



TERRA LINDA HIGH SCHOOL COURSE CATALOG AND STUDENT EXPECTATIONS | 2023-2024

This guide is intended to be a resource to assist you in selecting courses for the upcoming academic year. San Rafael City Schools' graduation requirements, your personal aptitudes and interests, and your future plans should serve as the basic guidelines for selecting courses. We recommend that you read this guide carefully and consult with your guidance counselor and parents when selecting courses and designing your four year plan.

We suggest that you design a program of study that is personally and academically challenging, without being overwhelming. It is of utmost importance to balance your academic priorities with the rest of your commitments so that you can achieve at the highest level. Most of all, we encourage you to take advantage of the high-quality educational opportunities available to you at Terra Linda High School and in our broader community.

TABLE OF CONTENTS

Graduation & UC/CSU a-g Requirements	3
Sample Four Year Plan	4
College Testing Information	5
School Support Services	6
California Scholarship Federation	6
School Counseling Services	6
College and Career Center	6
Credits and Semester Grades	7
Grading Procedures	7
Academic Integrity Policy	9
College Planning Checklist	12
Career and Technical Pathways	13
College of Marin Courses	31

Course Descriptions by Department

Career and Technical Education	13
Applied Technology	17
English	18
English Language Development	20
Mathematics	21
Physical Education	24
Regional Occupational Program (ROP)	25
Science	26
Social Science	29
Special Education	32
Visual and Performing Arts	34
Media Studies	37
Modern Languages	39
Miscellaneous	43

TLHS Graduation Requirements & UC/CSU A-G Entrance Requirements

SUBJECT AREA	TLHS Graduation Requirements	UC/CSU “a-g” Entrance Requirements
SOCIAL STUDIES “a”	Ethnic Studies P (1 semester) World History P US History P US Government P	<i>2 Years must include:</i> World History P US History P or AP (or one half year of US Hist. & one half year or civics or American Government)
ENGLISH “b”	4 Years	4 Years English P or AP
MATHEMATICS “c”	2 Years	<i>3 Years / 4 Recommended</i> Algebra 1 P Geometry P Intermediate Algebra 2 Algebra 2 P or HP
LABORATORY SCIENCE “d”	2 Years: 1 Year Biological Science 1 Year Physical Science	<i>2 Years / 3 Recommended</i> <u>Bio</u> : Living Earth P <u>Physical</u> : Chemistry P/HP or Physics P or AP, or another approved course.
LANGUAGE OTHER THAN ENGLISH (LOTE) “e” (Modern Language)	1 Year of Language (LOTE) or 1 Year Fine Arts	<i>2 Years / 3 Recommended</i> Same Language: P, HP or AP
VISUAL & PERFORMING ARTS “f”	1 Year of Fine Arts or 1 Year of Language (LOTE)	<i>1 Year</i>
ELECTIVES “g”	7 classes in addition to the TLHS graduation requirements listed above	1 year of college preparatory elective in addition to the minimum UC admission requirements.
PHYSICAL EDUCATION	2 Years (May waive 1 year with sports participation)	not required
HEALTH	1 semester	not required
TESTING	not required	UC/CSU: not required

Consult the UC/CSU approved course list for Terra Linda High School: linked on the [Counseling page](#)

SAMPLE FOUR YEAR ACADEMIC PLAN

<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
ENGLISH 9 P	ENGLISH 10 P	AP ENG. LANGUAGE	IDENTITY/SOCIAL JUSTICE P
ETHNIC STUDIES / HEALTH	WORLD HISTORY P	U.S. HISTORY P	U.S. GOVERNMENT P / ECONOMICS P
ALGEBRA 1 P	GEOMETRY P	ALGEBRA 2 P	PRE-CALCULUS P
BIOLOGY P	CHEMISTRY P	PHYSIOLOGY P	AP ENVIRONMENTAL SCIENCE
SPANISH 1 P	SPANISH 2 P	SPANISH 3 P	AP COMPUTER SCIENCE PRINCIPLES
PE 1	PE 2	PHOTOGRAPHY P	ROP MEDICAL ASSISTING

Please note that students can meet Terra Linda High School and UC/CSU A-G entrance requirements by taking six classes each year. Students are required to take at least six classes in grades 9-10, and at least five classes in grades 11-12. Courses taken at College of Marin during the school year may count as a class for students in grades 11 and 12, thus reducing their overall course load at Terra Linda. Honors and Advanced Placement courses are available in many of the subject areas listed above.

THE HONORS AND AP PROGRAM

Terra Linda is proud to offer a number of Honors and Advanced Placement (AP) courses. These courses meet the University of California honors course guidelines and, if designated AP, prepare students for Advanced Placement examinations. Honors and Advanced Placement courses typically require additional projects, reading, and sometimes summer assignments. Students who enroll in Honors / AP courses are expected to spend considerably more time studying outside of class, and the grading standard for these classes is exceptionally rigorous. Complete AP course descriptions can be found [here](#) on the College Board website.

PLEASE NOTE: While the UC/CSU consider rigorous courses when evaluating students for admission, some courses (including all Freshman Honors courses) are designated Honors by TL, but are not recognized as Honors by the University of California or California State University. See the [UC/CSU 'a-g' approved course list](#) for a complete list of UC approved Honors and AP classes: type "Terra Linda High School". Students wishing to enroll in Honors or Advanced Placement (AP) courses should review the course descriptions thoroughly and ensure that they have met all prerequisites. Students will have the opportunity to learn more about AP and Honors courses during the course selection. *Once a student has been placed in an Honors or Advanced Placement class, it may not be possible to change to a college preparatory class in the same subject area.*

COURSE SELECTION PROCESS

All students have the opportunity to build and revise their four-year academic plans in Aeries each year. Academic plans help students prepare to reach their post-secondary goals, and to be college and/or career ready upon graduation. Returning students are given the opportunity to register for classes for the upcoming year during the spring semester. We strongly urge students to consult this curriculum guide as well as their School Counselor when designing a course of study. Every effort will be made to ensure that students are enrolled in the classes they request, however there are cases where this may not be possible due to the constraints of the master schedule. Please note that the master schedule is built each year and is based upon student requests. A confirmation letter of the final course requests for students will be sent home to parents before the end of the spring semester; this is the student's last opportunity to request a change to his or her

course requests for the upcoming year. Requests for teacher changes or period preferences cannot be honored. More information about course selection can be found [here on the Counseling website](#).

COLLEGE TESTING INFORMATION

CSU and UC: UC will not consider SAT/ACT scores when making admissions decisions.

Private/Out-of-state: Requirements vary. Check with each campus to which you plan on applying. Many schools are no longer requiring or considering testing in the admissions process. See [Fairtest.org](#) for a complete list of colleges/universities that do not require testing.

PSAT (Practice SAT Exam):

The PSAT is offered every October on a Saturday to any sophomore or junior who is interested. The location rotates annually between Terra Linda and San Rafael High. Students in grades 10 and 11 are eligible to register.

SAT REASONING Test

This test includes a critical reading section, a writing section and a math section. The writing section will include an essay and multiple choice questions on grammar and usage. The reading section will include short and long reading passages. The math section will include topics from third-year college preparatory math. See [www.collegeboard.org](#) for a more detailed description and to register online.

ACT

The American College Test (ACT) is a subject-based test with four subtest scores: English, Reading, Math, and Science. The ACT is accepted by all colleges as an equal to the SAT. See [www.act.org](#) for more details.

AP (Advanced Placement): juniors and seniors (and in some cases sophomores)

Advanced Placement Tests may be taken in different subjects for the purpose of gaining college credit and/or for advanced college standing (at the discretion of the academic institution). Tests are given at TLHS in May, at the conclusion of the academic year. See [www.collegeboard.org](#) for more details.

ACADEMIC, COLLEGE, AND CAREER COUNSELING

Every student at Terra Linda High is assigned a School Counselor. Parents and students are encouraged to maintain close contact with the counselor and monitor academic progress using our online student information system. Counselors conduct grade-level activities with all students throughout the year. Please review the [Planning Check List](#) and the [Counseling website](#) for more information.

SCHOOL COUNSELORS at TERRA LINDA

School counselors are assigned by last name, or grouping as specified on the [Counseling website](#). School counselors can assist with the following, and much more! Reach out to your counselor for more information.

- Assist with course selection
- Assist in creating a four-year academic plan which will help you to reach your post-secondary goals
- Provide information on high school graduation requirements and college entrance requirements
- Help students to identify and achieve post-secondary goals: college and/or career
- Assist students who are having academic difficulties
- Offer support to students experiencing personal challenges
- Help students with relationships with peers, teachers and parents
- Provide information regarding community resources

COLLEGE AND CAREER CENTER

The [CCC](#) is a valuable resource for students and parents seeking information about college and other post-secondary options including scholarships, financial aid, internship and volunteer experiences. The CCC is located on the second floor of the Student Commons, across from the library. The CCC can assist students with:

- Exploring colleges/careers/majors
- Building and finalizing a college list
- Completing college applications
- Revising and fine-tune college essays
- Searching for scholarships
- Applying for financial aid
- Helping you to identify internships & volunteer experiences

CALIFORNIACOLLEGES.EDU

[California Colleges](#) is our primary college and career search tool for students. It provides high school students the tools to match their interests and skills to postsecondary college and career opportunities. They can take career assessments and use search tools to develop college, major, and career lists, write goals and journals, track activities, and read a variety of age-appropriate content to develop and expand their knowledge on all college, career, and financial aid planning topics. Students can also launch Cal State Apply, CCCApply, and FAFSA. Every TLHS student has a California Colleges account, and CCC staff conducts activities each year to familiarize students with the platform. See your counselor or our CCC advisor for more information.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

[CSE](#) is a state organization, which encourages an interest and pride in high standards of scholarship. CSF sponsors a wide variety of enjoyable, educational and exciting experiences. Membership is neither automatic nor obligatory. Interested students must submit their membership applications during the first three weeks of each semester. Acceptance into the CSF is determined by the previous semester grades, based on a point system. If a student has been a member for four of the last six semesters in high school (including the one semester of their senior year), the student becomes a Life Member (Seal bearer) and receives special recognition during the graduation ceremonies.

WELLNESS CENTER

Terra Linda Wellness Center is staffed by a Wellness Coordinator, a Wellness Outreach Specialist, and mental health clinicians who are available to support TL students. There are several ways request site-based mental health services including a student self-referral, a referral through QR codes posted around campus, an online staff referral form. See our [Wellness Center page](#) for more information.

GRADE POINT AVERAGE

Grade point average (GPA) is based on all courses completed and is computed as follows:

Mark	Unweighted	Weighted*
A	4 points	5 points
B	3 points	4 points
C	2 points	3 points
D	1 point	1 point
F	0 point	0 point

*Honors and AP classes earn extra points for the school GPA. This is called a weighted GPA. Class rank is based on weighted grades received in 9th through 12th grades. Some courses that are weighted by TLHS are not considered to be weighted by UC/CSU; see the UC A-G course list for Terra Linda for detailed information (linked on the Counseling website).

PROGRESS REPORTS

Progress reports are mailed home at the end of the week marking the midpoint of each quarter. Teachers may give a progress report for students earning a C or better, but must give a progress report if the student is receiving a D or F. All freshmen receive a progress report from all teachers for the first quarter of each year.

QUARTER GRADES

Quarter grade reports are mailed home at the end of each of the four grading periods during the school year.

SEMESTER GRADES

Semester grade reports are final grades, which are assigned twice a year: January and June. 5 credits are assigned for each class completed with a passing grade, each semester (10 credits for a year-long class). These grades are the only grades recorded on the official transcript/permanent record.

WITHDRAWAL, NO MARK AND INCOMPLETE POLICY (SRCS AR 5121)

Teacher or class period preferences are not valid reasons for changing a class. Students may request to add or change a class for a valid reason by submitting a Schedule Change Request form (available in the Counseling Office) within the first ten school days of the fall or spring semesters. Student or parent initiated requests for change will not be considered after the first ten days.

Withdrawal from Classes: A student who drops a course during the first six weeks of the semester may do so without any entry on the permanent record. A student who drops a course after the first six weeks and before the end of the first week of second quarter (or one week after the first quarter grading period) of the semester, shall receive a "W" mark on his/her permanent record. Any student who requests to drop after the first week of the second quarter and prior to December 1st, will be permitted to do so only after consultation with the teacher and with approval of the principal or designee and the parent/guardian. Upon approval, the student shall be issued a "W" mark. Students who request to drop a course after December 1st will receive a grade of "F" for the semester (May 15th for the spring semester).

No Mark (NM): "No Mark" may be issued under extenuating circumstances. A "NM" grade can only be given after consultation with the teacher and with approval of the principal or designee.

Incomplete (I): "I" may be issued when a student's work is not finished because of illness or an excused absence. If the work is not made up within six weeks, the incomplete will be replaced with a grade of "F". For purposes of school/district eligibility for participation in extra and co-curricular activities, an incomplete shall have no effect. Please note that the Marin County Athletic League treats an incomplete "I" as an "F" grade, until the work is made up. Upon teacher

Terra Linda High School Curriculum Guide | 2023-24

determination that an incomplete is appropriate, the "I" mark is issued after consultation with the student, resulting in completion of a contract for making up the work. The contract must be approved by the principal and parent/guardian, and signed by all parties. A copy shall be given to the student's school counselor.

