each spring.

Keys to Symbols Used in This Section of the Guide

- UC Course certified to the University of California
- CSU Course certified to the California State University
- H Honors course covering accelerated and/or enriched content
- AP Advanced Placement course

The Applied Technology department is arranged into three sections: **Business Education, Computer Science and Industrial Arts.** Being a technology-intensive department, the programs and classes are continually being revised and updated so that they remain current and practical. Discussions between instructors, other teachers and business leaders in the Bay Area help ensure that the ideas, instructional methods and equipment used in these courses are up-to-date. Instructors in this department, through workshops, conferences, reading, and collaboration, are constantly striving to find new ways to incorporate the technology used in these classes into all areas of education.

Accounting courses incorporate computerized modules into the instruction, as well as online investment challenges that help students get "real world" experiences. The business courses are taught entirely in a computer lab. The instructors of the **Computer Graphics and Web Design** courses are continually assessing student needs and purchasing new and more sophisticated software and equipment. The department’s seven **Computer Programming** courses are revised frequently so that they can be adapted to include the latest computer languages and techniques. Students can take up to eight semesters of computer programming, including the **Advanced Placement Computer Science** class. The department also offers a wide range of technical arts courses, such as **Engineering Projects, Architectural Design, and Construction Technology**, all of which are taught with the aid of computers.

Students are encouraged to give serious consideration to the inclusion of Applied Technology courses in their planning of a four-year high school program. Regardless of what fields students may be thinking about pursuing after high school, courses in the Applied Technology department provide a variety of valuable and practical experiences.

BUSINESS EDUCATION

ACCOUNTING 1-2 This course will enable students to understand the language of business. It covers the recording of financial transactions and their interpretation, business procedures, and skills needed for keeping records. It also offers practice in setting up accounting systems. In addition, applications in computerized accounting are included. For students in grades 10, 11 and 12, this course offers five credits per semester towards the mathematics graduation requirement.

ADVANCED ACCOUNTING 3-4 This course is open to students interested in college study of business administration or accounting and to students who have completed Accounting 1 and 2. It presents accounting principles and business concepts at a faster pace than Accounting 1-2. It is a college-level introductory business course that emphasizes analysis and application of business concepts. This course offers 5 credits per semester towards the mathematics graduation requirement.

COMPUTER SCIENCE

WEB DESIGN 1 - 4 These one-semester courses, which are taught in one of our high-end Windows computer labs, focus on the Internet and the World Wide Web, as well as many of the software applications available to access them. From the very first week, students will be learning how to design their own Web pages as they have the opportunity to learn HTML, XML, JavaScript, CSS, dynamic HTML, and work with both sound and animation. Students will be able to create their Web sites using a combination of Dreamweaver and manual coding. Additional topics include working with forms, Perl, and PHP,

as well as online databases such MySQL, to create interactive Web sites. Students may also get a brief introduction to Flash. The hardware used in these courses includes color scanners, a digital color camera, color and black & white laser printers, microphones, and a surround sound audio/video presentation system. These courses may be repeated for credit. **Prerequisite:** Students do not need previous Internet experience to take the first course in the sequence, Web Design 1; to enroll in the successive course(s), students must complete the previous Web Design course in the sequence or have the consent of the instructor.

COMPUTER GRAPHICS 1 - 4 These one-semester project-based courses are introductions to computer imaging using Photoshop, 3DS Max, Premiere, InDesign, Illustrator, video capture, morphing, desktop publishing, and other graphics software programs. In these courses, students will scan and manipulate photographs, graphics, and sounds. The hardware used includes color scanners, digital color cameras, a color video camera, color and black & white laser printers, an HP Poster Design Jet printer, and a DVD player. Students do not need to have any previous graphics experience to take the first course in this sequence, Computer Graphics 1.

COMPUTER PROGRAMMING

To be successful in Computer Programming (Coding) classes at Redwood, students should:

1. Enjoy solving problems and mathematical puzzles.
2. Be able to follow rules and work well in a structured environment.
3. Have the ability to think and reason abstractly.
4. Be detail-oriented and willing to persevere with tasks (including repeating tasks and coming to the lab during non-class times, as needed, to finish coding assignments.)
5. Have the ability to apply past skills and experiences to new problems and situations.
6. Be willing and able to ask questions and seek help (both inside and outside of class.)
7. Understand that merely having an interest in, or experience with, computers and/or programming does not automatically make one a good coder.

COMPUTER PROGRAMMING 1 (CODING): VISUAL BASIC and C++ (UC "g", CSU) This one-semester course is the first in the sequence of computer programming courses and is open to students in all grade levels. This project-based course, which is taught in one of our high-end Windows computer labs, provides students with hands-on programming experience. The class teaches logic and problem-solving skills that are transferable to all programming languages, as well as to other situations. For the first two marking periods of the semester students will study the computer language Microsoft Visual Basic. While working both individually and in small groups on a variety of projects, students will learn the syntax of Visual Basic, as well as good programming techniques and coding styles. Having students start their programming sequence with a visual language allows them to begin designing their own computer programs quickly. For the third marking period students will study and write programs using the C++ programming language. All students who are considering pursuing a computer-related career should strongly consider taking this class. In addition, many colleges and universities want engineering and science-oriented freshman to have computer programming experience. **Prerequisite:** None.

COMPUTER PROGRAMMING 2 (CODING): PYTHON AND JAVA (UC "g", CSU) This one-semester course is the second in the sequence of computer programming courses. This higher-level course

provides students with hands-on programming experience, and it is designed for students who have successfully completed a semester of Computer Programming 1 and wish to continue further in the programming sequence with more advanced work. The course will include larger, more extensive projects (some of which will be student-designed) which students will be expected to complete while working with other students as part of teams. The first part of the semester will be an introduction to Python. Then students will begin working with Java, which they will use for the remainder of the semester. Students will be expected to learn and use more advanced programming techniques and concepts; good programming style is continually stressed in the lab. **Prerequisite:** Successful completion of Computer Programming 1 and/or consent of the instructor.

COMPUTER PROGRAMMING 3 (CODING): VISUAL BASIC, C++, PYTHON AND JAVA (UC "g", CSU) This one-semester course is the third in the sequence of computer programming courses. This advanced course provides students with hands-on programming experience. It is a project-based course, which is designed for students who have successfully completed the first two semesters of computer programming and who are strongly considering pursuing a career in computer programming or a related field. In this class, students will work much more independently (from the instructor) with other students on long-term projects. Students are expected (for the most part) to come up with the ideas for their own projects and then design and create them. In this course, students may choose from a variety of programming languages available to them. These include, but are not limited to, Visual Basic, C++, Java, PHP, MySQL, and Python. **Prerequisite:** Successful completion of Computer Programming 2 and/or consent of the instructor.

COMPUTER PROGRAMMING 4-6 (CODING): VISUAL BASIC, C++, PYTHON AND JAVA (UC "g", CSU) These one-semester courses are a continuation of the programming concepts, techniques, and ideas from programming courses earlier in the sequence. Students will continue to work on team projects as they improve their programming skills and learn additional languages and concepts. As in the previous programming classes, students may study a variety of languages. This course may be taken more than once for credit. **Prerequisite:** Successful completion of Computer Programming 3 and/or consent of the instructor.

ADVANCED PLACEMENT COMPUTER SCIENCE: Java (UC "g", CSU) Advanced Placement Computer Science (Programming) is a year-long course intended for students who want a challenging, in-depth, introductory college-level course in computer programming while still in high school. AP Computer Science is a nationally developed, standardized curriculum that helps prepare students to take the College Board AP Computer Science Exam and receive college credit (subject to the individual restrictions and requirements of universities). This course, which is taught in our high-end Windows computer lab, is intended for students who are interested in a career or further studies in computer science or who have a serious interest in computer programming. Students will gain extensive experience developing and analyzing algorithms and data structures and creating computer programs to solve given problems. The computer language currently being used by the College Board for the Advanced Placement Exam is Java. **See AP/Honors information on pg. 36.**

INDUSTRIAL ARTS

ARCHITECTURAL DESIGN 1 (UC “f,” CSU) Architectural Design 1 is an introduction to designing the built environment. With a focus on the “art” of architecture, this course emphasizes the main principles and vocabulary of architectural design, design thinking and the design process through the hands-on construction of both physical three-dimensional and computer aided design (CAD) models. The Architectural Design progression culminates with the introduction and integration of applied technology (CAD and passive solar design) into design. Throughout this first semester, students are introduced from a historical perspective to a variety of architects from around the world, as well as to building materials and the narrative quality of a building. Students initially learn the CAD program SketchUp, creating a computer model that they later turn into a physical model. Ultimately, they are introduced to Autodesk Revit software, a professional three-dimensional modeling program used by architects. Among some of the projects the students create in this first semester are massing and structural models, the modernist exploded cube, a monument with a social message, passive solar design studies, and a tiny house. With either the prerequisite of Art Explorations or concurrent enrollment in the Art Explorations/Architecture 1 program, Architectural Design 1 can fulfill the graduation requirement for Fine Arts. **Prerequisites:** Art Explorations

ARCHITECTURAL DESIGN 2 (UC “f,” CSU) In Architectural Design 2, students are introduced to the “science” of architecture: how a building is designed and built, as well as how to use technology (CAD) to effectively express and communicate design ideas. The focus on sustainable/resilient architecture, interior design, client-based design, and increased 3D-modeling (Revit) proficiency is reinforced by several residential projects that include: a house made of multiple shipping containers; a passive solar glass house; a house for a client of their choice; and an urban infill mixed-use building. Students will also learn to format a set of design drawings and make scaled models of some of their designs using both traditional model-making tools and the laser cutter. **Prerequisite:** “C” or better in Architectural Design 1.

ARCHITECTURAL DESIGN 3 (UC “f,” CSU) Architectural Design 3 students are given the opportunity to synthesize the “art” and “science” of architecture that they learned throughout the previous semesters. With larger, more complex projects, they will discover and begin to discover and develop their unique architectural design strengths while simultaneously designing to fulfill the needs of a client (empathy), thinking critically, and strategically managing one’s time. Like Levels 1 and 2, emphasis is on sustainable and resilient design. Level 3 challenges students with the journey of the design process: how to integrate creative, out-of-the-box thinking with both building and design/drafting technology. For each project, students will be expected to devise several initial design concepts, choose one to develop, balance the trade-offs, consider the environmental impact of their design, think critically, and prioritize the needs of others. They will also produce a set of design documents which will include renderings. During the fall semester, projects include a solar cube house, a ranch house remodel where students pair up to become each other’s client and architect, and a magnet school for environmental leadership. In the spring, students are invited to participate in the annual design competition. **Prerequisite:** “C” or better in Architectural Design 2.

ARCHITECTURAL DESIGN 4 (UC “f,” CSU) Architectural Design 4 is an advanced architecture course that further synthesizes the skills and design knowledge that students acquired in Architectural Design 1-3. Level 4 students are self-directed and will work on larger, complex projects that allow them to explore and design different building types, such as a skyscraper, and go into more detail and depth with both building and site design. Students will design buildings that fulfill the

required use while expressing their unique visions and accumulated knowledge. Students will study the site forces, such as solar orientation, traffic patterns, and the surrounding built environment, that impact their building designs. Like Level 3, emphasis is on innovative design thinking, the concept, the design process, and design and building technology. For the spring semester, students will participate in the annual design competition where their work is on display for judging by local architects. Students who complete the architecture competition with an in-person presentation will be eligible for Honors credit. See Architectural Design Honors. All project deliverables (drawings and models) are expected to be portfolio quality for college applications and/or job applications. **Prerequisite:** “C” or better in Architectural Design 3.

ARCHITECTURAL DESIGN HONORS (UC “f,” CSU) Architectural Design Honors students continue exploring design and design drawings in greater depth with more complex projects. Students work more independently as they refine their three-dimensional modeling skills and increase their ability to integrate the many design influences into their buildings. In the spring, students are required to participate in the annual design competition (not eligible for a UC weighted grade.). **Prerequisite:** “C” or better in Architectural Design 4. **See AP/Honors information on page 36.**

ENGINEERING DESIGN 1 AND 2 (UC “g,” CSU) is a two-semester class (Fall-1, Spring-2) that introduces students to the basic vocabulary, graphic communication (technical representation and documentation), and the concepts and different aspects of engineering. Students integrate applied mathematics and technology (computer aided design/3D modeling, coding and 3D printing) into problem solving and product design. Hands-on with projects based on real life problems, this class focuses on design thinking, the design cycle, iterative design, precision measurement, collaboration, data acquisition and analysis, the ethics of engineering, and product development. Units of study include: basic drafting; 3D modeling and designing with Inventor; structural engineering; mechanical engineering; coding and electronics; and product design. Students will advance Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) skills to an intermediate level. Students document in a data book and discuss all project results in a web-based project portfolio. This is the one class where failure is expected and even encouraged! **Prerequisite:** None, but one year of Algebra is highly recommended.

