

Redwood High School

*A National Blue Ribbon &
A California Distinguished School*



Instructional Guide

2009-2010

CEEB Code: 051361

Accreditation:

Western Association of Schools and Colleges (WASC)

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Campus

Redwood High School opened its doors in 1958. The school occupies 57 acres with beautiful vistas of Mount Tamalpais in the background. A main academic building, industrial arts shops, fine arts facilities, four computer laboratories, a large gymnasium, fitness training center, athletic fields, theater, Career Center, outdoor amphitheater, swimming and diving pools, and tennis courts make up the facilities. Redwood's Bessie Chin library resources include almost 34,000 catalogued items and over 100 journal and magazine subscriptions. In addition, the Marin Community Fields are located adjacent to Redwood High School, and students make use of the many recreation areas.

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. Parents of Redwood students average 4.36 years of university education and many are business and professional leaders.

Enrollment

- Four-year public high school
- Total enrollment: 1463
- Enrollment by class:
 - Class of 2010 - 384
 - Class of 2011 - 349
 - Class of 2012 - 363
 - Class of 2013 - 347

Graduation Course Requirements

- 220 units (160 required / 60 elective)
- 4 years English
- 4 years Social Studies
- 3 years Mathematics
(Including Algebra 1-2 or Algebra P3-P4)
- 2 years Integrated Science
- 2 years Physical Education
- 1 year Fine Arts
- 1 semester Introduction to Computers
(or pass District's exam)

Grading System

GPA's are cumulative, computed each semester. Advanced Placement and 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>2 Yr. College</u>	<u>4 Yr. College</u>	<u>Other</u>
2008	351	22%	79%	4%
2009	340	15%	80%	5%

Advanced Placement

<u>Year</u>	<u>Enrolled</u>	<u># of Tests</u>	<u>Scored 3 or higher</u>
2007-08	351	681	86%
2008-09	427	774	88%

Counseling Staff

Fran Bozdech Head Counselor	(415) 945-3613
Kristina Brown Counselor	(415) 945-3615
Randel Kelly Counselor	(415) 945-3627
Katie Paulsen Counselor	(415) 945-3614
Tami Wall Counselor	(415) 945-3682

◆ Course Offerings ◆

ENGLISH <i>4 years required</i>			
Freshman Program ◆ Sophomore Program English 1-2 English 3-4			
UPPER DIVISION PROGRAM <i>4 semesters required, including 2 classic courses</i>			
Classic Courses Advanced Placement English Literature Advanced Placement English Composition American Literature British Literature Dramatic Literature Essay/Exposition Honors Advanced Exposition Short Story		Humanities Immigrant Experience Literary Walkabouts Poetry Shakespeare 20th Century Literature World Literature	Contemporary Courses Advanced Journalism Nonfiction 1-2 Contemporary Literature Science Fiction Oral Rhetoric English Language Development
SOCIAL STUDIES <i>4 years required</i>			
Social Issues/ World Cultures & Geography <i>(1 Semester Each)</i>	World History AP European History	U.S. History AP U.S. History	Economics American Government <i>(1 Semester Each)</i> AP Economics <i>(year long)</i>
Social Studies Electives:			
Psychology American Women's History	AP European History Human Sexuality	Philosophy Contemporary Issues	Economic Principles in Business Math
MATHEMATICS <i>3 years required</i>			
Algebra 1-2 Algebra P1-P2 Algebra P3-P4 Intermediate Algebra 1-2	Geometry 1-2 Geometry 1A-2A H Geometry 1-2 Adv. Algebra 1-2	H Adv. Algebra 1-2 Precalculus 1-2 H Precalculus 1-2 Statistics 1-2	AP Statistics AP Calculus AB AP Calculus BC Economic Principles in Business Math Topics in Modern Mathematics
SCIENCE <i>Integrated Science 1-4 required, except for transfer students</i>			
Integrated Science 1-2 Integrated Science 3-4 H Integrated Science 3-4 Astronomy 1-2 Ecology & Field Biology 1-2	Environmental Science 1-2 AP Environmental Science 1-2 H Biomedical Science 1-2 Chemistry 1-2 H Chemistry 1-2	AP Chemistry 1-2 Physics 1-2 H Physics 1-2 Physiology 1-2 Senior Projects In Science Research	
PHYSICAL EDUCATION <i>2 year core required</i>			
CORE Program 1-4			
FINE ARTS <i>1 year required</i>			
Art Explorations Architectural Design 1-4/H Photography 1 - 6 Graphic Design Advanced Graphic Design Drawing/Painting 1-7 AP Studio Art 2D Design AP Studio Art 3D Design Ceramics 1-7 Sculpture 1-7 Artist's Voice Drama 1-2 (Beginning) Drama 3-4 (Intermediate) - Drama 3-4 (Film Focus)		Drama 3-4 (Intermediate) - Drama 3-4 (Dance Focus) Drama 5-6 (Advanced) Drama 7-8 Stagecraft 1-2 H Theatre Directing Senior Projects in Drama Concert Band Symphonic Band Jazz Band Beginning Guitar and Bass 1-2 Music Performance Workshop 1-2 Chorus	

◆ **Course Offerings** ◆

WORLD LANGUAGES

French 1-8	Advanced Placement French
Mandarin 1-8	Advanced Placement Spanish
Spanish 1-10	

APPLIED TECHNOLOGY

Business Education and Computer Science:

Accounting 1-4
 Introduction to Computers
 Computer Applications: Web Design
 Computer Applications: Graphic Design
 Computer Programming 1: Robotics and Visual Basic
 Computer Programming 2-4: Visual Basic/
 C++/Java/Perl/PHP/MySQL, OpenGL
 Advanced Placement Computer Science

Architecture, Engineering and Construction Technology:

Architectural Design 1-4		Construction Technology
H Architectural Design	Introduction to Engineering Design 1-2	Engineering Projects

OTHER COURSES

Academic Workshop	Yearbook
History and Appreciation of Film	Peer Resource
Independent Living	Senior Projects
Leadership	

◆ **Advanced Placement and Honors Courses** ◆

AP Calculus AB	AP European History
AP Calculus BC	AP French Language
AP Chemistry	AP Spanish Language
AP Economics	AP Statistics
AP English Composition	AP Studio Art
AP English Literature	AP Studio Art 2D Design
AP Environmental Science	AP Studio Art 3D Design
◆	◆
Honors Advanced Algebra	Honors Geometry
Honors Advanced Exposition	Honors Integrated Science 3-4
Honors Architectural Design	Honors Physics
Honors Biomedical Science	Honors Precalculus
Honors Chemistry	Honors Theater Directing

Tamalpais Union High School District

Administration

Nancy Neu, Principal
 David Sondheim, Assistant Principal
 Chad Stuart, Assistant Principal
 LaSandra White, Assistant Principal

Superintendent

Laurie Kimbrel
Board of Trustees
 Bob Walter (*President*)
 Cindy McCauley (*Clerk*)
 Monica Bonny
 Susan Schmidt
 John Wright

Redwood Staff

ADMINISTRATION

Nancy Neu, Principal

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

David Sondheim, Assistant Principal

B.A., University of California, Santa Cruz
Credential: University of California, Santa Cruz

Chad Stuart, Assistant Principal

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

FACULTY

Lauren Bartone

B.A., University of California, Los Angeles
M.A., University of California, Berkeley
Credential: University of California, Berkeley

Deborah Bendinelli

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

Amy Benjamin

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

Erik Berkowitz

B.A., Humboldt State University
M.A., Humboldt State University
Credential: Dominican University

Erik Berridge

B.A., University of Colorado, Boulder
Credential: Dominican University

John Blaber

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

Britt Block

B.A., University of Texas, Austin
M.F.A., John F. Kennedy University
Credential: San Francisco State University

Melissa Boles

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

Fran Bozdech

B.A., University of Michigan
M.A., University of Michigan
M.A., San Francisco State University

Heather Brabo

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

Eric Brody

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

Kristina Brown

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

Ted Brown

B.A., University of California, Santa Barbara

M.A., Stanford University
Credential: College of Notre Dame

Scott Buchanan

B.S., San Francisco State University
M.A.; M.S., San Jose State University
Credential: San Francisco State University

Kathleen Carlton

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

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

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

Derek DeNardo

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

Gary DeTore

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

Ernesto Diaz

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

Michael Dibley

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

Wendy Doherty, National Board Certification

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

Joe Downey

B.A., University of California, Davis
Credential: Peace Corps

Elizabeth Eichler

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

Richard Esteb

B.A., University of New Mexico
Credential: University of New Mexico

Virginia Ferguson

B.A., San Francisco State University
B.Ed., University of Sydney
Credential: University of Sydney

Alex Franklin

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

Credential: San Francisco State University

Jamie Garcia

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

Chris Gilmore

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

David Goldsmith

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

Stacey Goodwin

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

Millie Hackworth, National Board Certification

B.S., California State University, Long Beach
Credential: San Francisco State University

Jennifer Harris

B.S., San Diego State University
Credential: Chapman University

Stephannie Haver-Castex

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

Rebecca Henn

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

Stephen Hettleman

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

Jonathan Hirsch

B.A., Pomona College
Credential: Dominican College

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

Sylvia Jones

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

Tom Kaun

B.S., Loyola Marymount University
M.S., California State University, Fullerton
Credential: California State University, Fullerton

Mike Kelemen

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

Randel Kelly

B.A., Ambassador College
M.Ed., University of North Texas
Credential: University of North Texas

Lisa Kemp

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

Allison Kittay

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

Rebecca Kittredge

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

Allison Kristal

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

Robin Lahargoue

B.A., Washington University
M.A., Point Loma Nazarene University
Credential: Point Loma Nazarene University

Liz Lauter

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

Ann Linder

B.A., University of California, Irvine
M.F.A., San Francisco State University
Credential: University of California, Irvine

Kathryn Lorch

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

Skip Lovelady

B.S., Dominican College
Credential: Dominican College

John Mattern

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

Susanne Maxwell

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

Deborah McCrea

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

Jim McDaniel

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

Karen Meadows

B.A., Sonoma State University
M.F.A., California College of Arts & Crafts
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

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

Jessica Peisch

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

Amy Perez

B.S., Indiana University of Pennsylvania
Credential: University of Pennsylvania

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., Ecole des Hautes Etudes Commerciales
Credential: Sonoma State University

Dorie Rosenberg

B.A., University of Michigan
M.Ed., Boston State College
M.S., Dominican College
Credential: Boston State College

Elise Rubio

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

Jeff Ryan

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

Todd Samet

A.B., Princeton University
Credential: Princeton University

Emily Satterstrom

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

Julianne Schrick, National Board Certification

B.A., Dominican College
M.S., Dominican College
Credential: Dominican College

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

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

Wendy Stratton

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

Lovelyn Sugi-Louie

B.A., Eastern Washington State University
M.A., University of Hawaii
Credential: Eastern Washington State University

Linda Tassano

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

Ann Tepovich

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

Matthew Tierney

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

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

Robert Winkler

B.A., Bethany College
M.Div., Princeton Theological Seminary
Th.M., Princeton Theological Seminary
Credential: Sonoma State University

Irene Wong

B.A., Fu-Jen Catholic University
M.A., San Francisco State University
Credential: San Francisco State University

Alejandra Wilkerson

B.A., University of Costa Rica
M.A., University of Central Oklahoma

Tamalpais Union High School District 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.”

