Course Guide
Archie Williams High School

2024-2025

Archie Williams High School

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Web Site: http://www.tamdistrict.org/archiewilliams

CEEB code: 052770

Course Guide

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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.

Archie Williams High School

Vision Statement

Archie Williams High School ensures an inclusive, supportive, and safe environment so all students, especially those from marginalized groups, achieve at high levels socially and academically.

Archie Williams Administration

LaSandra White, Principal
Nate Severin, Assistant Principal
Kaki McLachlan, Assistant Principal

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Archie Williams Profile

Archie Williams High School opened with the name "Sir Francis Drake High School" in 1951 as the second high school in the Tamalpais Union High School District. The 21-acre campus, verdant with trees, shrubs and two creeks, was once known as Cordone Gardens, a prosperous San Anselmo farm.

Archie Williams High School is a center for academic achievement and student activity. Students come to Archie Williams from a wide geographical area that includes the communities of San Anselmo, Fairfax, Nicasio and the San Geronimo Valley.

The current student enrollment (January 2023) is 1,228. Our ethnic makeup is 2% Asian, 15% Hispanic, 1% African American, 75% Caucasian, and 7% unreported.

Archie Williams is fully accredited by the Western Association of Schools and Colleges and the California State Department of Education. In 2022 Archie received a six-year accreditation.

One of the strongest reasons for Archie Williams' success in public education is its talented, experienced and professional staff. Teachers and counselors are active as professional leaders, participate in subject matter conferences, attend workshops, assist with curriculum revision, serve on staff development committees, and take courses for further enrichment. The classified staff participates fully in school leadership and shows an active interest in each student.

In 1999 our school was recognized as a California Distinguished School and this recognition was renewed by the State of California in 2005 and 2009. The U.S. Department of Education selected this school as a New American High School, one of only 59 in the nation.

In 2017 we were recognized as a California Gold Ribbon School, acknowledging the work of the Archie Williams Wellness Program that seeks to address the social and emotional needs of the students. This program shows the leadership and dedication of the entire school community.

The Pitch, Archie Williams's student newspaper, is an online and print publication created by Advanced Journalism students. We report on school news, community issues, sporting events, and larger-scale stories through a student lens.

In 1982 history was made when both the girls' and boys' varsity basketball teams captured the State Championship Division II titles in the same year.

Parent Involvement:

- The Archie Williams Falcon Foundation is a volunteer board of parents working together to enhance the high school experience for all Archie Williams students. Please visit us at awhsfalconfoundation.org
- The Scholarship Foundation awards twenty one $3,000 scholarships each year in honor of or in memory of people from the Archie Williams community. Please visit us at scholarshipfoundationawhs.org.

Preparing Today's Students for Tomorrow's World

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.

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

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

1) A Rigorous Academic Foundation

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

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

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

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

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

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.

Graduation Requirements

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

All Graduating Classes
Complete the following required courses with grades of D- or better:

English	4 years / 40 credits
Mathematics	3 years / 30 credits
(including one year of Algebra)	
Social Studies	4 years / 40 credits
Science	3 years / 30 credits
(including Physics in the Universe, The Living Earth, and Chemistry in the Earth Systems)	
Physical Education	2 years / 20 credits
(completion of PE 1, 2, 3, 4)	
Visual/Performing Arts	1 year / 10 credits
Electives	50 credits
TOTAL	220 credits

Five units of credit are granted for courses meeting regularly each week for one semester.

Algebra
Students must complete Algebra, or equivalent one-year course in elementary algebra. Students who complete this in middle school have met the requirement.

The district provides alternative ways to meet graduation requirements, such as concurrent enrollment in a college or university.
Talk to your counselor about specific guidelines (BP/AR 6146.11).

Grade Point Average

Grade point average 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

Honors points are awarded to students who successfully complete advanced placement courses or honors courses designated for weighted grades. Additionally, UC, state colleges and many other colleges and universities will award honors points to students successfully completing advanced placement classes and/or some honors courses during the 11th and 12th grades.

UC/CSU campuses: Grades from 10 through 12 in classes used to make up the a-g pattern required for admission are used. Grades in up to four advanced placement or UC approved honors courses taken in the last two years of high school are given extra weight.

Scheduling Procedures

Parents and students frequently have questions about how a student's schedule is determined. The following information should help you understand the process.

The first step in the process is understanding what courses students need and would like to take. All courses are Board approved and follow the Tamalpais District course of study. A complete list of District approved courses is available online at https://www.tamdistrict.org/academics/courses-of-study.

We ask students to talk with their teachers, parents and counselor to determine which courses they need to take or would like to take. Students and parents are advised to read this booklet for directions, guidelines, additional information and course descriptions. Some courses may be listed that are not offered in the fall semester but may be offered in the spring semester.

Students should check carefully to see that they have completed the prerequisites for each course and have the necessary grades and/or possess the skills to be successful in the course. For some courses teacher permission is needed and a signature required.

When students have selected the required and elective courses they prefer, the numbers are tallied by the administration to determine which courses and how many sections of each to offer.

The careful selection of alternate courses by students and parents will help to avoid disappointment. Students who do not indicate alternates may have incomplete schedules and/or may be placed in available classes.

A master schedule is developed which minimizes conflicts in student choices. Some students may be assigned to alternates because it is impossible to eliminate all conflicts for every student.

AP and Honors Classes

Each Advanced Placement (AP) or Honors class has its own Tamalpais District prerequisites and criteria for enrollment. For more information go to: http://www.tamdistrict.org/archiewilliams > Academics> AP/Honors Course Information

Archie offers various AP and Honors courses in Applied Technology, English, Fine Arts, Foreign Language, Mathematics, Science, and Social Studies. Please refer to the course descriptions in this booklet.

For more specific information, please contact the appropriate department at Archie Williams or the Academics tab on our website for courses to be offered, criteria and selection timelines. General information is also posted on the District website – www.tamdistrict.org and in Board Policy 6141.5.

Repeating Courses

Certain courses in applied technology, fine arts, physical education and special programs such as Advanced Journalism and Leadership may be repeated for credit, not to exceed maximum credits allowed by the Tamalpais District guidelines. See your counselor if you have questions.

A student may wish to retake a course if they earned a D or F to improve his/her grade for four-year college eligibility or for high school graduation. For a D grade, credits are not awarded again. Students will be required to retake a graduation requirement if they earned an F. In both cases, the new grade as well as the former grade will appear on the transcript. For purposes of calculating GPA points, the highest grade received shall be used in determining the student's overall GPA (AR 5121).

Taking College Level Courses

Credit toward graduation may be awarded for completion of a community college, state college or university course, but forms must be submitted for approval **prior** to taking the course. Paperwork must be picked up and returned to the Counseling Center by the student. Students taking college classes must be enrolled in a minimum of five classes at Archie Williams. All students requesting less than a six period day must complete a petition form, available in the Counseling Center, and meet criteria established by the Tam District Board of Trustees.

Arrangement for transfer of the credit is the responsibility of the student. The student must submit a transcript of the completed work to the counseling secretary at Archie Williams. Credits earned at college may be applied to the high school transcript and the college transcript if the course is not offered at Archie.

Schedule Changes

Board policy requires that all students be enrolled in six classes or more. **No student-initiated changes are allowed after the fifth day of each semester (Administrative Regulation 6112(b).**

Every effort will be made to place students in requested classes although class period conflicts and class size may impact student schedules.

Changes will be made only for the following reasons:

- to correct a computer error (two classes for same subject)
- student enrolled in class that was not one of the student's choices
- a five period day is needed
- student lacks proper prerequisites
- student taking classes at College of Marin
- different placement recommended by math and/or world language teacher
- senior needing a particular class to graduate

Class changes are not made to accommodate teacher preference and/or particular order of classes.

Class schedules for fall semester will be distributed to students before school starts.

Any student who believes he/she is eligible to make an administrative change may meet with his/her counselor. Protocol for changes will be posted on the first day of school and e-mailed home. **No student-initiated changes will be made after the fifth day of the semester**. Requests for changes will be reviewed by counselors, and students will be notified about the decision.
Students who change sections or ability levels will carry their "grade to date" to the new class, and it will be included in the final grade computation.

The deadline for dropping classes after the semester begins is the first week after the first grades are reported. Students dropping a class after that date will receive an F grade for the semester.

Counseling Services

The Counseling Department works toward a common goal of success for all students.

Every student at Archie Williams High School is assigned a counselor who is the four-year resource person who will assist the student with personal, social, educational and career development.

Students are encouraged to maintain close contact with the counselor for the latest information about high school courses and programs, college and career planning, and testing. To better assist you, parents must make an appointment rather than dropping in.
Parents are encouraged to attend all parent events, to read the *Community Newsletter* for frequent updates, and to consult the Archie Williams website for events and information.

Career Planning

Archie Williams's College and Career Center provides students with the latest information about planning for college, vocational schools, and future occupations. The main focus of the School to Career Liaison is to provide internship opportunities across a wide range of professions, while also working with students on their Work Readiness skills including Resumes, Cover Letters, and Mock Interviews. Job Shadows, Career Days, and career guest speakers are also offered. The School to Career Liaison also works with College of Marin on several Career Academies, such as Health Care, Engineering, and Education.

We are pleased to provide Family Connection from Naviance Succeed, a web-based service designed for students and families. Family Connection is a comprehensive website that you can use to help in making decisions about our courses, college, careers, and future plans. Family Connection is also a service that we use to track and analyze data about college and career readiness, so it provides up-to-date information that is specific to your school.

Hundreds of college catalogs, Internet web sites, and resource guides about colleges are available to the students. College representatives visit the College and Career Center and hold informal meetings with our students. Also distributed through the Center are SAT and ACT prep materials, Financial Aid Forms, and information for University of California and California State University.

The Counselors and College and Career Specialist work together to offer presentations for seniors, juniors, and sophomores; financial aid meetings, and an orientation meeting for incoming 9th graders.

Work permits are issued in the College and Career Center and a job board listing current job opportunities is available to the students.

The College and Career Center is a resource available to you -- take advantage of it.

College Entrance Requirements

University of California / California State University
A student entering UC must complete the following course requirements, often referred to as "the a-to-g requirements":

a. History/Soc. Science	2 years required
b. English	4 years required

c. Mathematics	3 years required, 4 recommended
(UC accepts all Archie Williams mathematics courses except Algebra Foundations.)	
d. Lab Science	2 years required, 3 or 4 recommended
e. World Lang.	2 years required, 3 or 4 recommended (same language)
f. Visual & Performing Arts	1 year required
g. College prep electives	1 year required

Two years (four semesters), in addition to those required in a-e above, chosen from at least two of the following areas: visual and performing arts, history, social science, English, advanced mathematics, lab science, and language other than English.