ENGINEERING PROJECTS is the capstone course of the high school engineering program and is simultaneously the first step in college-level engineering. The course is designed to replicate the introductory-level engineering course at both the community and UC level. Students interact with a professional engineer who, with help from the instructor, works to help students look at the *real world* challenges through the lens of a professional engineer. Over 2 years, the course allocates one (1) full semester and one (1) real world problem to each of the following four fields of Engineering: Mechanical, Civil/Structural, Electrical and Computer/Software. Students taking Engineering Projects generate a web-based portfolio documenting their individual application of skill and their comprehension of the professional pathway in each of the four engineering fields. At the end of the high school engineering pathway, students submit the portfolio as a college and/or scholarship application supplement.

Length of course: one year covering: Mechanical, Civil/Structural, Electrical and Computer/Software Engineering
Prerequisites: It is recommended that students complete at least one course in Introduction to Engineering design, Architectural Design or

Construction Technology prior to enrollment in this course or take Introduction to Engineering Design concurrently. Students must be juniors or seniors to take this course or they must obtain the permission of the instructor.

Course Certification: UC Approval Pending.

CONSTRUCTION TECHNOLOGY/WOODSHOP Construction Technology students will use the techniques and building practices that are basic to cabinetmaking, furniture and residential building. The concept of craftsmanship will be emphasized. The course emphasizes the use and practice of the basic machine operations of woodworking. Students learn how to safely use the hand tools and powered machinery that are commonly used. Projects will allow students to experience the realm of shop-based construction. Students use stationary power machines for common machine operations: band saw, table saw, jointer and planer. Students will experience basic wood technology using hand power tools for drilling, routing and sanding. This course may be repeated for credit.

English Literature is only offered to seniors. (Second semester sophomores may elect to enroll in one of the following courses in addition to English 4 *with teacher permission and as space permits.*) A student should confer with his English teacher, his parents, and his counselor in order to make the appropriate selection. Not all courses are offered each semester. Selections include:

**Upper Division English Course Offerings
2020-2021**

Advanced Placement English Language (open to juniors and seniors)
Advanced Placement English Literature (open to seniors)
Advanced Journalism
American Literature 1/American Literature 2
Essay Exposition/Honors Advanced Essay Exposition
Essay Exposition/Humanities
Essay Exposition/Oral Rhetoric
Humanities/ Science Fiction
Humanities/Short Stories
Language of Humor/American Literature 2
Language of Humor/Humanities
Literary Walkabouts/San Francisco Stories
Nonfiction
Poetry/American Literature 2
Shakespeare/Science Fiction

ENGLISH

Freshman/Sophomore Program

The primary goal of the Freshman/Sophomore program is to develop in students the ability to use language skillfully and to interpret it 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 skills mutually reinforce each other, they are taught together, not as separate units. Writing at the freshman level moves from experience to idea; literature includes such works as *Romeo and Juliet*, *The Odyssey* and *The Chosen*. Writing at the sophomore level includes much literary analysis; literature includes such works as *1984* and *Lord of the Flies*.

Students are required to take all four semester courses in the Freshman/Sophomore English program. Each course enables students to increase their facility with language and to build a foundation for the more specialized, in-depth work in the literature and composition required by the Junior/Senior English program.

Note: *The English Department encourages students to work with English teachers, counselors and their parents to plan their four-year English programs.*

English 1 and 2 -- Freshman Program
English 3 and 4 -- Sophomore Program

Upper Division Program

This program will continue the work of the Core Program but will emphasize a higher level of student performance and will provide more demanding, complex assignments and materials. All courses will require substantial practice in the writing of structured papers, extensive reading of significant literature, regular practice in formal and informal oral presentations, and rigorous application of critical thinking skills.

Students are urged to plan their Junior/Senior program carefully in consultation with their English teacher, parents, and counselor. The following courses are available to juniors and seniors; however, AP

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE

(UC “b”, CSU) Advanced Placement Language and Composition is a college level English course, taught over two semesters, which 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. The course is open to juniors and seniors. Students will engage in close reading of significant works of nonfiction and write analytically and critically about those texts and other topics. AP Language focuses mostly on the study of rhetoric, with a heavy emphasis on nonfiction texts: speeches, essays, letters, etc. The writing in the course covers three distinct forms, all of which are assessed on the AP exam: rhetorical analysis, argument, and synthesis. See **AP/Honors Admission Information on pg. 36.**

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE

(UC “b”, CSU) Offered to seniors only. Intended to approximate the first year of college English. The course focuses on the close study of significant works of literature and on the ways to write analytically and critically about literature. The year course is for seniors who have demonstrated high promise in their first three years of high school English. Students may gain college credit and possible acceleration if they pass the Advanced Placement English Examination with a sufficiently high score. Works studied may include: *The Metamorphosis*, *Heart of Darkness*, *Invisible Man*, *Hamlet* and *Waiting for Godot*. See **AP/Honors Admission Information on page 34.**

ADVANCED JOURNALISM (UC, “g” only) Students will determine and create the content of The Redwood Bark’s newspaper, website, and social media channels, reporting the news, investigating events, and developing features and commentary relevant to school and the community. Students will hone their skills in reporting, interviewing, writing and revision, video production, photography, and layout and design, while dealing with the daily ethical, technological, and teamwork issues that deadline-based productions demand. Students will study professional nonfiction works and explore the changing role of journalists in society. The compositions skills and technological aptitude of students will continue to be improved through project-based assignments. **Prerequisite:** Nonfiction 1 and 2 with a grade of B or

better.

AMERICAN LITERATURE 1 (UC “b”, CSU) Individual vs. Society

In this course, the texts illuminate the historical push and pull between Individual vs. Society, between outcast and community, between freedom of expression and imposed conformity, between fanaticism and tolerance, between minority and majority, between faction and system, that has shaped and reshaped American character. We will also use the works to discuss parallel current societal tensions that we deem relevant to our own lives, both immediate and in the near future. We will evaluate what we think of as reasonable and unreasonable individual vs. societal expectations. Texts may include *The Crucible*, *Native Son*, *Their Eyes Were Watching God* and *Ragtime*. *The Metamorphosis*, *Heart of Darkness*, *Invisible Man*, *Hamlet* and *Waiting for Godot*...among others.

AMERICAN LITERATURE 2 (UC “b”, CSU) This course is the second in a yearlong study of the American canon, yet American Lit 1 is not a prerequisite. How the American Dream becomes the American Nightmare is the focus of study yet is only one of the many absorbing and relevant themes found in *The Great Gatsby*, *The Grapes of Wrath*, *All the Pretty Horses*, and *Death of a Salesman*. All these writers - Fitzgerald, Steinbeck, McCarthy, and Miller - have distinctive and challenging styles of telling their stories of the east and the west, the changing economy and values of American life, and the disappointing realities but ubiquitous idealism of its citizens.

ENGLISH LANGUAGE DEVELOPMENT 1-4 (UC “b”, CSU; up to 10 credits in English) English Language Development (ELD) is a four-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 below fluent. The course provides ELD students with language instruction that develops their speaking, listening, reading and writing skills while following a sequential grammatical syllabus. It further 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 into high school and community life. Each level is a one-year course worth 10 credits; up to a total of 10 credits can be applied to UC English.

ESSAY EXPOSITION (UC “b”, CSU) This class is one devoted to the development of expository skills as a mature writer, building off writing done in English 1-4, as well as other upper division electives. Students will explore various types of exposition, both in reading the work of others and writing. We work on writing skills in the following areas: observation, narration, reflection, interpretation, and evaluation. We will spend ample time examining the choices writers make via rhetorical, stylistic, and literary analysis in order to inform our own writing process. Although the emphasis of the course is writing, doing that well requires a great deal of close reading, discussion, and critical thinking.

ESSAY EXPOSITION – HONORS/ADVANCED (UC “b”, CSU) This one-semester course is designed to provide the college preparatory student with the opportunity to acquire the kinds of writing skills needed to make a successful start in college. While the course will focus on the expository essay, it will provide practice in personal and other types of writing and will use reading as a prompt for class discussion and written reaction and as a model for composition. (C) See **AP/Honors Admission Information on page 34.**

HUMANITIES (UC “b”, CSU) Focus is on examining the behaviors we see in literature and seeing how they manifest in real life and are applicable to us. Central questions about the human experience are

explored, such as: What is the good life? What are good and evil? We also look at what it means to be human, what our responsibilities are as humans, what we believe in, how experiences such as war shape us as humans. Students are encouraged to discover, feel, think, communicate and question. Books that are frequently taught in this class are: *One Flew Over the Cuckoo’s Nest*, *Siddhartha*, *Twelfth Night*, *The Things They Carried*, *Night*, *Man’s Search for Meaning*, and *Slaughterhouse Five*. Poetry, art, film, and drama are also incorporated.

LANGUAGE OF HUMOR (UC “b”, CSU) The focus for this course is to examine and emulate the ways in which humor can be used as a rhetorical device. Students will learn how theories of humor and humor techniques explain why things are humorous. Students will study classic and contemporary novels, short stories, political texts, and stand-up comedy routines to understand the effectiveness of humor as a means of persuasion and a reaction to setbacks. Additionally, students will understand the role of humor as a tool of power, inspiration, healing, and criticism, to name a few. Authors may include: Tina Fey, Trevor Noah, David Sedaris, Voltaire, Mark Twain, Jonathan Swift, Mindy Kaling, Amy Poehler, Jon Stewart, Stephen Colbert, John Oliver, John Kennedy Toole, Andy Borowitz and others. Writing in the course will range from analyses of humor to original pieces of satire to stand-up routines to humorous personal essays. Because what makes something funny is often a matter of taste, we will examine how culture, age, family, intelligence, and race affect our taste and understanding of humor.

LITERARY WALKABOUTS (UC “b”, CSU) Course provides the opportunity to read and write about adventure and exploration. Students will read nonfiction works that appeal to the imagination through both intellectual and physical adventures. In addition to an in-depth literary analysis of each work, students will explore the cultural, geographical, political, and environmental issues of regions throughout the world and develop writing skills in the areas of nonfiction travel/adventure writing, journal writing, and persuasion. With the same rigorous standards of other upper division college preparatory electives in the English program, the focus of this course is on improving writing, reading, speaking, and listening skills. Texts may include *Into Thin Air* by Jon Krakauer, *Running the Amazon* by Joe Kane, *Almost French* by Sarah Turnbull, *The Places in Between* by Rory Stewart, and *On the Road* by Jack Kerouac. Supplementary materials include: articles, interviews, and travel narratives from selected anthologies and magazines, such as *The Best American Travel Writing*, *The New Yorker*, *National Geographic*, *Outside*, etc.

NONFICTION 1-2 (UC “b”, CSU) Provides an introduction to journalistic writing, nonfiction literature, and media production. This year-long course offers students the opportunity to learn techniques for writing nonfiction such as news and feature writing, editorials, investigative reporting, and survey development. Students will be able to submit a portfolio as part of their application to the Advanced Journalism program for the following year. Texts include *All the President’s Men*, *Zeitoun*, *Fast Food Nation*, *In Cold Blood*, and *The New York Times*, in addition to other media/texts. (May be open to 9th grade as space permits)

ORAL RHETORIC (UC “b”, CSU) This course helps students improve their speaking and listening skills with critical attention. It enables students - through oral activities - to improve their critical thinking and writing skills, as well as their understanding of speeches. Students will analyze the structure and content of effective speeches, and write and present speeches using the various techniques studied. Additionally, students will practice debate skills that are central to understanding how to identify and craft strong, persuasive arguments.

POETRY (UC “b”, CSU) Students will read, discuss, analyze, and write about poetry, as well as write their own poems. There is, therefore, both an interpretive and creative, twofold focus, in which students will provide feedback to each other on individual assignments and collaborate together on group projects. In addition, exposure to all sorts of poems is a key to this course, including many traditional and contemporary forms. Furthermore, the learning approach is inductive and heuristic, discovering and knowing significant aspects of the genre as they are encountered in the selected texts. As a result, students will have a solid understanding and appreciation of how poets use language to convey their insights into life and human existence. Although there is no official text for the course, two websites in particular will be important resources for accessing poetry: The Academy of American Poets and The Poetry Foundation. A full catalogue of poets considered in this course is much too long to include here, but the following is a solid sampling: Spenser, Shakespeare, Donne, Marvel, Blake, Milton, Wordsworth, Coleridge, Keats, Dickinson, Whitman, Yeats, Hopkins, Hughes, Auden, Jeffers, Frost, Moore, Bishop, Wilbur, Plath, Simic, Oliver, Olds, Rich, Heaney, Collins, Giovanni, Bass, Tretheway, and Hayes.

SAN FRANCISCO STORIES (UC “b”, CSU) This one-semester course is for students interested in the literature set in San Francisco and the Bay Area, and the history of the region which inspired that literature. Focus might include the Gold Rush, the 1906 Earthquake, the movement of immigrants to the Bay Area over the past two centuries, the Beat and San Francisco Renaissance literary movements of the 1950’s, and the LGBTQ movement of the 1970’s and beyond. Students will have the opportunity to research and analyze important historical movements, architecture, and individuals in the life of the City of San Francisco. In keeping with the class’s title, the stories of our lives as they relate to San Francisco might also become a point of interest. Texts may include *Maltese Falcon*, *A Crown of Dust*, *Cool Gray City of Love*, *The Joy Luck Club*, and *Season of the Witch*.