Student Learning Outcomes

1. Communicate articulately, effectively and persuasively when speaking and writing
2. Read/view and analyze material in a variety of disciplines
3. Use technology to access information, analyze/solve problems and communicate ideas
4. Demonstrate knowledge of individual rights and responsibilities in a democratic society
5. Apply mathematical knowledge and skills to analyze and solve problems
6. Demonstrate scientific literacy
7. Demonstrate knowledge of the global environment and its resources
8. Communicate in a second language
9. Apply the principles of economics
10. Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives
11. Appreciate, interpret, experience, create and/or perform artistic work
12. Demonstrate school-to-work/post secondary transition skills and knowledge
13. Participate in community, social, civic or cultural service
14. Demonstrate knowledge, skills and self-discipline necessary to achieve and maintain good health

All students will be required to meet the following outcome proficiency standards in order to graduate.

Outcome #1: Communicate articulately, effectively and persuasively when speaking and writing

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric.
- Students should save their graded work in all subjects for use in the Portfolio.
- Complete the Direct Writing Assessment with a score of 4 or better on the 6-point rubric.

Outcome #2: Read/view and analyze material in a variety of disciplines

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric *AND*
- Earn a scale score of 687 on any grade level (9-11) of the CAT 6 standardized Total Reading subtest *or* earn a scale score of 350 of any grade level (9-11) of the Content Standards Test in English/Language Arts *or* earn a passing score on alternate district assessment (i.e., Met 8).

Outcome #3: Use technology to access information, analyze/solve problems and communicate ideas

- Complete one semester of Introduction to Computers (please see Page 10) *or*
- Pass the District's Computer Proficiency test (please see Page 10)

Outcome #5: Apply mathematical knowledge and skills to analyze and solve problems

- Earn a scale score of 707 or better on any grade level (9-11) of the CAT 6 standardized Total Mathematics subtest *or* earn a passing score (350) on the High School Exit Exam.

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. Teachers are available by appointment for conferences with parents. Teachers are also available to students for additional help during Office Hours and outside of regular class time, if a student a time in advance.

District Graduation Requirements

- Completion of 220 credits
(160 required, 60 elective) with passing grades
- English 4 years
- Mathematics *(incl. 1 year of Algebra)* 3 years
- Integrated Science 1-4 2 years
- Social Studies *(Specific Courses)* 4 years
- Fine Arts 1 year
- Physical Education *(Core 1-4)* 2 years
- Introduction to Computers 1 semester
(Must pass District's Computer Proficiency Test during the class or take separately as a Challenge Exam (Outcome 3) – if this requirement has not been fulfilled by the end of the sophomore year, the student will be enrolled in the course their junior year)
- Student Learning Outcomes 1, 2, 3 and 5
- Pass California High School Exit Exam

The School Day

The Redwood school day encompasses the 7:59 a.m. to 3:20 p.m. time block. In addition, a few before school (“0” Period) and evening classes are held. The schedule affords students the option of electing a seventh class, an option that parents and students alike urged the Tamalpais Union High School District Board of Trustees to provide. The following parameters allow us to provide the seven period day:

- ✚ All athletic practices begin after seventh period or after Office Hours have ended.
- ✚ While many students prefer to take only six classes (periods 1-6 or periods 2-7) - it is NOT possible for us 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 as 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/publications.

Each student receives a course selection sheet for the upcoming school year. Students and parents are advised to read the Instructional 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 that has the flexibility to allow the most students to be able to get the classes they need within the school day.

After the schedule has been set and has been adjusted to provide optimum flexibility for as many students as possible, students are sorted by computer into the courses they have selected. The computer allows for maximum scheduling performance and it 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 (AR 5121).**

Teacher preferences and time preferences are not 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 sections/courses shall carry their "grade to date" to the new class, and it will be included in the final grade computation. Students who change course levels will be given consideration for more heavily weighting the newest class grade.

progress.

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 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 completed and is computed as follows:

A	=	4 points
B	=	3 points
C	=	2 points
D	=	1 point
F	=	0 points
NM	=	does not compute
CR/NC	=	does not compute

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 signature of the designated instructor.

A student may wish to retake a course to improve a grade. In this case credits are not awarded again. The new grade as well as the old grade will appear on the transcript. *Both grades figure in the computation of the school 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".

Credit for Alternative Coursework

Elective credit towards graduation may be awarded for completion of a college (community or university) course, but **prior approval** to take such a course is mandatory. An appropriate course/program must be approved by the counselor and principal or designee. As stated in Board Policy AR 6146.11(a), "A student may not enroll in a college course if a similar course is offered during the current year at the student's high school, except under unusual circumstances as determined by the principal or designee."

For credit, the student must submit an official transcript of the completed work to Redwood's records secretary. *Arrangement for transfer of this credit is the responsibility of the student.* College courses applied to high school graduation requirements may not also be used for college credit.

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 given at the end of a six-week period. They are designed to communicate with parents regarding student

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/>]

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 combine a high level of scholarship with service to Redwood by contributing at least ten hours a semester to extra-curricular activities related to Redwood (not community service). Students must maintain a "B" average (not including PE) with no grade below a "C" including the grade in PE. **Membership is by application at the beginning of each semester** based upon scholarship and service from the previous semester. The membership drive is held for one week, generally during the 3rd

week of each semester. Students must submit a copy of their semester report card. Students who achieve membership for SIX of their EIGHT semesters at Redwood, including at least one semester during their senior year, are eligible to apply for LIFE MEMBERSHIP and are awarded silver cords at graduation.

Applicants for life membership must fill out an additional application.

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

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 and requires a copy of the semester report card.** The membership drive coincides with the Redwood Honor Society application period (see above). CSF is governed by the state 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. At graduation, life members wear distinctive gold cords,

Selection of Valedictorian and Salutatorian

The student(s) who obtains the highest grade point average (formula calculation) 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 honored 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") calculate as zero points into the GPA.

The eligibility requirement covers any school-sponsored activity which requires extensive daily time outside the regular school day such as one to two hours per day, four to five days per week, 10 to 15 weeks per year. (See Board policy for further

clarification.)

Athletes must be in attendance at least 4 periods on a regular day or 2 periods on a block day to be eligible to participate in a competition on that day.









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

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








The Road to Success

Educating students is a three-way responsibility shared by each parent, the student and the school. Without all three parties cooperating, success may be limited. 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). Please leave a message and someone will return your call as soon as possible.
-  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.
-  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

Admission to the UNIVERSITY OF CALIFORNIA System:

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 civics or 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** – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. Three years recommended.
- (e) Language Other Than English** – Two years of the same language other than English. Three years recommended.
- (f) Visual & Performing Arts** – One yearlong 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 AND two SAT Subject Tests from

different areas and excluding Math Level 1 (through the class of 2012).

Beginning with the class of 2012, the University of California will make changes to its entrance criteria and will require students to take either the SAT Reasoning Test or The ACT with Writing. They will 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.

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 civics or 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 – Laboratory Science** (including 1 biological science and 1 physical science) *through the class of 2011 CSU will accept one science from the UC "d" list and one from the UC "g" list.
- (e) 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](http://www.universityofcalifornia.edu) "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.

Admission to California Community Colleges:

- Open admission to high school graduates
- Non-grads 18 or older are admitted on probation
- Non-grads who have passed the California Proficiency Exam

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 - the kinds of courses a student takes. Major colleges and universities want to know why a student chooses NOT to take honors courses if they were offered at the student's high school or why a student did not retain a rigorous academic schedule in the senior year.

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 seems more impressive than a smorgasbord approach.

Colleges have increasingly looked 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. Redwood cooperates with the Volunteer Bureau of Marin, which works with student coordinators, and the Career Center Specialist.

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.*

Freshman Year

- ✚ *September:* counselors meet their own students in small groups to provide an academic orientation to high school and encourage participation in activities and sports and give information about academic and personal support services, Redwood Instructional Guide and begin a “4 Year Plan”.
- ✚ Students – Get involved in one or more activity: athletics, a club, leadership, music, and community service
- ✚ Freshman Parent Night serves as a welcome and orientation to Redwood
- ✚ Students – Keep your grades as strong as possible and use Office Hours, Peer Tutors, Study Club to help.
- ✚ *March:* schedule classes for sophomore year
- ✚ Throughout the spring semester: Paula Vantrease, College and Career Specialist meets with freshman in their Social Issues 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!
- ✚ *October:* PSAT (optional practice for SAT; 11th grade norms)
- ✚ *December:* PLAN (practice for ACT; 10th grade test)
- ✚ *February:* Sophomore Potluck Night for students and parents
- ✚ *February:* Counselors meet with their own students in small groups to plan for 11th grade classes, check their transcripts, and hand out a copy of a Career and College Planning Guide.
- ✚ Check out the options for Honors and Advanced Placement classes if you qualify and are interested.
- ✚ *March:* schedule classes for junior year.
- ✚ Check out the College and Career Center for local, national and international summer programs.
- ✚ *Spring semester:* Paula Vantrease, 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 the summer. While on vacation stop at any local colleges to see what you like and don't like!