EXTRA CURRICULAR ELIGIBILITY

Associated Student Body Office • Athletics • Music • Drama • Cheerleading

Students must earn a minimum of 2.0 or "C" grade point average with no more than one "F" grade to maintain eligibility, and must also be enrolled in six classes (five classes for seniors), per SRCS Board Policy.

ACADEMIC ELIGIBILITY FOR ATHLETICS

- Policy covers Interscholastic Athletics.
- A student must have passed at least 25 credits with a 2.0 unweighted GPA.
- Transfer students must meet C.I.F. minimum (20 credits passed with a 2.0 unweighted GPA) in order to gain initial eligibility.
- Any student athlete who does not meet the GPA requirement may apply for academic probation via waiver. If granted, probation lasts for one grading period only. Probation is granted only once during the student's four years in high school.

STATE SEAL OF BILITERACY

The California State Seal of Biliteracy is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The Seal of Biliteracy is marked by a gold seal affixed to the diploma. To meet the criteria for this seal, students will have demonstrated their high level of proficiency in speaking, reading and writing in English and a second language by completing the following:

- Complete all English Language Arts graduation requirements with a 2.0 GPA or above.
- Passed the English Language Arts Assessment (CAASPP) their junior year with a score of "standard met" or above
- Pass either an Advanced Placement (AP) exam with a three or above or an SAT II with a 600 or above OR complete a four-year high school course of study in the language with a 3.0 GPA or above AND demonstrate oral proficiency in the language.

For more information: <https://www.cde.ca.gov/sp/el/er/documents/ssbposter2021.pdf>

PHYSICAL EDUCATION EXEMPTIONS - In order to pursue a waiver of the PE requirement for your current freshman/rising sophomore, contact your student's counselor.

In compliance with California state law, all students are required to complete two years of physical education classes, one of which must be the freshman year. Teachers may accommodate a student for a limited period of time (not to exceed four weeks), or the student will be removed from the class to take it during another school semester. An exception to this requirement is made only with medical documentation (to be reviewed by counseling/administration). Exemptions must be renewed each semester, or year, depending on the duration of the medical exemption stated in the doctor's note.

Physical Education Exemption/Waiver for sophomore student athletes. To be eligible for this waiver, students must meet the following criteria:

- Must have completed 9th grade PE 1.
- Must have satisfactorily passed the 9th grade California Physical Fitness Test (*waived currently due to COVID-19*)
- *Must compete in two seasons of a sport (any sport—fall/winter/spring) during their sophomore and/or junior year.*

Academic Integrity Policy

Terra Linda High School advocates academic honesty as an integral component in fostering self-respect, achievement and positive relationships among all school stakeholders. The Terra Linda High School staff holds its students to high standards and ethical behavior.

No pressures including time constraints, parental expectations or peer pressure justify cheating or plagiarism. The Terra Linda staff values positive learning experiences and asserts that cheating and plagiarism violate the core principle of responsible participation within our academic community by breaking down trust between all stakeholders.

Definitions of Academic Misconduct

Cheating is a form of academic dishonesty in which an individual undermines the integrity of an assignment or exam. Misconduct subject to penalty includes, but is not limited to the following offenses:

- Copying of any type of assignment or exam
- Allowing others to copy any assignment or exam
- Giving or receiving test answers
- Using unauthorized resources during an assignment or exam
- Submitting the same assignment or presentation more than once
- Unauthorized communication during a test
- Unauthorized use of technology (including programmable calculators, cell phones, smart watches etc.) during a test
- Unauthorized use of notes etc. during a test
- Changing answers after the test is returned
- Changing or altering a grade on an official document
- Stealing tests or answer keys

Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Plagiarism exists when:

- There is no recognition given to the original author for phrases, sentences, and ideas of the author incorporated in a paper or project o.
- A portion of a document is copied from an author, or composed by another person, and presented as original work.

Examples of plagiarism include, but are not limited to, the following:

- Presenting another author's entire work as your own.
- Copying a summary from another source and incorporating it into your work.
- Submitting an essay or story written by another student as your own.
- Using another author's sentences or phrases without using quotations and/or citing your source.

Consequences and Procedures

First Offense

- Teacher assigns a "0" for the assignment and may deduct points also for related assignments
- Teacher/student conference
- Teacher notifies parent/guardian within 24 hours
- Teacher writes a referral to administration
- Administration records cheating on discipline record
- Administration records incident in an Academic Integrity File which is available to all certificated staff
- Student may not be allowed to make-up or re-do assignment on which he/she cheated/plagiarized *OR* the teacher may choose to reduce the number of points assigned
- Cheating/plagiarism may be a factor in consideration and eligibility for awards, honors, organizations and scholarships

Second Offense

- Teacher assigns a "0" to the assignment and may deduct points also for related assignments
- Teacher refers student to office
- Administration will notify parent/guardian
- Administration may suspend student from 1 to 5 days and may remove student from class with an "F"
- Administration will record incident on Discipline screen and in Academic Integrity File
- Administration will inform student's other teachers and counselors
- Student will be removed from extracurricular activities for a week
- Teachers and administration may decline to write letters of recommendation
- Previously written letters of recommendation may be rescinded and notification of unethical conduct is sent to colleges
- Cheating/plagiarism may be a factor in consideration and eligibility for awards, honors, organizations and scholarships

Repeat Offenses

See second offense procedures and add:

Students will be removed from Leadership class, Link Crew, and Sports for the remainder of the school year.

- Cheating offenses are cumulative over the student's four years at TL, starting with freshman year.

All members of the school community (students, faculty, parents, and administration) have a responsibility to ensure that scholastic honesty is maintained.

Administration Responsibilities

- Support the school's guidelines regarding the Academic Integrity Policy
- Publicize the Academic Integrity Policy to student/parent community
- Promptly deal with referred students to reinforce the seriousness of the incident
- Record infractions in the school database as well as the Academic Integrity File
- Communicate with faculty member and parents (on second incident)
- Secure tests that are administered in the office

Teacher Responsibilities

- Support the school's guidelines regarding the Academic Integrity Policy
- Make the classroom policy known to all students and parents

- Teach and explain what constitutes cheating/plagiarism and how to use appropriate sourcing
- Be specific as to whether work is to be cooperative or individual
- Prepare students for tests by teaching what they will be tested on
- Set and discuss rules for test taking
- Do not let students out of class during a test, quiz or final
- Do not let students have additional time the next day to finish a test. Students must finish the test in one day.
- Unless 504 or IEP stipulates additional time, then student must finish test in one sitting
- Make assigned work meaningful and relevant
- Change tests from year to year
- Don't hand back tests if they are to be reused
- Realize that if they buy tests or get them online, the students have access to the tests
- Secure all tests, grade books and marked documents
- Students should record test number on their answer sheets
- Number all tests. Don't let students out of the room if a test is missing
- Students put backpacks, electronic devices and everything else (including water bottles) under the desk
- Carefully proctor tests by walking around the room and watching students as they test
- Read student work- don't just give them credit for doing it

Student Responsibilities

- Support the school's guidelines regarding the Academic Integrity Policy
- Attend class regularly and participate
- Learn how to attribute work properly by citation, footnote and bibliography
- Protect work done - do not lend or borrow homework
- When working on homework or packets with another student, make sure your answers are your own thoughts and words
- Observe test time limits
- Attend class on test days
- Don't look at another student's test or allow your test to be seen
- Do not talk during a test or about the test, until all classes have had a chance to take it
- Do not change a test item in any way when the test is returned for review
- Do not change another student's test while correcting it
- Do not allow one member of a team to do most or the whole task

It is the student's responsibility to read and understand the Academic Integrity policy

Parent Responsibilities

- Support the school's guidelines regarding the Academic Integrity Policy
- Be aware of a student's need for a quiet time and place to study. Every student needs to study.
- Stay interested in student's work.
- Provide a consequence to student when caught cheating/plagiarizing

COLLEGE PLANNING CHECKLIST

FRESHMEN & SOPHOMORES

- Get acquainted with your counselor: a valuable resource over the next four years!
- Develop strong work and study habits. Seek support from your teachers if you need help with organization or understanding class material, and take advantage of support via Tutorial periods.
- Start to build your Academic Plan in Aeries; select courses that will meet graduation and UC/CSU A-G requirements, and that pique your interest!
- Stop by the College and Career Center to learn more about college options and planning, internships and volunteer experiences.
- Find extra-curricular activities (sports, clubs, volunteering) that interest you, and get involved! Students who are involved in extracurricular activities tend to do better in their studies as well.
- Use California Colleges to help you identify careers and majors that interest you as well as to keep track of all the activities you are part of throughout high school.

JUNIORS

- Consider taking the PSAT in October, and the SAT or ACT in the spring. Many colleges/universities are no longer considering SAT/ACT scores when making admissions decisions, but some are. More information here.
- Consider taking AP and/or Honors classes to challenge yourself, build your confidence, and prepare for college.
- Utilize California Colleges to research potential colleges and careers.
- Investigate college, career, internship and volunteer opportunities in the College and Career Center.
- Attend College Night for juniors in the spring.
- Visit colleges that you are considering attending and research their websites.
- Attend college visits in the fall via the CCC to meet with representatives and learn more about each school.
- Make sure that your high school experience is well-rounded. Seek to include extracurricular activities which round out your resume and help you explore your interests – particularly those related to the careers and majors that you would like to pursue.

SENIORS

- Revise your college list in California Colleges. Include 10 or fewer colleges, and make sure to include colleges from each category: Reach, Target & Safety. Research deadlines and admissions requirements.
- Attend College Night for Seniors & Parents in the fall.
- Attend college visits in the fall via the CCC to meet with representatives and learn more about each school.
- Attend Financial Aid Night to learn more about paying for college.
- Submit FAFSA or California Dream Act in October and research scholarships and other forms of financial aid.
- **Maintain your grades:** Colleges will expect that your grades remain at the level they have been or higher.
- **Letters of Recommendation:** Request letters of recommendation from your counselor and teachers at least one month in advance of your first deadline. Follow the guidelines in the Seniors section of the Counseling site.
- **Application Deadlines:** UC and CSU applications are due November 30. Private and out-of-state college deadlines vary. Make sure to research all deadlines and requirements.
- **Transcripts:** UC and CSU do not require transcripts upon initial application; private and out-of-state colleges typically do. Hardcopy transcripts can be requested by completing a Request for Transcript form in the counseling office. Transcripts will be uploaded by your counselor for schools on the Common Application (or other online platform) if you have requested a counselor recommendation.
- Apply for Terra Linda Scholarship Foundation Awards in the spring.
- Attend Alumni Day in the spring (sponsored by the CCC).

Career Technical Education (CTE) Pathways

What is a CTE “Pathway”?

High school Career and Technical Education is meant to connect with and lead to postsecondary programs of study or additional training after high school, which may include more specialized technical instruction. A CTE Pathway is a sequence of two or more Career Technical Education (CTE) courses within a student’s area of career interest. Pathways are designed to connect high school classes to college, industry certifications, and/or a career.

In California, CTE is made up of 15 career pathways. Highlighted in yellow are the ones offered at TLHS.

- | | |
|--|---|
| 1. Agriculture and Natural Resources | 8. Fashion & Interior Design |
| 2. Arts, Media, & Entertainment | 9. Health Science & Medical Technology |
| 3. Building & Construction Trades | 10. Hospitality, Tourism, & Recreation |
| 4. Business & Finance | 11. Information & Communication Technologies |
| 5. Education, Child Development, & Family Services | 12. Manufacturing & Product Design |
| 6. Energy, Environment, & Utilities | 13. Marketing, Sales, & Services |
| 7. Engineering & Architecture | 14. Public Services |
| | 15. Transportation |

How do I enroll in one of the Pathways offered at Terra Linda?

1. Look over the [CTE Pathway](#) requirements to see if one of them suits your goals and interests. Speak with your counselor about your Pathway of interest.

How do CTE Courses prepare students for college and career?

All CTE courses support the Common Core and CTE Model Curriculum Standards (MCS). The CTE Standards are designed to assist school districts in developing high-quality curriculum and instruction to prepare students for future careers. While in high school, students have the opportunity to acquire free technical skills training in the career field he/she is interested in. Students will learn valuable technical skills and soft skills making them employable regardless of the field of study they actually end up in. These standards are rigorous, evidence-based, relevant and reasonable in scope
<http://www.cde.ca.gov/ci/ct/sf/mcsbriefpaper.asp>

Can a CTE Pathway Certificate help enhance my chances of getting a better job?

Yes. Students wishing to enter the workforce directly can gain an advantage by building practical skills needed for better-paying jobs. Pathways focus on real-world applications of knowledge and skills.

Employers are more likely to hire students who have developed specific skills that are immediately useful in the workplace.