SCIENCE FICTION (UC “b”, CSU) Students read and examine contemporary and classical works of science fiction and through a variety of texts, explore how changes in technology affect society, and how society responds to technological advances. Texts may include selections from H.G. Wells, Robert Heinlein, Isaac Asimov, Ray Bradbury, and Greg Bear, with titles including *War of the Worlds*, *I, Robot*, *Fahrenheit 451*, *Blood Music*, and *Ender’s Game*.

SHAKESPEARE (UC “b”, CSU) This class is designed for students who want to further their study of Shakespeare and Elizabethan England. Through a close reading of plays and poetry, the student will learn about the conventions of Elizabethan theater and the action, characters, and themes of the plays. Students will examine and analyze why Shakespeare has been and continues to be the most celebrated and revered author in the world and why his themes are still relevant today. Students will be encouraged to attend actual Shakespearean performances in the Bay Area. The choice of plays in the course is adjusted to match the performances available. Students have attended such works as *As You Like It*, *Twelfth Night*, and *Midsummer Night’s Dream* in the past. Tragedies like *Richard III* and *Hamlet* are also a focus of the course.

SHORT STORIES (UC “b”, CSU) Students will read, discuss, and write about short stories written by authors such as Edgar Allan Poe, Anton Chekhov, Franz Kafka, and Raymond Carver. Students will write papers which analyze theme, characterization, and narrative structure. In addition, students will write short stories of their own, employing many of the techniques they have learned through reading published authors.

FINE ARTS

An appreciation of the arts is an essential element in the development of an appreciation of life. The creative thinking skills learned in the arts are necessary complements to cognitive thinking. The visual and performing arts are disciplines that foster students’ abilities to create, experience, analyze and reorganize, thereby encouraging intuitive and emotional as well as verbal responses. The Tamalpais District has made a strong acknowledgment of the position that experiences within the areas of the arts are essential to a total education by adopting a one-year requirement in Fine Arts with the opportunity to continue in the Fine Arts programs for all four years. The UC and CSU systems also require fine arts for admission. AP and Honors classes may be offered.

VISUAL ARTS

Visual arts courses are scheduled as yearlong sequences. The first course in the sequence, Art Explorations is sequenced with either Ceramics 1, Drawing and Painting 1, Photography 1, Graphic Design 1, or Architecture 1. This first year sequence is strongly recommended for 9th graders.

First Year Fine Arts Course Offerings
Art Explorations/Ceramics 1
Art Explorations/Drawing and Painting 1
Art Explorations/Photography 1
Art Explorations/Graphic Design 1
Art Explorations/Architecture 1

Art Explorations is a prerequisite for all of the other Visual Arts electives and for Architectural Design 1 and must always be taken as part of a yearlong sequence for the first year of each visual art (including Architecture) course.

ART EXPLORATIONS (UC “F”, CSU) This is the first course in a sequential art program and is a prerequisite for all visual art electives. The course is usually taken in the freshman or sophomore year and will satisfy 5 units of the District’s 10 units Fine Arts grad requirement. It introduces the student to various forms of artistic expression such as drawing, painting, graphic design and three dimensional design. The course also emphasizes the importance of art for personal expression as well as its importance as a cultural element in society.

ARCHITECTURAL DESIGN 2-3 (UC, “F”, CSU) These are interdisciplinary courses offering cross-curricular credit. The sequence of Art Explorations and Architectural Design I may be used to meet the district’s Fine Arts graduation requirement. Please see the complete course description in the Applied Technology section.

CERAMICS 1 (UC “F”, CSU) Ceramics is a functional, sculptural and historical medium emphasizing concepts of three dimensional design. Instruction includes the use of the potter’s wheel, hand construction techniques to create hollow forms, coiled forms, and forms from slabs of clay. Surface decoration techniques will include glaze, underglaze and stain use, slip decoration and textured designs. Students may create their own projects along with the teacher’s projects. Some of the class projects will include pinch bowls, coil pots, slab vessels, facial sculptures, lidded forms, wheel-thrown forms, as well as personal projects. Individual initiative, success, participation, and fun are emphasized. **Prerequisite:** Art Explorations.

CERAMICS 2 (UC “F”, CSU) Intermediate Ceramics is a continuation

of Beginning Ceramics for motivated students who want to further develop and apply the skills learned in the first course. Students will gain a greater understanding and ability to apply more complex forming techniques, decorative processes, glaze preparation and formulation, and finishing methods. Projects may include coil and slab forms, historical projects, wheel-thrown forms, and a higher emphasis on individual artist practices. Students will see and analyze the work of contemporary ceramics artists. **Prerequisite:** Ceramics 1 or consent of instructor.

CERAMICS 3-7 (UC “F”, CSU) Advanced Ceramics is a continuation of Intermediate Ceramics for the serious student who has demonstrated talent and skill in the medium of clay. Instruction will include kiln firing, advanced glaze knowledge, complex forms, sculptural techniques, historical processes, and in depth analysis of historical and modern art. Students will design their own course of study to focus on a body of work which will be exhibited upon completion. **Prerequisite:** Ceramics 2-6 or consent of instructor.

HONORS CERAMICS 4-5 (UC “F”, CSU) Honors 4-5 Intermediate/Advanced Ceramics is a year-long course (two consecutive semesters) of in-depth focus in the art of Ceramics and related materials, expanding and adding depth to the existing program for Ceramics 4-5. This course is intended for Ceramics students who want a challenge above the expectations of Ceramics 4-5 and want a good preparation for the option to take AP 3D. The additional projects and more in-depth work align with the AP 3D program and include preparing for culminating student art show, developing one’s own artistic voice in a personalized approach to class assignments and projects, peer teaching, visiting museums and galleries outside of the classroom and preparation of a digital portfolio. The overall goal of this course is for the student to authentically think and work as an artist and as a contributing member of an artistic community. Conference with teacher required for entrance.

See AP/Honors Admission Information on pg. 36.

DRAWING/PAINTING 1-6 (UC, “F”, CSU) Drawing & Painting is a sequential program that develops understanding of the common heritage and diverse cultural traditions of art. Students develop skills in various media including pencil, colored pencil, pastels, charcoal, ink, tempera, watercolor, acrylic, and mixed media through the use of imaginative, still life, landscape, portrait, and figurative studies. Culminating projects integrate skills, techniques and ideas into individual expression stressing increasing skill levels through the 1 to 7 sequences. Advancement to the next semester requires a grade of C or better in the previous semester. **Prerequisite:** Art Explorations for D & P 1.

GRAPHIC DESIGN (UC “F”, CSU) This course offers students an opportunity to explore and create visual symbols and images used in basic design and commercial art. Students will focus on the elements and principles of design and their application to graphic arts through such projects as designing logos, developing letters and alphabets, making posters and containers, and developing designs and layouts for publications and advertising. The class will also include the art of printmaking and explore techniques such as block printing, stamping etc. May be repeated for credit. **Prerequisite:** Art Explorations.

ADVANCED GRAPHIC DESIGN (UC “g”, CSU) This course is intended for students motivated to expand their artistic and technical skills learned in Beginning Graphic Design. Students will take a more in depth look at design, branding, and creative visual solutions using a combination of traditional and digital media. Students will expand their understanding of color, content, and composition to develop a language for visual communication. Projects include posters, package designs, type designs, and illustrations. Students will also produce work for

clients and work in groups requiring teamwork, communication, organization, and time management. **Prerequisite:** Art Explorations/Graphic Design 1.

PHOTOGRAPHY 1 (UC “F”, CSU) This hands-on, project-based class is intended for the newcomer to the art and craft of photography. Students learn basic camera use and print production using both digital and film cameras. Students learn to clarify the subject matter, light, and composition in their work and create a portfolio of images. A basic history of photography is taught through presentations, films, and activities. Students will learn basic camera operation, film development and darkroom printmaking, basic digital editing, print production and practice proper photographic craftsmanship. **Prerequisite:** Art Explorations

PHOTOGRAPHY 2 (UC “F”, CSU) This hands-on, project-based class is the intermediate-level course in the art and craft of photography. Students increase their technical and visual understanding of both the digital and film photographic processes. Students create a portfolio of fine-art images showing straight, conceptual, and method-based work. Historic and contemporary photographers are studied that relate to the class content. Students will learn intermediate camera operation, refine film development and darkroom printmaking, learn intermediate digital editing, practice proper craftsmanship and create a portfolio of personally-generated images. **Prerequisite(s):** Art Explorations/Photography 1.

PHOTOGRAPHY 3-6 (UC “F”, CSU) This repeatable, project-based class is the advanced-level course in the art and craft of photography. Students can continually refine their technical and visual understanding of the digital and film process as it pertains to their work. Students create an expanding portfolio of images reflecting straight, conceptual, and method-based photographic practices. Emphasis is placed on the development of a personal voice in the medium. Historic and contemporary photographers are studied that relate to the class content. Students will learn advanced camera operation, the use of a specific camera or process, refine the digital and/or darkroom process of their choice, and practice superior craftsmanship. **Prerequisites:** Photography 1 and 2.

HONORS PHOTOGRAPHY (UC, “F”, CSU) Honors photography is intended for the advanced photography student who wishes to create a portfolio of independently-produced work and expand their craft from photography to alternative techniques and cinematography. This course is especially suited for students wishing to pursue AP 2D Studio Art with a Photography emphasis. This course is designed to meet the needs of the developing young artist who is concerned with creating an individual voice in the medium and its expanse. Honors photography should be taken by students with exceptional motivation and interest in photography and filmmaking. Students will explore and refine advanced camera operation, learn specific cameras or processes which suit the individual needs of a portfolio, master the digital and/or darkroom process of their choice(s) and practice superior craftsmanship including the creation of photographs which are presentation-quality. **Prerequisites:** Photography 1 and 2. **See AP/Honors Admission Information on page 34.**

ADVANCED PLACEMENT ART HISTORY (UC, “F”, CSU) This one year course is intended to prepare students for the AP Art History exam. This course offers the student an opportunity to explore in depth the history of art from ancient times to the present. The first semester covers art from the Paleolithic Era through to the Early Renaissance. The second semester covers art from the High Renaissance through

Postmodernism. Through readings, research, slides, videos, discussions, written and verbal critiques, museum visits and collaborative creative projects, students will view significant artworks from around the world. Students will describe, analyze and compare works of art connecting historical events, art periods/styles, specific artworks and issues/themes that connect art across history, multiple cultures and world.

Prerequisites:

Two years of English, one year of World History, one year Fine Arts. See AP/Honors Admission Information on page 34.

ADVANCED PLACEMENT (AP) STUDIO ART 2-D DESIGN

(Photography) (UC “f”, CSU) This is a one year course designed for the senior in high school as their culminating experience in photography. Students will work on developing their own artist’s voice and concentration while learning to accentuate their strengths as an artist and address their areas of weakness. Students will engage in an AP approved course of study, which includes a final submission of their AP portfolio to the College Board, which may earn college credit and placement. In the fall, students will produce supplemental portfolios for the college application process. The year will include presentation and gallery exhibitions. In this class the student will be exposed to contemporary artists who are using their skills to create impact in all areas from business to philanthropy. Students will engage in reflection and critical thinking through the art critique and experience an ensemble of artists working together on community projects. Students apply their knowledge of the Adobe Suite including Adobe Photoshop, LightRoom, InDesign, Illustrator, Bridge, Premiere and Final Cut Pro. A final portfolio and college supplement will be produced.

Prerequisites: Photography 1-3 and portfolio approval by instructor.

See AP/Honors Admission Information on page 34.

ADVANCED PLACEMENT (AP) STUDIO ART DRAWING (for Drawing and Painting) or ADVANCED PLACEMENT (AP) STUDIO ART 2D DESIGN (for Drawing and Painting) (UC “f” or “g”, CSU)

A one year course intended for highly motivated students who are seriously interested in the study of art and who show promise in their first three years of drawing and painting courses. Students will follow the national AP course of study culminating in the submission of a digital and physical portfolio to the AP College Board, which may earn them college credit. Students may enroll in this course for the 2D Design exam one year, and the Drawing exam the following year.

Prerequisites: Drawing and Painting 1-3 or equivalent and portfolio approval by instructor.

See AP/Honors Information on pg. 36.

ADVANCED PLACEMENT (AP) STUDIO ART 3-D DESIGN

(UC “f” or “g”, CSU) A one year course intended for highly motivated students who are seriously interested in the study of ceramics and/or sculpture and who show promise in their second year of a 3-D art, such as Ceramics or Sculpture. Students will follow the national AP course of study culminating in the submission of a portfolio of slides to the College Board and may gain college credit and placement.

Prerequisites: Ceramics 1-3 and portfolio approval by instructor.

See AP/Honors Admission Information on page 34.

ARTIST’S VOICE – Ceramics, Drawing/Painting, Photography

(UC “f” or “g”, CSU) A Fine Arts elective for students who are interested in pursuing, shaping, and challenging their individual artistic vision and voice. Classes are three hours long, held once a week in the evening, and are supplemented with independent student work in the arts. Students learn from visiting guest artists to expand their creative practice, and spend class time creating original works of art. Students also participate in community exhibits, events, and site based projects.

May be repeated for credit. **Prerequisite:** Students must be sophomores, juniors, or seniors, and have completed one year of visual arts electives, or have teacher approval.