California Community Colleges
- Open admission to high school graduates.
- Non-grads 18 or older are admitted on probation.

College Planning Checklist

Ninth Grade

- Read Crew Announcements and check the Archie Williams homepage regularly
- Develop good study habits
- Familiarize yourself with the Archie Williams website: http://www.tamdistrict.org/archiewilliams
- Familiarize yourself and your parents with Canvas so that you can accurately track, complete and turn in all assignments
- Develop a good rapport with each of your teachers and your counselor
- Develop friendships with at least three students who have good study habits, write their names and phone numbers in your planner and contact them for missed homework or homework assistance
- Use your planner and check it daily
- Learn about extra-curricular activities: sports, clubs, community service
- Set your goals for success in your classes and personal life
- Seek help from your teachers during tutorial
- Talk with your parents, teachers and counselor about your strengths and challenges and assess goals related to maximizing strengths and overcoming challenges
- Read the Course Guide to know both the graduation and college preparatory requirements. This is found on the school website under the Academics Tab.
- Complete Naviance tasks (Complete Strengths Explorer, Complete Career Cluster Finder, Complete Learning Style Inventory 2.0)
- Visit the College & Career Center in Room 211
- Attend a College Fair or visit a college campus

Tenth Grade

- Read Crew Announcements and check the Archie Williams homepage regularly
- Explore careers by interviewing adults in occupations of interest
- Visit your counselor and ask questions
- Maintain strong study habits to help achieve your maximum potential
- Maintain grades of C or better for college eligibility
- Start or continue to participate in extracurricular activities-sports, clubs, community service, drama, music, student government, work, internship
- Review the UC A-G list for course eligibility requirements: https://hs-articulation.ucop.edu/agcourselist
- Investigate your eligibility for Honors and AP (Advanced Placement) courses for junior year http://www.tamdistrict.org/archiewilliams under the Academics tab.
- Begin to research some college and career choices
- Visit additional college campuses and attend college and career fairs
- Complete Naviance tasks (Complete Do What You Are, Complete Career Interest Profiler, Add Careers to your List, Complete Super Match College Search, Build Resume)

Eleventh Grade

- Read Crew Announcements and check the Archie Williams homepage regularly
- Talk with your parents about your current schedule and future plans
- Always take an appropriately challenging curriculum
- Explore your school-to-career options - check on internships and special programs
- Make it your responsibility to listen to/read the Crew Announcements and the Community Newsletter- Go to the school website homepage and scroll down for the Crew Announcements and Newsletter icons.
- Explore concurrent enrollment options at College of Marin https://ss.marin.edu/outreach/high-school-students
- Visit with college representatives in College & Career Center in fall - see list and sign up in the College & Career Center on Naviance
- Research college choices - use the resources in the College & Career Center and on-line
- Review academic plan, graduation and college entrance requirements with your counselor
- Take PSAT (registration information in Crew Announcements and AWHS Community Newsletters)
- Participate in extracurricular activities, clubs or other organizations
- Attend Junior Night
- Arrange to visit colleges. Go when their classes are in session
- In January, review your PSAT results and look to see where you need to improve
- Develop a preliminary college list, including reaches, possible admits & safety schools
- Attend the Marin County College Fair in spring semester
- Plan your summer activities: school, work, internship or community service or explore concurrent enrollment options at College of Marin https://www1.marin.edu/ for spring semester
- Take the SAT Reasoning and/or ACT www.collegeboard.com or www.act.org. Research your colleges to see whether these exams are required, as many colleges (including the UC/CSU systems) no longer require SAT/ACT exams for admission.
- Register with the NCAA Clearinghouse if you might play Division I or II athletics
- Seek out teachers whom you would like to write recommendations for you in the fall
- Complete Naviance tasks (Continue to add to Resume, Add Colleges to the "Colleges I'm Thinking about" list, Scholarship Search, Complete Super Match College Search, Complete MI Advantage

Twelfth Grade

- Read Crew Announcements and check the Archie Williams homepage regularly
- Take challenging courses
- Research early decision/early action application deadlines.
- Research scholarships
- Meet with your counselor to discuss your post high school plans
- Register for the SAT/ACT Tests (no later than December testing date). Research your colleges to see whether these exams are required, as many colleges (including the UC/CSU systems) no longer require SAT/ACT exams for admission.
- Develop your resumé for a job or college.
- Attend college nights and continue to attend college admission sessions in the College and Career Center.
- Submit UC/CSU applications (through November 30th)
- Fill out FAFSA and CSS Financial Aid PROFILE forms, if required, after October 1.

For Ninth Graders Only

Entering ninth graders and their parents will have many questions regarding the transition to high school. We hope this guide is helpful to you, but we know that some pages assume you already know about high school. This section is just for you! We hope it answers many of your questions. If not, please call the Archie Williams Counseling Center (415-458-3434) or speak to any Archie Williams administrator.

As entering ninth graders, you may have a lot of questions. Here are some of the most frequently asked ones:

How many classes do I take?
All Archie Williams ninth graders take six or seven credit classes. We encourage ninth graders to take seven periods.

What classes should I take?
During a ninth grade presentation, a counselor will help you and your parents decide which classes you should take. Most ninth graders will take English 1-2, Social Studies, physical education, mathematics and Science. The remaining elective courses may be world language, visual and performing arts, leadership or applied technology classes.

How do I know what mathematics course to select?
Your student will take a state-mandated assessment in the spring that will provide assistance in determining the correct 9th grade placement. If there are concerns about the 9th grade math placement please discuss with your eighth grade teacher..

If I have studied a world language in middle school, will I be able to enter the second year of the language at Archie Williams?
It is quite possible. Again, we will ask your eighth grade teacher for a recommendation. You should ask your teacher what course recommendation has been made for you.

Will I be able to play sports or participate in other extracurricular activities in addition to my seven period day?
Of course. We encourage every entering ninth grader to get involved at Archie Williams in some extracurricular activity—a sport, a club, drama, music, journalism, etc. A minimum 2.0 GPA must be maintained in order to be eligible for sports.

How will I know when sports begin or if I am skilled enough to make the teams?
Archie Williams has a wide variety of sports and extracurricular activities. Everyone trying out for a team must complete an Athletic Participation Form, which includes clearance from your physician. Fall sports information will be included in the July mailing.

Will I get to see the school before classes begin?
Yes. Our Administration Team holds informational nights for our incoming families with an overview of electives, SLCs and activities at Archie Williams. You are also encouraged to attend any public event, including athletics, music concerts, drama productions, video productions, etc. Open House is also open to the community.

We look forward to meeting you and welcoming you to the outstanding Archie Williams Community!

**presentations, sports, and events are subject to county health code guidelines.

Course Descriptions

Some courses may be listed that are not offered in the fall semester but may be offered in the spring semester.

Some common abbreviations used in course descriptions are:

- AP Advanced Placement course
- H Honors course covering accelerated and/or enriched content
- UC Course certified to the University of California
- CSU Course certified to California State Universities
    - 1-2 Signifies first & second semesters of a course
    - 3-4 Signifies third & fourth semesters of a course
    - 5-6 Signifies fifth & sixth semesters of a course
    - 7-8 Signifies seventh & eighth semesters of a course

Special Education

The programs below are available only to students who qualify for special education services. Placement is determined by the IEP team based on individual student needs.

Academic Workshop (Resource Specialist Program) and Special Day classes provide support for students with special education needs. The program focuses on increasing student participation in the regular education courses by working with classroom teachers to provide necessary accommodations and modifications to the curriculum.

Special education teachers provide academic support and are responsible for implementing individualized educational programs and monitoring annual goals and objectives for each student. Additionally, these teachers are available to consult with staff and to assess students who have been referred for special education services.

Special Day Class teaches content area classes in English, history, math and science based on student need. There are two Special Day programs on campus. The curriculum is often modified from grade level to ensure student access.

Counseling Enriched Classroom (CEC)
The Counseling Enriched Classroom (CEC) is a special education program meant to serve students who are significantly impacted by their mental health symptoms. These students require a therapeutic component to their school day, and students in the CEC program require a high level of support in order to function on a mainstream campus. This includes direct mental health services, curriculum in a small classroom setting, and ongoing consultation with school staff, families, and outside providers.

Applied Technology Courses

The Applied Technology Department encompasses a variety of courses including Regional Occupational Program (ROP) courses.
Computer technology consists of, AP Computer Principles, Computer Graphics, and Computer Programming.
Listed below are course descriptions for Archie's Applied Technology classes, followed by descriptions of ROP courses.

Computer Programming 1-2 (UC/CSU)
Computer Programming is a great way to improve logical thinking skills in a creative, supportive, self-paced environment. Students practice their logical problem-solving skills while creating a solid foundation of programming fundamentals. In the second semester, students learn the basics of introductory programming, applying the concepts they learned in the first learned first semester to a professional computer language, C++ or Java. This UC-approved elective class teaches the basics of how the computer works and computer programming, including logic and problem-solving skills that are transferable to all programming languages. Students will learn syntax and good programming technique through Android app development, Arduino programming and HTML web development. This course is recommended for students who like puzzles and problem-solving as well as those interested in further study in engineering and sciences (including computer sciences).

Computer Graphics 1-6
This one semester elective course allows students to use a variety of software to produce computer graphics projects. Two-dimensional still graphics (vector and raster-based) are covered and students work hands-on with the laser cutter engraver. CAD/CAM techniques are also introduced in this class. Students complete projects such as creating image manipulation, photo restoration, large format advertising pieces, posters, web graphics, logos, etc. Software used includes Adobe's PhotoShop, Illustrator and Inkscape. Scanners, digital cameras and graphics tablets are also used. This course is a prerequisite to Computer Graphics 2-4.

AP Computer Principles (UC/CSU)
AP Computer Science Principles is designed as an inclusive, rigorous examination of the digital world and our place within this world. This course is not a pure programming class but developing essential programming skills. Students will also examine core concepts of computer science, data management, analysis and spreadsheet, cybersecurity, social media usage, essential Internet skills and creating and using computer graphics. Programming languages will include Python and HTML. In the second semester, our focus will also include AP exam review as well as the completion of the independent projects are part of the AP Computer Science Principles exam.
Prerequisites: completion of Computer Programming 1/2 or instructor approval.

Engineering Courses

The Archie Williams Engineering Program helps students develop knowledge and skills related to fabrication (woodworking and metalworking), computer programming and CAD/CAM (Solidworks, 3D printing, laser cutting). As students progress through the program, they learn the process of engineering design, problem solving techniques and project planning/management. Throughout the program, students work towards completion of an engineering portfolio that is designed to be a supplement to college applications.