Junior Year

- ✚ Talk with your parents about your future plans.
- ✚ October Parents and Students: College Night for Juniors - speakers from UC, CSU, private college, and community college present overview of the college selection and application process
- ✚ *October:* “*Junior Splinter*” publication distributed – read it carefully – lots of great information
- ✚ *October:* Register for and take the PSAT (third Saturday in October)
- ✚ Throughout fall semester: attend college representative meetings in room 111
- ✚ *February 1st – May 31st:* counselors hold individual Junior Conferences with students and parents. 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, many students also work with Mrs. Vantrease in the College and Career Center.
- ✚ *March:* schedule classes for senior year
- ✚ Throughout the spring semester: All US History classes meet in the College and Career Center for an overview of post-high school options.
- ✚ Attend 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)

Senior Year

- ✚ *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
- ✚ Attend college representative meetings in room 111 – College and Career Center
- ✚ 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)
- ✚ “*Senior Splinter*” publication distributed – critical college application information
- ✚ Attend Senior Application Night in October
- ✚ Meet with counselor if planning to apply to colleges which require Letters of Recommendation; WATCH deadlines carefully
- ✚ *November 30th:* Deadline for UC and CSU California Public Universities College Applications
- ✚ *December:* Financial Aid Night
- ✚ *January through March:* Financial Aid and Scholarship Applications
- ✚ *March 2 –* Cal Grant GPA form and FAFSA submission.
- ✚ *May 1 -* National Declaration to Attend Date; deadline to mail college decision.
- ✚ 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 room 103.

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) PREP HQ <https://www.prephq.com/?id=redwood> begin with link on the left hand side "click here to register" and enter the user name = student's last name and password = student's Redwood ID#
- 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 helps plan for UC and CSU admission later

COLLEGE/CAREER CENTER

Redwood's College/Career Center 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. The *School to Career Liaison* organizes and coordinates job shadowing and 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.

Interest inventories are administered to all sophomores and any other students as requested. Through BRIDGES, the online Career Planning System, a student may use the internet to access the most current job information, career requirements, indications of schools offering specialized courses of study or job training, and all types of information pertaining to the world of work.

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. Two of these classes are offered on our campus as noted elsewhere in this guide. Students may take any ROP course at any other school if their schedule will allow (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 the District's Office of Instruction.

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

APPLIED TECHNOLOGY

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. Also, the instructors of the computer applications (**Graphics and Web Page Design**) courses are continually assessing the student needs and purchasing new and more sophisticated software and equipment, such as the digital video editing station and the surround sound audio/video presentation system. The five **Computer Programming** courses are revised each semester so that they can be adapted to include the latest computer languages and techniques. In fact, the newest computer class, **Advanced Placement Computer Programming**, is the Applied Technology Department's first AP course. The department offers a range of technical arts courses such as, **Engineering Projects, Architectural Design, Intro to Engineering Design and Construction Technology**, all 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

INTRODUCTION TO COMPUTERS In order to graduate, all students must pass the district's Computer Proficiency Test. This course covers keyboarding (touch typing), word processing and presentation skills, and spreadsheets, as well as basic computer operations, terminology, and ethics. Students will learn how to design business letters and reports, and set up and manage simple databases

using Excel spreadsheets. They will get an introduction to PowerPoint and the Internet. This course will expose students to Windows-based computers and a variety of software applications. Students will take the District Computer Proficiency Test during the course. If this District requirement has not been met by the end of the sophomore year, the student will be enrolled in the course during junior year. Students must pass all five parts of the test to earn a passing grade in the course.

COMPUTER APPLICATIONS

WEB DESIGN 1 -4 These one-semester courses, which are taught in one of our high-end Pentium 4 (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, 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 as 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, Pagemaker, Illustrator, video capture, morphing, desktop publishing, and other graphic 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 B&W 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 1 – ROBOTICS and VISUAL BASIC (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 Pentium 4 (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 about half the semester, students will use programmable moveable robots to learn how to program and how to use their new skills in fun and unique ways. The students will code the robots to use their many sensors to navigate obstacles and complete various tasks. For the other half of the term, the 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 robotics and a visual language allows them to begin designing their own computer programs quickly. 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 freshmen to have computer programming experience. **Prerequisite:** None.

COMPUTER PROGRAMMING 2: C++, Java, Open GL (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 devoted to C++. The languages studied after that can vary depending on the individual interests and abilities of each student. The languages available for this course are C++, Visual Basic, Java, and OpenGL, as well as some Web-based scripting languages and databases (e.g., PHP, MySQL, Perl). Students may also request additional languages. 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: VISUAL BASIC, C++, OPENGL, JAVA, PHP, MySQL, PERL (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 Perl. **Prerequisite:** Successful completion of Computer Programming 2 and/or consent of the instructor.

COMPUTER PROGRAMMING 4: JAVA, VISUAL BASIC, C++ MySQL, PERL, OPENGL, PHP (UC “g”, CSU) This one-semester course is 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 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 Programming 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 Pentium 4 (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. 15.**

INDUSTRIAL ARTS

ARCHITECTURAL DESIGN 1 (UC “f”, CSU) This is the first class in an interdisciplinary, two year sequence in the study of Architectural Design combining experiences in both Visual Art and Applied

Technology, which is designed to offer students systematic instruction and skill development in observing, studying and designing projects in the built environment. Students will receive instruction, study reference materials and complete projects which are conceptualized, designed, drawn and modeled using the vocabulary and principles of design. Students will study historical styles from Architectural History as well as other works of art and forms from nature to develop their knowledge of design precedents and visual images to create their own unique designs. Students will prepare architectural drawings and models using the universal graphic language of drafting using the hand skills on boards as well as the latest in Computer Aided Drafting (CAD). The sequence of Art Explorations and Architectural Design I may be used to meet the district's Fine Arts graduation requirement. **Prerequisite:** Art Explorations.

ARCHITECTURAL DESIGN 2 (UC "f", CSU) The basics of residential design principles and practices, architectural history and styles. Instruction and practice in the preparation of architectural drawings including lettering, layout and conventions. Students will practice reading and interpreting blueprints. This course includes training and use of CAD. **Prerequisite:** "C" or better in Architectural Design 1.

ARCHITECTURAL DESIGN 3 (UC "f", CSU) Instruction and practice in the preparation of architectural working drawings including plot plans, foundation plans, floor plans, and elevations. Topics of instruction include: orthographic and isometric drawings, sections, and dimensioning. This course includes training and use of CAD. **Prerequisite:** "C" or better in Architectural Design 2.

ARCHITECTURAL DESIGN 4 (UC "g", CSU) Advanced design concepts and presentation drawings, construction details, and auxiliary drawings. Pictorial drawings including oblique and cabinet details. Two-point perspective and freehand drawings of specific design problems. Model preparation and techniques. Preparation of presentation and contract documents. This course includes training and use of CAD. **Prerequisite:** "C" or better in Architectural Design 3.

ARCHITECTURAL DESIGN HONORS (UC "F", CSU) Architectural Design Honors is an advanced class in the study of architecture. The purpose of the course is to provide exceptional students with the opportunity to go beyond the regular curriculum by applying skills to a complex, holistic, creative project which is then subjected to critique by experts through the auspices of the American Institute of Architecture's Bay Area contest. (Does not receive a UC weighted grade.) **See AP/Honors information on pg. 15.**

INTRODUCTION TO ENGINEERING DESIGN 1, 2 (UC "g", CSU) Students will learn to design, both by hand and on computers (CAD- computer aided design), the basic drawings used to communicate engineering concepts and projects. In this hands-on, problem-solving class students will develop designs and 3-D solid renderings using the AutoCAD professional program INVENTOR on state of the art computers with large format color printers. The course emphasizes design conception, development, and graphic communication. Students will draw plans for mechanical systems, design projects such as a penny launcher, and invent some new improvement or application for an existing technology -- all communicated with Engineering drawings. Students will use scientific concepts and mathematics as it relates to Engineering in their designs. *This course is highly recommended to be taken before or at the same time as Engineering Projects.*

ENGINEERING PROJECTS (UC "g", CSU) Engineering Projects is a hands-on, project-based course for students interested in preparing for careers in Engineering, Industrial Design, and related fields. Students

will be using the wide range of tools in our well-equipped shop to design and build increasingly difficult projects over the course of the year. The emphasis is on applying scientific principles and mathematics to their designs. The final project which takes a semester to complete is building a Human Powered Vehicle. This challenging project involves complex problem solving combined with a high degree of craftsmanship and communication with their team members including CAD (Computer aided design) drawings. 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. Student must be a junior or senior to take this course or obtain the permission of the instructor.

CONSTRUCTION TECHNOLOGY Construction Technology emphasizes the practice of the basic skills of woodworking and the use of power tools. The projects will focus on design and construction that utilize professional expertise in the fields of Architecture, Engineering, and Construction. The course will use the techniques and building practices that are basic to residential building. The concept of craftsmanship and price in workmanship will be emphasized. Advanced courses will focus on designing/building projects that use production teams, problem solving, research and development, plan reading and drawing, construction management, and technical aspects of residential building practices and materials. This course may be repeated for credit.

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, parent and counselor. The following courses are available to juniors and seniors; however, AP

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.*) Not all courses will be offered every semester. A student should confer with his English teacher, his parents and his counselor in order to make the appropriate selection.