CTE Pathway Certification currently offered at Terra Linda High School:

- I. Engineering Design Pathway
Engineering & Architecture Industry Sector
- II. Graphic Design Pathway
Arts, Media and Entertainment Industry Sector
- III. ROP Automotive Technology Pathway
Transportation Industry Sector

Industry Sector	Pathway	Sequence	Total Years
Engineering and Architecture	Engineering Design (pg 17)	Engineering Design (pg 17)	2
Arts, Media and Entertainment	Design, Visual and Media Arts (pg 37)	Graphic Design (pg 36)	2
Transportation	Systems Diagnosis, Services and Repair (pg 17)	ROP Automotive Technology (pg 17)	2

Projected CTE Pathways at Terra Linda High School for the 2023-24 school year:

- IV. Journalism and Media Studies (JAM) Pathway
Arts, Media and Entertainment Industry Sector
- V. Film Studies Pathway
Arts, Media and Entertainment Industry Sector
- VI. Marin School of Environmental Leadership (MSEL) - Business Management Pathway
Business and Finance Industry Sector

Industry Sector	Pathway	Sequence	Total Years
Arts, Media and Entertainment	Design, Visual and Media Arts; Management (pg 37)	Journalism and Media Studies (JAM) (pg 37)	3
Arts, Media and Entertainment	Design, Visual and Media Arts (pg 37)	Film and Video Production (pg 38)	2
Business and Finance	Business Management (pg 15)	Marin School of Environmental Leadership (MSEL) (pg 15)	4

Information, Communication and Technology	Games and Simulations (pg 16)	GAME Academy and Multimedia Simulations (pg 16)	2
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PATHWAY REQUIREMENTS

Marin School of Environmental Leadership

Entrepreneurship: Marketing, Sales, and Services

Students must complete admission's process. 3.0 GPA required for the program.

All courses within this Pathway are UC A-G Approved

School of Environmental Leadership (SEL) classes utilize core content with a focus on Leadership and sustainability.

Required Classes by grade level:

9th Grade

MSEL Biology
MSEL English 9
MSEL Ethnic Studies
MSEL PE/Health
Environmental Leadership 1

11th Grade

AP U.S. History MSEL
Engineering Tech Design 1
Entrepreneurship/ Sustainable Business (COM)

10th Grade

MSEL English 10
MSEL World History
Environmental Leadership 2

12th Grade

AP Gov/Econ MSEL
Environmental Leadership
- Vocational Cooperative Ed (Skyline College)
- Planning for Success/College (COM)

Elective Classes (take one or more)

AP Environmental Science OR 2 full years of AP Science (AP Physics, AP Chemistry, AP Biology)

CTE Certification: Marketing, Sales and Services (pending)

For more details about the required program courses:

<https://www.thesel.org/academics/required-courses>

GAME Academy/Multimedia Entertainment

Information, Communication, and Technology (ICT)

Arts, Media, and Entertainment (AME)

Complete the required courses in one of two pathways below and maintain 2.5 GPA in those classes:

All courses within this Pathway are UC A-G approved

G.A.M.E. Pathway by Grade of Entry

Entry as Freshman

<i>Grade</i>	<i>Course Selection</i>
9th	Introduction to Programming for 3D Games and Simulations, or, Digital Art and Animation
10th	Game Design and Project Management Honors 1*
11th	Game Design and Project Management Honors 2**
12th	Fall - At College of Marin MMST 162 Spring - At College of Marin MMST 172

Entry as Sophomore

<i>Grade</i>	<i>Course Selection</i>
10th	Introduction to Programming for 3D Games and Simulations, or, Digital Art and Animation
11th	Game Design and Project Management Honors 1*
12th	Game Design and Project Management Honors 2**

Entry as Junior

<i>Grade</i>	<i>Course Selection</i>
11th	Introduction to Programming for 3D Games and Simulations, or,

	Digital Art and Animation
12th	Game Design and Project Management Honors 1*

* Dual Credit with College of Marin MMST 142

** Dual Credit with College of Marin MMST 152

COURSE DESCRIPTIONS

P College Preparatory: UC/CSU A-G approved

HP Honors: UC/CSU A-G approved

AP Advanced Placement: UC/CSU A-G approved

Applicable grade levels are indicated in parentheses.

Please note: Honors/AP classes have specific admission requirements and may require summer assignments.

APPLIED TECHNOLOGY

Automotive Technology 1, 2 (9-12)

Prerequisites: Student must be 16 years of age

Classes prepare students for jobs in the automotive or related fields and advanced technical training programs. Students receive hands-on instruction in the following area:

- Shop procedures & Safety
- Basic Mechanics
- Careers and professionalism
- Vehicle Maintenance Services
- Service Information and Specifications
- Lubrication and cooling systems
- Tires, brakes, suspension, and steering
- Fuel system diagnosis and repair
- Engine repair & testing
- Electrical systems & Computer control
- Cranking, charging, fuel & ignition systems
- Engine performance & diagnostic testing
- Conventional & alternative powertrains

This class articulates with the Auto Technology program at College of Marin.

Engineering Technology 1 (9-12) UC/CSU A-G Area G

Engineering Technology curriculum is focused on project-based learning. Students are encouraged to try everything and to use every tool in the classroom. This is a design and building course in which you will learn how to connect your mind to your hands. We will be using our critical thinking skills to accomplish many different tasks throughout the year.

Engineering Technology 2 (10-12)

Prerequisites: Engineering Technology 1

An advanced class for those who would like to further develop their design and fabrication skills. Students enrolled in this class will be expected to work on more challenging projects commensurate with their abilities.

ENGLISH

A-G: P and AP English courses qualify for UC/CSU credit in area 'a'.

English 9 P (9) UC/CSU A-G Area B

Freshman year English provides an introduction to literature. The reading list speaks to a maturing reader, and is broad in scope and deep in thematic richness. Students are not only exposed to a number of classics but also to a variety of newer texts that explore perennial themes in a changing cultural landscape. From this study of literature, the student will also learn to write, practicing the rules of English grammar and usage. The reading, writing, and oral skills learned in this course will serve the student as a foundation to any sequence of English courses at Terra Linda.

English 10 P (10) UC/CSU A-G Area B

Focusing on a mix of classic and modern literature, the sophomore student will explore the human condition. What makes up our identity? Are we governed by fate or free will? What determines how we treat others? How are we impacted by the society in which we live? Students will continue to sharpen their reading comprehension, writing, listening, and speaking skills in order to strengthen self-expression. Reading selections are approached through a variety of lenses and may include Golding, Shakespeare, Sánchez, Butler, and others.

Explorations of Short Fiction and Nonfiction P (11-12) UC/CSU A-G Area B

Explorations of Short Fiction and Nonfiction is a year-long course that explores the importance of storytelling in both fiction and nonfiction. The course is split into a series of 4-5 week "explorations" in which students read, discuss, and write within a specific genre in an effort to answer a driving question. For example, in our Exploration of Existentialism, we seek to answer the question: How does a person pursue happiness? To do this, we compare and contrast advice columns, the world happiness index, and existential authors such as Hemmingway.

The objective is to provide students with the expertise to communicate creatively (fiction, non-fiction, poetry, and theater) to include vivid settings, believable characters, engaging plots, and meaningful themes. Students will write several short pieces, participate in writing workshops in which they will learn to provide and receive useful feedback and utilize the writing process to revise and improve their work. Additionally, students will read texts about the writing process and learn to critique and analyze professional short pieces from a writer's perspective.

Additionally, in their expository writing, we seek to help students develop an awareness of audience and purpose and the features of different genres, including travel writing, science fiction, sports, and literary fiction. Students will read works by contemporary and historical authors, and write essays that demonstrate advanced literary analysis and critical reading skills.

Essential questions include: What makes literature compelling, how do writers balance their own creative missions with the needs of readers or audiences, what effective methods for creative writing exist and how can we make them our own?

This course is designed for students who are interested in developing as creative writers, appreciate unique stories, and want to craft their own, or for students who want to grow their skills and knowledge of effective writing.

Literature of Identity and the Search for Social Justice P (11-12) UC/CSU A-G Area B

Literature of identity and the Search for Social Justice is a year-long course that is broken into two thematic semesters. The first semester is designed for students who are interested in how the arts and social sciences can identify limitations in

society and to advocate for positive social change. This course teaches advanced reading, writing and analytical skills. The semester theme focuses on identity and inclusion; students will explore readings from authors traditionally underrepresented, including female, minority, and other marginalized voices.

The second semester examines the field of social justice in order to grapple with essential questions about human relationships, moral decision making and justice. It focuses on social justice issues that include racism and criminal justice, socioeconomic status, and gender to examine issues of participation in democracy. The course includes extensive reading of a variety of literary genres, in depth discussion, and substantial practice in writing to encourage a critical examination of human behavior and choice.

Essential questions include: how do individuals define themselves, how does the definition affect interactions within the larger society, what is the role of voice and language in general in identity construction, and what is our collective and individual responsibility to the individuals around us?

This course is designed for students who are interested in reading literature by underrepresented and diverse voices in order to complicate what it means to be American.

AP English Language (11-12) UC/CSU A-G Area B

Prerequisite: A or B in previous English course, or a C with a conversation with the teacher first.

AP English Language and Composition emphasizes the importance of rhetoric (the strategies and tools of language), argument (ways to pose positions and ask questions), and how writers must adapt their language to meet the needs of their audience. Through reading a variety of nonfiction texts that are both written by and focus on a range of voices and perspectives especially on those subjects that directly impact our schools, community, and shared human well-being. Students study rhetorical tools and techniques that authors use within their texts to achieve their purpose, how the historical context of a text influences its style, argumentation that encourages productive discussion despite contrasting positions, and writing using sources and experience.

The course prepares students for the AP English Language and Composition exam in May while also refining critical reading, thinking, and expository writing skills for college-level study and beyond. Although the reading lists changes in response to current events and the needs of the students, the class usually includes writers like James Baldwin, Martin Luther King, Bill McKibben, Ta-Nahesi Coates, David Foster Wallace, Brent Staples, Edwidge Danticat, and Terry Tempest Williams.

Essential questions include: how can we disagree productively, what makes a piece of writing effective and interesting, what is the effect of the audience on a text, how do we inform and persuade in a fair way, and what duty does the scholar have to their community?

This course is designed for students who want to read a wide range of nonfiction texts, understand the argumentative and rhetorical tools the authors' use to convey their purpose, and want to develop their own skills and abilities as writers and speakers through collaboration with their peers.

AP English Literature (11-12) UC/CSU A-G Area B

Prerequisite: A or B in previous English course, or a C with a conversation with the teacher first.

AP Literature and Composition focuses on literary analysis of both canonical and contemporary poetry, fiction, and drama. Through reading a wide range of texts representing the full range of literary voices from around the world, students hone skills in reading, writing, analysis, and critical thinking as they learn to recognize the meaning of works as a whole. Students study the skills of character, setting, structure/plot, narration, figurative language, and tone, and develop an understanding of how these skills function and make meaning in the text. In this class, students will frequently practice writing in depth about the texts they read, considering both surface features and their place in literary history.

The course prepares students for the AP English Literature and Composition exam in May while also honing critical reading, thinking, and expository writing skills for college-level study and beyond. Although the reading list changes from year to year, students typically study writers like Mary Shelley, Margaret Atwood, Henrik Ibsen, Percy Shelley, Tommy Orange, Tony Morrison, Gwendolyn Brooks, Langston Hughes, and other American and international authors who speak to the universality of human experience.

Essential questions include: what makes a work of literature compelling, what strategies do writers use to convey emotion and meaning, in what way do texts from a previous time speak to our current moment, and what is the nature of

identity?

This course is designed for students who want to participate in close and careful reading of poetry, fiction, and drama; students who appreciate thinking and writing about art and literature; and students who enjoy collaborating and discussing with others.

ENGLISH LANGUAGE DEVELOPMENT

A-G: ELD courses do not qualify for UC/CSU A-G eligibility.

ELD 1A & ELD 1B Newcomers

These are introductory courses for students starting English language acquisition. The courses cover basic interpersonal communication skills, English sound-symbol correlation in reading and writing, reading comprehension strategies, basic academic vocabulary and basic writing structures. Additionally, these courses include a critical literacy component to support students with interrupted formal education.

ELD 2A & ELD 2B Beginners

These are courses for students in their second year of English language acquisition and provide continued emphasis on oral communication, reading and writing. Through these courses students begin to explore presentational speaking and learn more complex grammatical structures.

ELD 3 & ELD 3B Intermediate

These courses build on previously learned skills and further develop reading comprehension and writing proficiency. Students read and analyze literature and are expected to write short compositions and engage in academic discourse.

ELD 4A & ELD 4B Advanced

This is a sheltered English literature course that prepares non-native English speakers to enter a mainstream English classroom the following year. The students are introduced to a structured, standards-based curriculum while continuing to receive language support and scaffolding as needed.

MATHEMATICS

A-G: All P, HP and AP Mathematics courses qualify for UC/CSU credit in area 'c'. Algebra A and Algebra Readiness do not.