Principles of Technology with either Computer Programming or Computer Graphics Emphasis
Principles of Technology is a year-long, two semester course where students select either a Computer Programming or a Computer Graphics emphasis. In the fall, students take Principles of Technology. This is a UC/CSU approved course. In the spring, students take either Computer Graphics or Computer Programming. **These are not UC/CSU approved courses, only the fall component (Principles of Technology is UC/CSU approved).**

The class is structured such that approximately half of the time is spent in a software/computing environment, and the other half is spent on physical projects in an engineering environment. The Computer Programming emphasis will seek to develop deeper skills in coding and as preparation for more advanced programming classes, while a Computer Graphics emphasis will seek to develop deeper skills within visual communication, marketing and design. Both tracks of Principles of Technology offer dynamic, project-based curriculums that run through several directed skill-building projects to reinforce technological principles and culminate with a more creative and self-directed project.

Students in both tracks will be held accountable for maintaining orderly and safe workspaces, using tools only as appropriate and directed, and diligently cleaning up and putting tools away at the conclusion of every workshop class period. Participation in these regards is required to achieve a passing grade.

Principles of Technology (UC/CSU) (Fall) / Computer Programming Emphasis (Spring)
Computer Programming in the spring semester is not UC/CSU approved

This year-long, two semester course is for the student interested in exploring the intersection of computer programming and engineering. The course is designed to reinforce software learning with tangible fabrication projects in a makerspace environment. Students with a range of experience levels are welcome in the class, as we will build skills through assignments and projects that gradually increase in knowhow and complexity. Students will learn to program microcontrollers to control lights, sound and motion based on a selection of inputs like buttons or sensors. Students will also learn how to safely and effectively utilize a range of engineering equipment, including power hand tools, industrial machine tools, laser cutters and 3D printers.

Through a variety of individual and group projects, students will develop core skills in planning, problem solving, and organization. Students will also be taught or strengthen foundational skills in coding, schematics, tool usage, and workflow. Examples of projects include Arduino controlled arcade machines, interactive dioramas, Rube Goldberg machines, miniature golf courses, robotics and other independent projects. This work will be documented on student-created websites built using HTML.

Principles of Technology/Computer Programming is a UC/CSU approved G elective course that will appear on the report card as one semester of Principles of Technology and one semester of computer programming. The course serves as a prerequisite for AP Computer Principles and Engineering Design.

Principles of Technology (UC/CSU) (Fall) / Computer Graphics Emphasis (Spring)
Computer Graphics in the spring semester is not UC/CSU approved

This year-long, two semester course is for the student interested in exploring the intersection of software and engineering design, and also the intersection of computer graphics and marketing communication. The course is designed to reinforce software/design learning with tangible fabrication projects in a makerspace environment. Students with a range of experience levels are welcome in the class, as we will build skills through assignments and projects that gradually increase in knowhow and complexity. Students will learn to program microcontrollers to control lights, sound and motion based on a selection of inputs like buttons or sensors. Students will also learn how to safely and effectively utilize a range of engineering equipment, including power hand tools, industrial machine tools, laser cutters and 3D printers. Students will also learn how to use the Adobe Creative Suite, particularly Photoshop as a means of generating marketing and communications materials.

Through a variety of individual and group projects, students will develop core skills in planning, problem solving, and organization. Students will also be taught or strengthen foundational skills in coding, schematics, tool usage, and workflow. Examples of projects include Arduino controlled arcade machines, interactive dioramas, Rube Goldberg machines, miniature golf courses, robotics and other independent projects. This work will be documented on student-created websites built with WIX. Students in the Computer Graphics track will develop introductory coding skills, but spend more time creating a deeper visual portfolio of digital design work relative to the Computer Programming track that will pursue more extensive programming.

This course is not UC/CSU approved. The course serves as a prerequisite for Engineering Design. This course **DOES NOT** serve as a prerequisite of AP Computer Programming.

Engineering Design (UC/CSU)
Engineering Design is a one year course designed for students who have completed Principles of Technology or Juniors or Seniors new to the engineering program. This course further develops the fabrication skills covered in Principles of Technology and, more importantly, allows students to learn the process of engineering design through work towards solving various design challenges. Example challenges include programming a robot to pass through a maze autonomously. Design, build and program a machine to sort skittles by color as quickly/accurately as possible. Design and build the smallest cardboard boat possible to get a student across the pool and back. Design and build a hydraulic robot to pick and place objects as quickly as possible. Design and build and optimize a direct current motor. Design and build the most efficient solar cooker possible. Each project requires development of specific engineering skills such as data acquisition, data analysis, analytical writing, design optimization and problem solving. Upon completion of the course, students will have a well-developed, web based engineering portfolio.

Students in Engineering Design will be held accountable for maintaining orderly and safe workspaces, using tools only as appropriate and directed, and diligently cleaning up and putting tools away at the conclusion of every

workshop class period. Participation in these regards is required to achieve a passing grade.

Engineering Projects (UC/CSU)
Engineering Projects is a one semester class offered to any student who has completed Engineering Design. The class may be repeated up to four times as the focus of each semester rotates through on one of the "big four" fields of engineering*: Mechanical Engineering, Civil/Structural Engineering, Computer Engineering and Electrical Engineering. Students will be given an engineering challenge in the focus field related to real world issues and will work to solve the challenge by applying skills developed in the Engineering Design and Principles of Technology classes. Students will also work to find and interact with professionals in the area of the project focus to better understand the pathway leading to a career in that field as well as what a career in that field looks like on a day to day basis. Each project done in Engineering Projects is a major component of the student's web-based portfolio that is ultimately submitted as a college application supplement.

Students in Engineering Projects will be held accountable for maintaining orderly and safe workspaces, reading instruction manuals and only using industrial equipment they are properly trained in and familiar with, using tools only in the manner intended, and diligently cleaning up and putting tools away at the conclusion of every workshop class period. Participation in these regards is required to achieve a passing grade.

*As determined by the University of California Schools of Engineering

Construction Technology
Construction Technology is a hands-on course focused on the use and function of hand and machine tools, different mediums of fabrication materials, and the approaches and processes of various construction, production and vocational fields. Its purpose is to help students locate and develop interests and aptitudes that are related to a professional pathway, areas of business and trade, and identifying and solving consumer needs.

This hands-on program emphasizes the "laboratory of industries" concept, and is offered to students from grades 9 through 12 and can be of value to students at all levels of ability and aspirations. Each Construction Technology area presents many practical problems which apply, reinforce and extend the academic skills learned in other classes, such as math, communication, teamwork, and environmental/social impact. A sequence of beginning, intermediate and advanced activities enables students with varying interests and capabilities to acquire the skills and knowledge appropriate to them.

Employability is a major target outcome, and students will be held accountable for maintaining orderly and safe workspaces, using tools only as appropriate and directed, and diligently cleaning up and putting tools away at the conclusion of every workshop class period. Earnest effort and consistent participation in these areas is required to achieve a passing grade.

Regional Occupational Program

The Regional Occupational Program (ROP) is administered by the Marin County Office of Education. The classes provide both entry-level and advanced career technical education that enables students to enter the job market, upgrade existing skills, or transfer to more advanced training. ROP classes are project-based and may be taken for consecutive semesters. For additional information, please contact the ROP office at 415-499-5860 or 415-491-6639 or visit this website

English Courses

FRESHMAN/SOPHOMORE PROGRAM:

English 1-2, 3-4 (UC/CSU)
The primary goal of the Freshman / Sophomore English Program is to engage students in using and interpreting language skillfully. Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They will participate effectively in a range of collaborative discussions, making strategic use of digital media, and adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.* Students are required to take all four semesters in the Freshman (1-2) and Sophomore (3-4) English Program.
*Language adapted from the Common Core Standards for English Language Arts.

JUNIOR/SENIOR PROGRAM:
The Junior/Senior English Program continues the work of the English 1-2, 3-4 Program emphasizing a higher level of student performance, and providing more demanding, complex assignments and materials. All courses require substantial practice in the writing of structured papers, extensive reading of significant literature and nonfiction texts, regular practice in informal and formal oral presentations, and rigorous application of critical thinking skills.

Essay & Exposition (Fall) / Oral Rhetoric-Speech (Spring) (UC/CSU)

Essay & Exposition:
Essay/Exposition builds upon the work begun in the 9-10th grade core. The students will work to improve their writing by reading model essays, studying writing techniques, and composing their own pieces. They will explore and develop ways of approaching subjects deductively and inductively, establish relationships between causes and effects, and support generalizations with analogy, anecdote, illustration, example, argument, and use of authority.

Oral Rhetoric
Oral Rhetoric is designed to help students improve their speaking skills, their writing skills, and their understanding of texts. Students will analyze the structure and content of effective speeches, will write and present speeches using techniques studied, and will learn to listen with critical attention. They will study and analyze literary and nonfiction works, discuss them orally, and write critically about them.

AP English Language & Composition (Fall/Spring) (UC/CSU)
This course, open to juniors and seniors, focuses on the close reading of texts as well as analytical and argument writing. Students will read texts in a variety of genres, ranging from opinion and exposition to speeches and literature, in order to develop the skill of rhetorical analysis. {Students may be required to complete a summer assignment.} This is a college-level AP course, and its contents are aligned with the curriculum outlined by the College Board. It requires that students work to become well-versed in reading a variety of high-level texts at a fast pace, and to write timed in-class essays, formal analysis papers, and research papers. Presentations, discussions, and other collaborative activities may be used as assessments in this course.

AP English Literature & Composition (Fall/Spring) (UC/CSU)
AP Literature focuses on the close study and analysis of works of literature from various literary periods. Students will demonstrate deep knowledge of literary techniques and thematic meaning through writing, discussion, and group projects. Texts will include poetry, drama, short stories, novels, and novellas by diverse authors with a range of content, styles, and perspectives.
* Note: The Advanced Placement English courses are intended to approximate the first year of college English. Students may gain college credit if they pass the Advanced Placement English Examination with a sufficiently high score.

World Literature/ Humanities (UC/CSU)

World Literature:
In this course, students will explore literature based in places in the world outside the United States, written by non-American (and indigenous American) authors. Cultural, ethnic, political, religious, and anthropological lenses allow students to peer deeply into this literature and to examine the cultures in which it was created. Students will develop their reading and writing skills and understandings of how literature reflects culture.

Humanities:
In this course, students will focus on examining the big ideas and forms of expression that have shaped human culture. Central questions about the human experience are explored, such as: What are good and evil? What does it mean to be human? Students will build thinking and writing skills in various modes ranging from poetry, film, and drama to novels, stories, and essays.

ENGLISH ELECTIVES: Courses do not count for English graduation credit.