Please note that students must take two courses that have the Classic designation (C) to meet graduation requirements. The two remaining selections may be from any of the designations. Not all courses are offered each semester. Selections include:

Classic Courses	
AP English Composition	Humanities
AP English Literature	Immigrant Experience
American Literature 1, 2	Literary Walkabouts
British Literature	Poetry
Dramatic Literature	Shakespeare
Essay/Exposition	Short Story
Honors Advanced Exposition	20 th Century Literature
	World Literature
Contemporary Courses	
Advanced Journalism	Nonfiction
Contemporary Literature	Oral Rhetoric
	Science Fiction

ADVANCED PLACEMENT (AP) ENGLISH COMPOSITION (UC “b”, CSU) Advanced Placement 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 literature and write analytically and critically about that literature and other topics. (C) **See AP/Honors Admission Information on pg. 15.**

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. (C) **See AP/Honors Admission Information on pg. 15.**

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 re-shaped 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. What of the student who feels trapped in compulsory education? What of the Amish who fight education and its modernizing tendencies? Texts may include *The Crucible*, *Native Son*, *Their Eyes Were Watching God*, *Ragtime*...among others. (C)

AMERICAN LITERATURE 2 (UC “b”, CSU) This course is the second in a year long 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. (C)

BRITISH LITERATURE (UC “b”, CSU) A study of British literature and its major periods from Elizabethan to present day - Shakespeare (*Othello*) to more contemporary writers such as Doris Lessing (*The Fifth Child*) and Ian McEwan (*Atonement*), with Jane Austen (*Pride and Prejudice*) and Oscar Wilde (*The Importance of Being Ernest*) thrown in for satiric pleasure. Students examine prevalent themes such as social class, manners, prejudice and a changing tapestry of the English societal landscape. Language is also a major focus - how these texts are inimitably British becomes a major discussion point. (C)

DRAMATIC LITERATURE (UC “b”, CSU) This is a course for lovers of drama, scripts, characters and conflicts. While focusing mainly on the plays as literature. we look closely at the playwright's craft and the creative team that a production requires such as set designer and director. Students do some "acting" or reading aloud; they write creatively using the elements of drama such as the soliloquy or monologue and their knowledge of dialogue to write scenes, but they also write analytical papers. Many genres of plays are read - early Greek tragedy (*Medea* by Euripides), the Realistic play (*A Doll's House* by the father of realism, Henrik Ibsen) Expressionism (*The Glass Menagerie* by Tennessee Williams), the Docudrama (*Twilight LA* by Anna Devere Smith). Students do an individual research project and presentation on a play and playwright of their choice as well. (C)

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. This class covers the college essay/personal essay under the larger umbrella of narration and reflection. Although the emphasis of the course is writing, doing that well requires a great deal of close reading, discussion, and critical thinking (C)

HONORS ADVANCED EXPOSITION (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 pg. 15.**

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. (C)

IMMIGRANT EXPERIENCE (UC “b”, CSU) Presents students with the diversity of the American experience. Students will examine literature that explores the quest for identity and offers them an

opportunity to explore worlds outside of their experience. The literature focuses mainly on the experiences of first generation Americans in the 20th century, written by immigrants from South America, Europe, Asia, Africa, and the Middle East. Students frequently read *Bless Me, Ultima*, *The Joy Luck Club*, *The Namesake*, and *The Breadgivers*. This class will challenge students to write papers that analyze the texts named above, expanding upon and developing the analytical skills they previously learned. This junior/senior class is offered in the fall, all students will write a college application reflective essay to be used immediately or the following year. (C)

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, collaborative research/writing, journal writing, and experiential writing. 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. Students complete 4-5 major essays, using a variety of expository modes, including: Reflective essay, Interpretive essay, Controversial Issue essay, Observation essay, Evaluation essay. *Into Thin Air* by Jon Krakauer, *Running the Amazon* by Joe Kane: *Chasing Che* by Patrick Symmes *Travels with Charley* by John Steinbeck, Supplementary Materials: Articles, interviews, and travel narratives from selected anthologies and magazines, such as *The Best American Travel Writing*, *Granta*, *National Geographic*, *Outside*, etc. (C)

POETRY (UC “b”, CSU) Students will read, discuss, analyze, and write about poetry, as well as write their own poems. In responding to poems, they will consider sound, imagery, meter, and other distinct elements of poetry. Students will be called upon to read poems aloud in the classroom. Outside local poets may visit the classroom and the class will attend an outside poetry reading. The class text is *Sound and Sense*, which contains poems from the last 450 years. Poetry will also be examined through the lens of history, finding what is distinct about each poetic movement; and through the lens of structure, finding what are the commonalities between two seemingly different poems. Students will likely read a collection of poems by one particular author, and a non-fiction biography of a poet of note. (C)

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. (C)

TWENTIETH CENTURY LITERATURE (UC “b”, CSU) Course explores the ideas and works of the last century. The literature will be examined in the context of the historical and cultural forces which shaped it and studied in relation to other creative arts. From Steinbeck's *East of Eden* to Kerouac's *On the Road* to Hellman's *The Children's Hour*, students read works representative of modern literary trends and modern schools of thought. Learn about existentialism, the beat poets, and feminism in this course. (C)

WORLD LITERATURE (UC “b”, CSU) In this course, the texts' characters build and access that strength in various modes of reflection to illuminate heroic reactions to oppression and resistance, colonialism and revolution, turmoil and tranquility, tribalism and globalization. We will also use the works to discuss parallel current societal tensions, especially those fomented by the geo-politics, that we deem relevant to our own lives, both immediate and in the near future. Texts will probably include *One Day in the Life of Ivan Denisovich*, *The Life of Pi*, *Zen Mind Beginner's Mind*, *The House of Spirits*, *Things Fall Apart*, *White Teeth*...among others. (C)

ADVANCED JOURNALISM (UC, “g” only) Students will produce the school newspaper, *The Redwood BARK* - reporting, writing, pasting-up copy -- to report the news of the school community and issues and events of concern to students. While emphasis will be on newspaper production, students will continue to deal with the issues attendant to reporting the news and meeting their responsibilities to the public. Reading core works of literature, such as Jessica Mitford's *The American Way of Death*, students will have the chance to study nonfiction writing and to discuss reporting techniques and the role of journalists in society. Students will continue to perfect their composition skills. **Prerequisite:** Nonfiction 1 & 2 with a grade of C or better. (Contemporary)

CONTEMPORARY LITERATURE (UC “b”, CSU) Works of the last 30 years. While the focus is the novel, short stories and non-fiction essays on contemporary issues may supplement. Novels may include *The World According to Garp*, *Animal Dreams*, *Extremely Loud and Incredibly Close*. Expect to examine each novel in its cultural and historical context, to analyze the distinctly contemporary qualities of each work, and to bring to bear your experience of the contemporary world. (Contemporary)

NONFICTION 1-2 (UC “b”, CSU) Provides an introduction to journalistic writing, non-fiction literature, and newspaper production. A year-long course offers students the opportunity to learn techniques for writing non-fiction such as news and feature writing, editorials, investigative reporting, profiles and survey development. Students will be able to submit a portfolio as part of their application to the Bark staff for the following year. Students will read *All the President's Men*, *Fast Food Nation*, *In Cold Blood*, and *The New York Times* and other texts. (Contemporary) (May be open to 9th & 10th as space permits)

ORAL RHETORIC (UC “b”, CSU) Designed to help students improve their speaking skills and learn to listen with critical attention. It also enables students to use oral activities to improve their writing skills and their understanding of literature. Students will analyze the structure and content of effective speeches, and they will write and present speeches using techniques studied. They will study and analyze literary works and will interpret them orally. (Contemporary)

SCIENCE FICTION (UC “b”, CSU) Students read and examine contemporary and classical works of science fiction and through these texts, explore how changes in technology affect society, and how society responds to technological advances. Texts 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*. (Contemporary)

ENGLISH LANGUAGE DEVELOPMENT I & II (UC, CSU; up to 10 credits in English) English Language Development (ELD) is a two-semester language arts course which may be repeated for credit. It is designed for the student whose native language is other than English and whose proficiency falls 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.

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. The UC and CSU systems also require fine arts for admission. AP and Honors classes may be offered.

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 1-3 (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 complete course description in the Applied Technology section of this book.

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: mosaics, tiles, dimple dishes, whistles, mugs, boxes, and wheel thrown forms. 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 complex tiles, thrown and altered forms, a place setting of dishes, and a teapot. Students will see and analyze the work of contemporary ceramics artists

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 preparation, complex forms, historical decorative processes, printing on clay and sculptural techniques. 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.

SCULPTURE 1 (UC "f", CSU) An introductory course in the design, conceptualization, history and creation of three dimensional art.

Students will explore form and texture using a variety of media such as sculpture clays, plaster, wire, wood, paper/cardboard, recycled junk, and mixed media. Students will also: work in a variety of scales, learn how to translate a two dimensional design into three dimensions, problem solve in the construction processes of a piece, model the human form, and see how separate parts can work together as a whole unit. **Prerequisite:** Art Explorations.

SCULPTURE 2 (UC, "f", CSU) Sculpture 2 is a continuation of Sculpture 1 with increasing challenge and complexity of projects. The student continues to master new skills and methods as well as a deeper appreciation of historical and contemporary sculpture. Students will be expected to produce at least one major large piece for exhibition. **Prerequisite:** Sculpture 1 or Ceramics 1.

SCULPTURE 3-7 (UC, "f", CSU) Sculpture 3-7 is a continuation of the exploration of new materials, techniques, skills, the work of contemporary sculptors and the student's development of his/her own personal style on a larger scale. New materials and techniques may include ferro-cement forming, metal fabricating, woodworking, and cut glass forming. Students will work collaboratively on a large project for exhibition. Students will produce at least one culminating piece for exhibition. **Prerequisite:** Prior course with minimum C grade.

DRAWING/PAINTING 1-7 (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 Ex 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 skills in the area of design, and expands on skills learned in Beginning Graphic Design. The course utilizes a variety of media from traditional to computer related. Students develop expressive, technical and cognitive skills in the use of image design as a means of communicating ideas or information. **Prerequisite:** Art Explorations and Graphic Design 1.

PHOTOGRAPHY 1-2 (BEGINNING) (UC "f", CSU) Teaches the basic uses of photographic equipment, including digital photography. Students learn to take pictures and to develop, print and enlarge film or work digitally. Students address issues of composition, design, lighting techniques, audience and presentation. Basic supplies provided. Students must have their own camera. **Prerequisite:** Art Explorations.