Algebra Readiness (9-10)

Prerequisites: Teacher recommendation

Algebra Readiness is offered for English Language Learners who need additional support in attaining grade level proficiency. Students must complete Algebra A and Algebra B or Algebra 1 P to meet the SRCS graduation requirement.

Algebra A (9-10)

Prerequisites: Teacher recommendation and/or qualifying score on Alg A/Alg 1 Placement Exam

This course is the first in a two-year series that covers all of the curricular standards of a first-year algebra course. It will begin the development of Algebra skills focusing on Pre-Algebra topics such as fraction and integer operations, order of operations, combining like terms and the distributive property, and move to Algebra skills including solving a variety of equations and inequalities, graphing linear functions and writing equations of lines. Upon successfully completing this course, students can enroll in Algebra B or Algebra 1 P.

Algebra B (10-12) UC/CSU A-G Area C

Prerequisites: Teacher recommendation and D or better in Algebra A

This course is the second in a two-year series that covers all of the curricular standards of a first-year algebra course. It will continue the development of algebra skills focusing on graphing linear functions, solving systems of equations and inequalities, factoring quadratic expressions, solving quadratic equations, working with exponents and radicals, and various real-world applications. Upon successfully completing this course, students can enroll in Geometry.

Algebra 1 P (9-12) UC/CSU A-G Area C

Prerequisites: Teacher recommendation and/or qualifying score on Alg A/Alg 1 Placement Exam

This course includes operations on signed numbers, solving equations and inequalities, working with and graphing linear and nonlinear functions, solving systems of equations and inequalities, working with exponents and radicals, factoring, solving quadratic equations, graphing quadratic functions, and various real-world applications.

Geometry P (9-12) UC/CSU A-G Area C

Prerequisites: Teacher recommendation, C or better in Algebra 1

This course teaches the methods of inductive and deductive reasoning and the relationships of geometric figures through mathematical proofs. It includes a study of the properties of angles, triangles, polygons, circles and solid figures. The study also includes calculations to determine areas, volumes, ratios and proportions of geometric figures.

Intermediate Algebra 2 P (11-12) UC/CSU A-G Area C

Prerequisites: Teacher recommendation, C or better in Geometry P

Intermediate Algebra is a mathematics course designed for students who do not intend to focus on STEM study in high school and college. In the sequence of math courses, it is an alternative to Algebra 2, coming after Geometry but before Statistics. (Note: this course pathway does not lead to PreCalculus or AP Statistics.) The focus of the course will include but

not be limited to: Functions, Quadratics, Exponential and Logarithmic Functions, Rational Expressions, Equations, and Functions, Probability, and Financial Mathematics. The use of technology, modeling, problem-solving and practical applications will be heavily emphasized in the course. This course meets the UC A-G eligibility requirements for an Algebra 2 course.

Algebra 2 P, (10-11) UC/CSU A-G Area C

Prerequisites: Teacher recommendation, C or better in Geometry P

This course is the third of the three-year series required for entrance to UC/CSU. It includes advanced levels of solving linear and nonlinear equations. Concepts introduced are complex numbers, computation of logarithms, graphing of polynomial, logarithmic, exponential and rational functions, series/sequence, conic sections, and probability/statistics.

Algebra 2 HP (10-11) UC/CSU A-G Area C

Prerequisites: Completion of Geometry P with an A, or teacher recommendation, AND completion of Algebra 1 with an A, or teacher recommendation. Qualifying score on placement exam may be required.

This course will cover the standard Algebra 2 P curriculum at an accelerated pace, which will provide time to enrich the course with additional topics and challenging applications from business, science and engineering.

Algebra 2/Precalculus Double-Block HP (11) UC/CSU A-G Area C

Prerequisites: Completion of Geometry P with an A, or teacher recommendation, AND completion of Algebra 1 with an A, or teacher recommendation. Qualifying score on placement exam may be required

This honors course covers both Algebra 2 and Pre-Calculus curriculum within one year. Since this course spans two years of traditional math, it requires two periods in scheduling. The math classes will cover all of the same material that is covered in Algebra 2 HP and Pre-Calculus HP and will allow students to progress in the math sequence faster, allowing students who entered Algebra 1 as a freshman to reach Calculus AB as a senior.

Pre-Calculus P (11-12) UC/CSU A-G Area C

Prerequisites: Teacher recommendation & C or better in Algebra 2 P

This course is designed for students who have passed Algebra 2 and who will possibly focus on a STEM study in high school and college. It will continue the investigation of functions and their graphs, specifically: families of functions, polynomial, rational, exponential, logarithmic, and trigonometric functions. Trigonometry will be a major component of this course. Other topics may include but are not limited to: sequences and series, systems linear and non-linear equations, probability, conic sections, analytic geometry, vectors, complex numbers, and math analysis.

AP Pre-Calculus (11-12) UC/CSU A-G Area C (Pending Approval)

Prerequisites: Completion of Algebra 2 HP with a B or higher, or completion of Algebra 2 P with an A. Qualifying score on placement exam may be required.

This course is designed for students who have passed Algebra 2 and who intend to take Calculus and focus on a STEM study in high school and college. In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

Trigonometry will be a major component of this course. Other topics may include: sequences and series, systems of linear and nonlinear equations, probability, conic sections, analytic geometry, vectors, complex numbers, math analysis and an introduction to basic limits and derivatives.

AP Calculus AB (12) UC/CSU A-G Area C

Prerequisites: A or B in Pre-Calculus HP or an A in Pre-Calculus P with a teacher recommendation.

This course is an introduction to differential calculus of functions of one variable. Topics include limits, rates of change, the derivative, curve sketching, optimization, the definite integral, methods of symbolic and numerical integration, and applications of differentiation and the definite integral. All students are encouraged to take the advanced placement test for Calculus AB, a test recognized by some colleges for granting college credit in calculus

AP Statistics (11-12) UC/CSU A-G Area C

Prerequisites: Completion or concurrent enrollment in Pre-Calculus P/HP recommended, completion of Alg 2P/HP with a minimum of C- required

The course follows the scope and sequence determined by College Board's AP Statistics course content requirements. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course

Statistics and Probability P (11-12) UC/CSU A-G Area C

Prerequisites: Completion of Algebra 2 with a C or higher.

This course is designed specifically for students who have passed Algebra 2 but who do not intend to focus on STEM study in high school and college. Probability topics include theoretical vs. experimental probability, intersections, unions, complements, conditional probability, counting principles, and binomial probability, with a review of fractions, polynomials, and summation notation. Statistics topics include descriptive statistics, inferential statistics, simulations, regressions, distributions, sample design, and experimental design, with a review of linear and exponential functions and an emphasis on the use of technology.

PHYSICAL EDUCATION

A-G: PE courses to not qualify for A-G credit.

Physical Education 1 (9)

Physical Education 2 (10)

Prerequisites: PE 1 must be completed before PE 2

Each student will be introduced to a variety of group activities/ team sports and individual activities/sports to enhance: 1) their movement skills and movement knowledge, 2) their self-image and personal development, and 3) their social development and their understanding of the interrelationship among culture, games, sports, play, and dance. The students will explore and demonstrate understanding of the five areas of health related physical fitness: flexibility, muscular strength, muscular endurance, cardio-respiratory (aerobic) fitness, and body composition. At the beginning of the school year all students undergo a series of physical fitness tests and a swimming proficiency test, along with basic instruction in aerobic fitness and lifetime exercise.

A. Aerobic Fitness two to three days a week:

Each day's goal is 30 minutes of non-stop aerobic activity achieving a working pulse within the "healthy zone." Lifetime nutrition, fitness, and prevention of cardiovascular disease are themes. Students are required to pass both the aerobic and activity portions of the program in order to receive a passing grade for physical education. Ample opportunity for student make-ups is given. These are arranged between the student and the teacher.

B. Activities two to three days a week:

Activities change with each unit, reflecting the recommendations of the state physical education framework. Activities are co-ed with heterogeneous skill levels in each class.

- Physical Ed 2 team sports include but are not limited to: soccer, various field sports, softball, speedaway, team handball, volleyball, flag football, basketball, ultimate frisbee, hockey and dance.
- Physical Ed 1 activities include but are not limited to: rock climbing, weight training, aquatics, self-defense, badminton, track & field, gymnastics, floor hockey, tennis, wrestling, and golf.

C. Other types of activities:

Students will also have opportunities to participate in "Project Adventure" type activities. These activities include ice breakers, team building activities, and individual activities. CPR and first aid units will be offered, allowing students to earn a "certification".

Physical Education Exemption/Waiver for sophomore student athletes. To be eligible for this waiver, students must meet the following criteria:

- Must have completed 9th grade PE 1.
- Must have satisfactorily passed the 9th grade California Physical Fitness Test (*waived currently due to COVID-19*)

- *Must compete in two seasons of a sport (any sport—fall/winter/spring) during their sophomore and/or junior year. (We recognize there is uncertainty around fall and winter sports related to COVID-19, however, we are proceeding under the assumption that sports will resume, and we are prepared to make accommodations if this is not the case).*

In order to pursue a waiver of the PE requirement for your current freshman/rising sophomore, contact your student's counselor during the course selection period in spring of freshman year.

PE Weight and Fitness Training (10-12)

Prerequisites: PE 1 must be completed prior to PE Weight and Fitness Training

This course meets the graduation requirement for the second year of Physical Education. It is designed for serious students who wish to develop a year round training program for his/her sport or fitness activity. Cardiovascular fitness, strength, and flexibility will be enhanced through a rigorous program. Students will be exposed to various types of fitness routines and approaches. Students will track their progress and expand their knowledge of basic muscle groups.

Yoga (10-12)

This class will explore various forms of Hatha Yoga, the branch of yoga that works primarily with the body through postures or asanas. Introduction to meditation, breathing techniques or pranayama will be emphasized along with spinal alignment. In addition, increase muscle strength and flexibility; understanding of basic anatomy and nutritional perspectives. Each class will end with a short meditation and relaxation segment.

Health Education (9)

This is a one semester course required for graduation, which is complimented by World Cultures. This course covers prevention of alcohol and other drug use, nutrition and healthy eating, family life education, mental and emotional health, environmental health, injury prevention and safety, personal health and fitness, disease prevention and control, community health, consumer health and selecting health options

REGIONAL OCCUPATION PROGRAM (ROP)

A-G: ROP courses do not earn A-G credit.

ROP classes teach technical/vocational skills in a variety of areas. Students must be 16 years old by the end of the school year in which they enroll.

ROP Medical Assisting (10-12)

This class is an excellent opportunity for any student interested in a career in the medical field. The class combines theory and clinical training at Kaiser Permanente Hospital to prepare students for employment in medical assistant occupations. Theory classes teach the knowledge and skills performed by medical assistants, including medical ethics, basic anatomy and physiology, infection control and the nursing process, pharmacology and emergency procedures. Classes meet during 7th period at Terra Linda High. The clinical training is at Kaiser Permanente Hospital with a required summer component. Successful completion of this class leads to an ROP Certificate of Completion in Medical Assisting. Classroom Instruction is held at TLHS. Variable credits will be awarded for the Summer Internship, based on the hours of participation. Students are instructed, with supervision, to perform all procedures on patients required of a Medical Assistant. They also observe physicians nurses and other health-care professionals who will advise and support them in a medical career.

ROP Automotive Technology 1 & 2 (10-12)

Classes prepare students for jobs in the automotive or related fields and advanced technical training programs. Students receive hands-on instruction in the following areas:

- Electrical circuits & computer diagnosis
- Cooling systems

- Diagnostic testing
- Basic Mechanics
- Wheel alignment
- Exhaust systems and welding
- Shop procedures
- Smog testing
- Automobile general service
- Fuel system diagnosis and repair

This class articulates with the Auto Technology program at College of Marin.

ROP Introductions to Careers in Education (9-12)

Introduction to Careers in Education is a career technical education (CTE) course that will provide an overview of different careers in Education, including teaching, counseling, administration, classified support staff, information technology, business operations, special education, etc. The class will host regular guest speakers from these occupations and students will have the opportunity to participate in summer internships and paid employment. More information about the curriculum can be found here: <https://bit.ly/MarinEdCareers>

SCIENCE

Students are required to complete a minimum of one year of physical science and one year of life science for graduation. Because acceptance to colleges is so competitive, students are encouraged to take the recommended level of three Science courses or more.

A-G: All P, HP and AP science courses qualify for UC/CSU credit in area 'd'. ROP Medical Assisting does not.

Living Earth P (Biology) (9) UC/CSU A-G Area D

This course is a one-year Next Generation Science Standards course which covers the major concepts in biology with some Earth and Space Science concepts woven in. Throughout this laboratory-oriented course, students will explore crosscutting concepts and use science and engineering practices and technology to investigate the structure and function of living organisms, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and natural selection and evolution. The course is a prerequisite for physiology, AP Biology and a graduation requirement.

Living Earth P (Biology) SDAIE (9-10) UC/CSU A-G Area D

Prerequisites: Concurrent enrollment in ELD 3 or 4

This SDAIE Biology course covers the same topics as Biology P, but includes support for students for whom English is a second language.