English Ethnic Studies (Fall/Spring) (UC/CSU)
English Ethnic Studies will support students to become better writers, orators, and communicators to fight racism and uplift, amplify, and spread joy throughout our communities of color. African-American/Black, Indigenous, Chicane/Latine, Asian, and Pacific Islander writers and artists of color will be front and center while bringing in other intersections of identity. Students will learn how oppressive forces impact our communities of color while also learning about movements that rise up against such power. Students will learn how to read the world, by analyzing poetry, stories, and art that movement makers and shakers have created to help spread information, heal communities, and uplift the joy that resonates among us. Most importantly, students will learn how to join the struggle to decolonize and liberate our communities of color not just in the classroom but in all aspects of their life.

Advanced Journalism (Fall/Spring) (UC elective / CSU)
In the Advanced Journalism class, students produce the school newsmagazine, *The Pitch* – to report on issues and events on campus and in the community. Students also study the nonfiction genre through reading periodicals and other current Journalism texts, and learn about the First Amendment and student rights regarding freedom of speech. Students are responsible for determining editorial policies and content of the magazine (per state law for public school forums), for supervising its circulation, and for generating revenue through subscriptions and advertising sales, to publish once a month. This is a project-based course.

Integrated Studies Curricula

FRESHMAN/SOPHOMORE PROGRAMS:

Small Learning Communities
The SLC Program is a program for freshmen and sophomores. Teams of teachers share students, collaborate on curriculum alignment to provide personalization and set common expectations for student performance and work quality. The teams meet weekly to monitor student progress and coordinate instruction.

JUNIOR/SENIOR ACADEMIES:

Communications Academy
The Communications Academy (ComAcad) is taught by a team of three teachers over a two year period. In these four semesters students receive credit for the following courses: U.S. History, American Government, Economics, American Literature, Humanities, 20th Century Literature, and four semesters of Digital Communications.

The program is built upon the concept of a learning community. Students participate in the planning and execution of the program. The program is project-based and process-intensive, with English and Social Studies course work providing the subject matter for the arts productions. Students work in teams and receive small group instruction in various filmmaking and digital design craft areas including screenwriting, pre production planning, audio/video production, lighting, audio/video editing, distribution and graphic design. Flexibility, the ability to plan, manage time and work independently are essential to students considering the academy.

Due to the demands of production (rehearsal, production, post-production and performance) additional time outside of classes (in late afternoons and/or evenings) is required.

The courses in the program qualify for the appropriate a-g requirements of the University of California. Students should enter the program as juniors and stay with this option for two years.

This hands-on course covers all aspects of video, audio and digital design technology. Students learn the basics of single- and multi-camera field production, digital non-linear editing, lighting, audio recording, editing, computer graphics and poster design using Photoshop. Classes are centered around student-driven projects, with an emphasis on direct participation in all aspects of the filmmaking process by all students in the class.

Studies of the Environment Academy
The Studies of the Environment Academy (SEA-DISC) is an academy designed for students who want to learn more about the environment and the careers involved through internship. SEA-DISC, for juniors and seniors, is taught by a team of teachers. Over a two year period students receive credit for

- Chemistry*
- U. S. History*
- Environmental Science 1-2*
- Economics/American Government*
- Workplace Learning (includes an internship), and AP Environmental Science 3-4*.

Students can take grade 11 and 12 English courses or AP English Composition if requested. (All * courses are UC approved).

SEA-DISC is designed to develop **real life** experience through extensive field work and internship, as well as demonstrate academic achievement in each of the units offered. Students will work as a team designing field and laboratory research and will develop conclusions to scientific inquiry in the unit areas of Creek Restoration, Ecology, Aquatic Biology, Energy, Atmospheric Issues, and Human Pollution and Endangered Species. In these field studies, they will employ current technology, instruments, and techniques used

by professional environmental scientists. Working with community mentors and participating in internships, students will explore and gain skills for potential career choices.

This Academy is a student-centered, activity based, issues-oriented curriculum that encourages small group learning. It stresses data gathering and interpretation, as well as team research projects and presentation skills.

Most of the complex and perplexing issues and problems facing our nation involve more than scientific concepts or economic principles; they also involve individual and social values and group decision making processes. Accordingly, Environmental Science aims to prepare students for informed, effective citizenship through stimulating and engaging projects with mentors, discussion and debate on critical environmental problems, and a variety of student "decision-making" activities.

Due to the demands of field research and internships, the ability to plan, manage time, and work independently are essential to students considering this academy. Since students will be working off campus regularly to do research and internships, additional time outside of classes may occasionally be required.

Team - The Team Program is an experiential education program combining wilderness leadership, community service, internships, art, and cohort academic learning. The central mission of Team is to help students connect with a greater purpose in their lives. Through Team's experiential education model, students can gain real world experiences in the outdoors, in their community services placements and internships, and with a close knit community of peers and teachers.

In Team, students are reminded of a greater sense of belonging and meaning in their everyday lives, along with a recognition of how much of an impact they can make on the world around them. Now more than ever, students are looking for ways to be present with their peers in person and gain life long skills to help them succeed. This pandemic has taught us all that connecting through a screen is incredibly difficult, and some time immersed in nature can serve us all. No prior wilderness experience is necessary and all gear is provided.

Team is truly a transformative two year model. It will help young people to find the HOPE and HEALING they are looking for. You can visit our website at www.team-program.org/ to learn more.

Wilderness Medicine
Wilderness Medicine is a five credit, non-departmental elective for students in the Team Program. The primary focus of the course is providing students with practical knowledge of human anatomy and physiology and the ability to assess and stabilize patients with life-threatening medical problems in situations where definitive medical treatment is not immediately available.
This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

Mathematics Courses

A **comprehensive** four-year program is offered in mathematics. A wide range of courses is available to meet the varied abilities and interests of the students. The Tamalpais District requires three years of mathematics to graduate. We recommend that students take four years of mathematics to prepare them for the challenges of college, the competitive job market, and decision making in today's complex society.

For all courses in the college preparatory sequence, a student must earn a minimum grade of "C-" or better in the spring semester in order to enroll in the next course. There are three main reasons for this policy: 1) "C-" is the minimum grade that the University of California and California State University will accept for a course to count toward entrance requirements; 2) each of our college preparatory courses builds on the preceding course. Based on our experience, we have found that students earning less than a "C-", almost without exception, do not have the mathematical skills necessary to be successful in the next course.

Students who get a fall semester "D" in a college prep math course may continue in the spring semester with teacher recommendation. However, a grade of "C-" or better is required at the end of the spring semester in order to enroll in the next course of the sequence.

Students who get a fall semester "F" in a college prep math course may be dropped from the course.

All students must complete the equivalent of a first year algebra course in order to earn a diploma. This is a 2003-2004 state requirement and can be met by completion of Algebra. Students who complete algebra in middle school have met this requirement.

Algebra Foundations
Algebra Foundations, a two-semester course, covers the prerequisite skills and introductory skills of Algebra. Topics include discovery of mathematical patterns, operations with integers, operations with fractions, problem solving, simplifying expressions, perimeter and area, graphing linear equations, writing and solving equations, ratios and systems of linear equations.
Prerequisite: Teacher recommendation.

Algebra (UC/CSU)
Algebra 1-2, a two-semester course, is a first year algebra course. Topics of study include solving linear, quadratic, absolute value, and radical equations, graphing linear and quadratic equations as well as systems of equations, simplifying expressions, factoring, using square root properties, simplifying expressions by using the laws of exponents, and simplifying rational expressions. The course also includes finding the solution set of and graphing inequalities.
Prerequisite: Teacher recommendation

Geometry (UC/CSU)
This college preparatory course includes study of lines and angles (length and angle measurement); transformations; inductive and deductive reasoning; logic and proof; congruence and similarity of triangles and other polygons; perimeter, area, and volume of two and three-dimensional figures; circles (chords, arcs, tangents); and trigonometry (tangent, sine, and cosine). The course emphasizes mathematical reasoning, problem solving, communication, and use of tools and technology.
Prerequisite: Successful completion (C- or better) of Algebra.

Geometry A (UC/CSU)
An alternative to Geometry open to 11th and 12 grade students. The course studies the

topics of Geometry in a more intuitive way and at a slower pace.Upon completion of this course, students may take Intermediate Algebra.
Prerequisite: Completion of Algebra with a grade of D or better.

Advanced Algebra (UC/CSU)
This course is a challenging and demanding college preparatory mathematics course for motivated students. A focus of the course is the study of families of functions that can be used to model real world phenomena and other applications. Topics of study include linear, quadratic, exponential, logarithmic, polynomial, rational and power functions. Attention will also be devoted to data analysis, systems of equations use of algebraic properties to simplify expressions and/or solve equations, exponents and radicals, sequences and series, and probability.
Prerequisite: Successful completion (C- or better) of Geometry and Algebra. While a C- in Geometry and Algebra is a minimum requirement, a B- in Geometry and a solid foundation in first year algebra is strongly recommended as this course moves at a fast pace and requires a thorough understanding of all topics from Algebra.

Intermediate Algebra (UC/CSU)
An alternative to Advanced Algebra open to 11th and 12th grade students. This course is designed to review and extend the topics of a first year algebra course, as well as cover Advanced Algebra topics. The content is approached in a more practical and intuitive manner than Advanced Algebra and at a slower pace.
Prerequisite: Completion of both Geometry/Geometry A and Algebra.

Advanced Algebra (Honors) (UC/CSU)
An alternative to Advanced Algebra for students who are capable of going at a faster pace and investigating topics in more depth and at a more abstract level. Students must earn a B- or better in Fall Semester Advanced Algebra (Honors) to continue to Spring Semester. **Prerequisite:** Exceptional completion (B- or better) of Geometry. While, a B- in Geometry is a minimum requirement, a A- in Geometry is strongly recommended.

Pre-Calculus (UC/CSU)
This course is a challenging and demanding college preparatory mathematics course for motivated students. Students are required to complete homework assignments that may take a considerable amount of time to complete outside of class. This course is intended to prepare students for success in Calculus, and it requires that students have a strong understanding of the topics from Advanced Algebra and Geometry. Topics include periodic functions (trigonometric) and an in-depth review, with applications, of basic functions including linear, quadratic, polynomial, rational, and exponential.
Prerequisite: Successful completion (C- or better) of Advanced Algebra.
While a C- in Advanced Algebra is a minimum requirement, a B- in Advanced Algebra is strongly recommended as this course moves at a fast pace and requires a thorough understanding of all topics from Advanced Algebra.

AP Calculus AB (UC/CSU) (AP)
This course allows accelerated and motivated students access to a challenging and demanding college level mathematics course in high school. Students are required to complete homework assignments that may take a considerable amount of time to complete outside of class. Students may receive college credit by passing an Advanced Placement Calculus AB Exam.
Prerequisite: Successful completion (C- or better) of Pre-Calculus or successful completion of an approved Pre-Calculus college course.
While a C- in Pre-Calculus is a minimum requirement, a B- in Pre-Calculus is strongly recommended.