PHOTOGRAPHY 3-4 (UC, "f", CSU) A second level course for students who are highly motivated in continuing on in photography. Students in this course are expected to build upon and expand the skills, techniques, information, and appreciation they gained in Photo 1-2. Students are also expected to assume more responsibility toward developing a personal style, pursuing their particular interest and taking

most of the initiative in completing assignments and personal projects.
Prerequisite: Photography 1-2.

PHOTOGRAPHY 5-6 (ADVANCED) (UC “f”, CSU) Advanced Photography is intended for the student who has demonstrated a special talent in this medium. This course requires the student to prepare a portfolio and to expand skills developed in the previous courses. Specialized techniques included are color processing, studio portraits, mural photography, and digital photography. **Prereq:** Photo 1-4.

ADVANCED PLACEMENT (AP) STUDIO ART 2-D DESIGN (Drawing/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 a studio art, such as drawing and painting. Students will follow the national AP course of study culminating in the submission of a 44-piece portfolio to the College Board and may gain college credit and placement. May not be repeated for credit. **See AP/Honors Information on pg. 15.**

ADVANCED PLACEMENT (AP) STUDIO ART 2-D DESIGN (Photography) (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 a studio art, such as photography. Students will follow the national AP course of study culminating in the submission of a 44-piece portfolio to the College Board and may gain college credit and placement. May not be repeated. **See AP/Honors Admission Information on pg. 15.**

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. **See AP/Honors Admission Information on pg. 15.**

ARTIST’S VOICE – Ceramics, Drawing/Painting, Photography (UC “g”, CSU) These are three hour evening courses for Fine Arts students who are interested in pursuing, shaping and challenging their individual artistic vision and voice. Students will work with artists from the community as mentors, and create original artworks, ceramics, sculpture, and/or mixed media projects. Students will intensively explore and expand their creativity. Each week a different community artist will present his or her work and students will be provided intensive studio time to complete their projects. May be repeated for credit. **Prerequisite:** Students must be sophomores, juniors, or seniors and have completed: For AV Ceramics: Art Explorations and Ceramics 1 or Sculpture 1. For AV Drawing and Painting: Art Explorations; For AV Photo. Art Explorations and Photo 1.

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.

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 a One Act Festival at the end of each semester as their final project.

DRAMA 3-4 (INTERMEDIATE DRAMA) (UC “f”, CSU) Performance as Process. Instruction stresses the use of body and voice as expressive tools. Intermediate fall performances consist of original work generated by the class. Technical and production elements are introduced. Students must complete a 15-hour technical theater requirement outside of class. An additional 10 hours of rehearsal may be required. **Second Semester:** Play production. Acting students approach the text with more complexity. Students focus their skills on original work, full-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. **Prerequisite:** Drama 1-2 or consent of instructor.

DRAMA 3-4 - DANCE FOCUS (INTERMEDIATE DRAMA) (UC “f”, CSU) Students complete the core curriculum of Intermediate Drama 3-4 with a focus on dance, movement as physical expression, use of body and voice. Fall and spring performances and an additional 10 hours of rehearsal will be required, along with 15-hour technical theater requirement. Course is offered in the evening. **Prerequisite:** Students must have completed Drama 1-2 or have special permission from instructor to enroll.

DRAMA 3-4 - FILM FOCUS (INTERMEDIATE DRAMA) (UC “f”, CSU) This class is designed to continue and deepen the work begun in Drama 1-2 at a higher level with students interested in learning about performance and production through work in visual media. Students will work with all forms and tasks within visual media including all elements of production, as well as history, genre, writing for film, and acting for the camera. Individual and group activities will be structured to introduce students to all elements of video production work in the first semester, and with a focus on original writing, allow students to deepen their knowledge through specialization and application of skill to original writing and production in the second semester. **Prerequisite:** Students must have completed Drama 1-2 or have special permission from instructor to enroll.

DRAMA 5 (ADVANCED DRAMA)/STAGECRAFT 1 (UC “f”, CSU) *fall only - 10 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 occurs during 7th period, Stagecraft 1 during 8th period - after school every day required for rehearsal, performance, company and some weekend and evenings. Seventh period is devoted to production support: learning theater management, technical theater, and stage management skills. Students produce all EPIC productions. Eighth period consists of advanced rehearsal and performance for winter stock shows. **Prerequisite:** Completion of Drama 3-4 with a grade of “C” or better and consent of instructor.

DRAMA 6 (ADVANCED DRAMA)/STAGECRAFT 2 (UC “f”, CSU) *spring only - 10 units* These two courses are taught concurrently. The work of Drama 5 continues with an eighth period emphasis on the performance of Shakespeare, historical or literary work. Students may participate in festivals or competitions statewide. Students focus on learning theatre management and preparing to run

EPIC as the business skills of the Stagecraft component. **Prerequisite:** Completion of Drama 5 with a grade of “C” or better and consent of instructor.

DRAMA 7-8/THEATER PRODUCTION 1-2 (UC “F”, CSU)

Students run all aspects of theater company, rehearse and perform major productions. Significant after school commitment. 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, and problem solving for peer directors. Does not receive UC weighted grade. **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) (UC “F”, CSU) For students with some previous musical instruction such as those with experience in middle school and/or those who have not played for some time and wish to use this class to catch up. The goal is to develop the proficiency that will advance students to possible placement in Symphonic Band. There is normally one required after school performance in the fall and two in the spring. Students earning a grade of C or higher may repeat course for credit.

SYMPHONIC BAND (ADVANCED) (UC “F”, CSU) The advanced study and performance of band repertoire. Attendance at rehearsals and outside-of-school performances is required, including football games, rallies, concerts, festivals, etc. Students earning a grade of C or higher may repeat course for credit. **Prerequisite:** Permission of the instructor plus either satisfactory completion of Concert Band with a grade of “C” or better or successful completion of an audition.

CHORUS (UC, “F”, CSU) Provides instruction in music fundamentals including reading music, voice production, individual and group work and part singing. This course, which may be repeated for credit, may include elements of choir, madrigals, a cappella, mixed chorus, beginning, intermediate and advanced chorus. Performances are required.

JAZZ BAND (UC, “F”, CSU) A course involving improvisation and jazz styles which requires concurrent registration in Symphonic or Concert Band or instructor approval. Performances are required. Students earning a grade of C or higher may repeat course for credit.

BEGINNING GUITAR AND BASS 1-2 (UC, “F” CSU) A one year course for the beginning and inexperienced student interested in learning to play the guitar or bass guitar. This class is open to those who are beginners, or in the very first stages/months of starting their instrument. This course is open to 9th – 12th grade students.

MUSIC PERFORMANCE WORKSHOP 1-2 (UC “F” CSU) This intermediate / advanced level one year course is the follow-up to

Beginning Guitar. The class is a music lab focusing on the performance of guitar, bass guitar, piano, drums, and vocal soloists. Students will study and be exposed to styles ranging from folk, rock, blues, classical, and jazz. **Prerequisite:** Completion of Beginning Guitar and Bass 1-2 with passing grades and private audition with the instructor. Students earning a grade of C or higher may repeat course for credit.

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 and successful completion of either Algebra 1-2 or Algebra P1, P2, P3, P4.

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

College Preparatory Sequence

For all college preparatory courses, a student must 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 who do not put forth a “good faith effort” to pass their fall math class will not be considered for a level change. Level changes only happen through teacher recommendation based upon the teacher’s assessment of the student’s mathematical abilities. Students may be invited or required 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. Students who receive a grade of C- or better may enroll in Algebra 2.

ALGEBRA P1-P2 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 current math teacher for P1.

ALGEBRA P3-P4 (UC “c”, CSU) This two-semester course covers the equivalent content of the second semester of Algebra 1-2. Emphasis is on exponents, quadratics, graphing inequalities, and solving systems of equations. **Prerequisite:** Grade of C- or better in Algebra P2.

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 2 or in Algebra P4 may enroll in Geometry 1.

GEOMETRY 1A-2A (UC “c”, CSU) An alternative to Geometry 3-4, dealing with topics of Geometry in a more intuitive way and at a slightly slower pace. Students who successfully complete the course do

not have the prerequisite skills for Advanced Algebra; they may choose to enroll in Intermediate Algebra for their next course but may not enroll in Advanced Algebra. (*Intermediate Algebra is approved as a UC elective (g), but does not meet the entrance requirement of Advanced Algebra*). **Prerequisite:** Completion of Algebra 2 or Algebra P4 with a grade of C- or better.

ADVANCED ALGEBRA 1-2 (UC “c”, CSU) Study of functions (linear, quadratic, exponential, logarithmic, polynomial, rational and irrational) and their graphs, the real and complex number systems, sequences and series, and probability. **Prerequisite:** Students need a grade of C or better in their previous math course and the recommendation of their math teacher. *Note: Students who were previously enrolled in Geometry 1a-2a must complete Intermediate Algebra before enrolling in Advanced Algebra.*

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.

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. 15 and in the appendix.**

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

Honors classes are designed for the mathematically gifted student:

HONORS GEOMETRY 1-2 (UC “c”, CSU) An honors course covering topics of Geometry and additional enrichment topics. (*Does not receive a UC weighted grade.*)

ADVANCED ALGEBRA HONORS 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.*)

HONORS PRECALCULUS (H) (UC “c”, CSU) An honors course covering topics of Precalculus and additional enrichment topics.

Additional Math Options

INTERMEDIATE ALGEBRA 1-2 (UC “g”, CSU) This course 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 does not meet UC advanced mathematics requirements, but counts as a UC “g” elective. 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.

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 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.

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 of ETS. 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. 15.

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 of the ETS. This course prepares students for the AP Calculus AB exam.

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 of the ETS. This course prepares students for the AP Calculus BC exam.