DRAMA

Redwood Theater Arts consists of a student run theater company - *Ensemble Production Company (EPIC)* - which enables students to apply their classroom learning to the experience of rehearsal and performance each semester. Participation in the Theater Arts program at Redwood is open to all students without audition. Students may enter the program during any year of their school career, but they must enroll in Beginning Drama no matter what year they are in school. Courses are sequential with each a prerequisite to the next.

DRAMA 1-2 (BEGINNING DRAMA) (UC “f”, CSU) Students work on the basics of the craft of acting and working in an ensemble. The importance of self-discipline, teamwork, personal responsibility and focused attention are stressed. Students are introduced to basic acting techniques, exercises in pantomime, movement, voice, and analysis of dramatic literature from the standpoint of production. Performances are required. **Second Semester:** Students expand their focus to include improvisation, movement styles for the theater such as stage combat and dance, voice, and more sophisticated approaches to character development. Students in Drama 1 and 2 present in a One Act Festival at the end of each semester as their final project. Performances are required.

DRAMA 3-4 (INTERMEDIATE DRAMA) (UC “f”, CSU)

Performance as Process. Instruction stresses the use of body and voice as expressive tools. Students create performances with a variety of source material. Class projects include monologues, performance of literature, and children’s theater performances at area elementary schools. Technical and production elements are introduced. Students must complete a 10-hour technical theater requirement outside of class. Performances are required. **Second Semester:** Play production. Acting students approach the text with more complexity. Students focus their skills on improvisation, play-length text, and introduction to the performance of Shakespeare. Spring semester work culminates in a full-length production. Students run all elements of performance for their productions. Students must complete a 15-hour technical theater requirement outside of class. An additional 10 hours of rehearsal may be required. Performances are required. **Prerequisite:** Drama 1-2 or consent of instructor.

TV AND MEDIA PRODUCTION This hands-on course covers all aspects of video technology in the creation of Redwood TV. Students learn intermediate/advanced levels of single-camera and multi-camera field production, digital non-linear editing, lighting, audio recording, pre-production planning, and computer graphics for video. Classes are centered around student-driven projects, with an emphasis on direct participation in all aspects of the production process by all participants in the class. **This course requires two to three hours a week of time outside of class hours.** An application and video project/portfolio are required for entrance. **Prerequisite:** Photography 1-2, Beginning Media Production, or the consent of the instructor.

THEATRE PRODUCTION 1-2 (UC “f”, CSU) Theatre Production is an eighth period project-based course with a focus on the fundamentals of theatre production, theatre operations, and performance. Students will become active participants involved in running the student-operated theater company. Concurrent enrollment in either Drama 1-2 or Drama 3-4 courses is strongly encouraged. Students receive extensive structured mentoring from older Advanced Drama peers and professional guest artists. 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 crew duties, and introduction to design, as well as performance in a main stage play project. Students will choose or be assigned to a production project from 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, and/or a main stage ensemble performance project. To fulfill the requirements of the course, students must complete 60 hours in 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.

DRAMA 5-6 (ADVANCED DRAMA)/STAGECRAFT 1-2 (UC “F”, CSU), 20 units These two courses are taught concurrently, 7th and 8th periods, for students wishing to continue beyond Intermediate Drama and who may be preparing for theater arts work beyond high school. Production is the goal of the class. Students focus on learning all aspects of operating the student run theater company (EPIC). Drama 5-6 occurs during 7th period, Stagecraft 1-2 during 8th period - after school every day as required for rehearsals, performances and also some weekends and evenings. Seventh period is devoted to skill development and production support: learning theater management, technical theater, and stage management and performance skills. Students produce all EPIC productions. Eighth period consists of performance and support. **Prerequisite:** Completion of Drama 3-4 with a grade of “C” or better and consent of instructor.

HONORS ADVANCED DRAMA 5-6 (UC “F”, CSU) 10 units This yearlong honors-level course is designed for committed junior students that are prepared to participate in two major drama projects (acting or technical theater after school) over the course of the school year. 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.

HONORS ADVANCED DRAMA 7-8 (UC “F”, CSU) 10 units This yearlong senior course expands on the Advanced Drama 7-8 curriculum to include two major production projects outside of school. 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.

DRAMA 7-8/STAGECRAFT 3-4 (UC “F”, CSU) Students run all aspects of theater company, rehearse and perform major productions. Significant after school commitment is required. In addition to preparing the winter stock shows, the focus will be on actor training and audition techniques. Drama 8 culminates with an emphasis on the creation and performance of an original work. **Prerequisite:** Completion of Drama 5-6 with a grade of “B” or higher.

HONORS THEATRE DIRECTING (UC, “F”, CSU) Students build upon skills acquired throughout the four year sequence by serving as

teacher assistants and student directors in the Drama 1-4 core program. Students must successfully complete the fall Directing seminar in order to direct in these programs. Course of study includes script analysis, rehearsal planning, technical preparation for production, conceptual development, playwriting, and problem solving for peer directors. **Prerequisite:** Completion of Drama 1-4 with a grade of “B” or better. Concurrent enrollment in Advanced Drama is required.

SENIOR PROJECTS IN DRAMA A course open to select seniors who are interested in taking on significant responsibility in the management of the theater company. Students work with staff to design appropriate projects in the workplace learning situation (EPIC production office). **Prerequisite:** Consent of instructor required.

MUSIC

CONCERT BAND (INTERMEDIATE BAND) (UC “F”, CSU) For Students with at least 1-3 years of experience in Band at their middle school or previous high school. This ensemble is for all wind instruments and percussionists. All music fundamentals are covered in this course from technique, ear training, music theory, reading skills and music history. Students will also listen to and study music literature from classical genres, to world music, and beyond. The Concert Band is a great home for many students for all four years who are comfortable with a less demanding class than the upper level band; but many students often use this as a training ground to prepare themselves for Advanced Band after 1-2 years in this Intermediate Band. There are two to three required evening concerts per year, with 2-3 after school rehearsals throughout the year. This course is open to 9th-12th grade students.

SYMPHONIC BAND (ADVANCED BAND) (UC “F”, CSU) Entrance to Symphonic Band is by audition only with the instructor. Freshman or upperclassmen may audition for this class. This ensemble is for all wind instruments and percussionists. This class covers the advanced study of band repertoire. All music fundamentals are covered in this course from technique, ear training, music theory, reading skills and music history. Students will also listen to and study music literature from classical genres, to world music, and beyond. There are three to five required performances during school and evening concerts per year, with 3-5 after school rehearsals throughout the year. This course is open to 9th-12th grade students.

JAZZ BAND (UC, “F”, CSU) **Evening Class – 1 night per week: Advanced Jazz & Intermediate / Entry level Jazz** This is a course involving the study of Jazz music, improvisation, and all styles connected to jazz, blues, funk, etc. All music fundamentals connected to jazz and improvisation are covered in this course from technique, ear training, music theory, reading skills, and jazz music history. The co-requisite for this class is to be enrolled in either Intermediate or Advanced Band or Intermediate or Advanced Performance Workshop. Any Student with 1-3 years of experience on their instrument may join and enter Intermediate Jazz. There are three to four required evening concerts per year, with 3-4 after school rehearsals throughout the year. Auditions for Advanced Jazz are held by instructor once you are enrolled in the course. This course has two instructors. This course is open to 9th-12th grade students.

BEGINNING GUITAR/BASS 1-2 (UC, “F” CSU) A one year course for any student interested in learning to play the guitar or bass guitar. This class is open to those who have no music experience, or musicians accomplished on another instrument, desiring to learn guitar or bass guitar. All basic introductory music fundamentals are covered in

this course from technique, ear training, music theory, reading skills and music history. This course is open to 9th-12th grade students.

INTERMEDIATE MUSIC PERFORMANCE WORKSHOP 1-2

(UC “F” CSU) This intermediate level course is a music lab focusing on guitar, bass guitar, piano, drums and vocalists. Students will study and be exposed to styles ranging from folk, rock, blues, jazz, pop-rock and contemporary genres. All music fundamentals are covered in this course from technique, ear training, music theory, reading skills and music history. **Prerequisite:** Completion of Beginning Guitar, or 2-3 years of experience on either guitar, bass, piano, drums, or vocals. There are three to four required evening concerts per year, with 3-4 after school rehearsals throughout the year. Intermediate Performance Workshop is a good home for students for all four years, but many students often use this as a training ground to prepare themselves for Advanced Performance Workshop. This course is open to 9th-12th grade students

ADVANCED MUSIC PERFORMANCE WORKSHOP 1-2

(UC “F” CSU) Entrance to Advanced Performance Workshop is by audition only with the instructor. This Advanced level course is a music lab focusing on guitar, bass guitar, piano, drums and vocalists. Students will study and be exposed to styles ranging from folk, rock, blues, jazz, pop-rock and contemporary genres. All music fundamentals are covered in this course from technique, ear training, music theory, reading skills and music history. **Prerequisite:** At least 3-4 years of experience on either guitar, bass, piano, drums, or vocals. This course is open to 9th-12th grade students.

MATHEMATICS

The Mathematics program offers a spectrum of courses to meet the varied levels of ability, interests, and skills that our students possess when entering high school. There is a three-year mathematics requirement for graduation including successful completion of Algebra 1-2.

NOTE: To entering freshmen - your mathematics placement is determined by the recommendation of your 8th grade teacher and placement exam.

College Preparatory Sequence

For all college preparatory courses, a student should earn a minimum grade of C– or better in the spring semester in order to enroll in the next course. The reasons for this prerequisite are:

- (1) C– is the minimum grade that the University of California and California State University will accept for a course to qualify for entrance requirements.
- (2) Each course builds sequentially on the preceding course. Students who earn a grade less than C– usually do not have the skills necessary to be successful in the next course.

Students may be invited to repeat the spring semester of their previous college preparatory mathematics course in order to improve their grade and skills.

Traditional Sequence

ALGEBRA 1-2 (UC “c”, CSU) A study of algebra including problem solving, properties of the real numbers, equations, formulas, inequalities, products and factors of polynomials, algebraic fractions, systems of linear equations, irrational numbers, quadratic equations, functions, and graphs. **Prerequisite:** Recommendation of previous math teacher.

ALGEBRA FOUNDATIONS This two semester course covers the

equivalent content of the first semester of Algebra 1. Emphasis is on solving equations, graphing, and linear models. **Prerequisite:** Recommendation of previous math teacher.

GEOMETRY 1-2 (UC “c”, CSU) A college preparatory course that involves the study of logic and proof, two and three dimensional figures and their properties, congruence and similarity, constructions, coordinate geometry, and transformations. **Prerequisite:** Students who receive a C- or better in Algebra may enroll in Geometry 1.

GEOMETRY 1A-2A (UC “c”, CSU) 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 “c”, CSU) This course does not meet NCAA eligibility. 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 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. Students completing the course with a grade of “C–” or better may enroll in Advanced Algebra 1. Students in Advanced Algebra 1 who are struggling at the semester may be recommended to transfer to Intermediate Algebra 2 if there is room in the class.

Prerequisite: Recommendation from previous math teacher; students must pass Geometry 2 or 2A with 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 “c”, CSU) Study of functions (linear, quadratic, exponential, logarithmic, polynomial, rational and radical) and their graphs, the real and complex number systems, sequences and series, and probability. **Prerequisite:** Students need a grade of C– or better in Geometry 2, Geometry 2A or Intermediate Algebra 2 and the recommendation of their math teacher.

STATISTICS (UC “c”, CSU) A full year course in statistics with an emphasis on surveys and samplings, statistical reasoning, and contemporary applications. It is designed for students who have successfully completed Intermediate or Advanced Algebra 1-2. It is not open to mid-year transfers. **Prerequisite:** Students enrolled in Statistics must have successfully completed Advanced Algebra 1-2 or Intermediate Algebra 1-2.

TOPICS IN MODERN MATHEMATICS (UC “c”, CSU) This course does not meet NCAA eligibility. This course is designed to make mathematics accessible and understandable to a diverse student population, challenging both gifted students and providing access to a rich set of topics for all students who meet the mathematical prerequisites. The course will consist of topics that are not traditionally taught in the college preparatory sequence. It is designed to give students the opportunity to work with concepts and topics in applied mathematics fields. In science and industry, mathematical models are the main tools for analyzing and solving problems that arise; this course will give students some insight into the excitement of contemporary mathematical thinking. The course is offered in two discrete semesters; students will have the option of enrolling in the fall semester, the spring semester, or both. **Prerequisite:** 11th and 12th grade students who have completed a minimum of Advanced Algebra with a C– or better.

PRECALCULUS (UC “c”, CSU) A preliminary course to college calculus that includes trigonometric functions, numerical and analytic trigonometry, conic sections, polynomial functions, parametric equations, polar equations, and limits of functions. There is an emphasis on transformations, numeric reasoning, and thinking mathematically. This is a challenging course designed to prepare students for college calculus. **Prerequisite:** Students need a grade of C– or better in Advanced Algebra.

CALCULUS (NON-AP) (UC “c”, CSU) This course covers much of the same content as AP Calculus but will be taught using experimental labs and writing for understanding. This class is appropriate for any student who has finished Pre-Calculus but does not wish to be in an Advanced Placement course. The focus of the course will be on the algebra of calculus, limits and continuity, the derivative (including applications and modeling), antiderivatives and indefinite integration, area under the curve and definite integration (including applications and modeling). The grade in this course is not weighted. **Prerequisite:** Completion of Pre-calculus with a grade of C– or better.