AP Calculus BC (UC/CSU) (AP)
This course allows accelerated and motivated students access to a challenging and demanding college level mathematics course in high school. Students are required to complete homework assignments that may take a considerable amount of time to complete outside of class. This course covers considerably more content than Calculus AB, and students are expected to have a very high level of fluency with prerequisite skills and to be able to master new concepts quickly. Students may receive college credit by passing an Advanced Placement Calculus BC Exam.
Prerequisite: A grade of B or better in Pre-Calculus 1-2 but an A is strongly recommended. Students earning a B or better in Pre-Calculus 1-2 should meet with their current Pre-Calculus teacher before deciding which course would be most appropriate for them.

Statistics (UC/CSU)
This a full year course in statistics with an emphasis on surveys and samplings, statistical reasoning, and contemporary applications.
Prerequisite: Completion Of Advanced Algebra or Intermediate Algebra.

AP Statistics (UC/CSU) (AP)
This course is an option for accelerated and motivated students who would like a challenging and demanding college level math course. Technology is heavily incorporated into the curriculum, which draws from real life examples. Topics include analyzing and collecting data, probability and inferential statistics. Students may receive college credit by passing an Advanced Placement AP Statistics exam.
Prerequisite: Successful completion (C- or better) of Pre-Calculus OR a B- in Alvanced Algebra/Advanced Algebra Honors.
Students may also take this class concurrently with PreCalculus/AP Calculus AB/AP Calculus BC.

Physical Education Courses

Movement is the primary medium through which physical education reaches and teaches the whole child. Students learn effective and efficient movement patterns, appreciate the aesthetics of creative movement and develop many of the skills needed to enjoy healthy active lives. Students are required to take four semesters of physical education, Year 1 and Year 2 (Core1-4) and are encouraged to take additional elective courses listed in this section. These courses are aligned with the State Standards in Physical Education and the California State Framework.

Physical Education Year 1 - Core 1-2
Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies to perform in the following areas: individual sports, dance and aquatics. Students are expected to achieve and maintain a level of fitness for health and performance while demonstrating knowledge of fitness concepts and basic nutrition. California state fitness assessments happen each spring and fitness data is collected on all 9th graders. Individual sports may include: golf, disc golf, badminton and tennis. Students are encouraged to take on new challenges and situations in order to explore their potential.

Physical Education Year 2 - Core 3-4
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies to perform in the following areas: team sports, water safety, tumbling and self-defense. Students are expected to achieve and maintain a level of fitness for health and performance while demonstrating knowledge of fitness concepts. Recognition and response to emergencies, Red Cross certification in CPR, First Aid and AED, are also part of this course. Team sports, like Ultimate, teach the importance of treating everyone equally and playing with integrity. Students are encouraged to take on new challenges and situations in order to explore their potential.

Science Courses

In order to graduate, a student must complete Physics in the Universe, The Living Earth, and Chemistry in the Earth System. Transfer students should see their counselor to determine appropriate placement in science. Science courses help students meet Tam District Outcomes.

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

The Living Earth (UC/CSU)
A laboratory science course integrating core ideas from the disciplines of life and earth science. Using engaging phenomena central to these fields of science, students develop an understanding of disciplinary core ideas including: ecosystem interactions and energy; photosynthesis, respiration and climate regulation; evidence of evolution throughout earth's history; inheritance of traits; structure function and growth from cells to organisms; ecosystem stability and response to climate change. Students will engage in the work of scientists – using science and engineering practices – as a way to learn and then demonstrate understanding of the content as well as the important cross-cutting concepts that link all science disciplines. This 3-dimensional approach to instruction develops conceptual understanding with a focus on application. Living Earth is aligned with the Next Generation Science Standards and the California Science Framework which are the California adopted standards in science. The course is a graduation requirement and is designated as laboratory science (UC/CSU "d") for UC and CSU admissions.

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

designated as laboratory science (UC/CSU "d") for UC and CSU admissions.
Prerequisites: Completion of at least one-year of lab science (PhUn and The Living Earth). Completion or concurrently enrolled in Algebra 1-2.

Physiology 1-2 (UC/CSU)
Have you ever wondered how your body works, what are the causes of illness and diseases, and how the body repairs itself after illness or injury? Do you know what causes that uncontrollable twitch in your eye, what fitness really means or why you get headaches? Physiology is your opportunity to learn the parts of the human body and how they work together to bring about the wonder we call life.
Physiology is a study of the structure and function of the systems and organs of the human body, including skeletal, circulatory, respiratory, nervous, digestive, reproductive, excretory and endocrine systems. The course involves extensive laboratory work, dissections, lectures/discussions, and outside reading. This is a rigorous science lab course. It is accepted as a UC laboratory science "d" requirement or "g" elective.
Prerequisite: Completion of Physics in the Universe and The Living Earth. (Interested sophomores would be concurrently enrolled.)

Biomedical Sciences 1-2 (UC/CSU)
Biomed is a yearlong upper division life science course that builds upon the foundations established in our core science courses. The course is run as a mock professional research laboratory so that students can experience what it is like to work in a medical biotech laboratory. As students explore five different biomedical science careers, they have the opportunity to use biotechnology tools and run experiments/assays that are commonly used in the field. Collaboration, problem solving, creativity, data collection, data analysis, reasoning, and independence are all actively built upon in the course. An out of class job shadow experience is required each semester.
Pre-requisites: Completion of Physics in the Universe and The Living Earth. Completion or concurrent enrollment in Chemistry in the Earth System.

Environmental Science 1-2 (UC/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 ecology and remediation) relative to the current status of those areas. Course work will be based on extensive work in the laboratory and some in the field, and the labs 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. It is accepted as a UC laboratory science "d" requirement or "g" elective.
Prerequisite: Completion of Physics in the Universe and The Living Earth. (Interested sophomores would be concurrently enrolled.)

Physics 1-2 (UC/CSU) (Honors)
From the smallest subatomic particles to stars and galaxies, the study of Physics is the study of what makes the Universe tick. Physics students will explore the nature of gravity, light, sound, mechanics, electricity and magnetism through lecture/ discussion, laboratory activities, reading and problem solving. The course fulfills the physical science requirement for graduation, the UC laboratory science admissions "d" requirement, and is accepted by UC as an "g" elective.
Prerequisites: Completion of Physics in the Universe and The Living Earth. Completion or concurrent enrollment in Advanced Algebra 1-2.

AP Biology 1-2 (UC/CSU)
This course is designed to be the equivalent of a college introductory biology course usually taken by science majors during their first year. After showing themselves to be qualified on the AP Examination, some students will receive college credit and, in many colleges, be allowed to accelerate their college program in science.
This course includes topics regularly covered in a college biology course for majors. The four big ideas of the course are: (1) the process of evolution drives the diversity and unity of life (2) biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis (3) living systems store, receive, transmit and respond to information essential to life processes and (4) biological systems interact and their interactions possess complex properties.
The textbook used in AP Biology and the kinds of experiments performed are the equivalent of those done by college students. Extensive reading and note taking will be expected in addition to the regular homework, lab reports and research assignments. AP Biology provides students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with current scientific advancements. It is accepted as a UC laboratory science admissions "d" requirement or "g" elective
Prerequisites: Completion of Physics in the Universe, The Living Earth, and Chemistry in the Earth System. (Interested Juniors may be concurrently enrolled in Chemistry in the Earth System.)

AP Chemistry (UC/CSU)
AP Chemistry is designed to be the equivalent of a college introductory chemistry course, available primarily to seniors. As a second-year course in Chemistry, it is a good choice for
the student who has a particular interest in Chemistry and/or is heading 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. The work in AP Chemistry has a strong quantitative component.
This course provides many opportunities for students to improve their skills in making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained (applied algebra) and communicating effectively the results of experimental work.
All students will be expected to take the AP Chemistry exam in the spring. With satisfactory scores on the AP Chemistry exam some students will receive college credit and be able to accelerate their college program in science. AP Chemistry is designed to be taken after Chemistry, but not as a substitute for Physics. This course fulfills the UC/CSU "d" and "g" laboratory science requirements.
Prerequisites: Completion of Physics in the Universe, The Living Earth, and Chemistry in the Earth System. Completion of Advanced Algebra 1-2.

SEA-DISC
AP Environmental Science (UC/CSU)
AP Environmental Science is taught as a class within the two-year SEA-DISC Academy. The courses for the Junior-year within this program are: First-year Environmental Science, Chemistry, US History. The senior-year courses are: AP Environmental Science, Economics & Government, and Internship. Since AP Environmental Science is the 5th year of Science for the students enrolled in this course, it is taught at a very high level building upon content covered the year prior in all of the academy courses along with lower division prerequisites - Physics in the Universe and The Living Earth. As such, both test prep and active environmental science will be the focus in this class. The preparation will be predominantly

embedded within the SEA-DISC projects though, at times, overtly addressed. Since APES is Exam oriented, the style of unit tests and the scoring of this course will reflect a greater emphasis on the APES Exam. **Prerequisites:** Completion of Physics in the Universe, The Living Earth, and Chemistry in the Earth System.

AP Environmental Science
Advanced Placement Environmental Science is a year-long course intended for those students (primarily eleventh and twelfth graders) who want a challenging, in-depth, college level survey environmental science course while still in high school. AP Environmental Science is a nationally developed, standardized curriculum rather than a district-developed course of study. This course prepares students to take the AP Environmental Science exam and receive one semester of college credit while still in high school (subject to universities restrictions and requirements). This may allow students to accelerate their studies in the environmental sciences (again, depending upon which college the student will attend).

This course draws upon the foundation of life, earth, and physical sciences as developed in Physics in the Universe, The Living Earth, and Chemistry in the Earth System and provides an opportunity to integrate a wide variety of topics from different areas of study. It expands upon some of the topics covered in the district's existing Environmental Science 1-2 by covering them at a deeper level. The course also enriches the backgrounds of students interested in career fields in environmental science.

AP Environmental Science is a year-long, 10 credit course open to Juniors and Seniors. This course may be used in partial fulfillment of the 220-credit graduation requirement. This course is accepted towards the "D" and "G" requirements.**Prerequisites:** Students must have completed Physics in the Universe and The Living Earth (or equivalent) with a 2.75 minimum cumulative GPA, or instructor approval. Chemistry in the Earth System must have been completed, or taken concurrently.

