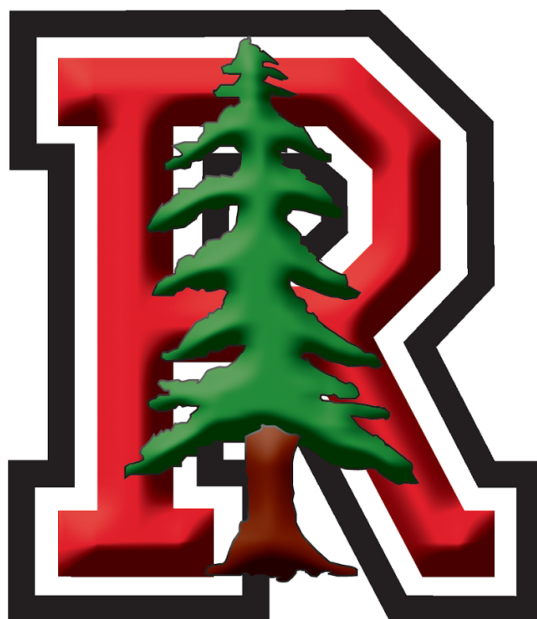


Redwood High School

A National Blue Ribbon &
A California Gold Ribbon School



Course Guide 2026-2027

CEEB Code: 051361

Tamalpais Union High School District

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Tamalpais Union High School District

EXCELLENCE IN EDUCATION SINCE 1908

TUHSD Mission and Values:

Mission: Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

Vision: Staff, students and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status.

TUHSD Mission Statement & Graduate Profile

Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

1 Collaboration	2 Critical Thinking	3 Intercultural Competence	4 Communication	5 Creative and Independent Learning	6 Character
Work creatively and effectively towards common goals	Identify, define, and solve authentic problems	Understand, value and respect a variety of cultures, backgrounds, communities, and identities	Listen intently to decipher meaning, values, attitudes and intentions	Understand & nurture a growth mindset	Demonstrate responsibility, integrity, and trustworthiness
Use interpersonal skills to build positive relationships and promote collaborative learning	Pose substantive questions	Learn to understand and value multiple perspectives and experiences while acknowledging personal bias	Engage in discussion and ask questions to gain and demonstrate understanding	Successfully navigate the learning process, recognizing both accomplishments and challenges	Develop emotional intelligence and self awareness
Exercise flexibility, open-mindedness, and compromise during collaborative work.	Reason effectively and argue from evidence	Question the status quo and advocate for equity	Use multiple mediums to communicate and express ideas creatively	Seek different ways to gain knowledge	Be empathetic and show compassion for others
Provide and receive effective feedback	Reflect critically on learning experiences, processes and solutions	Advocate for a just and democratic society for all people		Embrace curiosity to ensure continuous improvement and life-long learning	Model confidence and resilience
	Critically analyze sources of information for accuracy and bias				Engage civically

Board Approved 5/10/2022

Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad. Adapted from Leung, K., Ang, S. and Tan, M.L. (2014), 'Intercultural Competence', *Annual Review of Organizational Psychology and Organizational Behaviour*, 1:4889-519

For more information visit our website: www.tamdistrict.org

Course Offerings & Graduation Requirements

Note: The courses listed in this guide are not offered each school year and are dependent on enrollment.

English Language - 4 years required (UC/CSU “b”)		
<u>Lower Division Program by Grade</u> 9 th Grade - English 1-2 10 th Grade - English 3-4 English Lang Development 1-2 English Lang Development 3-4		
<u>Upper Division Program (Grades 11 & 12)</u> (students may take only one English course in grade 11)		
Junior Offerings: AP English Language & Composition AP Seminar (Capstone 1st Year) American Literature 1 / American Literature 2 Literary Walkabouts/ San Francisco Stories English Lang Development 1-2 English Lang Development 3-4		Senior Offerings: AP English Literature & Composition Essay Exposition/Oral Rhetoric Exposition/Honors Adv. Essay Exposition Short Stories/Humanities Poetry/Dramatic Literature English Lang Development 1-2 English Lang Development 3-4
Mathematics - 3 years required (UC/CSU “c”)		
Integrated Math I Integrated Math II Geometry A Geometry	Intermediate Algebra Advanced Algebra Pre Calculus Honors Pre Calculus	Statistics AP Statistics AP Calculus AB AP Calculus BC
Physical Education – 2 years required		
PE CORE 1-2		PE CORE 3-4
Science – 3 years required (UC/CSU “d”)		
Required by Grade 9 th Grade - Physics in the Universe 10 th Grade - Living Earth 11 th Grade - Chemistry in the Earth System	Elective Science Biomedical Sciences Physics Honors Physics Physiology Sustainable Agriculture 1-4 AP Environmental Science AP Biology AP Chemistry	
Social Studies – 4 years required (UC/CSU “a”)		
Required by Grade 9 th Grade-Life Lab/Community & Consciousness 10 th Grade-World History OR AP World History 11 th Grade-US History OR AP US History 12 th Grade - American Government (1 semester) Economics (1 semester) OR AP Economics (2 semesters)	Elective Social Studies AP African American Studies (Year-long) History and Appreciation of Film (Semester) Independent Living (Semester) Psychology (Semester) Street Law (Semester)	
Visual & Performing Arts – 1 Year Required (UC/CSU “f”)		