ACCOUNTING 1-4 See Applied Technology for description.

Honors and Advanced Placement

Students must meet the criteria set forth by the Tamalpais District for Honors and AP placement. **For admission criteria for all Honors and Advanced Placement classes please see the information on pg. 36 and in the appendix.**

The Redwood Mathematics Department strongly believes in the quality of the “regular” course and knows that students in the program are well-prepared for post-secondary options.

HONORS GEOMETRY 1-2 (H) (UC “c”, CSU) This college preparatory course involves all topics covered in Geometry 1-2, but in more depth, at a faster pace, and at a more abstract level. It includes additional enrichment topics such as mathematical modeling, and non-Euclidean geometries. Students can expect a more rigorous workload. Geometry 1H-2H satisfies one year of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission. **Prerequisite:** A passing score on the TUHSD honors placement test.

HONORS ADVANCED ALGEBRA 1-2 (H) (UC “c”, CSU) An honors course covering topics of Advanced Algebra and additional enrichment topics. *(Does not receive a UC weighted grade.)*
Prerequisite: Passing score on TUHSD honors placement test.

HONORS PRECALCULUS (H) (UC “c”, CSU) An honors course covering topics of Precalculus and additional enrichment topics.
Prerequisite: Consult with current Advanced Algebra teacher and a grade of C or better in Advanced Algebra.

ADVANCED PLACEMENT (AP) STATISTICS (UC “c”, CSU) A course that allows students to continue their mathematics studies and receive college credit by passing an Advanced Placement Examination. Topics include one and two-variable statistics, regression, probability, correlation, sampling, distributions, and statistical inference.
Prerequisite: Completion of Advanced Algebra 1-2 with a grade of “B–” or better or completion of Precalculus with a grade of “C–” or better. **See Honors/AP information on pg. 36.**

ADVANCED PLACEMENT (AP) AB CALCULUS (UC “c”, CSU) A course that allows the accelerated mathematics student to continue in high school with calculus and to receive one semester of college credit

by passing an Advanced Placement Examination. This course prepares students for the AP Calculus AB exam. **Prerequisite:** Students need a grade of C or better in Precalculus 1-2. Students earning a B or better in Precalculus 1-2 should meet with their current Precalculus teacher before deciding which course would be most appropriate for them. **See Honors/AP information on pg. 36.**

ADVANCED PLACEMENT (AP) BC CALCULUS (UC, “c”, CSU) A course that allows the accelerated mathematics student to continue in high school with calculus and to receive one year of college credit by passing an Advanced Placement Examination. This course prepares students for the AP Calculus BC exam. **Prerequisite:** Students need a grade of B or better in Precalculus 1-2. Students earning a B or better in Precalculus 1-2 should meet with their current Precalculus teacher before deciding which course would be most appropriate for them. **See Honors/AP information on pg. 36.**

PHYSICAL EDUCATION

In keeping with the ancient Greek ethic that true education requires the training of the body as well as the mind, the Physical Education Department offers a well-designed two-year (20 unit) core program required of all students. All students must complete these required courses in order to earn a Tamalpais Union High School District diploma. This requirement is consistent with the State of California’s Education Code high school diploma requirement of two years of physical education.

PHYSICAL EDUCATION COURSE 1 (CORES 1 AND 2) This course addresses aquatics, rhythms/dance, and individual and dual activities. Instruction on the effects of physical activity on dynamic health and the mechanics of body movement is integrated throughout the school year. Students evaluate performances, analyze data, reflect on personal goals and adjust behavior as necessary. The California Content Standards for both Physical Education and Health frame the content for the mandated two year program.

PHYSICAL EDUCATION COURSE 2 (CORES 3 AND 4) This course addresses combatives, gymnastics/tumbling, team activities, water safety, first aid and CPR. The effects of physical activity on dynamic health and the mechanics of body movement are integrated throughout the program. Students evaluate performances, analyze data, reflect on personal goals and adjust behavior as necessary. Course 2 is designed to be taken after Course 1.

Physical Education Electives

DANCE This dance class elective offers students the opportunity to explore their creative side as they design their own dances. In dance choreography class, students create dances through experimentation, improvisation, as well as guided exercises and choreography techniques. Usually, in the final weeks of the class, students work on their own choreography for a semester’s end performance. This course does not satisfy the PE 1-4 requirement.

INDIVIDUAL EXCELLENCE This elective course is student-designed and teacher guided. It focuses on students exploring and developing personalized physical fitness, health, and wellness programs. It fosters students’ individual responsibility by requiring them to design, implement, and evaluate a personal program. The primary goals of this course are to develop the skills, attitudes, and habits necessary to maintain a personal fitness plan for life; provide a structured way to support individual students who wish to improve their

fitness and/or specific motor skills; and apply sports psychology, sports medicine, and biomechanical/physiological principles related to exercise and training. May be repeated for up to 15 credits.

Recommended: Completion of two semesters of the PE Core program.

WEIGHT TRAINING This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course does not satisfy the PE 1-4 requirement.

YOGA This is a one-semester elective course open to all students. In this yoga practice, students will learn body postures, breathing techniques, mental concentration and deep relaxation. The intention of the class is to bring about a harmonious development of the individual. This course does not satisfy the PE 1-4 requirement.

Medical Exemptions

All exemptions from P.E. (for reasons including permanent disability) are to be processed through the grade level assistant principal in concert with the P.E. Teacher Leader. Students with disabilities can participate in PE with accommodations and modifications.

SCIENCE

Core Curriculum

The three science courses required for graduation constitute the district's core science curriculum. The three courses are Physics in the Universe, Living Earth, and Chemistry in the Earth System. These three courses meet the Next Generation Science Standards. Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time.

The three dimensions are Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Ideas. Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a coherent and scientifically based view of the world around them. Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Disciplinary Core Ideas (DCIs) are the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

PHYSICS IN THE UNIVERSE (UC/CSU “d”) PhUn 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 three-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 course pending laboratory science designation (UC/CSU “d”) for UC and CSU admissions.*

THE LIVING EARTH (UC/CSU “d”) Living Earth is a laboratory science course integrating core ideas from the disciplines of life and earth science. Using engaging phenomena central to these fields of science, students develop an understanding of disciplinary core ideas including: ecosystem interactions and energy; photosynthesis, respiration and climate regulation; evidence of evolution throughout the earth's history; inheritance of traits; structure function and growth from cells to organisms; ecosystem stability and response to climate change. 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 crosscutting concepts that link all science disciplines. This 3-dimensional approach to instruction develops conceptual understanding with a focus on application. Living Earth is aligned with the Next Generation Science Standards and the California Science Framework which are the California adopted standards in science. The course is a requirement and is designated as a laboratory science (UC/CSU “d”) for UC and CSU admissions.

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

ASTRONOMY 1-2 (UC /CSU “g”) Students in astronomy will apply basic concepts of physical and earth sciences to the study of stars, galaxies, planets, and history of the universe. One semester will focus on stars, galaxies, and cosmology while the other will focus on the solar system, including planets and moons. Astronomy 1-2 is an additional science elective for students interested in the physical sciences but who may not have taken physics or chemistry. **Prerequisite:** Successful completion of Integrated Science 1-4; with instructor's approval and completion of Integrated Science 1-2, may be taken concurrently with Integrated Science 3-4.

ADVANCED PLACEMENT (AP) CHEMISTRY 1-2 (UC/ CSU “d”)

AP Chemistry is designed to be the equivalent of a college introductory chemistry course. AP Chemistry is 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 towards a career requiring a strong foundation in Chemistry (e.g. medicine, biochemistry, molecular genetics, engineering, and 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. AP Chemistry is designed to be taken after Chemistry, but not as a substitute for Physics. Students must have a “C” or better in the previous Chemistry class and strong recommendation of the Chemistry teacher. **See AP/Honors Admission Information on page 34.**

PHYSICS 1-2 (UC/CSU “d”) Physics is a comprehensive laboratory science course treating topics that include motion, energy, waves, light, sound, momentum, electricity, magnetism, and relativity. This university preparatory course requires keen algebra skills and the use of some trigonometry. There is an emphasis on laboratory work, problem solving skills, and demonstrations. The course is designed for juniors and seniors. **Prerequisite:** Completion of or concurrent enrollment in Advanced Algebra is recommended.

HONORS PHYSICS 1-2 (UC/CSU “d”) Honors Physics is an accelerated comprehensive laboratory science course treating topics that include motion, energy, waves, light, sound, momentum, electricity, magnetism, and relativity. This university preparatory course will cover the same topics Physics 1-2, but with increased mathematical rigor that will require higher level advanced algebra and trigonometry skills. The laboratory work, problem solving, and demonstrations will be more challenging and extensive than those in regular Physics. **See AP/Honors Admission Information on pg. 36.**

ECOLOGY AND FIELD BIOLOGY 1-2 (UC/CSU “d”) Ecology considers the principles of ecology and field biology through botanical study, animal behavior, and the communities these organisms form. Students examine the role behavior and structure play in the survival and reproduction of animals and plants in nature. Special attention will be given to the interactions of local fauna and flora. Topics will include sexual selection, parental care, competition, communication, plant adaptations, and the evolutionary process. Throughout the course, focus will be on field and laboratory work including work in the Redwood ecology garden. Emphasis will be on designing, analyzing, and conducting relevant projects and experiments. In addition, students will have the opportunity to participate in outdoor education experiences, including trips to Slide Ranch and Point Reyes. **Prerequisite:** Passing grades in Integrated Science 1-4; with instructor’s approval and completion of Integrated Science 1-2, may be taken concurrently with Integrated Science 3-4.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE 1-2 (UC/CSU “d”) AP Environmental Science is a yearlong course intended for those students who want a challenging, in-depth, college level environmental science survey course while still in high school. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with

these problems, and to examine alternative solutions for resolving and/or preventing them. The course draws upon the foundation of life, earth, and physical sciences as developed in Integrated Science 1-4, and provides an opportunity to integrate a wide variety of topics from different areas of study. It is designed for 11th and 12th grade students who have completed Integrated Science 1-4 (or equivalent) with a 2.75 minimum cumulative GPA. Chemistry and/or Physics must have been completed or taken concurrently. **Prerequisite:** Completion or concurrent enrollment in Chemistry required. **See AP/Honors Admission Information on page 34.**

SUSTAINABLE AGRICULTURE 1-2 (UC/CSU “g”, COM credit) In Sustainable Agriculture, students experience how one of our strongest connections with the earth is through food. Topics include plant identification, composting, soil science and regeneration, impacts of agriculture, and sustainable farming methods and design. SustAg is project-based; students work through the seasons to plan, cultivate, maintain, and assess the sustainability of our on-campus organic biointensive farm. Learning to harvest, eat, cook, sell, compost, and collect data from the plants we grow is hands-on and collaborative. Community connections are strengthened through work days, market days, field trips, and guest teachers. Students must have interest and motivation to participate in growing food and be ready to work to support the land it comes from. 12th grade SustAg students are grouped concurrently in Economics and Government courses to form **SAGE Academy** (Sustainable Agriculture Government Economics). SAGE students analyze decision-making through the lens of production, marketing and distribution of sustainable food. Students apply political and economic theory to learn how current agricultural and environmental policy has developed. *11th graders in Sustainable Agriculture may enroll in SAGE on request. SAGE students may also enroll in AP Economics. See Mr. Stewart or Mr. Kelemen with questions.* **Prerequisite:** Passing grades in Integrated Science 1-4; may be taken concurrently with Integrated Science 3-4 with instructor’s approval. **SustAg 1-2 students are eligible for 3.0 units of college credit through the College of Marin (ELND 109F).**

SUSTAINABLE AGRICULTURE 3-4 (COM credit) In the second year of Sustainable Agriculture, students build on and deepen their agricultural skills and knowledge. Students work independently on projects, share knowledge, and pursue mastery of all Sustainable Agriculture program goals. 12th grade Year 2 SustAg students participate in **SAGE Academy** (see description above). **Prerequisite:** Grade of C or higher in Sustainable Agriculture 1-2 or with teacher approval. **SustAg 3-4 students are eligible for 3.0 units of college credit through the College of Marin (ELND 109S).**

PHYSIOLOGY 1-2 (UC/CSU “d”) Physiology is open to 11th and 12th grade students who have completed the Integrated Science 1-4 course sequence and who have an interest in further study in the biological sciences. This course is a study of the functioning human organism, largely from the perspective of the organ systems. Both normal and abnormal physiology is considered, with an emphasis on the interrelationships between the systems involved in particular physiological activities. The relationship between structure and function and the levels of physiological organization are also ongoing themes in the Physiology course. Course work is extensively based on laboratory activities, with support from class discussions, outside readings and individual student research. A special component involves the exploration of college and career opportunities, including on-line research, guest speakers, interviews and job shadow opportunities. **Prerequisite:** Passing grades in Integrated Science 1-4; with instructor’s approval may be taken concurrently with Integrated Science 3-4.