Social Studies Courses

The Social Science Department stands united in commitment to anti-racism, social justice, and environmental justice. We focus our classes on including perspectives and views outside dominant culture to both challenge our own biases and beliefs, but also to raise awareness and celebrate the experiences of different identities. Moreover, our department believes in explaining the root causes of racism and how its effects are central to understanding each and every class we offer [from Economics to World Cultures and Geography]. Using the A-G state requirements, our department believes in both showing the history of how this happened and challenging students to change this.

Social Issues
This is a one-semester course taken in the ninth or tenth grade. Required for graduation, it is designed to provide every student with a common base of knowledge about relevant health issues and skills for living in an increasingly complex world. Students will be expected to complete at least ten hours of community service as part of the course requirements. This course does not satisfy any college entrance requirements but is required for graduation.

Community and Consciousness
Community and Consciousness is designed to build consciousness about race and identity while making connections to local and global histories. Students will learn that race and racism have been, and continue to be, profoundly powerful social and cultural forces and that biases and stereotypes often contribute to perpetuating racism in their community and in society at large. Students will be empowered to challenge biases and harmful language, such as microaggressions. By studying the history of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people to foster active social engagement and community building. Students will investigate and analyze the historical systems that contribute to power and privilege and its impact on disadvantaged groups' human experience. They will also research and discuss the contributions and methods of resistance used to empower different racial, ethnic and other marginalized groups in the United States. These historical examples will act as a model for students to develop their final project dedicated to creating a more inclusive and just school community and society.
Prerequisite: 1 semester course following Social Issues

World History 1-2 (UC/CSU)
A one-year requirement for freshmen or sophomores, this course is a study of the historical and cultural development of the various civilizations of the world from 1400 to the present. The student is expected to develop an overview of the past—chronological, cultural and conceptual—as a foundation for an appreciation and enriched understanding of the world. This course will help the student develop a global perspective.

U. S. History 1-2 (UC/CSU)
A one-year requirement for juniors or seniors, U.S. History is designed to help students understand the political, economic, social and cultural development of our country and appreciate the various cultures within our pluralistic society. The main focus of this course is twentieth century America.

American Government (UC/CSU)
A one-semester requirement for juniors or seniors, American Government is designed to help students learn to become informed, participating citizens of the United States. Students will be exposed to examples of how the principles of the US Constitutional system relate to modern political trends. 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/CSU)
A one-semester requirement for juniors or seniors, Economics develops an understanding of our market system, as well as alternative systems. This is a conceptual course including market pricing, supply and demand, economic growth, stability, money, labor, business firms, monopoly, international trade and development, the role of government, and inflation.

AP U. S. History 1-2 (UC/CSU) (AP)
This course follows the fast paced College Board curriculum that surveys various political, social, economic, diplomatic and cultural trends in US History from the pre-Columbian era to the 21st Century. APUSH emphasizes critical thinking, close reading of challenging primary & secondary sources and frequent on demand analytical writing. Students will be prepared to take the Advanced Placement U.S. History exam in May. **Prerequisite:** Those students who have earned an A in their sophomore Social Studies courses are automatically eligible to enroll in the A.P. U.S. History course. Students who do not meet the grade criterion will be required to take an on-demand writing assessment to show the necessary literacy skills for APUSH. Students who do not meet the grade or written assessment criteria must appeal to administration to enroll in APUSH.

AP Microeconomics and Macroeconomics (UC/CSU)
AP Micro/Macro Economics is a year-long course offered in place of the standard one semester Economics requirement. AP Microeconomics and AP Macroeconomics follow College Board guidelines preparing students to take both exams in May. Microeconomics introduces students to the cost-benefit analysis that underlies how economic decisions are made by individuals, firms, and organizations. Supply and demand analysis is developed from a variety of perspectives to demonstrate how market prices are determined and how those prices influence an economy's allocation of goods and services. Macroeconomics emphasizes economic principles applied to the economy as a whole and includes an analysis of scarcity, trade-offs, indicators of economic performance, aggregate income and price determination, the financial sector, inflation, unemployment and international trade. **Prerequisite:** There is no required prerequisite for AP Micro & Macro Economics although students with strong analytical thinking skills, an ability to interpret complex graphic representations and solid writing skills will find greater success in this fast paced class.

AP African American Studies (UC/CSU)
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounter with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of African and African diaspora.

Psychology (UC/CSU)
A one semester elective course for 11th and 12th grade students which emphasizes the principles of psychology. Topics may include human development, learning and memory, personality theory, mental health consciousness, gender and relationships, and social psychology.

Street Law (UC/CSU)
This semester-long social studies elective is available to 11th and 12th grade students. The course is designed to provide knowledge and problem-solving opportunities in practical law. Street Law will examine legal foundations, criminal, civil and constitutional law through a variety of projects such as mock trials and moot courts. This course draws upon salient contemporary issues to evidence relevant legal applications.

History and Appreciation of Film (UC/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 development 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

Visual & Performing Arts Courses

The Tamalpais district one-year requirement for graduation may be satisfied by taking one year of either a visual or performing art. The Visual And Performing Arts (VAPA) encourages students to take advantage of the sequential classes offered beyond the one-year requirement to fully explore their creativity.

Ceramics 1-2 (UC/CSU)
Ceramics 1-2 is a two semester, introductory course in the fundamental skills of ceramics, both hand building and on the potter's wheel. Through projects designed to build technical ability as well as creative solutions to design challenges, students will learn wheel throwing techniques, and entry level mastery in pinch, coil, slab and modeling hand building techniques. Several surface decoration techniques with glazes and underglazes will be explored. While mastering the process of ceramics, students develop the Studio Habits of the Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds. Lessons that encompass a wide array of ceramic traditions inclusive of contemporary and historical artists and cultures from around the world help students see themselves reflected in the arts and help them form the basis of expression, conceptual development and the rich genre of ceramics in art and society..

Ceramics 3-4 (UC/CSU) /
Honors Ceramics 5–6
Advanced ceramics classes include continuation of the skill development begun in the first course, greater understanding of complex decorative and construction processes, glaze preparation and formulation, and advanced finishing methods. Individual success is nurtured, and a variety of styles is encouraged with both hand building and creating on the potter's wheel.

Prerequisite: Ceramics 1, 2, 3, 4 respectively.

Drawing & Painting 1-2 (UC/CSU)
Drawing and Painting 1-2 is a two semester, introductory course in the fundamental skills of drawing and painting. Students will approach this through the lens of the Studio Habits of Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds. An emphasis will be placed on exploring various ways to utilize the elements and principles of art to guide students in building technical skills in a wide variety of mediums both traditional and contemporary. As well, students will begin to look at the role of visual arts and its impacts and significance in our world's diverse social, cultural, historical, and political contexts. The class is structured to allow for all experience levels with room for personal creative expression, voice and choice.

Drawing & Painting 3-4 (UC/CSU)
Honors Drawing & Painting 5-6
These are advanced art courses in which students will increase their technical competence in observation, recording, and creatively interpreting their environment. A variety of media will be offered, including pencil, ink, charcoal, water color, and acrylics, as the student pursues varied assignments. Development of a personal artistic vision and style is encouraged. Reflection on one's own work and the work of others through written and oral critiques is used as a learning tool. Aspects of art history are also covered.
Prerequisite: Art Explorations, Drawing & Painting 1, 2, 3, 4 or 5 respectively.

Graphic Design 1-2 (CSU)(Fall/Spring)
Graphic design is a two semester, introductory course in the fundamental skills of graphic design, both with traditional and digital mediums. Students will learn experimental printing techniques such as monotype, stenciling, and block printing, while also learning how to create computer based design

using programs like Adobe Creative Suite. Students will explore solutions to two-dimensional design issues and utilize the elements and principles of design.
Students will also develop the Studio Habits of Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds. Graphic design can be used as a powerful medium to express social, cultural, historical, and political events. From the Black Panthers to BLM movement to Chicano Movements, to political protests… the world is hungry for your stories.

Graphic Design 3-4 (UC/CSU)
These are one semester elective courses (a two semester sequence) that build on the foundation from Graphic Design 1- 2 to enable students to expand their experience in two dimensional design. Through a series of projects rooted in the practice of graphic design, students will study composition, color, typography, and digital drawing concepts.They will experience traditional media such as pen and ink, monotype, printmaking, stenciling, and screenprinting, as well as digital photo editing and drawing programs like Adobe Creative Suite. Students will explore various solutions to two-dimensional design challenges and learn how to utilize the elements and principles of design to guide their decision making. Students will learn to communicate their own ideas as a graphic artist, as well as solve visual communication problems for client based commercial work such as developing a brand identity.
Prerequisites: Graphic Design 1-2

Photography 1-2
This is an introductory two semester course offering students basic training in how to correctly use a 35mm camera, how to develop and store film as well as how to make contact prints and enlargements in the darkroom. Shooting assignments will be both in digital photography as well as black and white film and will concentrate on people, places and events in the community and surrounding environments. The elements and Principles of Design as well as the understanding of compositional techniques will be emphasized as a foundation for creating photographs in both film and digital media. The history of photography as an art form will also be studied, along with the works of several photographic masters from a world view. Digital editing in Photoshop will be introduced in this course. Throughout the course students develop the Studio Habits of the Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds. Lessons that encompass a wide array of contemporary and historical artists and cultures from around the world help students see themselves reflected in the arts and help them form the basis of expression, conceptual development and the rich genre of photography in art and society. Photography 1-2 is a stand-alone course which is also intended as a preparation for continuation in the sequential photography program at Tam. Additionally, this course provides a solid foundation for future staff work on the school's news magazine and/or the Tam yearbook as well as a prerequisite for successive Photo classes.

Photography 3-6 (UC/CSU)
This repeatable, project-based class is the advanced-level course in the art and craft of photography. Students continually refine their technical and visual understanding of the digital and film process as it pertains to their work. Students create an expanding portfolio of images reflecting straight, conceptual, and method-based photographic practices. Emphasis is placed on the development of a personal voice in the medium. Historic and contemporary photographers are studied that relate to the class content.
Prerequisite: Photography 1-2

Honors Photography (UC/CSU)
Honors Photography is intended for students who plan to pursue still photography post high school. The course curriculum mirrors Photography 4-6 with an additional

concentration on portfolio preparation, editing, and public exhibition. Students will create a body of work which reflects their specific interest in the medium and show this work during the semester.
Prerequisite: Photography 3.

AP Studio Art Drawing & Painting (UC/CSU)
This one-year course is designed for highly motivated students who will create a college level portfolio of artwork demonstrating a mastery of drawing and painting. This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should expect to work several hours outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.com/studiodrawing.
Prerequisites: Two semesters of either Drawing and Painting, Photography, or Graphic Design with passing grades are minimum requirements. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher approval in lieu of prerequisite visual arts courses.