Introduction to Science (9-12) UC/CSU A-G Area D

Prerequisite: Concurrent enrollment in ELD 2 or 3

This course will focus on students learning the skills that scientists use to study all areas of science. Designed around the science practices from the NGSS standards. The course will introduce students to all areas of science while developing English language skills appropriate for students in ELD 2 or 3.

Physiology P (11-12) UC/CSU A-G Area D

Prerequisites: Completion of Biology & Chemistry or Physics with a C or better

This course is designed to give students a detailed study into the various systems of the human body. The structures, functions, and the interrelationships of body parts are studied through lecture, laboratory work, engineering projects, inquiry, research, data collection, and presentations. The areas of study are: organization of the human body, cells and tissues, and the skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, digestive, urinary, immune, lymphatic and reproductive systems. Laboratory experiences include organ dissection. This course is highly recommended for students interested in a health care profession.

Physiology HP (11-12) UC/CSU A-G Area D

Prerequisites: Completion of Biology & Chemistry or Physics with a B or better

This course is designed for students who wish to pursue a career in medicine or medical related fields. It is a fast-paced course that provides both an overview and highly detailed view of both the structure (anatomy) and function (physiology) of the human body. Students will have to assimilate a vast amount of material from lecture, inquiry activities, the text, and laboratory experiments. Due to the honors designation, students will be required to complete independent work outside of class time. All students will be required to dissect as part of their grade. There are seven to ten dissections required in this course. Students will need to be able to think abstractly about the interrelation of chemistry and the effects on cellular processes at a detailed level. The ultimate goal is for students to understand the complex inter-relations of all body systems, how they affect overall health, and how modern medical interventions and practices are utilized.

Chemistry in the Earth System P (10-11) UC/CSU A-G Area D

Prerequisites: Completion of Algebra 1 & Biology 1 with a C or higher

Chemistry is a laboratory-based class that fulfills UC/CSU requirements for a lab-based course in physical science. Chemistry in the Earth System addresses the performance expectations, disciplinary core ideas, crosscutting concepts, and science and engineering practices as defined by the Next Generation Science Standards. The topics covered in this course include Combustion, Thermochemistry, Atoms and Elements, Chemical Reactions, Climate Change, Equilibrium, and Ocean Acidification.

Chemistry In the Earth System HP (10-11) UC/CSU A-G Area D

Prerequisites: Completion or concurrent enrollment in Geometry HP or Algebra 2

Honors chemistry in the Earth system is more challenging than Chemistry in the Earth system P in that a more mathematical approach is taken. Students should be adept at manipulating and rearranging first order algebraic equations and have some working knowledge of logarithms and exponents. Good laboratory practices are taught. This class is aimed at high performing students who are interested in a career in medicine, science or engineering and/or those who wish to pursue AP Science courses.

Physics P (10-11) UC/CSU A-G Area D

Prerequisites: Completion of Algebra 1 with a C grade or higher.

Students will develop an understanding of basic physics concepts, academic terms, and mathematical equations related to motion, forces, energy, gravitation, electrostatics, electromagnetism, mechanical waves and electromagnetic waves. Students will also improve their practice of scientific skills, such as using mathematics, analyzing data, modeling, and evaluating sources of information.

Physical Science/ Earth SDAIE (10-12) UC/CSU A-G Area D

This SDAIE Physical/Earth Science course covers the same topics as Physical/Earth Science P, but includes support for students for whom English is a second language.

AP Physics 1 (10-12) UC/CSU A-G Area D

Prerequisites: Completion or concurrent enrollment in Algebra 2 P/HP

This is a fast paced algebra and trigonometry based physics course that is equivalent to a first-semester college course. This course will prepare students for the AP Physics 1 exam in May and will cover mechanics (linear kinematics, work, energy, and power), and circular motion (rotational kinematics, torque and gravitation).

AP Biology (11-12) UC/CSU A-G Area D

Prerequisites: Completion of Biology & Chemistry with a B or higher

This class is a fast-paced, introductory college-level course that builds on Biology P and prepares students for the AP Exam. The course introduces students to topics such as evolution, cellular energetics, information storage and transfer, and systems interactions. AP Biology is based on lecture, hands-on activities, and laboratory investigations. A significant amount of time outside of class will be required for homework completion and data analysis to be successful in this course. A score of 3 or higher on the AP Exam allows the high school student to obtain college credit.

AP Chemistry (11-12) UC/CSU A-G Area D

Prerequisites: A or B in Chemistry P or HP and/or concurrent enrollment in Algebra 2 HP or Pre-Calculus

This class is designed to address all aspects of a first year college chemistry course. The student will take the AP Chemistry exam in May which may be accepted in lieu of a general chemistry course in college. It is slightly narrower in focus than Chemistry HP, but with much more depth in exploring the topics.

AP Environmental Science (11-12) UC/CSU A-G Area D

Prerequisites: Completion of Biology and either Chemistry, or Physics

The AP Environmental Science course is interdisciplinary, involving the fields of ecology, biology, ocean and atmospheric science, climatology, chemistry, geology, physics, toxicology, economics, politics, ethics, and sociology. Because of the blend of subject matter, this course may be somewhat different from what students have encountered in other courses. Every day is different with labs, activities, discussions, current events, guest speakers, and occasionally field trips. In fact, we will spend at least 25% of our time together engaged in hands-on, inquiry-based laboratory experiences and fieldwork. The foundation of the course is ecological principles, and all other topics relate back to how the ecosystem is impacted. The course is designed to be the equivalent of a college introductory environmental science course, both in the wide range of topics studied, and in the depth and detail of the course materials. Many universities offer 3 to 6 undergraduate elective science credits if students score a 3 or higher on the AP exam in May.

AP Computer Science Principles (11-12) UC/CSU A-G Area D

Prerequisites: Completion of Geometry

AP Computer Science Principles is a UC approved “D” lab science course. No prior coding or programming experience is necessary. Students will be introduced to the incremental and iterative process of writing computer code using the language of Snap, a Java-based visual coding language specifically designed to teach programming. Throughout the year, students will build their skill in coding by working individually and collaboratively on coding projects and labs. In addition, students will learn how computers and the internet work and how innovations in computer science are continually changing society, economy, and culture, and will demonstrate that knowledge through presentations, written reports, posters and videos.

Intro to Programming for 3D Games and Simulations (9-11) UC/CSU A-G Area D

Prerequisites: completion of Algebra 1 with a B or better

This is the first (or concentrator) course of the 2-year Game Academy. It is hands-on, project based, and student centered. In it students will create 9 game prototypes and build 2 computer based scientific simulations. Students will also create original 2 and 3D games while learning the basics of programming, game design, the scientific method, and the engineering design cycle.

SOCIAL SCIENCE

A-G: All P and AP Social Science courses qualify for UC/CSU credit in area 'a'. Philosophy HP qualifies for credit in area 'g'.

Ethnic Studies P (9) UC/CSU A-G Area A

Ethnic Studies is a semester-long course where students will learn to critically analyze history and social constructs, and celebrate the different voices in our Nation and community. This course will raise awareness of marginalized groups, and learn from voices not included in traditional history / school narratives. There will be an emphasis on creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, and to learn different perspectives. All freshmen are enrolled in Ethnic Studies and Health.

Bilingual World History

This course begins by providing students with foundational knowledge about the influence of geography on major developments in ancient history. Students then investigate the dramatic effects of the global interconnectedness that was created during the Age of Exploration. In preparation for the study of modern world history, the class analyzes various systems of government and obtains background knowledge about major world religions and the European Enlightenment. Students study modern political revolutions, the Industrial Revolution, imperialism, communism, nationalism, and the world wars of the 20th century. The course includes extensive language supports that allow students with limited English proficiency to access the content in English. Many course materials are presented in Spanish, allowing for a more detailed and analytically rigorous study of history. There is a heavy emphasis on immediately relevant and relatable topics that create the opportunity for students to present their own opinions and perspectives.

World History P (10) UC/CSU A-G Area A

World History examines the major turning points in shaping the modern world from approximately the 1500's to the present. The course proceeds in a generally chronological fashion with an emphasis on the Western World. History units include the Origins of Democracy, the Enlightenment, the French Revolution, the Industrial age, the Age of Imperialism, the World Wars and the Holocaust, the Cold War and finally, students will examine issues, problems, and opportunities in world societies of today and tomorrow.

World History P SDAIE UC/CSU A-G Area A

This course begins by providing students with foundational knowledge about the influence of geography on major developments in ancient history. Students then investigate the dramatic effects of the global interconnectedness that was created during the Age of Exploration. In preparation for the study of modern world history, the class analyzes various systems of government and obtains background knowledge about major world religions and the European Enlightenment. Students study modern political revolutions, the Industrial Revolution, imperialism, communism, nationalism, and the world wars of the 20th century. The course includes extensive language supports that allow students with limited English proficiency to access the content. There is a heavy emphasis on immediately relevant and relatable topics that create the opportunity for students to present their own opinions and perspectives.

United States History P (11) UC/CSU A-G Area A

The major objectives of the course are: to develop a knowledge and appreciation of United States history and heritage and the need for individual responsibility in our continually evolving democratic society; to promote an understanding of the role of the United States in an increasingly interdependent world; and to develop a knowledge and understanding of the factors that have influenced our historical development and the formulation of past and present national policies. This course includes a review of the American Revolution and Civil War and Reconstruction followed by a more in-depth study of Industrialization, Immigration, Progressivism, America's rise to global dominance, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War, Civil Rights Era, post-Cold War and contemporary American events including 9/11.

AP US History (11) UC/CSU A-G Area A

This course begins with Pre-Columbian Native Americans and continues to present-day United States and will provide students with a learning experience equivalent to that offered in most college introductory courses. Additionally, this course will prepare students for the Advanced Placement examination in U.S. History. The course will emphasize analytic and interpretive skills in working with both primary and secondary resources. Students will be expected to do extensive reading and writing outside of class. Students will take the Advanced Placement exam in early May.

United States Government P (12) UC/CSU A-G Area A

This one semester course (paired with Economics) provides an introduction to Political Science tailored to the maturity and interest level of high school seniors. Using the U.S. Constitution as the basic structure, it explores the American political system, making comparisons with other systems. The course traces the origins and development of the American political system, exploring such specific subtopics as the Congress, the Presidency, Political Parties, Elections and Voting Behavior, Federalism, the Courts and the role of the Bill of Rights. The current political scene and political materials are used to illustrate and enliven the course and to interest the students in becoming effective, participating citizens.

AP Government and Politics (12) UC/CSU A-G Area A

This semester course will give students an analytical perspective on government and politics in the United States. Beginning with foundational writings of philosophers such as Thomas Hobbes and John Locke, the course will examine nine foundational documents and 15 historical U.S. Supreme Court cases which focus on the socialization of political thought in America, individual and collective political behavior, the three branches of government, and civil liberties and civil rights unique to America. Students will develop skills which assist them in analyzing data and argumentative essay writing, debate, and how to become civically-active citizens. Extensive reading outside the classroom is required.

Economics P (12) UC/CSU A-G Area G

Economics is a rigorous survey of the subject tailored to the intellectual maturity and interest level of high school seniors. This is a problem-based learning course and encompasses 1) basic economic ideas such as scarcity, opportunity cost and cost-benefit analysis; 2) the subfield of Microeconomics, including, supply and demand and price setting; 3) the subfield of Macroeconomics, such as the business cycle and monetary and fiscal policy; and, 4) International trade, including such topics as the growing global economy, trade barriers, and the role of multinational corporations. Current economic issues and personal financial knowledge are emphasized.

Street Law P (11-12) UC/CSU A-G Area G

Street Law is a highly interactive course that emphasizes real world practical law, especially what is most relevant for and interesting to teenagers. This course will focus on the following major topics of the law: violent crime; property crime; the trial process; law relating to gangs, drugs, and alcohol; the juvenile justice system and the rights of minors and our constitutional rights in general; family law; civil law; consumer law and contracts; and law-related careers. Students will constantly examine the underlying concept of justice in the American legal system. This course is highly interactive, requires a high level of participation, and will have trials and numerous debates. This course emphasizes skill development

while learning the content material, with a focus on critical and analytical thinking, communication and presentation skills, advocacy, argumentation, and debate skills, and problem solving.

Philosophy HP (11-12) UC/CSU A-G Area G

Prerequisites: A or B in English P/AP, A or B in previous history course, or a C in either course with a conversation with the teacher first.

Honors Philosophy aims to develop an understanding of philosophy as an interdisciplinary and interactive activity, rather than just a school subjects. It is, fundamentally, a course in critical thinking, asking questions, and identifying potential responses. Students will read a range of philosophical texts from the ancient period to the present day, identify and evaluate theories, and construct arguments and positions of their own. Honors Philosophy intends to support the development of mindful conversation, respect, active listening, collaboration, self-correcting thinking, and critical thinking.