ADVANCED PLACEMENT (AP) BIOLOGY (UC/CSU “d”)

AP Biology is designed to be the equivalent of a college introductory biology course. It is a year-long course that offers a challenging, in-depth survey of college level Biology for high school students. This course draws upon the foundation of life, earth, and physical sciences as developed in Integrated Science 1-4, and provides an opportunity to apply those skills to biological processes. The course will provide students with knowledge of the four Big Ideas in Biology: Evolution, Cellular Processes, Information Transfer, and Ecology. Students will also engage in inquiry based lab investigations designed to give students practice with scientific processes. All students will be expected to take the AP Biology exam in the spring. With satisfactory scores on the AP Biology Exam students can receive college credit. This course is for 11th and 12th grade students who have completed Integrated Science 1-4 (or equivalent) with a B- or better. Students must have completed or be concurrently enrolled in Chemistry 1-2 or Physiology 1-2. *The Science Department strongly recommends the completion of Chemistry and Physiology BEFORE taking AP Biology. See AP/Honors Admission Information on pg. 36.*

H BIOMEDICAL SCIENCES 1-2 (UC/ CSU “d”) Honors

Biomedical Sciences is open to students who have met the course prerequisites, have passed the entrance exam, and who have an interest in taking an academically challenging course in molecular biology. The rigor, pace, and content of the course is commensurate with upper-division college-level demands. The curriculum for these two courses draws from the following disciplines: Microbiology, Molecular Biology, Virology, Genetics, Epigenetics and Biotechnology. The content and science skills that students acquire in these courses provide advanced preparation for continued study in any pre-med, molecular biology, or virology undergraduate program. The Biomedical Sciences 1-2 course sequence features highly conceptual material combined with an industry-level laboratory component supported by a wide range of readings, multi-media experiences, on-line activities, class discussions, and student projects. Both semesters involve college and career explorations in the Biomedical Sciences, to include on-line research, interviews, guest speakers, and an internship. Students considering this program should be prepared for a rigorous, in-depth study of the biological sciences from the molecular perspective. **See AP/Honors Admission Information on page 34.**

INDEPENDENT SCIENCE RESEARCH This online course will allow talented and committed students to pursue independent experimental projects and/or research in the sciences. Working individually or in teams, students will design, research, implement and present their own experiment/project. Participants will work with science faculty and community mentors to develop a project suitable for entry into a wide range of science fairs/competitions. Students must be willing to commit necessary time to see their own project through to completion. Applicants must be capable of managing their own time and meeting deadlines. As an on-line course, weekly check-ins and biweekly submission of work will be required as well as some lunch time meetings. Course is open to all juniors and seniors. Sophomores may sign up with approval of current science teachers. Up to five (5) units of credit per semester will be awarded upon successful completion of the project.

SOCIAL STUDIES

WORLD CULTURES AND GEOGRAPHY (UC “a” CSU) A one semester course for 9th graders required for graduation. The course is intended to help students become geographically literate so they can better relate physical geography to the historical, social, and cultural aspects of human activities and thus understand the diversity of the

global community.

SOCIAL ISSUES A graduation requirement. This course is a one-semester interdisciplinary approach which incorporates content and teaching methods designed to foster confidence and personal effectiveness. The purpose is to provide every student with a common base of knowledge about relevant health issues and skills for living in an increasingly complex world. The goals of the course include development of an attitude of personal well-being, a repertoire of strategies to implement and maintain wellness, and a sense of the rights and responsibilities of each individual as a member of multiple communities (family, school, nation, and world). Topics include individual rights, communications/relationships, self-esteem, alcohol, tobacco and other drugs, stress, depression, suicide, and sexuality.

WORLD HISTORY 1-2 (UC “a”, CSU) A one-year District-wide requirement that includes a study of the historical and cultural development of the various civilizations of the world from the 16th century to the present. The students are expected to develop an overview of the past - chronological, cultural and conceptual - as a foundation for appreciation and enriched understanding of his/her heritage and role in our contemporary world. Students will also develop reading and writing skills.

U.S. HISTORY 1-2 (UC “a”, CSU) A one-year requirement for 11th grade students designed to help students appreciate the freedoms afforded in the American political system, develop the understandings and skills necessary for participating in the political process, accept responsibilities necessary for reappraising the values reflected in American democracy, understand the growing political, economic, social and cultural relationships which exist between nations, and appreciate the differences inherent in various cultures and religions within our pluralistic society. Students will understand the connections between historical events from the 1870s through the 1980s and how they affect society and culture today.

ADVANCED PLACEMENT (AP) U.S. HISTORY 1-2 (UC “a”, CSU) Designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues related to United States history. In addition to exposing students to historical content, the course will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay and oral format. **See AP/Honors Admission Information on page 34.**

AMERICAN GOVERNMENT (UC “a”, CSU) A one-semester District-wide requirement for 12th grade students. The American Government course is designed to help students learn to become informed, participating citizens of the U.S. Students are introduced to the study of law and government through direct and simulated experiences in decision-making. Students are asked to explore their own political positions.

ECONOMICS (UC “g”, CSU) A one-semester requirement for 12th grade students that examines our economic system. Topics will include comparative economic systems, the pricing mechanism, business cycles, supply and demand, money and banking, taxes, foreign trade, labor unions, and issues such as inflation and recession.

ADVANCED PLACEMENT (AP) ECONOMICS 1-2 (UC “g”, CSU) A year-long course for 12th grade students offered in place of standard

Economics. This course provides an in-depth study of both micro and macroeconomics, and a thorough understanding of the basic principles of economics which apply to the function of individual decision makers, both producers and consumers, within an economic system, as well as a thorough understanding of the basic principles of economics that apply to an economic system as a whole. **See AP/Honors Admission Information on pg. 33.**

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY 1-2 (UC “a”, CSU) A year-long course for 10th -12th grade students who are interested in history. This is a college-level course concentrating 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. *Can be used to meet the World History graduation requirement.* **See AP/Honors Admission Information on page 34.**

Electives in Social Studies

CONTEMPORARY ISSUES (UC “g”, CSU) A one-semester course for 11th and 12th grade students which investigates current problems in various areas of the world (Southeast Asia, Latin America, Africa, Middle East, etc.) The course begins with a study of the media then students select topics of study from current issues. Other topics will also be studied as issues arise. Class procedures include discussion, critiques of films and of speakers, projects and group reports. This class is intended for students who have completed World History.

ETHNIC STUDIES Ethnic Studies is a one-semester course that investigates local and global struggles confronted by communities of color. Students will be introduced to foundational concepts and methods for studying how race and ethnicity have impacted and continue to impact peoples and societies. 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 emphasis will focus primarily on the experiences and communities of African-Americans, Asian-Americans, Pacific-Islanders and American Indians. Tenth, eleventh and twelfth grade students may take this class.

HISTORY AND APPRECIATION OF FILM (UC “g”, CSU) This course is a one-semester college prep elective for 11th and 12th grade students that offers a rigorous but accessible study of film history from the late 19th Century to the present. The course provides a look at representative films for artistic, historical, and cultural significance. Connections will be drawn between developments in different countries and times of film history. Students will acquire an understanding of the language and techniques of film making while learning about important film styles associated with particular periods, genres, countries, and directors.

HUMAN SEXUALITY

This one-semester social studies elective course is intended for 11th and 12th grade students. The course will cover physical topics including anatomy, birth control, sexually transmitted diseases, pregnancy, childbirth, and abortion. The class will also include social issues related to sexuality, such as marriage, sex and the law, rape, abuse and family violence, harassment, prostitution, homosexuality, gender theory, and other issues which may arise. Throughout the entire course, students practice decision-making and communication skills, as well as critical thinking and analysis as they relate to the particular topics. Students will

be frequently asked to analyze and support their own values in context with family, peers, and society.

INDEPENDENT LIVING is a single-semester elective course in which students research topics and develop skills that will impact their lives once they graduate from Redwood. The course builds necessary skills for living on their own whether it be in a college dorm or in an apartment. The class will focus on the following areas: 1) financial issues including budgeting, using credit cards and getting loans; 2) career and job planning including resume-writing, interview strategies and signing contracts; 3) living independently including with roommates, paying bills, making basic repairs; 4) travel planning; 5) internet literacy and responsibility; 6) community resources, including charities, internship opportunities, local businesses, public transportation and local government.

PSYCHOLOGY (UC “g”, CSU) A one-semester course for 11th and 12th grade students which emphasizes the principles of psychology. Topics include personality development, motivation, individual learning capacity, emotion and feeling, stress, behavior disorders, and mental health.

STREET LAW (UC “g”, CSU) Street Law is a course designed to provide knowledge and problem-solving opportunities in practical law. It will cover areas in individual rights, criminal law, family, business and consumer law.. Students discuss issues that are raised daily, both in the classroom and through the media concerning rights and responsibilities of family members, rights and responsibilities of employers/employees in the workplace and rights of students at school. Students engage with the curriculum through simulations, guest speakers and readings.

WOMEN’S HISTORY (UC “g”, CSU) This one semester social studies elective course is open to 11th and 12th grade students. The course will examine 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. Students will look at the lives of women involved in leadership roles as well as the contributions of not-so-famous and ordinary women. A goal of this course is to present women’s history both as an important part of United States history and as a unique subject of historical study.

WORLD LANGUAGES

Redwood offers complete four-year programs in Spanish and French. There is no world language requirement for graduation from high school; however the University of California, the California State Universities and many other universities do require a minimum of two years of world language for admission. All world language courses are approved by both UC and CSU.

For the Tamalpais Union High School District’s world language program: students are required to demonstrate their knowledge of course material with a 70% or higher in the class to continue in the sequence.

The following world language programs *may* be offered at Redwood:
French 1 through Advanced Placement
Spanish 1 through Advanced Placement

FRENCH 1 - 2 (UC “e”, CSU) A beginning level course which emphasizes speaking and understanding the language with basics, in listening, reading, spelling, pronunciation, vocabulary, grammar and

syntax. Limited reading and writing is also presented as well as cultural material and brief samples of contemporary literary prose. Students will be required to master essential skills at a proficient level before continuing on with the sequence of study. **Prerequisite:** A grade of 70% or better in French 1 is required for French 2.

SPANISH 1 – 2 (UC “e”, CSU) A beginning level course which uses the TPRS method (Teaching Proficiency through Reading and Storytelling), and which emphasizes listening and reading comprehension as the primary method of language acquisition. The course emphasizes high frequency vocabulary and grammatical structures embedded in spontaneous question and answer format, ad lib storytelling, and extensive reading of simple texts. Students will be required to master core vocabulary and expressions, as well as basic reading and listening comprehension skills at a proficient level before continuing on with the sequence of study. **Prerequisite:** A grade of 70% or better in course 1 is required for course 2.

FRENCH 3 - 4 (UC, “e”, CSU) Second year courses which require a recommendation of a C grade or better in the 1-2 course, are a progression from the first year with increased fluency in oral and written communication and greater complexity of subject matter. Most basic essentials of grammar are covered by the end of the second year. Students will be required to master essential skills at a proficient level before continuing on with the sequence of study. **Prerequisite:** Completion of course 1-2 with a grade of 70% or better.

SPANISH 3 – 4 (UC “e”, CSU) A second year course which continues with the TPRS method and still emphasizes listening and reading comprehension as the primary method of language acquisition. The course continues to emphasize high frequency vocabulary and grammatical structures, particularly the past tenses, embedded in spontaneous question and answer format, ad lib storytelling, and extensive reading of more advanced texts. Students will be required to master core vocabulary and expressions, as well as intermediate reading and listening comprehension skills at a proficient level before continuing on with the sequence of study. Students will also be expected to produce more spoken and written Spanish than in course 1-2. **Prerequisite:** Complete course 1-2 with a grade of 70% or better.

FRENCH 5 - 6 (UC “e”, CSU) Stresses communication in the language. Review of fundamentals with enrichment of first and second year grammar is included. There is a closer look at the culture and literature of the language group, and there are oral and written assignments on reading materials. **Prerequisite:** A 70% grade or better in course 3-4 required.

SPANISH 5 – 6 (UC “e”, CSU) A third year course which continues with the TPRS method, and which continues to emphasize listening and reading comprehension as the primary method of language acquisition, but which also requires increasing written and oral production. The course emphasizes high frequency vocabulary and grammatical structures embedded in spontaneous question and answer format, ad lib storytelling, and extensive reading of increasingly sophisticated texts and listening selections. Students will be required to master core vocabulary and expressions, as well as exhibit fairly sophisticated reading and listening comprehension skills at a proficient level before continuing on with the sequence of study. **Prerequisite:** A 70% grade or better in Spanish 3-4 required for Spanish 5; a grade of 70% or better in Spanish 5 is required for Spanish 6.

FRENCH 7 - 8 (UC “e”, CSU) Includes daily use of the written and spoken word with further mastery. Examination will be made of more advanced works within the culture of the language group.

Prerequisite: A grade of 70% or better in French 7 is required for French 8.

French 7-8 HONORS (UC “e”, CSU) French 7-8 Honors is an advanced level language course focused on enabling students to communicate more effectively and address the challenges of a dynamic and diverse community. The course is designed to meet the program goals of interpersonal communication, oral presentation, writing, listening and reading comprehension, and writing - all within a cultural context. **Prerequisite:** A minimum grade of a 75% in French 5-6 is strongly recommended. **See AP/Honors Admission Information on page 34.**

SPANISH 7 – 8 (UC “e”, CSU) A fourth year course, emphasis is given to formalizing and systematizing the grammar already introduced in previous courses, as well as to improving writing and speaking skills. More sophisticated reading and listening selections are used than in previous courses, including many authentic texts. **Prerequisite:** A grade of 70% grade or better in Spanish 5-6 required for Spanish 7; a grade of 70% or better in Spanish 7 is required for Spanish 8.