AP Studio Art 2-D Design (UC/CSU)
This one-year course is designed for highly motivated students who will create a college level portfolio of two dimensional art with a design focus. Through any 2D process or medium, students create works that demonstrate a range of understanding and fundamental mastery of 2D visual concerns and methods. Graphic design, photography, collage, fabric design, weaving, fashion illustration, painting, and printmaking are among the possibilities for submission. Students should expect to work several hours outside of class each week. Exact requirements may change and are specified by the College Board at http://apcentral.collegeboard.com/studio2D.
AP Prerequisites: Two semesters of either Drawing and Painting, Photography, or Graphic Design with passing grades are minimum requirements. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher approval in lieu of prerequisite visual arts courses.

AP Studio Art 3-D Design (Ceramics) (UC/CSU)
This one-year course is designed for highly motivated students who will create a college level portfolio of three dimensional art with a ceramic focus. You will work both independently and collaboratively to develop a personal voice. The course emphasizes exploring three-dimensional space.
Prerequisites: Two semesters of Ceramics with passing grades are minimum prerequisites. However, most students will have completed at least 3 semesters of Ceramics.

AP Art History (UC/CSU)
This one-year, college-level class will prepare students for the AP Art History exam. The course chronologically explores the history of art & architecture from prehistoric times to our contemporary moment. The comprehensive content includes the work of western (65%) and non-western cultures (35%). Students will learn to critically analyze and compare art from many traditions to understand why humans create. They will learn the connections and influences of art-making on history and culture. Finally they will learn the biographies of master artists and the stories that make art central to the human experience.
AP Art History is intended for the serious, intellectually-curious, and hard-working student willing to dedicate time outside of class to the subject. The class requires weekly reading, writing, discussion, and note-taking. Students are required to create 250 comprehensive flash-cards which form the core content of the AP exam. The class features museum field-trips, drawing, regular assessment, and daily presentations featuring the best possible reproductions.

Artist's Voice (UC/CSU)
– Sculpture, Drawing/Painting, Photography, Mixed Media, Animation
A Fine Arts elective for students who are interested in pursuing, shaping, and challenging their individual artistic vision and voice. Classes are supplemented with independent student work in the arts. Students learn from visiting guest artists to expand their creative practice, and spend class time creating original works of art. Students also participate in community exhibits, events, and site-based projects. May be repeated for credit.
Prerequisite: Students must be sophomores, juniors, or seniors, and have completed their one year Visual or Performing Arts requirement, or have teacher approval.

Drama Program
The Peregrine Players

The drama program is a four year sequence designed to help students find their voice and discover the importance of collaboration, flexibility, and play. Students continue on to do advanced level work in Drama and Theater Directing. Students may enter the drama program any year of their high school career, but should enroll in Beginning Drama as their first class.. The courses are yearlong (two semesters).

Drama 1-2 (UC/CSU)
The emphasis in the Beginning course is building trust in oneself and the ensemble. Improvisation and play are balanced with technique, to be seen and heard effectively. Theater training includes the basic language and discipline necessary to work in a performing ensemble. Students will also apply their training by rehearsing for a production. A few days of after-school time is required, which will be

Drama 3-4 (UC/CSU)
The Intermediate course integrates theater training with productions, at a higher level. Continuing to value the ensemble while adding more character work and specific skills in voice, movement, and technical theater. Students rehearse and present at least two productions a year. Somewhat more after-school time is required at this level.

Drama 5-8 (UC/CSU)
Advanced-Intermediate (5-6) and Advanced (7-8) courses integrate theater training with productions at a higher level than Drama 3-4. Building within a safe ensemble as a leader in the Peregrine Players, students work to refine and discover nuance while continuing the fundamentals. Specific skills such as voice, movement, mask, script work,, company management and technical theater are enhanced.. Students rehearse and present two productions a year. Options open in technical theater, audition workshops, and company management. More after-school time is required at this level.

Drama, Honors Theater Directing (UC/CSU) (H)
This is for students who are especially interested in directing in theater and film. The training is focused on enriching and deepening skills acquired in Intermediate Drama as it pertains to directing actors, including script analysis, directorial vision, scene work,, voice, and ensemble leadership skills. Honors Theater Directing students put their skills into action directing Beginning students in activities, scenes and plays. Third and fourth year Drama students only may take this seminar; they **must be enrolled concurrently in Advanced Drama** and must have completed Beginning and Intermediate Drama with grades of B or better. This course requires 1-2 hours a week outside of school hours.

Drama: Stagecraft (UC/CSU)
A course designed to expose students to basic theatrical production elements and design and production. During the course of the semester students will learn basic stagecraft techniques including: set design and construction; sound cue production and operation; lighting design and operation; prop and costume gathering and storage; stagehand and backstage crew theory and practice; and stage management. Students will learn the basics of front-of-house and theater management including box office, concessions, publicity, programs, video archival, and house management. Students learn to be accountable for their time, their effort and their contribution to keeping the workspace clean and organized. There is some after-school time required in this course, in the running of productions and work calls.

The Music Program

Jazz Band (UC/CSU)
This course is for instrumentalists and vocalists with an interest in developing jazz performance skills. Students will study the jazz tradition, becoming familiar with history and influential artists. The emphasis of the class will be upon the development of authentic performance technique in a variety of jazz styles, including swing, Brazilian jazz, Afro-Cuban jazz, and fusion. This is a pre-period course; concurrent enrollment in either Symphonic Band (wind players/percussion), Performance Workshop (guitar, electric bass, drums, piano), or Concert Choir (vocalists) is mandatory. Students will perform both in and out of class.

Advanced Band Symphonic (UC/CSU)
This course involves the advanced study and performance of a wide variety of wind band repertoire. In addition to repertoire studies, we spend a good deal of time deepening student knowledge of technique on their instrument, music theory, the historical and cultural context of music, and composition. Students perform both in and out of class in a variety of contexts, including football and basketball games, rallies, concerts, festivals, and community events. Previous experience in middle school band or instructor consent is required for enrollment.

This course is for students interested in building strong performance and musical

Performance Workshop (UC/CSU)
This is a class for experienced guitarists, bassists, drummers, pianists, and singers who would like to work in a group setting. Students build musical skills to perform in a popular music context, including chords, note reading, music theory, rhythmic styles, and more. Students work in groups to build performance repertoire, drawing upon a wide range of styles. Students will perform their repertoire both in and out of class. Students may enter at a variety of experience levels, but basic skills on their instrument are required.

Concert Choir (UC/CSU)
Concert Choir is a class that involves the study of vocal technique, music theory, reading music, vocal health, the historical and cultural context of music, and composition. It includes a wide variety of choral repertoire ranging from pop, gospel, classical, folk songs, music from around the world, art songs, and more. Students perform both in and out of class in a variety of contexts, including football and basketball games, rallies, concerts, festivals, and community events. All singers welcome - no prerequisite!

Orchestra (UC/CSU)
Orchestra is an ensemble class for string players, including students that play violin,

viola, cello, and string bass. Students will rehearse through a variety of repertoire that will develop their technical, ensemble and musicianship skills with an increased emphasis on the group product and public performance. Students will also spend time deepening their understanding of music theory, compositional practices, and the building blocks of music. Individual practice will be required to complete assignments and refine repertoire. Performances are required and these will include on campus concerts, community events, festivals, and more, both during and after school hours

World Language Courses

A complete four-year program is offered in Spanish and French. There is no world language requirement for graduation from high school, but many universities maintain a minimum of two years of a world language as an entrance requirement. All world language courses are approved by the University of California and California State University systems.

The following world language classes may be offered:

French 1 through French 9 - 10
Spanish 1 through AP Spanish

French 1-2, Spanish 1-2 (UC/CSU)
The beginning level courses all emphasize the acquisition of language with emphasis on comprehension and vocabulary building. The Tam District has adopted the TPRS approach to beginning language instruction and this methodology emphasizes listening and reading comprehension on a daily basis. There is a long latency period in which verbal production is limited. Students will be asked to translate from the foreign language to English, read selections in the foreign
language and answer comprehension questions, listen to narratives in the foreign language and respond to comprehension questions, and write narratives in the foreign language related to specific course content. This course includes cultural awareness and an appreciation for art and music.
Prerequisite: A grade of 70% (C-) or higher is highly recommended for advancement to the next level.

French 3-4 or Spanish 3-4 (UC/CSU)
The second year course is a progression from the first year with increased fluency in oral and written communication and greater complexity of subject matter
Prerequisite: A grade of 70% (C-) or higher is highly recommended for advancement to the next level.

French 5-6 or Spanish 5-6 (UC/CSU)
Conversation, reading and listening comprehension are stressed during the third year. Review of first and second year grammar supplements introduction of new tenses and structural patterns. There is greater exposure to literature and culture. Oral and written assignments allow students to combine knowledge from all three years of instruction.
Prerequisite: A grade of 70% (C-) or higher is highly recommended for advancement to the next level.

Spanish 7-8 (UC/CSU)
Spanish 7-8 is available to students who have successfully achieved a 70% or better in Spanish 5-6. Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that permeate the language and culture. This course builds on the progress of previous Spanish courses by reinforcing essential grammar structures, whilst also introducing more complex grammatical structures and vocabulary. Students will engage in oral presentations, discussions, readings and writings based on a variety of topics, such as literature, social/cultural themes and current events in the Spanish-speaking world.

French 7-8 Honors (UC/CSU)
This course will strive to continue increasing the student's high level of communication skills, through more complex grammatical structure and vocabulary. This course is taught in the target language, and students will strengthen the four language skills of speaking, listening, reading and writing. Students will engage in debates, presentations, exchanges, and conversations based on current events, different cultural perspectives, literature,and awareness of the francophone world. This course builds on the progress of previous French courses by reinforcing essential grammar structures, whilst also introducing more complex grammatical structures and vocabulary.

French 9-10 (UC/CSU)
This course is available to students who have successfully achieved a 70% or better in French 7-8. This is a one-year advanced course, taught in the target language, with a focus on oral and written proficiency and continuing emphasis on more complex grammar, cultural awareness and

appreciation of the Francophone world. This course builds on the progress of previous French courses by reinforcing essential grammar structures, whilst also introducing more complex grammatical structures and vocabulary.

Advanced Placement (AP) Spanish Language and Culture (UC "e"/CSU)
Students will develop high-level communication skills and advanced proficiency in Spanish. The emphasis is on strengthening and synthesizing the four language skills of speaking, listening, reading and writing. Students will access authentic materials to make connections, comparisons and explore cultural perspectives as they communicate in Spanish. Students engage in real life tasks and will be prepared to take the AP exam in May.
Prerequisites: From Spanish 8: C- or better. Spanish speakers may take a challenge exam to take this course.