The course emphasizes reading, thinking, discussing, and writing as the key (but not only) ways to develop deep understanding of philosophical issues. Although the course content changes to meet the needs of the students and to include current events, it typically revolves around fundamental questions of ethics (how we should live our lives), social and political philosophy (how we should live together), epistemology and mind (how do we know things), and free will. While welcome, students do not need to (nor are they expected to) have any familiarity with these topics; it is the course's duty to make these concepts understandable to students.

This course is designed for students who are interested in discussing different opinions, values, and philosophical ideas with their classmates, reading and thinking about complex and important topics that impact our lives today, and developing their own critical thinking and writing skills.

College of Marin Courses: Concurrent Enrollment for TLHS students

Terra Linda High School students can take courses at College of Marin concurrently with their TL classes as long as they are earning grades of C's or higher at TL. See our [College Information page](#) for more information about how to pursue concurrent enrollment at College of Marin. TL is proud to offer College of Marin Courses on our campus each year (determined by COM staff). Each course is a college-level course taught by a College of Marin professor, in which high school students can earn college and high school credit. Limited space is available, and priority registration will be given to seniors. Students should speak with their high school counselor for more information.

Courses vary each semester. Past courses have included:

COMM 160: Race/Gender/Class/Media

This course is designed to help students become more "media literate" and socially aware by critically examining the role of the media in enabling, facilitating, or challenging various social constructions including race, ethnicity, gender, sexual orientation, age, and disability. The course addresses a variety of entertainment and news content in print and electronic media, and analyzes these texts within their historical context. (CSU/UC) AA/AS Areas C and G, CSU Area D-3 or D-4, IGETC Area 4C and 4D

FILM/COMM 150: Digital Filmmaking: Single Camera Production

This course is for students who are considering careers in Film, Journalism, television and video or who want to learn about digital motion picture production for personal enrichment. Students learn digital motion picture theory and process and use digital video and computers to develop basic motion-picture imaging and visual communication skills. Students who complete this course will be able to produce and direct short fictional and non-fictional video projects, news stories and short instructional videos.

SPECIAL EDUCATION

The Special Education courses listed below do not meet UC/CSU A-G entrance requirements.

The courses listed below are available to students who meet state eligibility criteria for special education. Classes are assigned based on each student's Individualized Education Plan (IEP). These courses are not college preparatory classes and do not meet four-year college/university admission criteria. However, they meet the requirements for high school graduation, and will help prepare students for their chosen post-secondary paths.

Learning Lab (9-12)

Prerequisites: Recommended by IEP team.

The Learning Lab Support curriculum provides academic assistance in one period or more to students who need support in reading, written language, math, study skills and career development as determined by the Individualized Education Planning Team.

SPECIAL EDUCATION CONTENT CLASSES

English 1X, 2X, 3X, and 4X (9-12)

Prerequisites: Recommended by IEP team.

This Specialized Academic Instruction course provides an alternative means to achieve English credit for students whose disabilities require a small group setting, alternative means of instruction, and whose English language skills may be below grade level. These students may have gaps in their foundational knowledge. Students have an individualized program that builds toward and aligns with the general education English Language Arts curriculum. The skills covered are determined on an individual basis and support the goals identified in a student's IEP.

Algebra 1X and 2X (9-12)

Prerequisites: Recommended by IEP team

This 1 to 2 year Specialized Academic Instruction course provides an alternative means to achieve Algebra 1 credit for students whose math skills are below grade level, and may have gaps in their foundation of pre-algebra/algebra knowledge. Students work at their own pace on an individualized program that builds toward and aligns with the general education math curriculum. Topics covered are determined on an individual basis, and support the goals identified in a student's IEP.

Biology X (9-12)

Prerequisites: Recommended by IEP team

This is a one year course designed to align with district and state Biology requirements while providing curriculum for students needing supplementary intensive re-teaching and review, altered pacing, additional reinforcement, more individualized attention, alternative methods and modes of instruction, and/or curriculum accommodations. Topics covered include the Structure and Function of Living Things, Heredity and Genetics, Interdependence of Ecosystems, Animal Behavior, Cycles in Nature, and Natural Selection and Evolution.

Physical Earth Science X (9-12)

Prerequisites: Recommended by IEP team

This is a one year course designed to align with district and state Physical/Earth Science requirements while providing curriculum for students needing supplementary intensive re-teaching and review, altered pacing, additional reinforcement, more individualized attention, alternative methods and modes of instruction, and/or curriculum accommodations. Topics covered include Earth's Materials, Sculpturing Earth's Surface, Forces within Earth, and Astronomy.

Ethnic Studies X (9-12)

Prerequisites: Recommended by IEP team

Ethnic Studies X is a Specialized Academic Instruction course that meets the districts requirement for graduation, and has a similar curriculum to portions of the general education Ethnic Studies class. In this one semester course students will learn to critically analyze history and social constructs, and celebrate the different voices in our Nation and community. This course will raise awareness of marginalized groups, and learn from voices not included in traditional history / school narratives. There will be an emphasis on creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, and to learn different perspectives. All freshman are enrolled in Ethnic Studies and Health.

World History X (9-12)

Prerequisites: Recommended by IEP team

This Specialized Academic Instruction course provides an alternative means to achieve World History credit for students whose disabilities require a small group setting and alternative means of instruction. Students have an individualized program that builds toward and aligns with the general education World History curriculum. The topics covered include major events that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. This class supports the goals identified in a student's IEP.

US History X (9-12)

Prerequisites: Recommended by IEP team

This Specialized Academic Instruction course provides an alternative means to achieve United States History credit for students whose disabilities require a small group setting and alternative means of instruction. Students have an individualized program that builds toward and aligns with the general education U.S. History curriculum. The topics covered include our nation's beginnings, the emergence and impact of new technology and its effect on the economy, changes in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. This class supports the goals identified in a student's IEP.

Econ/Government X (9-12)

Prerequisites: Recommended by IEP team

This Specialized Academic Instruction course provides an alternative means to achieve Economics and U.S. Government credit for students whose disabilities require a small group setting and alternative means of instruction. Students have an individualized program that builds toward and aligns with the general education Economics and U.S. Government curriculum. The topics covered in Economics include common economic terms, elements of American's market economy, comparative economic systems, and labor markets. The topics covered in Government include the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. This class supports the goals identified in a student's IEP.

Health X (9-12)

Prerequisites: Recommended by IEP team

Health Education X is a Specialized Academic Instruction course that meets the districts requirement for graduation, and aligns its curriculum with the general education Health Education class. This is a one semester course covers prevention of alcohol and other drug use, nutrition and healthy eating, family life education, mental and emotional health, environmental health, injury prevention and safety, personal health and fitness, disease prevention and control, community health, consumer health and selecting health options.

VISUAL & PERFORMING ARTS

MUSIC

Beginning Piano / Guitar P (9-12) UC/CSU A-G Area F

Piano class is for students who wish to learn basic piano playing and musicianship. Students will learn to play chords, melodies, read music and be introduced to class piano techniques. Students will study many music styles and will have written as well as playing tests. Prior music experience is not necessary for admission.

Beginning Guitar is for students new to music or new to the guitar that want to learn and improve the foundations of music. Students will learn to read music, scales, basic chords, and chord charts. You do not need to have your own guitar to join the class but it can make practicing easier. There will be playing as well as written tests.

Wind Ensemble P (9-12) UC/CSU A-G Area F

Prerequisite: Audition and instructor approval

Wind Ensemble is an advanced woodwind, brass, and percussion performing ensemble. This group prepares, studies, and performs appropriate literature for an advanced high school Wind Ensemble. The Wind Ensemble prepares for public concerts, and festival performances. Members of the Wind Ensemble are also required to play in the Terra Linda Pep Band which plays at athletic events (Football/Basketball games).

Jazz Ensemble P (9-12) UC/CSU A-G Area F

Prerequisite: Audition and instructor approval.

Jazz Ensemble is an advanced performing group. Instructor approval is needed to become a member of this ensemble. Students should have a year or more experience (in high school band) before auditioning for jazz ensemble. Various styles of jazz music will be studied and performed. This group will perform at school functions, concerts and festivals. Outside class time will be required.

Digital Music Production P (9-12) UC/CSU A-G Area F

Prerequisite: some experience in music is recommended

Digital Music Production is a project based class focused on producing original works of music. Students will learn basics of music theory, melody, harmony, as well as industry standard production technique. Projects will be produced solo as well as in collaboration with grades being based demonstration of the material.

DRAMA/THEATRE

Drama 1 P (9-12) UC/CSU A-G Area F

The skills you learn in Drama 1 will help you throughout your high school career, and beyond. In addition to being an introduction to theater, this course will help you build self-confidence, become part of a community, take part in daily

exercises in creativity, and become a confident public speaker. In Drama 1 there is less emphasis on homework and more on daily participation and interaction and developing trust. The course offers an overview of the basic elements of theatre: acting, playwriting, voice and stage movement, technical design and theatre history. The development of confidence, self-esteem, and community is highly stressed throughout the year. The first semester focuses on improvisation and the physical and emotional awareness of the student as an actor/performer. During the second semester, the class works on a variety of projects designed to develop the student as a technically competent theater person. Involvement in the extracurricular theatre productions is highly encouraged but not required.

Drama 2 P, 3 P, 4 P (10-12) UC/CSU A-G Area F

Prerequisite: Drama 1 and instructor approval

The study of acting continues and the elements of directing are introduced. Plays are read and analyzed—a more strenuous study of theatre history is covered. Students will be encouraged to choose challenging and difficult plays, scenes and technical theatre designs to work on. Public performance will be required frequently. Drama 2-4 students have the opportunity to audition for Senior projects. Special projects and participation in the extracurricular productions are highly encouraged. This program should be a springboard for those students who want to continue their theatre education in college or in a theatre arts training program after high school

Drama 4 HP (11-12) UC/CSU A-G Area F

Prerequisite: Completion of Drama 2 or 3 and instructor approval

Drama 4 Honors is a class for senior drama students who wish to take on leadership roles in the drama department while deepening their understanding of the practice of theatre. The class will run concurrently within the existing Advanced Drama class. Students in the honors course will participate in the same projects as their peers, but will take leadership roles, and to complete additional projects and assignments. Honors Drama 4 will prepare students to work in college and community theater productions. Students will learn how to assemble and prepare material for auditions; they will expand their understanding and practice of improvisational skills; they will learn the steps necessary for script analysis and period scene study; they will develop and expand their theatrical resumes through project-based learning by managing and promoting department productions; and they will develop the skills necessary to produce and direct a theatrical production.

VISUAL ART

Art & Design 1 P (9-12) UC/CSU A-G Area F

The elements of art and principles of design provide the framework for Art & Design 1. Students use a variety of materials to explore drawing, painting, printmaking and simple sculpture. Units include drawing methods, line, value, color, painting, and perspective. Students work from still lifes, from photographs, from life and from their imaginations. The cultural history and appreciation of art is taught as a part of each unit of study. Work is primarily project-based, and includes occasional written and oral critiques and art historical exercises.

Art & Design 2 P (10-12) UC/CSU A-G Area F

Prerequisites: B- or better in Art & Design 1 or any other Visual Art class

Students who have taken a beginning level art course may take this course for advanced level credit. The course is an expansion of Art and Design 1 and assumes that the student will work independently and produce at a high level. Students will refine their art skills in a variety of media, expand their knowledge of art history, reflect on how contemporary art intersects with their own work, and refine their critical thinking skills. Students will work on a variety of 2-dimensional projects in a range of mediums, participate in oral and written critiques, and study and reflect on art historical and contemporary artworks.

Art & Design 3 P (10-12) UC/CSU A-G Area F

Prerequisites: B or better in Art 2

An advanced course for students who have a serious interest in art, this course is designed to acquaint students with a more in-depth and personal approach to their art. Development of individualized expression is emphasized with choices in projects, themes and materials. Students will continue to hone their critical thinking skills with critiques and reflections. In the second term, students will decide between working on a sustained investigation of their choice or painting a door.

Arts Intensive 4 P (11-12) UC/CSU A-G Area F

Prerequisites: B or better in Art 3, or permission of instructor

Art 4 P places emphasis on developing creative expression and technique in Art. Students may concentrate on drawing, painting, printmaking, or a combination of media. Mastery of various media and techniques must be proven by an exhibition of completed work. Students will continue to hone their critical thinking skills with critiques and reflections. Focus will be placed on portfolio preparation for those planning to major in art at the college level.

AP Studio Art (11-12) UC/CSU A-G Area F

Prerequisites: Permission of Instructor

This course is intended for highly motivated students who are committed to the challenge and rigor of a college-level course while still in high school. Students will have the choice of producing a 2-D Design or Drawing Portfolio. The course requirements include the digital submission of images and written reflection on 15 pieces that showcase a "Sustained Investigation" of a theme or medium, and of 5 high quality "Selected Works." In May of each academic year, students will submit portfolios to the College Board for formal evaluation.

Ceramics 1 P (9-12) UC/CSU A-G Area F

Previous experience in art recommended

This is a beginning course focusing on the fundamentals of the ceramic arts. Students will learn the techniques of hand building (coil, slab and pinch), wheel throwing, and surface decoration.