<u>Visual Arts</u> Ceramics 1-6 Honors Ceramics AP 3D Art & Design (Ceramics) Drawing & Painting 1-6 AP Drawing AP 2D Art & Design (Drawing) Graphic Design 1-6 Photography 1-6 Honors Photography AP 2D Art & Design (Photo/Mixed Media) AP Art History	<u>Music</u> Concert Band Symphonic Band Jazz Band Beginning Guitar & Bass Intermediate Performance Workshop Advanced Performance Workshop	<u>Drama/Dance/Theater</u> Drama 1-2 (Beginning) Drama 3-4 (Acting Intermediate) Drama 3-4 Dance Focus*(Meets Evenings) Drama 5-6 (Advanced) Drama 5-6 (Honors Advanced) Drama 7-8 (Advanced) Drama 7-8 (Honors Advanced) Stagecraft 1-2 (concurrent with 5-6) Stagecraft 3-4 (concurrent with 7-8) Theater Production Honors Theater Directing Senior Projects in Drama TV and Media Production 1-4 (Redwood TV)
World Languages (UC/CSU “e”)		
Spanish 1-2, 3-4, 5-6, 7-8 Honors Spanish 7-8 AP Spanish Language & Culture Spanish for Spanish Speakers 1-2 Honors Spanish for Spanish Speakers 3-4	French 1-2 French 3-4 French 5-6	
Applied Arts and Technology (UC/CSU “^g”)		
<u>Architecture, Engineering & Construction Tech</u> Architectural Design 1-4* Architectural Design Honors AP 3D Art & Design (Architecture) ROP Construction Technology (Meets Wednesday Evenings) Intro to Engineering Design 1-2^ Engineering Projects 1-4^ *Architecture courses satisfy art graduation requirements (UC/CSU “f”)	<u>Computer Science</u> Computer Programming 1-2^ Computer Programming 3-6^ AP Computer Science Principles*^ AP Computer Science A*^ *Alternating years	<u>Journalism and Media</u> Journalism and Media 1-2^ Journalism and Media 3-4^ H Journalism and Media 5-6^
Non-Departmental Courses (UC/CSU “^g”)		
AVID^ Academic Workshop AP Capstone (*Seminar 11 th /^Research 12 th) Leadership^ Link Crew^ Peer Resource^ *AP Seminar satisfies English, UC/CSU “b” ^AP Research satisfies the Elective, UC/CSU “q”	Algebra Peer Tutor Lab Tech MCOE Classroom Aid Peer Tutor Studio Art Assistants TA (Teacher Assistant)	

Graduation Requirements

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

The School Day

The Redwood school day starts at 8:30 am. The following parameters allow for the seven period day:

- All athletic practices begin after the end of the regular school day.
- While many students prefer to take only six classes (periods 1-6 or periods 2-7) - it is NOT possible to schedule all students into their preferred time block.
- It is not possible to guarantee 7 classes to all students requesting 7; however, per board policy 6112, 9th and 10th grade students are required to maintain a 6 period schedule and 11th and 12th grade students shall be required to maintain a 5 period schedule.

How Are Students Scheduled

Course offerings for the upcoming school year are set by the school and scheduling is done once per year since classes are selected for both the fall and spring semesters. A complete list of Redwood Course Offerings for the rising school year can be found online: [Rising Freshman](#), [Rising Sophomore](#), [Rising Junior](#), and [Rising Senior](#)

Each student is given instructions to choose courses online for the upcoming school year. Students and parents are advised to read the Course Guide for course descriptions, recommended prerequisites, and graduation and college entrance requirements. Once students have selected the required and elective courses they would like, the numbers are tallied to determine which courses and how many sections of each to offer. In this way, student choice determines what we offer for electives. A very important step in the selection of courses includes the selection of alternates. Each year we remind students to carefully select alternates.

Thoughtful selection of alternates by students and parents is critical to the process, because students may be placed in one of their alternate choices if an original course isn't offered or presents a conflict in the schedule. Well-chosen alternates will avoid future disappointment for students and parents.

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

Schedule Change Process

Student or parent-initiated changes will be made only under unusual circumstances (Board Policy AR 5121). Teacher preferences and time preferences are not considered unusual circumstances.

1. Board policy requires that 9th-10th grade students be enrolled in six courses, minimally. 11th-12th grade students must be enrolled in 5 or more courses.
2. All class additions must be completed by the end of the fifth day of the new semester.
3. Teacher initiated course or section changes, which transfer a student within a department and from one ability level to another, may be made at any time providing that the change involves minimal disruption to the student's schedule.
4. Class changes may be granted in extenuating circumstances after the 5th day of a new semester. Approval signatures must be obtained from the student's parent and counselor, and acknowledgment signatures must be obtained from the teachers of both the original and requested classes. Students who start attending their new class without returning the signature form to their counselor risk accruing unexcused absences.
5. Students who change levels shall carry their "grade to date" to the new class. It will be included in the final semester grade computation, but consideration will weigh more heavily on the new class grade.