Spanish for Spanish Speakers 1-2 (UC/CSU)
This is a year-long course intended for heritage or native Spanish-speaking high school students who have varying degrees of formal exposure to Spanish. This course is specifically tailored for students who have been exposed to listening, speaking, reading and writing in Spanish at home or in their daily lives. In this class, students will strengthen grammar, spelling, and vocabulary acquisition in their home language. They will read novels and poems, write creatively, watch films, and explore music and cultural themes that are relevant to their lives.

This course satisfies one year language requirement. The course progression is as follows:
1) Spanish for Heritage Speakers 1-2
2) Spanish for Heritage Speakers 3-4
3) AP Spanish Language and Culture, and 4) AP Spanish Literature.
Prerequisites: Varying degrees of exposure to Spanish at home or approval from World Language Department Teacher Leader or instructor of this course.

Spanish for Spanish Speakers 3-4 (Honors) (UC/CSU)

This course, a continuation of Spanish for Spanish Speakers 1- 2, is intended for Spanish-speaking high school students who have varying degrees of formal exposure to Spanish:

ï U.S.-born Hispanic students (considered to be receptive bilinguals) who are English dominant with limited speaking skills in Spanish. These students bring with them valuable cultural linguistic knowledge.
ï First and second generation bilinguals who display fluency in English and Spanish.
ï Immigrant students whose primary language is Spanish.
This course is designed for students who are able to listen, speak, read and write in Spanish and who are interested in refining their skills and acquiring new ones in their native language. The skills that students can acquire range from the use of grammar, spelling and advanced academic vocabulary to learning how to critically analyze literature. The course includes a thorough review of grammar and the orthography of Spanish, building on the skills and knowledge mastered in Spanish for Spanish Speakers 1-2. This course examines not only linguistic but also socio-cultural issues of the native speaker of Spanish language. The second semester is designed to prepare the student to take the Advanced Placement Spanish Language Exam.
Prerequisite: Student is exposed to Spanish from native speakers at home and is able to listen, speak, read, and write in Spanish or approval from World Language Department Teacher Leader or instructor of this course.

Miscellaneous Courses

In-School Work Experience (Office/Teacher/Lab Assistant/ Lab Tech/Teacher's Aide)
Students may earn semester credit by assisting teachers, the librarian or office staff. The course may be Credit/No Credit, or a grade may be given, depending on the nature of the work. Teacher's aide require teacher approval.

In School Work Experience Peer Tutoring
This course is specifically intended to provide upper division students with an opportunity to spend a year serving as a Peer Tutor (PT). Students who show interest will be prioritized to serve in classes and in some cases multiple PTs will serve the same class. Students must commit to working closely with the teacher to support students 1-1 in the classroom as well as in small groups. The purpose of this partnership is to help students in classes experience success and achieve the outcomes of course. This is a unique opportunity to contribute to the success of our TUHSD students in the classroom. The PTs will contribute to building a safe and inclusive learning environment that values collaboration, questioning, thinking and problem solving together. Peer tutors will partner with the teacher to support the students in becoming engaged thinkers, who find joy in learning and ultimately achieve the outcomes to be successful students in subsequent courses. Students can earn a TUHSD elective and can be taken for a grade or CR/NC and 100 community service hours can be earned.

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

ASB (Leadership) (UC/CSU)
The Leadership Class is a year-long course open to students who are highly motivated to improve their leadership skills and provide service to the school community. Some members of the class have been elected by their fellow classmates to serve as a class officer or as a student body officer. Some members are chosen through an application process to serve as a Leadership student in ASB. All students are involved in classroom activities, student government meetings, student and staff recognition programs on campus, student body activities, and school/community service programs.
Students develop leadership skills through direct participation in the planning and implementation of a variety of student and staff activities. The Leadership students will participate in teacher-led discussions about topics such as goal setting, communication, decision making, leadership styles, and parliamentary procedures.
Goals of the course are to develop responsibility, self-esteem, initiative, creativity, leadership and school pride; to allow students to participate in or manage co-curricular activities; to encourage productive student-staff relationships; and to develop positive school/community relationships and peer relationships.
Students are expected to exhibit qualities of a good leader, such as being respectful, responsible, dependable, accountable, trustworthy, understanding and energetic. Students will be expected to present themselves as positive role models and to be available at various times before, during, and after school to participate in student activities. Twenty-five hours of community service are required per semester.

Prerequisites: Students must maintain at least a 2.0 grade point average with no F grades. Students who apply for the Leadership Class must have outstanding citizenship and no discipline referrals during the school year; students who do not meet these criteria may be removed from the course.

AVID (UC/CSU)
Advancement Via Individual Determination (AVID) is a four-year program with a college-going culture designed to help students achieve their post-HS dreams. To achieve this, students must commit to the yearlong AVID elective course, which counts as an academic class. Students must apply to the program.
AVID students are expected to take challenging courses and participate in extracurricular activities, as well as apply for scholarships. Beginning in ninth grade, students receive instruction based on a rigorous college-preparatory curriculum that includes student-led study groups to support academic growth while also learning how to be positive, respectful leaders on campus and in the community. This curriculum is built on each consecutive year that a student continues with the program. Students in their junior and senior years of AVID are considered part of the leadership program at AWHS. During their senior year, students are expected to apply to colleges and universities.

English Language Development

English Language Development (ELD) is, at minimum, a two-semester language arts course. It is designed for the student whose primary language is something other than English and is becoming proficient in English. The course also provides students with language instruction that develops their speaking, listening, reading, and writing skills. Plus, ELD orients students to a new school environment by helping them learn about the dominant culture, customs, and holidays of the United States while teaching them practical life and study skills. ELD supports students in their general education classes and helps integrate them into high school and community life.

Peer Resource
Peer Resource is an elective leadership course open to 10^{th}-12^{th} graders. Implemented with the support of the Wellness program, it is designed to develop the social-emotional intelligence of students through reflection, sharing, mindfulness, active listening, education and outreach. Students are educated on a variety of health-related issues such as confidentiality and consent, safer sex, substance abuse, healthy relationships, gender and sexuality, anxiety and depression, and body image. Students are also trained to support their peers through peer education and presentations, conflict-mediation, and peer mentoring. Students who wish to enroll must complete an application and participate in a selection process. Prerequisite: Social Issues, application, and interview required.

Peer Tutoring: see In-School Work Experience

Yearbook
Yearbook is a yearlong course for students who want to have a role in the creation and content of the Archie Williams Yearbook. Students learn writing skills, layout for publication, and photojournalism as well as have the opportunity to direct and manage sales and marketing. The Archie Williams Yearbook is a student produced publication and appeals to students who are eager to apply and increase their creativity, communication and entrepreneurial skills in the production of this vital Archie tradition.

Prerequisite: Good writing ability and some photo experience are important. Yearbook staff members should be self- motivated, task oriented and work well in small groups. Interested students should provide a brief, written teacher recommendation for the class.

Curriculum at a Glance

Subject Areas	Grade 9	Grade 10	Grade 11 & Grade 12 Options	
ENGLISH (4 years required)	English 1-2 Elective: Advanced Journalism	English 3-4 Elective: Advanced Journalism	AP English Language & Composition AP English Literature & Composition Essay – Exposition/ Oral Rhetoric Advanced Journalism Ethnic Studies	World Lit / Humanities
SCIENCE (3 years required)	Physics in the Universe The Living Earth	Physics in the Universe The Living Earth Electives: Environmental Science Physiology 1-2 Physics Honors	<u>Grade 11:</u> Chemistry in the Earth System Electives: AP Biology 1-2 AP Chemistry AP Environmental Science Biomedical Sciences 1-2 Environmental Science 1-2 Physiology 1-2 Physics Honors	<u>Grade 12:</u> Electives: AP Biology 1-2 AP Chemistry AP Environmental Science Biomedical Science Environmental Science 1-2 Physiology 1-2 Physics Honors
MATHEMATICS (3 years required)***	Algebra Foundations Algebra Geometry Adv. Algebra Algebra Honors	Algebra Foundations Algebra Geometry Adv. Algebra Algebra Honors Pre-Calculus	<u>Grade 11:</u> Geometry Geometry A Intermediate Algebra Advanced Algebra Pre-Calculus Statistics AP Statistics AP Calculus AB or BC	<u>Grade 12:</u> Geometry Geometry A Intermediate Algebra Advanced Algebra Pre-Calculus Statistics AP Statistics AP Calculus AB or BC
SOCIAL STUDIES (4 years required)	Social Issues) / Community & Consciousness OR World History	Social Issues / Community & Consciousness OR World History	<u>Grade 11:</u> U.S. History 1-2 AP U.S. History 1-2 Electives: Psychology Street Law History of Film AP African American Studies	<u>Grade 12:</u> Economics / American Government AP Economics (Micro and Macro) Electives: Psychology Street Law History of Film AP African American Studies
WORLD LANGUAGE**	Spanish 1 - 8 AP Spanish Language and Culture Honors level courses also offered French 1 - 10 Spanish For Spanish Speakers			
VISUAL & PERFORMING ARTS (1 year required)	Ceramics 1-4 Honors Ceramics Drawing & Painting 1- 6 Photography 1- 6 Honors Photography Graphic Design 1-4	Artist's Voice Stagecraft Drama 1-8 Honors Theater Directing Jazz Band Adv. Band Symphonic	Performance Workshop Orchestra Beginning Guitar Bass Concert Choir	AP Studio Art Drawing & Painting AP Studio Art 2D Design AP Studio Art 3D Ceramics AP Art History
INTEGRATED STUDIES		Communications Academy (ComAcad) Studies of the Environment Academy (SEA-DISC) TEAM Academy		
APPLIED TECHNOLOGY	Computer Graphics Computer Programming	Computer Graphics Computer Programming AP Computer Science Principles		

ENGINEERING TECHNOLOGY	Principles of Technology Computer Programming or Computer Graphics Emphasis	Principles of Technology Computer Programming or Computer Graphics Emphasis Engineering Design 1, 2 Construction Technology	Principles of Technology Engineering Design 1-2 Engineering Projects Construction Technology
PHYSICAL EDUCATION (2 years required)	PE Core 1-2 (Two semesters must be taken in grade 9 or 10.)		PE Core 3-4 PE Electives: Individual Excellence
SUPPORT CLASSES	Academic Workshop English Language Development (ELD)		
OTHER CLASSES	In-School Work Experience AVID ASB (Leadership)	Peer Resource (Leadership) In- School Work Experience Peer Tutoring	

**Three years recommended ***Four years recommended

Graduation requirements include four years of English and social studies, three years of mathematics, three years of science, two years of physical education, one year of fine art, and enough electives to total 220 credits. Most students take courses well beyond these requirements.