Mathematics Graduation Courses

ECONOMIC PRINCIPLES IN BUSINESS MATH This year long, 10 credit interdisciplinary course is open to 11th and 12th grade students and is designed to integrate mathematics and economics. This course shows how mathematical processes and concepts can be applied to the study of economics and personal finance. By approaching economic concepts through concrete financial applications students gain a stronger understanding of fundamental economic principles. This course is intended to meet the needs of students who must complete a third year of mathematics and the required semester course in Economics. The yearlong cross-curricular course fulfills both these requirements. Although the total number of credits earned is 10, the content satisfies the Economics requirement as well as one year of mathematics. **Prerequisite:** Students must have completed Algebra 1-2 (or equivalent) with a passing grade. It is expected that students will have completed the ninth and tenth grade curricula in social studies (or equivalent).

ACCOUNTING 1-4 See Applied Technology for description

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.

PE 1-4 Cores 1, 2, 3 & 4 are to be taken in order and instruct students in fitness, health, nutrition, aquatics, dance, self-defense, first aid, CPR, as well as individual and team sports. The core program culminates with each student designing a personal fitness program.

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. department chair. Students with disabilities can participate in PE with accommodations and modifications.

SCIENCE

Core Curriculum

The Integrated Science core (Integrated Science 1-4) is designed to give students the content knowledge *and* the critical thinking skills needed to prepare them for more advanced study in science. This two-year sequence covers the material found in traditional biology and earth science curricula. During these two years, students will receive the equivalent of one year of biology, one-half to three-quarters of a year of earth science and a solid introduction to the important concepts of chemistry and physics.

The presentation sequence and teaching methodologies are the distinctive features of the program. Integrated Science is distinctly "hands-on," with approximately 60% of the class time devoted to laboratory activities. The labs also feature, whenever possible, collection and analysis of real data. Another significant feature of the program is an emphasis on scientific research skills and the presentation of research findings. They provide a crucial context for the study of basic scientific principles. Integrated Science becomes a *powerful, relevant and engaging* curriculum.

Students may take this program as either 9th and 10th graders *or* as 10th and 11th graders. The Science Department recommends that students pursue the 9-10 sequence. Early completion of the science core will allow the student maximum flexibility in upper division courses whether in the Science Department or in another area of personal interest.

INTEGRATED SCIENCE 1-2 (UC "g", CSU) Integrated Science 1-2 is the first year of a two-year core curriculum in the sciences. Upon completion of the two-year sequence a student will have fulfilled his/her District graduation requirement in science. The first year course (Integrated Science 1-2) also fulfills the UC "g" elective requirement. Completion of this sequence will prepare the student especially well for subsequent offerings of the Redwood Science Department.

Integrated Science 1-2 focuses on a series of "content organizers" - units which provide a context for the study of topics and information from biology, earth science, chemistry and physics. The content organizers for the first year course include: Space Travel and Planetary Exploration; San Francisco Bay and Estuary; Human Evolution; Climate Change; and Diseases and Epidemics. In addition to covering the important ideas/themes of science, the Integrated Science curriculum provides extensive hands-on work in the practice and process of science--asking good questions; designing experiments;

collecting and analyzing data; and drawing conclusions. Research skills - in both individual and group settings - are also stressed. Students who complete the Integrated Science core will be well prepared to continue the study of science -- whether through advanced course work or as scientifically literate citizens! *Students must complete the Integrated Science 1 with a passing grade to continue on to Integrated Science 2.*

INTEGRATED SCIENCE 3-4 (UC "d", CSU) Integrated Science 3-4 is the second year of a two-year core curriculum in the sciences. Upon completion of the two-year sequence a student will have fulfilled his/her District graduation requirement. This second year course also fulfills one year of the UC "d" laboratory science requirement. Integrated Science 3-4 focuses on a series of "content organizers" - units which provide a context for the study of topics and information from biology, earth science, chemistry and physics. The content organizers for the second year course include: Islands; vertebrates; mining and mineral resources; energy; and populations. In addition to covering the important ideas/themes of science, the Integrated Science curriculum provides extensive hands-on work in the practice and process of science - asking good questions; designing experiments; collecting and analyzing data; and drawing conclusions. A cornerstone of the first semester will be completion of a project for the Redwood Science Fair. Research skills, in both individual and group settings, continue to be stressed. Students who complete the Integrated Science core will be well prepared to continue the study of science, whether through advanced course work or as scientifically literate citizens!
Prerequisite: Passing grade in Integrated Science 2.

INTEGRATED SCIENCE 3-4 HONORS (UC "d", CSU) Students will perform open-ended laboratory activities, read higher level materials and conduct individual research projects as part of this rigorous program. The level of mathematical application is another distinguishing feature between the regular and honors curricula. The same content organizers from Integrated Science 3-4 are used, but students cover these topics at a higher level, faster pace and in greater depth. This is an exciting and challenging opportunity for students truly interested in the sciences. (*Does not receive a UC weighted grade.*) **See AP/Honors Admission Information on pg. 15.**

ASTRONOMY 1-2 (UC "g", CSU) Students in astronomy will utilize basic concepts of chemistry, physics, and earth science, as they apply to the study of stars, galaxies, and history of the universe. The first semester will focus on stars and the universe, including stellar evolution, types of stars, galaxies, and cosmology. The second semester will focus on the solar system, including lunar phases, astronomical tools, and the sun. Astronomy 1-2 is an additional physical science elective for students interested in the physical sciences but not planning to take chemistry or physics; however, students who are planning to focus on the physical sciences, taking chemistry &/or physics, should consider taking this course as a complement to those classes **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.

CHEMISTRY 1-2 (UC "d", CSU) Investigates the principles that cause atoms to unite in chemical reactions and the characteristic behavior of elements in terms of their atomic structure. Emphasis is on the understanding of basic principles through experimentation, with mathematical principles stressed. Required: Algebra with grade of "C" or better, the completion of Geometry and Integrated Science with grade of "C" or better, and completion of or concurrent enrollment in Advanced Algebra. Recommendation of Integrated Science teacher. *Student must pass Chemistry 1 to enroll in Chemistry 2.*

HONORS CHEMISTRY 1-2 (H) (UC, "d", CSU) Honors Chemistry

is a challenging course that covers the typical chemical concepts with greater speed and breadth. Topics include matter, nomenclature, reactions, stoichiometry, gases, solutions, acids and bases, thermodynamics, equilibrium, redox, organic chemistry, biochemistry and nuclear chemistry. Emphasis is on understanding of basic principles through experimentation with a highly quantitative approach. Completion of a science fair project will be required. **See AP/Honors Admission Information on pg. 15.**

ADVANCED PLACEMENT (AP) CHEMISTRY 1-2 (UC “d”, CSU) AP Chemistry is designed to be the equivalent of a college introductory chemistry course. As a second-year course in Chemistry it is a good choice for the student who has a particular interest in Chemistry and/or is heading towards a career, which requires a strong foundation in Chemistry (e.g. medicine, biochemistry, molecular genetics, engineering, geochemistry). The overall goal of AP Chemistry is the understanding and application of fundamental chemical principles and concepts, with a strong emphasis on the learning of chemistry through laboratory experiences, which have a strong quantitative component. The course provides many opportunities for students to improve their skills in making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained (applied algebra) and communicating effectively the results of experimental work. All students will be expected to take the AP Chemistry exam in the spring. With satisfactory scores on the AP Chemistry exam some students will receive college credit and be able to accelerate their college program in science. AP Chemistry is designed to be taken after Chemistry, but not as a substitute for Physics. This course fulfills the UC/CSU “d” and “g” laboratory science requirements. **See AP/Honors Admission Information on pg. 15.**

PHYSICS 1-2 (UC “d”, CSU) A comprehensive laboratory science course treating topics that include motion, energy, waves, light, sound, atomic structure, momentum, electricity, and magnetism. This university preparatory course will require strong algebra skills and the use of some trigonometry. Emphasis is on laboratory work, problem solving skills, and demonstrations. *The course is designed primarily for 11th and 12th grade students with most students in the 12th grade.*
Prerequisite: Completion of or concurrent enrollment in Intermediate or Advanced Algebra is recommended.

HONORS PHYSICS 1-2 (UC “d”, CSU) An accelerated comprehensive laboratory science course treating topics that include motion, energy, waves, light, sound, atomic structure, momentum, electricity, and magnetism. This university preparatory course will cover the same topics Physics 1-2, but with more mathematical rigor that will require advanced algebra and trigonometry skills. The text for this course is the same algebra/trigonometry-based text used in Physics 1-2, but considerably more challenging problems will be assigned. Also, the laboratory work, problem solving, and demonstrations will be more demanding and extensive. This course fulfills one year of the District’s graduation requirement in science as well as the UC laboratory science admissions requirement. **See AP/Honors Admission Information on pg. 15.**

ECOLOGY AND FIELD BIOLOGY 1-2 (UC “g”, CSU) This course 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.

ENVIRONMENTAL SCIENCE 1-2 (UC “g”, CSU) This course will investigate the structure and function of ecosystems, emphasizing the interrelationships between biological and physical components of those systems. The course will begin with the study of ‘natural’ ecosystems and then examine the role of humans (in both degradation and remediation) relative to the current status of those areas. Course work will be based on extensive work in the laboratory and in the field, and will be largely quantitative in nature. The course will also emphasize career opportunities in these fields and will specifically address the skills/techniques useful in those areas. **Prerequisite:** Passing grades in Integrated Science 1-4; with instructor’s approval may be taken concurrently with Integrated Science 3-4.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE 1-2 (UC “d”, CSU) This course is for 11th and 12th grade students who have completed Integrated Science 1-4 (or equivalent) with a 2.75 minimum cumulative GPA. Chemistry must have been completed, or taken concurrently. It is a year long course intended for those students who want a challenging, in-depth, college level survey environmental science 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. This 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. **See AP/Honors Admission Information on pg. 15.**

PHYSIOLOGY 1-2 (UC “d”, CSU) 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 is part of a two-year career cluster in the biomedical 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 of both semesters involves the exploration of college and career opportunities, including on-line research, guest speakers, interviews and job shadow opportunities. To enrich this experience, students may take Workplace Learning or Senior Projects in Science Research in a related field.