Ceramics 2 P (10-12) UC/CSU A-G Area F

Prerequisites: C or better in Ceramics 1 P

Students will continue their exploration of ceramic arts by further developing their technical & creative skills in clay. Both sculptural and wheel skills are explored along with additional techniques of surface decoration.

Ceramics 3 P (11-12) UC/CSU A-G Area F

Prerequisites: C or better in Ceramics 2

This course is for students committed to gaining independence, skill & knowledge in the ceramic arts. Self-discipline and willingness to seek challenges is expected.

Photography 1 P (9-12) UC/CSU A-G Area F

This course provides an introduction to the art of photography and digital darkroom techniques. Students will learn to "see photographically" as they study units on light, composition and exposure. They'll also learn how to use their camera's creative controls to capture images that may then be enhanced with the image editing software adobe Lightroom. A digital camera with the ability to control shutter speed and aperture is recommended for this course.

Photography 2 P (10-12) UC/CSU A-G Area F

Prerequisites: Photography 1

This second year course in photography will focus on advanced editing, printing and presentation techniques. Students will be free to pursue their own interests in photography but will be required to "specialize" in a different area of photography each quarter.

Introduction to Graphic Design (9-12) UC/CSU A-G Area F

This *Graphic Design* course is the first course in a sequence of the Arts, Media, and Entertainment industry sector and the Design, Visual, and Media Arts pathway. The course is designed to span the entire range of visual

communication in a digital platform. Students will express creativity through digital media applications. They will learn the elements of art and the principles of design techniques to create products to educate, inform, and entertain using InDesign, Adobe Illustrator, and Photoshop.

Graphic Design 2 (10-12) UC/CSU A-G Area F

Prerequisites: Introduction to Graphic Design

This course is the capstone course in the Design, Visual, and Media Arts pathway and is a project-intensive course where students will build on their skills and knowledge in visual design principles and practices, as well as project development. Students will advance and expand their understanding regarding the process of proposing, designing, and producing digital and print graphic design products, as well as understanding the impact and role that visual art/graphic design has on society and culture. Through two-dimensional design projects, students will develop problem-solving skills, artistic perception, critical thinking, and self-reflection. All students will design and complete an individual capstone project and build a professional digital portfolio of their design work.

Graphic Design 3, 4 (11-12) *pending* UC/CSU A-G Area F

Prerequisites: Introduction to Graphic Design and Graphic Design 2

This course is designed for the self-motivated student who wishes to continue developing his/her design skills beyond the fundamental Graphic Design I/II course. An emphasis will be placed on independent projects and school service projects, as well as an investigation of historical works of art and design.

Digital Art and Animation (10-12) UC/CSU A-G Area F

Prerequisites: B or better in any level of Art, Graphic Design, Photography, Ceramics, Music, or Drama, or permission of instructor

This course is designed as an introduction to 3D modeling and animation in the digital realm. Students will begin by exploring the 12 Principles of Animation using 2-D digital drawing, and quickly move into 3-dimensional digital modeling using Blender software. Students will learn how to model forms, apply shaders, light scenes, rig characters, and how to animate their models and characters. Historical traditions and practices of animation will be covered as well. At the end of the year, students will produce short, digitally animated pieces. This class qualifies as a prerequisite for the CTE Game Design course. Stills from student work may also qualify as part of an AP Design or Drawing portfolio.

MEDIA STUDIES

Journalism and Media Studies 1 (9-12) UC/CSU A-G Area G

Career Technical Education (CTE) Introductory Course

Industry Sector: Arts, Media & Entertainment

Pathway: Media Arts

Prerequisites: none

Journalism and Media Studies 1 (JAM 1) is a CTE introductory course where students learn and practice the fundamentals of journalism and multimedia, sharing the common thread of storytelling.

Study ranges from the historical to current iterations of journalism and media production, with analysis of avenues including newspaper, website publication, magazine print, podcasting, photo, film and social media content. Purpose, bias, ethics, law, industry/career and context are prominent, ongoing lenses we apply.

Processes include: generating story ideas, researching, interviewing, note-taking, writing, producing, editing, publishing. There are photojournalism and design components, where students practice photography using DSLR cameras, photo editing and page layout with Adobe software. There is also an audio-video production component. Students select an

extensive project during the second semester where they opt for a writing series, photojournalism essay, podcast series, or documentary film short. All student work is open to consideration for publication through either the student news organization, *The Voice* or the yearbook, *The Oracle*.

Journalism and Media Studies 2 (10-12) UC/CSU A-G Area G

Career Technical Education (CTE) Concentrator Course

Industry Sector: Arts, Media & Entertainment

Pathway: Media Arts

Pathway prerequisite: JAM 1 (for The Voice); JAM 1, GD 1, or Photo 1 (for The Oracle)

Non-pathway prerequisite: None - students assigned as general staff

Journalism and Media Studies 2 (JAM 2) is a CTE concentrator course that builds atop JAM 1. This course is unique in that students are continually creating content and working towards publication through the student news organization, *The Voice* and the yearbook, *The Oracle*.

Students continue to solidify foundations in journalism and media studies with consideration on a more granular level. Focal points include: fine-tuning writing, documentation through photography, audio & video, production processes, particulars of the Associated Press resources, case studies of local, national and international media, and ways to develop and promote engaging student publications. The lenses of purpose, bias, ethics, law and context continue from JAM 1.

All coursework, discussion and content publication is introduced and facilitated by Mr. Sanderson alongside management and mentorship from Student Leaders enrolled in Journalism and Media Studies Leadership (JAM L).

Journalism and Media Studies Leadership (10-12) UC/CSU A-G Area G

Career Technical Education (CTE) Capstone Course

Industry Sector: Arts, Media & Entertainment

Pathway: Media Arts Management

Pathway prerequisite: JAM 1 & JAM 2 (for The Voice); JAM 1, GD 1, or Photo 1 and JAM 2 (for The Oracle)

Journalism and Media Studies Leadership (JAM L) is a CTE capstone course that marks students' successful completion of the pathway's introduction and concentrator courses alongside strong student interest to lead by example and manage student publications, choosing *The Voice* or *The Oracle*.

JAM L students take on roles such as Editor-in-Chief, Assistant to the Editor-in-Chief, Section Editor, Media Manager, Lead Designer, and Lead Photographer. By the end of this three course sequence, students will have built a comprehensive portfolio that showcases their skills development particular to major processes of journalistic writing, publication, and production with a career examination and preparation component. Successful pathway completion is marked by CTE certification and graduation sash.

Film 1 (9-12) UC/CSU A-G Area F

This class will introduce students to film as an art form, as well as a potential career. Students will learn the fundamental skills necessary to produce and appreciate films and movies through hands-on work, viewing films, and studying theory. They will learn filmmaking techniques including basic camera angles, storyboarding, screen-writing, editing, equipment use, and finally the creation of short films. Students will learn about careers in the film industry, including those of cinematography, costume design, set design, and other professions. Film 1 students may also have opportunities to produce video projects to support TLHS programs and departments.

Film 2 (10-12) UC/CSU A-G Area F

Prerequisites: Filmmaking 1 with a passing grade of a C- or higher

In Filmmaking 2 students will learn more about the language of film, and about filmmakers and their style, with the aim of helping students find their own artistic voices. Students will review what they learned about screenwriting, composition, shooting, and editing, as well as preparation, lighting, and sound, and learn more advanced techniques. Film 2 students

will work with clients to deliver video according to the clients’ needs, and will also develop their own material to feature at film festivals. Finally, Film 2 students will serve as project leads to guide and support Film 1 students. Film 2 is the capstone course for the Filmmaking CTE pathway.

MODERN LANGUAGES

A-G: P, HP and AP VPA courses qualify for UC/CSU credit in area e.

State Seal of Biliteracy REQUIREMENTS

Modern Language

The California State Seal of Biliteracy is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, writing, and listening in one or more languages in addition to English.

All courses within this Program are UC A-G Approved

Required Classes by grade level:

9th Grade

English 9
French/Spanish 1 **Or** French/Spanish 2P or 2H
Or Spanish for Spanish Speakers 1

10th Grade

English 10
French/Spanish 2P or 2H **Or** French/Spanish 3P or 3H
Or Spanish for Spanish Speakers 2

11th Grade

English 11
French/Spanish 3P or 3H **Or** French/Spanish 4P or 4H
Or Spanish for Spanish Speakers 3

12th Grade

English 12
French/Spanish 4P or 4H **Or** French/Spanish AP
Language and Culture
Or
Passing the SAT II world language examination with a score of 600 or higher

Students who complete these requirements with a 2.0 GPA in their English classes and a 3.0 GPA in their French or Spanish classes, as well as passing the English Language Arts Assessment (CAASPP) their junior year with a score of “standard met” or above will earn the following benefits:

- ☐ Special designation on transcripts sent to colleges or workplaces
- ☐ A special seal on diploma
- ☒ List the recognition on college and/or job application

French 1 P (9-12) UC/CSU A-G Area E

Prerequisites: ‘C’ in English

In the first year of French, students will be exposed to the communication skills of the language through a variety of activities in listening, speaking, reading and writing. Students will learn to invite, inform, inquire, exclaim, agree, disagree, compliment, express emotions and so on. The first year emphasizes learning a new sound system and the basic grammatical patterns of the language, as well as gaining an insight, understanding, and appreciation of the many cultures of the French-speaking world.

French 2 P (9-12) UC/CSU A-G Area E

Prerequisites: 'C' in French 1 or 2 years of French in middle school with a C or higher

This class reviews, reinforces, and builds on previous knowledge and experience to continue the development of communicative functions in culturally authentic situations. Vocabulary and grammatical structures of increasing complexity are introduced throughout the year. Reading selections and cultural units will be included to help students increase understanding and appreciation of the French-speaking countries and their respective cultures.

French 2 HP (9-12) UC/CSU A-G Area E

Prerequisites: 'A' 95% average in test scores in French 1 or 2 years of French in middle school with an A and instructor's approval. Recommended completion of optional summer assignment.

French 2 Honors is a course that requires a high level of self-motivation, self-discipline and academic dedication. Students will be held to an extremely high level of academic performance. More attention is paid to usage of grammar in writing, fluency in speaking and reading of literary material. Students will also increase their vocabulary and grammar knowledge in culturally authentic situations. This course is embedded within the French 2P class. Students will have additional assignments, projects and assessments. Students must also complete a summer assignment as their review of first year French.

French 3 P (10-12) UC/CSU A-G Area E

Prerequisites: 'C' in French 2

The third year is a bridge between the elementary and advanced levels.

Throughout the year, students will participate in an in-depth review of all aspects of French grammar to increase their ability to communicate complex ideas and concepts. Oral proficiency remains the focal point while reading and writing play an increasing role. French literature is used to expand vocabulary acquisition. Cultural units about French history, geography, literature, art, and current events are integrated in the course through project activities.

French 3 HP (10-12) UC/CSU A-G Area E

Prerequisites: Completion of French 2 with a 95% test average or Instructor's approval. Recommended completion of optional summer assignment.

Students will have an additional 1-2 hours of work per week (than French 5-6 P).

French 4 P (10-12) UC/CSU A-G Area E

Prerequisites: C in French 3

This course seeks to enhance French fluency and language acquisition to increase the student's ability to comprehend and communicate complex ideas in both oral and written form at an advanced level. Students will study contemporary issues of the French-speaking world through films, related articles, and literature. Students will lead and participate in class discussions, write critical essays, and work with audio-visual materials.

AP French Language (10-12) UC/CSU A-G Area E

Prerequisites: C in French 4 and Instructors Approval. Recommended completion of optional summer assignment.

This course seeks to perfect the students' proficiency in French, and to increase the ability to understand and communicate complex ideas in both oral and written form. Emphasis will be placed on form, content, and grammar in writing, verbal use and command of the language during discussions and presentations.

Students will practice a careful reading of literary texts as well as a comparative analysis of works read. Students who do well are encouraged to take the AP Language exam.

Spanish 1 P (9-12) UC/CSU A-G Area E

Prerequisites: C in English

The emphasis in Spanish 1 is on communication. Using the communicative approach, the students learn to invite, inform, inquire, exclaim, agree, disagree, compliment, express emotion and opinions and so on. These communicative purposes, or functions, in turn, determine the selection and the amount of vocabulary and grammar that the students need to learn. A variety of activities is used to promote learning and application of the language, ultimately leading students' application of the language, ultimately leading students to function with increasing proficiency in many new situations.

Spanish for Spanish Speakers 1 P (9-12) UC/CSU A-G Area E

Prerequisites: Be a Native Spanish Speaker. Level placement to be based on testing done in spring

This course is designed for students who are from a Spanish-speaking background with limited to no study of the language and interrupted formal education. Students should be proficient in spoken Spanish. Literacy development in Spanish with emphasis on building vocabulary, plus reading and writing skills. Students will work on basic academic skills including: study skills, library skills, and note-taking. The course is designed to enrich reading and writing skills with integrated instruction in history, geography, culture, and literature.