SPANISH 7 - 8 HONORS (UC “e”, CSU) The chief differences between regular and Honors Spanish 7-8 lie in the rigor of grading, the degree to which students are graded on the quantity and quality of production (students will be required to speak and write more in Honors 7-8), and the number of projects to be completed in the Honors course. **Prerequisite:** A grade of 90% or better in both Spanish 5 and Spanish 6, and a teacher recommendation are required for admission to Spanish 7-8 Honors. There is a pre-AP focus. **See AP/Honors Admission Information on page 34.**

SPANISH 9 - 10 (UC “e”, CSU) This project based course continues an advanced study of the Spanish language and culture. **Prerequisite:** B or better in Spanish 8. Seniors who have completed Spanish 5-6 may enroll with the instructors’ permission.

SPANISH FOR SPANISH SPEAKERS 1-2 (UC “e-Language Other than English, Level 2”, CSU) This course offers Spanish-speaking students the opportunity to study Spanish in the same way that native English speaking students study English language arts. This course is designed for students who are able to listen, speak, read and write 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 the use of grammar, spelling and academic vocabulary to critically analyze literature. This course examines not only linguistic but also socio-cultural issues.

SPANISH FOR SPANISH SPEAKERS 3-4 (UC “e-Language Other than English, Level 3 CSU) This course is a continuation of Spanish for Spanish Speakers 1-2. **Prerequisite:** Spanish for Spanish Speakers 1-2.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE (UC “e”, CSU) Students will develop high-level communication skills and advanced proficiency in Spanish. The emphasis is on strengthening and synthesizing the four language skills of speaking, listening, reading and writing. Students will access authentic materials to make connections, comparisons and explore cultural perspectives as they communicate in Spanish. Students engage in real life tasks and will be prepared to take the AP Exam in May. **Prerequisite:** From Spanish 8: B– or better AND teacher recommendation. From Spanish 6: A– or better, teacher recommendation AND passing score on entrance exam. **See AP/Honors Admission Information on page 34.**

ADVANCED PLACEMENT (AP) SPANISH LITERATURE AND CULTURE (UC “e”, CSU) The objective of the course is to help students interpret and analyze Hispanic literature and culture. The A.P. Spanish Literature and Culture course is designed to help students continue their proficiency in the Spanish language, and to also successfully complete the A.P. exam. Students read all required literary works from the AP Spanish Literature and Culture reading list. These literary works represent various historical periods, literary movements, genres, geographic areas and diverse population groups within the Spanish speaking world. Students will demonstrate competence in analytical thinking and literary analysis through essays, expository writing, and presentations. **See AP/Honors Admission Information on page 34.**

NON-DEPARTMENTAL COURSES

AP CAPSTONE / AP SEMINAR (Juniors only) (UC “g”, CSU) AP Capstone is a two-year program consisting of two courses: AP Seminar & AP Research, offered consecutively for juniors and seniors. AP Seminar is open to students who are interested in the program without imposing any entrance prerequisites for enrollment. AP Seminar is a foundational course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. In addition, the course focuses upon relevant and contemporary, global issues that increase students’ awareness and develop their perceptions of their world. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. Teachers, together with students, have the flexibility to select issues and themes for deep and extended exploration. Sample topics of exploration for the year include, but are not limited to, education, innovation, justice, revolution, sustainability, and technology. Student learning is evaluated in a number of ways, including the following three required assessments: a collaborative team project and presentation, an individual research-based essay and presentation, and an end-of-course examination. The assessments are summative and will be used to calculate a final AP Score (using the 1-5 scale) for AP Seminar. Upon successful completion of AP Capstone, students are eligible for either a certificate or a diploma, depending on the number of other AP courses they take and the results of their exams.

AP CAPSTONE / AP RESEARCH (Seniors only) (UC “g”, CSU) AP Capstone is a two-year program consisting of two courses: AP Seminar & AP Research, offered consecutively for juniors and seniors. AP Research is open to students who have successfully completed AP Seminar in their junior year. What makes this course interesting? During the year, you will be exposed to a myriad of research methods used in different fields and adapt those that will benefit your own research project. In the course you will design, plan, and conduct a year-long, research-based investigation to address a research question of interest to you. It provides the opportunity to learn and apply research methods and practices in a field that addresses a real-world topic of your choosing. While working with an expert advisor, you can explore an academic topic, problem, or issue that interests you and design, plan, and conduct a year-long research-based investigation to address it. The class is designed to be broken in three major parts. The first section is centered in choosing the topic and specific research project. In the second section you engage in the different activities associated with answering the question chosen as your research project and work

towards the presentation of your investigation, results and conclusions from your research. In the last section the course culminates not in an Exam, but rather in the delivery of an academic paper of 4,000-5,000 words and a presentation, with an oral defense, during which you will answer 3-4 questions from a panel of evaluators.

DIGITAL COMMUNICATIONS/FILM AND TV PRODUCTION (UC, “f”, CSU) This hands-on course covers all aspects of video technology in the creation of Redwood TV. Students learn intermediate/advanced levels of single-camera and multi-camera field production, digital non-linear editing, lighting, audio recording, pre-production planning, and computer graphics for video. Classes are centered around student-driven projects, with an emphasis on direct participation in all aspects of the production process by all participants in the class. **This course requires 2-3 hours a week of time outside of class hours.** An application, interview and video project/portfolio are required for entrance. This course has limited availability.

PEER RESOURCE Peer Resource is an elective course designed to develop the social-emotional intelligence of students through reflection, sharing, mindfulness, active listening, education and outreach. Peer Resource provides a non-judgmental and confidential setting for students to explore their own social-emotional experience as well as learn from the experiences of others. Students are educated on a variety of youth-related issues: informed decision-making, substance use, sexuality and sexual health, stress management and mental health. Students are also trained to support their peers through peer education, conflict-mediation, and peer counseling. Students who wish to enroll must complete an application and participate in a selection process. **Prerequisite:** Social Issues, application, and interview required.

YEARBOOK Yearbook is a yearlong course for 10th, 11th, and 12th grade students. Students learn writing and interviewing skills, layout for publication, photography and other basic principles of photojournalism. Students publish Redwood’s yearbook, *The Log*. **Note: This class does not satisfy credit toward English or Fine Arts requirements.** **Prerequisite:** Non Fiction, Graphic Design or Photography or by instructor consent.

LEADERSHIP (UC “g”, CSU) This course is intended to provide students with the opportunity to build key leadership skills through student activity and service planning and organization. The central skills to be developed and refined through this course include responsibility, adaptability, flexibility, planning, communication skills, systems design and analysis, collaboration, problem solving and self-reflection/evaluation. This course is required for all elected student body officers and class officers as delineated in the ASB Constitution, but is also open to other students who are interested in leadership skill development and activity planning. Students will be working in committees and classes to plan activities and to individual and group job responsibilities. The planning of activities serves as the vehicle through which students learn to apply the skills introduced in classroom instruction. This class integrates the concepts learned through other academic courses with true-to-life student activities to provide students with the opportunity to engage in relevant, meaningful learning. In addition, these skills can be linked to postsecondary opportunities, including college or actual work experience.

LINK CREW (UC “g”, CSU) Link Crew focuses on teaching student leaders how to support freshmen and transfer students so they can achieve academic and social success. In addition to assisting new students, the class will provide students with the opportunity to build leadership skills including time management, organization, peer mentoring, team building, community building, communication and listening skills along with event planning and execution. The Link Crew

class may be joined at the beginning of the fall or spring semester. This course requires participation in trainings for Redwood high School's orientation program that occurs over the summer before the school year begins.

ADVANCED LIBRARY RESEARCH

Students in this one semester, independent study course will learn skills which prepare them for accessing, evaluating, and using information from a variety of sources. Students will be exposed to a variety of subjects and materials that will help them succeed in college-level courses. These will include traditional and electronic reference sources, college library web sites and services, and information and communications technologies. Upon completing this course students will be able to determine the nature and extent of the information needed; access needed information effectively and efficiently; evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system; use information effectively to accomplish a specific purpose; and understand ethical, legal, and socio-economic issues surrounding information and access and use information ethically, and legally. Students will be expected to complete projects which may be done individually or collaboratively depending on the assignment. The course will use Moodle or similar course management software to enable multimode communication among students. It will also encourage students to visit the library websites of prospective colleges to explore the resources and assistance available on those sites. There will be extensive use of World Wide Web and subscription database resources. A maximum of five credits may be earned during the semester. Since some assignments will be completed independently or in small groups rather than during class time, students must be motivated to work independently. Some assignments may be coordinated with research which is already being done by students in their other classes. **Prerequisites:** Upper division status or concurrent enrollment in an Advanced Placement course and permission of the Teacher Librarian based upon the student's willingness to work independently and with less supervision than required by traditional courses and motivation to learn skills which will help them succeed in post-high school educational settings.

SENIOR PROJECTS This course is intended for 12th grade students interested in working independently or in small groups on a project of their own interest and design. Students must be willing to commit substantial amounts of time to develop, research and see *their own project* through to completion. Applicants must be capable of managing their own time and meeting deadlines. The application and selection process will include the submittal of a project proposal. Up to ten (10) units of credit yearly will be awarded upon successful completion of the project and a semester-ending presentation.

ACADEMIC WORKSHOP A course designed to provide supplemental instruction in knowledge, skills, habits, and attitudes necessary for academic success. This course is intended as an individualized support class with instruction planned to meet the specific needs of each individual student. It may vary widely in content and methods to respond to specific student needs. Academic Workshop fulfills elective credit towards graduation. With counselor or administrator approval may be repeated for credit.

AVID (Advancement via Individual Determination) (UC "g", CSU) This is an elective class that helps prepare motivated students in the academic middle for admission to a four-year college or university. Students take an AVID elective course throughout high school that provides them with the skills and tools they need to be successful in advancing academically with the ultimate goal of attending college. The core component of the AVID elective is for students to challenge

themselves in more rigorous classes (prep for honors and Advanced Placements courses). Students are taught study skills, note-taking techniques, time management, writing and research skills, while being immersed in a college-going culture. The class also includes tutoring and provides other supports for success in the academically rigorous curriculum. Additionally, the AVID elective provides access to information about colleges and universities through field trips, guest speakers, college tutors, scholarship opportunities, and college admission requirement information. AVID is not a homework class, it is a set curriculum designed to motivate and equip students for success in school and post high school.

IWE - LABORATORY TECHNICIAN - This course is open to sophomores, juniors, and seniors. Students enrolled as a Laboratory Technician will assist a science teacher in their daily duties, to primarily include support for lab activities. As the school offers a wide range of science courses, the range of opportunities for students is also wide. Laboratory Technicians learn many skills and perform materials and chemical preparations that typically students enrolled in the science classes Laboratory Technicians support do not experience. This placement is an excellent opportunity for a student to continue to learn from, and support, a science teacher that has had a positive impact on them.

IWE – PEER TUTORING – Students assist teachers with students who will benefit from their one-to-one support.

IWE - SERVICE LEARNING IWE- Service Learning is primarily for 11th and 12th grade students interested in getting real world experiences with a local employer across a wide range of professions. The School to Career program offers three seasons a year (fall, spring, and summer) as students work six hours a week times eight weeks. Credits are available based on the number of hours worked. Students will also build a Work Readiness portfolio which includes Resumes, Cover Letters, and Mock Interviews. Credits can be earned based on the number of hours worked.

IWE – TEACHER'S ASSISTANT Students assist teachers or office personnel with a variety of clerical tasks.

IWE - TECHNOLOGY ASSISTANTS Technology assistants facilitate the use of technology within the school. They may work in several capacities: lab assistants, trainers, systems specialists, clerks, and product developers. Technology assistants work under the direction of the Educational Tech Specialist or faculty members.

IWE – STUDIO ART LAB ASSISTANTS

Students will learn the school-to-work component of running a studio and art business through peer teaching, studio set-up and take down, care of studio equipment, website development, preparation and organization of art exhibits, and art sales and fundraisers.

SPECIAL EDUCATION

To qualify for any of these programs, a student must have an active IEP.

Academic Workshop

Students who have been assessed and qualify for Special Education services receive specialized academic instruction in a small group setting. Within instruction, students learn strategies to meet their IEP goals and are given individualized support to meet the core content standards. Within the class, students receive support with academic classwork, accommodations and/or modifications to support them in

their general education classes, and support with their transition from high school to post graduate education and/or the workforce. In addition, instruction around building executive functioning skills is emphasized.

Special Education Classes

Some students with an IEP benefit from a smaller group setting and/or a modified curriculum. Our goal is always to offer the least restrictive environment for all our students. We offer a variety of modified courses, based on student needs. Our special education teachers and paraeducators work closely with general education teachers to modify and accommodate assignments. Paraeducators provide support both in the classroom and during academic workshops. Modifying and accommodating students is done as a team and may look different for individual students. If a course is modified and designated as such on the transcript, it is not considered college prep by the UC/CSU A-G list. Through our offerings, we aim to serve all students with IEPs.