H BIOMEDICAL SCIENCES 1-2 (UC “d”, CSU) Honors Biomedical Sciences is open to students who have completed the Integrated Science 1-4 course sequence and who have an interest in taking an academically challenging course in molecular biology. College-level text, reading materials, labs, and content are part of the curriculum. The curriculum for these two courses draws from the following disciplines: Microbiology, Molecular Biology, Virology, Genetics, and Biotechnology. The content and science skills that students acquire in these courses will provide useful preparation for continued study in any pre-med, molecular biology, or virology undergraduate program. These courses are part of a two-year “career cluster” in the Biomedical Sciences; Physiology constitutes the other

year of the cluster. The Biomedical Sciences 1-2 courses feature highly conceptual material as well as state-of-the-art, hands-on, laboratory-based activities supported by a wide range of readings, multi-media experiences, on-line activities, class discussions, and student projects. A special component of both semesters involves college and career explorations in the Biomedical Sciences, to include on-line research, interviews, guest speakers, field trips, and an internship. Students considering these courses should be prepared for a rigorous, in-depth study of the biological sciences from the molecular perspective. **See AP/Honors Admission Information on pg. 15.**

INDEPENDENT SCIENCE RESEARCH This online course will allow talented and committed students to pursue independent experimental projects and/or research in the sciences. Students will design, research, implement and present their own experiments. Students 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 substantial amounts of time to develop, research and see their project through to completion and be capable of managing their own time and meeting deadlines. Weekly check-ins and biweekly submission of work will be required as well as some lunch time meetings. 11th & 12th graders; 10th with permission of current science teacher. Up to five (5) units of credit per semester upon successful completion of the project.

SOCIAL STUDIES

WORLD CULTURES AND GEOGRAPHY (UC “a” CSU) A graduation requirement. This is a one-semester course that is intended to help students become geographically literate so that they can better relate physical geography to the historical, social and cultural aspects of human activities. Students will learn map skills, geographic vocabulary and gain knowledge of indigenous peoples and cultures in order to better understand the diversity in the world today.

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; nutrition and physical fitness, 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 eleventh 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.

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.

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 pg. 15.**

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.

ECONOMIC PRINCIPLES IN BUSINESS MATH This 10 credit interdisciplinary course is open to 11th and 12th grade students and is designed to integrate mathematics and economics. This course shows how mathematical processes and concepts can be applied to the study of economics and personal finance. By approaching economic concepts through concrete financial applications students gain a stronger understanding of fundamental economic principles. This course is intended to meet the needs of students who must complete a third year of mathematics and the required semester course in Economics. The yearlong cross-curricular course fulfills both these requirements. Although the total number of credits earned is 10, the content satisfies the Economics requirement as well as one year of mathematics. **Prerequisite:** Students must have passed Algebra 1-2 (or equivalent) It is expected that students will have completed the ninth and tenth grade curricula in social studies (or equivalent).

Electives in Social Studies

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 macro economics, 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. 15.**

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 pg. 15.**

AMERICAN WOMEN'S HISTORY (UC "g", CSU) This one semester elective 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 ordinary women. A goal of the course is to present women's history both as an important part of United States history and as a unique subject of historical study. **Prerequisite:** Students should have either completed a survey course in United States History or be currently enrolled in United States History.

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.) Special focus will include: national liberation movements, struggles for equality, revolutionary movements, hunger and poverty, socialism, capitalism and Third World countries. Other topics will also be studied as issues arise. Class procedures will include discussion, critiques of films and of speakers, projects and group reports. This class is intended for students who have completed World History and U.S. History.

HUMAN SEXUALITY This course is for 11th and 12th grade students. The biological, psychological, social, and moral aspects of sexuality will be presented. Sexuality will be treated in the context of healthy relationships and personal growth. This course will cover a comprehensive view of sexuality including anatomy and physiology, gender issues, sexuality through the life cycle, safer sex, postponement, sexual disease, sexual ethics, and relationships and communication. Students are asked to focus on their own decision-making process and values. **Parental permission is required.**

PHILOSOPHY (UC "g", CSU) A one-semester elective course about the role of philosophy in the life of individuals and society. The student will reflect upon his/her values and apply those reflections to social, political, and environmental issues. The course will emphasize communication, persuasive writing and speaking, how to read and analyze written material as well as an understanding of the rights and responsibilities of the individual in a democratic society. **Prerequisite:** Completion of World History 1-2.

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.

WORLD LANGUAGES

Redwood offers complete four-year programs in Spanish, French, and Mandarin. While there is no world language requirement for graduation from high school, but 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.

The Tamalpais Union High School District's world language program is outcome-based. By this, students are required to demonstrate their knowledge of course material through speaking and writing. In order for students to sufficiently demonstrate their understanding of such material they must achieve a 70% or higher both on outcome exams and

on their final grade in the class.

The following world language programs *may* be offered at Redwood:

French 1 through Advanced Placement
Mandarin Chinese 1 through 8
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.

MANDARIN CHINESE 1 – 2 (UC "e", CSU) Mandarin Chinese 1-2 is a full year of the beginning level of Mandarin Chinese. This course will have combination of acquiring introductory level of Mandarin language use along with Chinese culture information. Students will develop beginning skills in listening, speaking, reading, and writing. Spoken Mandarin will use a combination of tones and syllables. Instruction in written Chinese will be primarily in simplified characters, and introducing traditional characters. **Prerequisite:** The transcription of Chinese sounds will be in Hanyu Pinyin

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.

MANDARIN CHINESE 3 – 4 (UC "e", CSU) Mandarin 3-4 is a full year course that continues the study and development of Mandarin Chinese. This course will have combination of acquiring elementary to low intermediate level of Mandarin language use along with Chinese culture information. Students will continue developing skills in listening, speaking, reading, and writing, and expanding knowledge of grammatical structures. Instruction in written Chinese will be a combination of simplified and traditional characters. The transcription of Chinese sounds will be in Hanyu Pinyin. **Prerequisite:** The course will be offered to students who have successfully completed Mandarin 2 with a C grade 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.

MANDARIN CHINESE 5 – 6 (UC, “e”, CSU) Mandarin 5-6 is a third-year course that continues the study and development of Mandarin Chinese to high intermediate level. This course stresses day-to-day communication, focusing on listening and reading comprehension skills, and developing students’ oral and written skills in the language. This course includes a closer look at the classic and modern Chinese culture through researching on internet websites, short videos, and movies. Students’ performance is evaluated primarily through assignments and projects. **Prerequisite:** Students must have successfully completed Mandarin 4 with a C grade or better.

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 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.

MANDARIN CHINESE 7 – 8 (UC, “e”, CSU) Mandarin 7-8 is a forth-year course that continues an advanced study and development of Mandarin Chinese. This course includes daily use of the written (both simplified and traditional characters) and spoken word with further mastery, and continues developing students’ oral and written skills. Cultural awareness and an appreciation for classic and modern art, music, movie, and literature are also included. **Prerequisite:** The course will be offered to students who have successfully completed Mandarin 6 with a C grade or better.

SPANISH 7 – 8 (UC “e”, CSU) A fourth year course, it blends the TPRS method with traditional grammar based method. 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.

SPANISH 9 - 10 (UC “e”, CSU) An extension of Spanish 7-8. This 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.

ADVANCED PLACEMENT (AP) FRENCH and SPANISH (UC “e”, CSU) These courses are offered with sufficient enrollment and follow the College Board Advanced Placement Curriculum, preparing for the AP tests in May. See **AP/Honors Admission Information on pg. 15.**

NON-DEPARTMENTAL COURSES

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.

INDEPENDENT LIVING A one-semester elective offered to 11th and 12th grade students. This course is designed to help students prepare for living on their own. The students develop a variety of skills, including decision-making, goal-setting, time management, communication, financial planning, health, and nutrition.

PEER RESOURCE This course is designed to train students to help others through peer counseling, conflict mediation, new student programs and peer education. Students in the class will work with other students both at Redwood and the neighboring middle schools. Students who like to help others, have leadership potential and like to work with people are perfect for this course. Any student who wishes to enroll must complete an application and participation in a selection process. **Prerequisite:** Social Issues, application and interview required.

YEARBOOK For grades 10 through 12. Students learn writing skills, layout for publication and other basic principles of photojournalism. Students publish Redwood’s yearbook, *The Log*. **Note: This class does not satisfy credit toward the English or Fine Arts requirement.**

LEADERSHIP A course designed to provide leadership skills, community service experience and planning opportunities for interested students. Students enrolled in the course are directly responsible for organizing the majority of events and activities at Redwood High School. Class and Associated Student Body officers are required to enroll in this course. Any student who wishes to enroll must complete an application and participation in a selection process determined by the Associated Student Body.

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 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 a highly 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.

IWE - LABORATORY TECHNICIAN

This course is intended for juniors or seniors and gives students a relevant experience that links academic work, career interests and real world workplace experiences. Specifically, students will learn how to prepare and manage materials, chemicals and equipment for a school biological and/or physical science laboratory. Safe methods of storage, maintenance and disposal of lab materials will be emphasized. Students will assist a science teacher during a period in the regular school day. There will also be a brief training session prior to the start of the school year and weekly seminars as necessary to receive additional training in the preparation of specific labs throughout the year. This class is appropriate for students interested in a science major or career as it provides training for skills necessary in any scientific profession. The only prerequisite is completion of Integrated Science 1-4 and the recommendation of a science teacher.

IWE – PEER TUTORING – Students assist Academic Workshop and beginning level teachers with students who will benefit from their one-to-one support.

IWE - SERVICE LEARNING Service Learning is a weekly course

for 11th and 12th grade students interested in meaningful community and environmental service work. Students will link academic learning to human services, the environment, and education through **internships** with local non-profit organizations. Students will design and run **service action projects** that promote their internship work, community wellness, and environmental sustainability. Students will learn career skills with an emphasis on leadership, communication, organization, education, and marketing. Possible partnership organizations include: The Center for Volunteer and Non-Profit Leadership of Marin, Marin Aids Project, Hospice, Big Brothers and Big Sisters, American Cancer Society, American Red Cross, Canal Community Alliance, Wildcare, Next Generation, Safe Routes to Schools, Marine Mammal Center, National Parks Conservatory, Sierra Club, Marin Literacy Project. Approximately 5 units (2.5 for class plus additional units based on internship and project hours). May be repeated for credit up to 20 units. See Mr. Stewart (room 211) for more information.