Spanish 2 P (9-12) UC/CSU A-G Area E

Prerequisites: C in Spanish 1 P or 2 years of middle school Spanish with a C or better

After a comprehensive review of the material presented in the first year of Spanish, the students will continue their development of speaking, listening, reading and writing skills. Students will also increase their vocabulary and grammar knowledge in culturally authentic situations.

Spanish for Spanish Speakers 2 P (9-12) UC/CSU A-G Area E

Prerequisites: C or better in Spanish for Native/Heritage Speakers 1, Be a Native or Heritage Spanish Speaker. Level placement to be based on testing done in spring

This course is designed for students who are from a Spanish-speaking background and who have some formal training in Spanish, and/or the ability to read and write in the language. Students will continue to develop their language skills while integrating the history, geography, culture, and literature of the Spanish-speaking world, while giving students a global perspective of their culture and heritage. Successful completion of this course allows students to enroll in AP Spanish with teacher referral.

Spanish 2 HP (9-12) UC/CSU A-G Area E

Prerequisites: 95% test average in Spanish 1 or two years of middle school Spanish and Instructor's approval. Recommended completion of optional summer assignment.

Spanish 2 Honors is a course that requires a high level of self-motivation, self-discipline and academic dedication. Students will be held to an extremely high level of academic performance. More attention is paid to usage of grammar in writing, fluency in speaking and reading of literary material. Students will also increase their vocabulary and grammar knowledge in culturally authentic situations. This course is conducted mainly in Spanish and moves at a pace significantly faster than that of a non-honors course. Students must complete a summer assignment as their review of first year Spanish.

Spanish 3 P (10-12) UC/CSU A-G Area E

Prerequisites: C in Spanish 2 P

The purpose of this course is to provide students the opportunity to advance from beginning to intermediate levels of proficiency in Spanish. Through constant practice of real life cultural and linguistic situations, students will gain confidence and increase fluency when speaking, writing, listening and reading Spanish.

Students will strengthen their written and spoken command of Spanish through review of previous basic structures and the study of new and advanced structures. A large amount of vocabulary will be further developed, and an even larger quantity of new vocabulary will be part of the foundation for transitioning to a higher level of Spanish fluency. The course seeks to improve reading skills through the study of several short stories by recognized Spanish language authors.

Spanish for Spanish Speakers 3 P (9-12) Pending UC/CSU A-G Approval Area E

Prerequisites: C or better in Spanish for Native/Heritage Speakers 2, Be a Native or Heritage Spanish Speaker. Level placement to be based on testing done in spring

This course is designed for students who are from a Spanish-speaking background and who have some formal training in Spanish, and/or the ability to read and write in the language. Students will continue to develop their language skills, with

a focus on reading, writing and oral presentation skills. In this course, students will learn about the history and culture of both Spain and Latin America, read literature from the Spanish-speaking world, discuss current events and explore issues with race and indigenous peoples, and have the opportunity to do a passion project at the end of the year. The goal of this course is to provide a global perspective of the culture and heritage of our native and heritage speakers. This course develops the skills desired at the AP level and upon successful completion of the course, students are encouraged to enroll in AP Spanish Language and Culture.

Spanish 3 HP (10-12) UC/CSU A-G Area E

Prerequisites: A 95% test average in Spanish 2 and instructor's recommendation. Recommended completion of optional summer assignment.

The purpose of this course is to provide students the opportunity to advance from beginning to intermediate levels of proficiency in Spanish. Through constant practice of real life cultural and linguistic situations, students will gain confidence and increase fluency when speaking, writing, listening and reading Spanish.

Students will strengthen their written and spoken command of Spanish through review of previous basic structures and the study of new and advanced structures. A large amount of vocabulary will be further developed, and an even larger quantity of new vocabulary will be part of the foundation for transitioning to a higher level of Spanish fluency. The course seeks to improve reading skills through the study of several short stories by recognized Spanish language authors. The pace of this class will be significantly faster than that of a non-honors Spanish 3 course, and includes a summer assignment. Students will also study several additional readings in Spanish.

Spanish 4 P (10-12) UC/CSU A-G Area E

Prerequisites: C in Spanish 3 P

This course seeks to enhance Spanish fluency and language acquisition to increase the student's ability to comprehend and communicate complex ideas in both oral and written form at an advanced level. Students will study contemporary issues of the Spanish-speaking world through films, related articles, and literature. Students will lead and participate in class discussions, write critical essays, and work with film, art, literature and audio files. The course will stress cultural competency and the ability to make connections with the Spanish-speaking world.

Spanish 4 HP (10-12) UC/CSU A-G Area E

Prerequisites: Completion of Spanish 3 HP with an A or a 95% testing average in Spanish 3P with instructor's approval. Recommended completion of optional summer assignment.

This course seeks to enhance Spanish fluency and language acquisition to increase the student's ability to comprehend and communicate complex ideas in both oral and written form at an advanced level. Students will study contemporary issues of the Spanish-speaking world through films, related articles, and literature. Students will lead and participate in class discussions, write critical essays, and work with film, art, literature and audio files. The course will stress cultural competency and the ability to make connections with the Spanish-speaking world. Additionally, each quarter there will be a guided essay for vocabulary and grammar assessment

AP Spanish Language & Culture (10-12) UC/CSU A-G Area E

Prerequisites: A C in Spanish 4P or 4H or an A in Spanish 3 HP and teacher recommendation or completion of Spanish for SpanishSpeakers 3 with a C and instructor's approval.

Spanish Language AP is a course designed to further develop students' proficiency in speaking, listening, reading comprehension, and writing Spanish. It is also a course designed to prepare students for the AP Spanish Language exam. Students are expected to have acquired a high-level Spanish proficiency in their previous classes as the course will be taught almost entirely in Spanish. Students will be given a summer assignment to help them prepare for this rigorous, college-level course. Students will demonstrate their ability to communicate complex ideas in both oral and written form in Spanish. They will continue to study advanced grammar through real life cultural and linguistic situations, class discussions and presentations. They will write essays for vocabulary and grammar assessment. Students will read several excerpts from novels, numerous short stories, news articles, cultural essays, and several poems. They can expect to have up to an hour of homework daily.

MISCELLANEOUS

Introduction to Programming for 3D Games and Simulations (9-10) UC/CSU A-G Area D

Prerequisites: Either Introduction to Programming for 3D Games and Simulations OR Digital Art and Animation

This is the entry course for the Game Academy and Multimedia Education pathway. Students will learn introductory Java programming through a hands-on project-based student-centered approach. It is specifically designed to prepare students for AP Computer Science A or any other introductory college level course in computer programming. Certain mathematical concepts related to an understanding of computer science or whose mastery aids in the design and deployment of computer programs are also covered - in particular, functions, sets, and relations; binary numbers, Boolean algebra, and logic gates; linear system and modular arithmetic. The mathematics and coding objectives, however, are not taught in isolation, but instead are integrated into each other from within each major project of the 6 learning modules includes 2 cumulative projects where students collaborate to create original solutions to problems of their own choosing.

Game Design and Project Management 1HP (10-12) UC/CSU A-G Area G

Prerequisites: Either Introduction to Programming for 3D Games and Simulations OR Digital Art and Animation

This is the capstone course for the Game Academy and Multimedia Education pathway. It emphasizes the creation, from idea to publication, of an artistic and technical 3D video game using an interdisciplinary team-driven environment and a focus on current industry practices. This course covers topics in game design with an emphasis on software design, art design, and narration design using Unity, Maya, and Visual Studio. Students will produce game development documents, perform design reviews, make formal presentations, write gameplay analysis and evaluations, analyze viability and feasibility, create and assess prototypes, and finally create and publish a 3D video game. They will do this by studying professionally developed works, actively creating their own works, and interacting with industry professionals as guest speakers and with site visits. This course aligns with Unity Professional Standards for Interactive Application and Video Game Creation.

Game Design and Project Management 2HP (11-12) UC/CSU A-G Area G

Prerequisites: Game Design and Project Management 1HP

Same as *Game Design and Project Management 1 HP* above but with greater emphasis on Project Management. Students in *Game Design and Project Management 2 HP* act as Lead Producer, Lead Game Designer, Creative Director, Technical Director, and Senior Project Manager in the development of a student proposed game.

Student Government & Leadership (ASB) (9-12) UC/CSU A-G Area G

Prerequisites: Elected ASB officers, appointed commissioners, or Activities Director's permission

This is a leadership development/activities class for elected and appointed student leaders and those who would like to be involved in state and national student leaders organizations. Curriculum used in this class reflects the newly drafted state standards for Leadership. Students will be expected to read and respond to current books and articles on various aspects of leadership. Students develop skills through direct participation in the planning and implementation of a variety of student and staff activities as well as through lessons on topics such as strategic planning, goal setting, time management, organization, problem solving, decision making, communication, project presentation, proposal writing, public speaking, community service, team building, and parliamentary procedure.

AVID 9-12 P (9-12) UC/CSU A-G Area G

Advancement Via Individual Determination

Prerequisites: Recommendation by counselor, teacher, and/or administrator, application

This is a course to support students who are determined to go to an institution of higher learning, are dedicated to their studies and are willing to put forth the extra effort to achieve their goals. AVID is an academic elective that students begin in their freshman year of high school. Students who are accepted into the program are encouraged to take AVID throughout their four years as a support class to help them with their college preparatory and AP courses. The curriculum aims to strengthen and develop writing skills, and time-management and organizational skills that will enable students to succeed in their academic courses and get into four-year colleges and universities. AVID candidates must meet one the following criteria: possess a minimum of average test scores in reading and math; be the first in their family to attend college or have other special circumstances (especially underrepresented and minority groups); come from low income household; have 2.0-3.5 GPA; be enrolled in college preparatory, honors, or advanced placement classes; possess individual determination to succeed in their high school curriculum for college preparation. AVID also has regular tutorials and engages in college related activities to expose students to the possibilities in higher education.

AVID Cross Age Tutor (11-12)

Prerequisites: C average, history of good behavior and attendance, and teacher/supervisor approval

AVID tutor is a one year elective course for students wishing to be tutors in the AVID elective program. Students will tutor 5-7 AVID students twice a week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students. The tutors are expected to be able to help in at least three academic subjects in which they themselves have been successful at an Honors or Advanced Placement level. These could include, but are not limited to: World Languages, Language Arts, Mathematics, Sciences, and Social Sciences. Tutors will receive instruction and training using the inquiry method that encourages higher level thinking by students. Students may choose to receive a letter grade or Pass/Fail for this course.

Teacher / Clerical Assistant (10-12)

Prerequisites: C average, history of good behavior and attendance, and teacher/supervisor approval

Clerical Assistants, Office Aids, and Teacher Assistants work in the main office, counseling office, attendance office, or directly with a teacher in the classroom. Students perform the following tasks: photocopying, alphabetizing, filing, running passes, distributing materials, answering the telephone, housekeeping for the office, or other tasks as specified by the teacher/supervisor. Students may choose to receive a letter grade or Pass/Fail for this course.

Bilingual Tutor (10-12)

Prerequisites: C average, history of good behavior and attendance, and teacher/supervisor approval

Bilingual Tutor is a one-year elective course for students wishing to serve as tutors in an English Language Development class or any class with English learners requiring additional support. The tutor will help with translation during the class such as directions to an assignment or putting context into the student's primary language. Tutors will help English learners with their reading comprehension, writing, note-taking, and organization skills. Tutors will also serve as role models to the English learner students by demonstrating good behavior and attendance. Students may choose to receive a letter grade or Pass/Fail for this course. Your grade in this elective class will be determined by your master teacher, and it will be based on your ability to effectively communicate the class curriculum in a positive and nonintrusive format. You should have good communication skills in the language requested along with a positive and helpful attitude.

Peer Tutor (10-12)

Prerequisites: C average, history of good behavior and attendance, and teacher/supervisor approval

Peer Tutor is a one-year elective course for students wishing to be tutors in English, math, science, social science, or modern language classes. Tutors are expected to attend class daily and provide formalized academic support. Through individual and small group instruction, tutors will assist the classroom teacher in explaining and clarifying topics, and ultimately promote independent learning. Students may choose to receive a letter grade or Pass/Fail for this course.

Internship Program (10-12)

Prerequisites: Application and screening

Sophomores, juniors and seniors at Terra Linda High School are offered the opportunity to apply for a career-related internship program in conjunction with local businesses, government agencies and educational institutions. The internships are designed to allow a student to explore a career area of interest. Students sign up with their counselor. Students wishing to receive academic credit for their internship must attend an orientation class where they learn about professionalism and complete a resume, cover letter and mock interview. Students may choose from a variety of available internships or a placement may be developed around the student's interests. Internships may be paid or unpaid at the employer's discretion. Credit will be granted on the basis of hours worked (non-paid: 18 hours = 1 credit, paid: 36 hours = 1 credit). Maximum number of credits per semester will be 10. The number of hours involved in an internship is very flexible (the student may spend one afternoon a week or more), with internships lasting one semester or longer. The internship will be listed on the student's transcript if taken for credit. The orientation course is approximately a 10 hour commitment completed over two weeks.