REGIONAL OCCUPATION PROGRAM

The Regional Occupational Program (ROP) is a statewide recognized program where technical skill classes are taught in a variety of industry areas. These classes are taught on many of the Marin County high school campuses. High school credit may be earned upon successful course completion of an ROP class. Job search workshops are included in each program and job assistance is provided. Students in their freshman through senior years are eligible for enrollment in ROP courses.

ROP CONSTRUCTION TECHNOLOGY

This class is for the student who is motivated to learn about building and remodeling practices. Knowledge of woodworking is not necessary for this class. This course covers the process of building a structure from the ground up including foundation, floor, wall, and roof layout and framing techniques. Finish carpentry, doors, and windows are covered along with the electrical and plumbing aspects of residential construction. Students will learn an introduction to Green Building practices. Safe building practices, blueprint reading and plans drawing, and construction management are incorporated into the class routine. Local building contractors will provide demonstrations and lead small groups of students in a community building project. School-to-Career liaisons will provide opportunities such as job shadows and internships. Internships are available to students over sixteen years of age. Students who are interested in the fields of architecture, engineering, and construction are recommended to take this course.

See www.marinschoos.org/ROP for current ROP offerings in Marin County.

ENGINEERING PROJECTS (UC “g”, CSU) See course description under Applied Technology.

Advanced Placement and Honors Courses

Most parents and students strive to be well informed and make appropriate choices regarding all aspects of the high school experience. Many want to investigate the possibilities of enrollment in Honors (H) or Advanced Placement (AP) courses. Since the Tamalpais Union High School District offers many more courses than any one student can take, it is important to choose wisely.

The following information will assist parents and students in deciding which courses are appropriate for them. If you still have questions after reviewing this information, do not hesitate to contact the Counseling Department.

What is the difference between an AP and an Honors class?

An AP (Advanced Placement) course is a college level course taught in a high school setting. These courses are designed to prepare students to take the College Board sponsored Advanced Placement (AP) exam. These national curricula are developed by both high school and college teachers under the auspices of the College Board. Most universities award college credit based on AP exam scores of 3, 4 or 5. Check with the specific university for more information about acceptance of AP courses.

Honors courses are developed locally by district teachers to meet the needs of students. An Honors class parallels the curriculum offered in the corresponding regular class, but may cover additional topics or some topics in greater depth. Honors courses may be organized as separate classes, or as extra projects or seminars supplementing a regular course.

What AP and Honors classes are offered at Redwood?

AP Art History	AP English Literature
AP Biology	AP Environmental Science
AP Calculus AB	AP European History
AP Calculus BC	AP Spanish Language & Culture
AP Seminar / AP Research	AP Spanish Literature & Culture
AP Chemistry	AP Statistics
AP Computer Science	AP Studio Art, Photography
AP Economics	AP Studio Art, Drawing & Paint.
AP English Language	AP Studio Art, Ceramics
§	§
Honors Geometry	Honors Biomedical Science
Honors Advanced Algebra	Honors Physics
Honors Pre-Calculus	Honors Ceramics 2-5
Honors Adv. Exposition	Honors Photography
Honors Architectural Design	Honors Advanced Drama 5-8
Honors Spanish 7-8	Honors Theater Directing

How do AP and Honors classes affect a student's GPA?

Due to the rigorous nature of AP and Honors classes, the district awards a weighted grade point (A=5; B=4, C=3) for these classes. These added grade points will tend to boost a student's GPA. UC and CSU give an additional grade point to

all AP and some Honors classes. For more information, please go to <https://doorways.ucop.edu/list>.

The degree to which colleges and universities accept these enhanced grades varies by institution. For example, the University of California (UC) accepts some, but not all, of the District's Honors courses when calculating GPA as part of its admissions procedures. Counselors receive an annual list designating which courses are accepted by UC for weighted GPA. Some universities may not give weighted grades for AP and/or Honors classes or credit for Advanced Placement exams.

What are the admissions criteria and prerequisites for AP and Honors classes?

Each AP and Honors class has its own prerequisites and criteria for enrollment. Please see the AP/Honors Matrix posted on the website each spring.



What are the pros and cons of AP/Honors classes?

BENEFITS:

- Study a subject in more depth.
- Prepare for success in college.
- Challenge yourself academically.
- Improve chances of getting into a competitive college.
- Earn college credits for courses taken in high school which allows you to enter college with advanced standing, providing more time for other courses of interest.
- Save money on tuition. Credits earned in AP classes are often accepted by colleges, thus saving tuition.

RISKS:

- AP and Honors classes have a significantly heavier workload and may increase student stress and minimize time for other activities.
- Overextending yourself might result in lower grades which can impact GPA.
- Taking multiple AP/Honors classes while simultaneously engaging in extracurricular activities and/or employment in a part time job is not recommended.

How do colleges interpret “strength of program?”

When colleges evaluate students for admissions they consider a variety of factors including grades, rigor of courses taken, test scores, extracurricular activities, teacher recommendations, and student essays. Institutions weigh each of these factors somewhat differently. However, students who take advantage of the most challenging courses offered by their school and develop their areas of interest/talent are generally viewed more positively.

When making a decision about which particular classes to take, the student needs to approach the decision based on what is best for them. The student should take into consideration advice and information from their parents, teachers, and counselor.

Are AP Exams required and how much do they cost?

Each AP class is designed to prepare students for the College Board AP Exams given in May. Students are strongly encouraged to take the exam, but the exam is not required as part of the course. Reduced cost applications are available for students demonstrating financial need. Contact your counselor for additional information.



Questions & Answers for Freshmen

Entering freshmen and their parents will have many questions regarding the transition to high school. We hope this *Course Guide* is helpful to you, but we know that some pages assume you already know about high school. This page is just for you. We hope it answers many of your questions.

Administrators:

David Sondheim, Principal
Sue Hall, Assistant Principal
LaSandra White, Assistant Principal
Saum Zargar, Assistant Principal
Jessica Peisch, Athletic Director

Counseling Staff:

Jeff David, Counselor
Candace Gulden, Counselor
Lynne Kennedy, Counselor
Katie Paulsen, Counselor
Ian Scott, Counselor
Tami Wall, Counselor
Ann Jackson, Counseling Secretary
Patty Segovia, IT Data Specialist
Diana Fernandez, Records Secretary
Meg Heimbrodt, College/Career Specialist

Here are some of the most frequently asked questions:

How many classes do I take?

The Redwood school day encompasses the 8:00 a.m. to 3:03 p.m. time block and students take six or seven credit classes during this time. We encourage freshmen to take seven classes by adding an elective of their choosing. However, we cannot guarantee seven classes will be available. Students who take only six classes do not fall behind; a student who takes and passes six classes per semester will graduate with 240 credits, twenty credits beyond the required 220 credits.

What classes should I take?

All freshmen are required to take English 1-2, Mathematics, and one semester of both Social Issues and World Cultures & Geography. The remaining courses may be Science, Physical Education, Spanish or French, Fine or Performing Arts, and/or Applied Technology classes.

How do I know what mathematics course to select?

Our mathematics teachers and counselors have asked your 8th grade teacher for a mathematics course recommendation. In addition, you will also take a math placement exam. It is important that you talk with your 8th grade teacher to learn what recommendation has been made for you.

If I have studied a world language in middle school, will I be able to enter the second year of that language at Redwood?

It is quite possible. Again, we have asked your 8th grade teacher for a recommendation. You should ask your 8th grade teacher what course recommendation has been made for you. If you do start high school in the second year of a world language, colleges will recognize the first year taken in middle

school as part of their two-year requirement. However, no high school credit is earned for the middle school course.

Will I be able to play sports or participate in extracurricular activities in addition to my seven period day?

Of course! We encourage every entering freshman whose 8th grade GPA was at least 2.0 to get involved at Redwood in some extracurricular activity; a sport, a club, drama, music, Leadership, etc. Students involved in activities report much greater enjoyment of, and connection to school.

How will I know when sports begin or if I am skilled enough to make the teams?

Redwood has a wide variety of successful sports. Although some teams do not have the capacity to take all students who want to participate, some Redwood teams offer places to *ALL* students who are interested and ready to practice.

Additionally, we have Freshman, JV and Varsity levels in some sports. Please ask the Athletic Director in Room 105 if you have questions.

You will receive more information about sports dates and times in our summer information and forms posted on the Redwood website, www.redwood.org. Students who plan to participate in a sport must have a physical exam and complete an Athletic Participation Form online before school begins. No one is allowed to practice until the completed form is returned to the Athletic Director in Room 105.

Will I get to see the school before classes begin?

On the first day of school, an orientation program called Link Crew is planned just for you. There will be a rally, tour of the school, and an opportunity to get acquainted with all incoming freshmen students from various middle schools who will attend Redwood.

We will explain our programs and a few simple school rules.

You will have a chance to purchase the Redwood spirit package—the “Right Start”, which contains a planner, student body card (which provides discounts on many school activities), yearbook and other items.

Four Year Planning Guide

Graduation Requirements (options listed in each required subject)

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH <i>(4 years required)</i>	English 1-2	English 3-4	UPPER DIVISION ELECTIVES PROGRAM <i>(4 Semesters Required. See English course offerings)</i>	
SOCIAL STUDIES <i>(4 years required)</i>	Social Issues and World Cultures & Geography <i>(1 Semester Each)</i>	World History or AP European History	U.S. History or AP U.S. History	American Government and Economics (sem.) or American Government and AP Economics (year)
MATHEMATICS <i>(3 years required)</i>	Algebra Foundations Algebra 1-2 Geometry 1-2 H Geometry	Algebra Foundations Algebra 1-2 Geometry 1A-2A Geometry 1-2 H Geometry* Adv. Algebra 1-2 H Adv. Algebra* Precalculus H Precalculus *Pending placement test	Algebra 1-2 Geometry 1A-2A Geometry 1-2 Int. Algebra 1-2 <i>(not NCAA approved)</i> Adv. Algebra 1-2 H Adv. Algebra Precalculus H Precalculus Calculus AP Calculus AB AP Calculus BC Statistics AP Statistics Accounting	Algebra 1-2 Geometry 1-2 Int. Algebra 1-2 <i>(not NCAA approved)</i> Adv. Algebra 1-2 H Adv. Algebra Precalculus H Precalculus Calculus AP Calculus AB AP Calculus BC Statistics AP Statistics Accounting
SCIENCE <i>(3 years required)</i>	Physics in the Universe	Living Earth	Astronomy 1-2 Chemistry in the Earth System AP Chemistry 1-2 AP Biology Physics 1-2 H Physics Ecology 1-2 AP Env. Science 1-2 Sustainable Agriculture Physiology 1-2 H Biomed. Sciences	Astronomy 1-2 Chemistry in the Earth System AP Chemistry 1-2 AP Biology Physics 1-2 H Physics 1-2 Ecology 1-2 AP Env. Science 1-2 Sustainable Agriculture Physiology 1-2 H Biomed. Sciences
FINE ARTS <i>(1 year required)</i>	<u>Year-Long Courses</u> Art Ex/Ceramics Art Ex/Drawing & P Art Ex/Photography Art Ex/Graphic Design Art Ex/Architecture Beg. Guitar/Bass/Banjo Inter. Performance Workshop Intermediate Band Jazz Band Advanced Band Advanced Performance Workshop Beginning Drama	<u>Year-Long Courses</u> Art Ex/Ceramics Art Ex/Drawing & P Art Ex/Photography Art Ex/Graphic Design Art Ex/Architecture Arch Design 2-3 Drawing/Painting 2-3 Ceramics 2-4 Photography 2-3 Graphic Des. Beg/Adv Artist's Voice Beg. Guitar/Bass/Banjo Inter. Performance Workshop Intermediate Band Jazz Band Advanced Band Advanced Performance Workshop Beginning Drama Intermediate Drama Theater Production TV and Media Production	<u>Year-Long Courses</u> Art Ex/Ceramics Art Ex/Drawing & P Art Ex/Photography Art Ex/Graphic Design Art Ex/Architecture Architectural Des. 2-5 Graphic Des. Beg/Advanced Drawing/ Painting 2-5 Ceramics 2-6 Honors Ceramics 4-5 Photography 2-5 AP Studio Art AP Art History Artist's Voice Beg. Guitar/Bass/Banjo Inter. Performance Workshop Intermediate Band Jazz Band Advanced Band Advanced Performance Workshop Beginning Drama Intermediate Drama Advanced Drama/Stagecraft Advanced Drama H Theater Directing H TV and Media Production	<u>Year-Long Courses</u> Art Ex/Ceramics Art Ex/Drawing & P Art Ex/Photography Art Ex/Graphic Design Art Ex/Architecture Architectural Des. 2-7 Graphic Des. Beg/Advanced Drawing/ Painting 2-7 Ceramics 2-7 Honors Ceramics 4-5 Photography 2-7 AP Studio Art AP Art History Artist's Voice Beg. Guitar/Bass/Banjo Inter. Performance Workshop Intermediate Band Jazz Band Advanced Band Advanced Performance Workshop Beginning Drama Intermediate Drama Advanced Drama/Stagecraft Advanced Drama H Theater Directing H TV and Media Production
PHYSICAL EDUCATION <i>(2 year Core required)</i>	PE Core 1-2 PE Core 3-4			
ANY OTHER ELECTIVES AS LISTED IN THE COURSE GUIDE				