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 Technology teachers or the Educational Tech Specialist or faculty members where appropriate.

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, preparations & organizations 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/RESOURCE SPECIALIST

Students who have been assessed and qualify for Special Education services receive instruction in a small group setting. The program focuses on support for academic class work, accommodations with the school program, vocational exploration and, if needed, life skills.

SPECIAL DAY CLASS

The Special Day Class is a self-contained classroom for students who meet eligibility criteria and who have active IEPs. The class is academically oriented and parallels the curriculum in regular education classes for English, math, science, and social studies, and offers students support for any mainstreamed classes. All subjects are modified and lead towards receipt of modified grades. Students may concurrently enroll in general education classes and receive academic support.

REGIONAL OCCUPATION PROGRAM

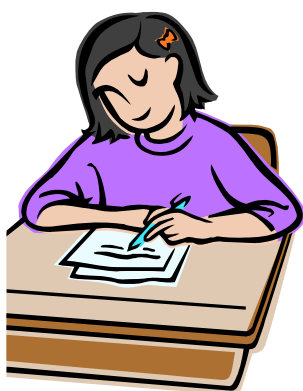
The Regional Occupational Program (ROP) is a statewide recognized program where technical skill classes are taught in a variety of industry areas. These classes are taught on many of the Marin County high school campuses. High school credit may be earned upon successful course completion of an ROP class. Job search workshops are included in each program and job assistance is provided. Students must be 16 years old by the end of the school year to be 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. A basic knowledge of woodworking is helpful for this class. This course covers the process of building a structure from the ground up including foundations, floor, wall, and roof layout and framing techniques. Finish carpentry and cabinet making are covered along with the electrical and plumbing aspects of residential construction. Safe building practices, blueprint reading and plans drawing, estimating, and construction management are incorporated into the class routine. Master craftsmen will provide demonstrations and School-to-Career opportunities such as job shadows and internships. Students interested in the fields of Architecture, Engineering, and Construction are recommended to take this course.

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

See <http://www.marinrop.org/> for current ROP offerings in the county.



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 talented 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 English Literature	AP Computer Programming
AP English Composition	AP Economics
AP French Language	AP European History
AP Spanish Language	AP US History
AP Studio Art	AP Chemistry
AP Studio Art 3-D Design	AP Env. Science
AP Calculus AB/BC	AP Statistics
◆	◆
Geometry H	Chemistry H
Advanced Algebra H	Biomedical Sciences H
Precalculus H	Physics H
Architectural Design H	Spanish H
Advanced Exposition H	Theater Directing H
Integrated Science 3-4 H	

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 and class ranking. UC and CSU give an additional grade point to all AP and some Honors classes (see <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 your counselor for **AP/Honors criteria/selection process**.

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

BENEFITS:

- Study a subject in more depth.
- Prepare for success in college.
- Challenge yourself to find out what you are able to do.
- 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.
- Over extending yourself might result in lower grades which can impact your college GPA.
- Taking multiple AP/Honors classes at the same time while 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. Many universities would rather see a student take an AP course and earn a lower grade than to take a regular course that is not as challenging.

Students should definitely consider taking Honors/AP courses in subjects they really want to learn in depth and in which they feel they can earn at least a C.

When making a decision about which particular classes to take, students need to approach the decision on a case-by-case basis. Careful consideration of all the advice above, a talk with your current teacher in the same subject and/or an appointment with the school counselor together are the best ways to answer this question.

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. The exams currently cost \$84 and 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 *Instructional 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. If not, please call the Redwood Counseling Office or speak to any Redwood administrator.

Administrators:

Nancy Neu, Principal
David Sondheim, Assistant Principal
Chad Stuart, Assistant Principal
LaSandra White, Assistant Principal
Jessica Peisch, Athletic Director

Counseling Staff:

Fran Bozdech, Head Counselor
Kristina Brown, Counselor
Randel Kelly, Counselor
Katie Paulsen, Counselor
Tami Wall, Counselor
Nancy Malcolm, Secretary
Kelly Starrett, Admin. Technology Coordinator
Charlene DeLosa, Records Secretary
Paula Vantrease, College/Career Specialist

Here are some of the most frequently asked questions:

How many classes do I take?

The Redwood school day encompasses the 7:59 a.m. to 3:20 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. Usually it works fine, however, we cannot always guarantee seven classes for 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?

Your counselor will help you make this determination along with your parents. All freshmen are required to take English 1-2, Mathematics, Social Studies, including a semester of Social Issues and one of World Cultures & Geography. The remaining courses may be Science, Physical Education, World Language, Fine 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. 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 extra-curricular 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 extra-curricular activity; a sport, a club, drama, music, journalism, 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. In fact, we are known as the “Home of Champions”! If you are interested in competing in interscholastic sports, please make sure you complete the “Sports Information Form” when you register with your counselor. We will pass the information on to the coaches and they will contact you when it is time to begin. Although some of the teams can’t take all students who want to participate, several Redwood teams offer places to ALL students who want are interested and ready to practice! Those teams include Cross Country, Track, Swimming, Water Polo, and Wrestling. Additionally we have Freshman, JV, and Varsity teams in some sports. Ask in room 107 if you have questions!

In addition, it is critical that you attend Link Crew (*New Student Orientation*) just before school begins in August. You will receive more information about the exact date and time in our summer mailing. Students who plan to participate in a sport must have a physical exam and complete the Athletic Participation Form before school begins. These forms may be picked up in Room 107. No one is allowed to practice until the completed form is returned to the Athletic Director.

Will I get to see the school before classes begin?

Yes! Just prior to the opening of school, a freshman 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 the 8th grade students who attend Redwood from various middle schools.

We will explain our programs and a few simple school rules. You will have a chance to purchase the Redwood spirit package—the “Right Stuff”, which contains a T-shirt, student body card (which provides discounts on all 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>	9 th Grade Program English 1-2	10 th Grade Program English 3-4	UPPER DIVISION PROGRAM <i>(4 Semesters Required Including Two Classic Courses. See English course offerings)</i>	
SOCIAL STUDIES <i>(*4 years)</i>	Social Issues/ World Cultures & Geography <i>(1 Semester Each)</i>	World History AP European History	U.S. History AP U.S. History	American Government <u>and</u> Economics (sem) or AP Economics (year)
MATHEMATICS *Options Listed For Each Grade *(Based On Teacher Recommendation) <i>(3 years required)</i>	Algebra P1-P2 Algebra P3-P4 Algebra 1-2 Geometry 1-2 H Geometry 1-2H	Algebra P3-P4 Algebra 1-2 Geometry 1A-2A Geometry 1-2 Geometry 1H-2H Adv. Algebra 1-2 Adv. Alg. 1H-2H	Algebra 1-2 Geometry 1A-2A Geometry 1-2 Int. Algebra 1-2 Adv. Algebra 1-2 Adv. Algebra 1H-2H Precalculus H Precalculus AP Statistics (11 th /12 th) Accounting Economic Principles in Business Math Topics in Modern Math	Geometry 1-2 Int. Algebra 1-2 Statistics 1-2 Adv. Algebra 1-2 Adv. Algebra 1H-2H Precalculus Precalculus H AP Calculus AB AP Calculus BC Accounting Economic Principles in Business Math Topics in Modern Math
SCIENCE *Options Listed For Each Grade *Courses May Have Prerequisites <i>(2 years required)</i>	Integrated Science 1-2	Integrated Science 3-4 H Integ. Science 3-4	Astronomy 1-2 Chemistry 1-2 H Chemistry 1-2 AP Chemistry 1-2 Physics 1-2 Ecology 1-2 Environmental Sci. 1-2 AP Env. Science 1-2 Physiology 1-2 H Biomed. Sciences	Astronomy 1-2 Chemistry 1-2 H Chemistry 1-2 AP Chemistry 1-2 Physics 1-2 AP Physics 1-2 Ecology 1-2 Environmental Sci. 1-2 AP Env. Science 1-2 Physiology 1-2 H Biomed. Sciences
FINE ARTS *Options Listed For Each Grade *Courses May Have Prerequisites <i>(1 year required)</i>	<u>Semester Courses</u> Art Explorations Arch. Design 1 Graphic Design 1 Drawing/Painting 1 Ceramics 1 Photography 1 <u>Year Courses</u> Concert Band Symphonic Band Jazz Band Chorus Beg. Guitar/Bass Music Performance Workshop Beginning Drama	<u>Semester Courses</u> Art Explorations Arch. Design 1-3 Graphic Design 1-2 Drawing/Painting 1-3 Ceramics 1-3 Photography 1-3 <u>Year Courses</u> Concert Band Symphonic Band Jazz Band Chorus Beg. Guitar/Bass Music Performance Workshop Beginning Drama Intermediate Drama	<u>Semester Courses</u> Art Explorations Arch. Design 1-5 Graphic Design 1-2 Drawing/Painting 1-5 Ceramics 1-5 Photography 1-5 <u>Year Courses</u> Concert Band Symphonic Band Jazz Band Chorus Beg. Guitar/Bass Music Performance Workshop Beginning Drama Intermediate Drama Advanced Drama Theater Directing H	<u>Semester Courses</u> Art Explorations Arch. Design 1-6 Graphic Design 1-2 Drawing/Painting 1-7 Ceramics 1-7 Photography 1-7 <u>Year Courses</u> AP Studio Art Concert Band Symphonic Band Jazz Band Chorus Beg. Guitar/Bass Music Performance Workshop Beginning Drama Intermediate Drama Advanced Drama Theater Directing H
PHYSICAL EDUCATION	<i>(2 year CORE required)</i> Core Program 1-2, 3-4			
INTRODUCTION TO COMPUTERS (See Outcome section for details.)				
OUTCOME PROFICIENCIES MET (#1, 2, 3 & 5)				
PASS HIGH SCHOOL EXIT EXAM				