General Information

Repeating Coursework

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

Grading Procedures

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

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

Semester grade report cards are final grades that are assigned twice a year. **These semester grades are the only ones recorded on the official transcript/permanent record.**

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

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

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

University of California (UC) and California State University (CSU): Grades in UC approved courses* are used to determine eligibility and admission. The grades which students earn in UC classes in grades 10 and 11 are used to determine eligibility for the UC and CSU systems. In determining eligibility, grades in up to eight semesters of AP and UC approved honors classes are given extra weight. A= 5 points, B= 4 points, C = 3 points. ALL AP and UC approved honors classes will be considered for admission. **(Note, H Adv Algebra is not a UC approved honors class.)**

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

Grades of C- or higher in Honors or AP classes are weighted when calculating the GPA. The following values are used to compute the GPA.

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

The Redwood Honors Society is for students who attain a high level of scholarship. Students must maintain a "B" average (not including PE) with no grade below a "C" including the grade in PE. Membership is based upon scholarship from the previous semester. Students who achieve membership for SIX of their EIGHT semesters at Redwood, including at least one semester during their senior year, are eligible for LIFE MEMBERSHIP and are awarded silver cords at graduation.

Life membership in the Redwood Honor Society is awarded as follows:

- Students who attend Redwood for four (4) years must fulfill the qualifications for membership six (6) semesters, one of which must be based on grades earned the senior year.
- Students who attend Redwood for three (3) years must fulfill the qualifications for membership five (5) semesters, one of which must be based on grades earned in the senior year.
- Students who attend Redwood for two (2) years must

fulfill the qualifications for membership for four (4) semesters, two of which must be based on grades earned in the senior year.

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

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

A = 3 points B = 1 point

One additional point shall be granted for a grade of A or B in an AP or Honors course up to a maximum of two such extra points per semester. A grade of D or F in ANY subject shall disqualify the student for the semester. **CSF semester membership is by application only. You must apply each semester.** CSF is governed by the State CSF organization. Each member must be approved by the Scholarship Committee and the principal of the school. Life membership is obtained by earning membership four of the last six semesters, including one semester based on senior grades. Seniors need to fill out a separate application for lifetime membership. At graduation, life members wear distinctive gold cords.

Athletic/Activity Participation Eligibility Requirements

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

Tamalpais Union High School District policy allows a student who did not meet the 2.00 GPA requirement for athletic participation to go on probation. Students may only be on for probation for one consecutive grading period. Two consecutive grading periods of ineligibility will result in a sit out period for the following grading period, thereafter until a "C" average is attained. "Fs" and Incompletes ("I") calculate as zero points into the GPA.

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

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

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

COLLEGE ENTRANCE REQUIREMENTS

UNIVERSITY OF CALIFORNIA System Admissions

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

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

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

UCs currently do not consider the SAT or ACT in admissions decisions.

In addition, the minimum eligible GPA for admissibility will be a 3.0 in "a-g" courses in grades 10 and 11. That being said, students should be selective in the number of rigorous courses they take as we do NOT recommend sacrificing mental health and balance for the sake of compiling a long list of AP or advanced courses on their transcript. Students should not expect teachers to apply accommodations because a student has chosen an unmanageable schedule of classes.

For further information visit: Admission to UC System <http://www.universityofcalifornia.edu/admissions/welcome.html>

CALIFORNIA STATE UNIVERSITY System Admissions A grade of C- or higher is required for each course you use to meet any minimum subject requirement.

- (a) **History/Social Science** – Two years, including one year of World History, US History and one half year of American Government.
- (b) **English** Four years of college preparatory English composition and literature.
- (c) **Mathematics** Three years - (4 years is recommended) including Algebra I, Geometry, Algebra II, or higher mathematics.
- (d) **Laboratory Science** – Two years of laboratory science is required, one year in biological sciences and one year in physical sciences. Three years of laboratory science is recommended.
- (e) **Language Other Than English** Two years of the same language; American Sign Language is applicable.
- (f) **Visual & Performing Arts** One year, including dance, drama/theater, music, or visual art.
- (g) **College Preparatory Elective** Additional year chosen from the University of California "A-G" list.

The CSUs currently do not consider the SAT or ACT in admissions decisions. In addition, the minimum eligible GPA for admissibility will be a 2.5 in "a-g" courses in grades 10 and 11, with students being required to complete a minimum of 11 "a-g" units by the end of their junior year.

Admission to California Community Colleges:

- Open admission to high school graduates.
- Non-grads 18 or older are admitted.
- Non-grads who have passed the California Proficiency Exam (CPP) established by California Education Code Section 48412 are admitted.

COLLEGE ADMISSION CONSIDERATIONS

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

Extra-curricular activities are still very important on a student's record but not to the exclusion of academic requirements. Colleges are increasingly looking at a student's service to the community. Colleges want students to render such service while in college and emphasize it should begin in high school

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

ONLINE and ALTERNATIVE COURSEWORK

Online and Alternative Coursework TUHSD Board Policy: 6146.11: No more than 20 credits of the total required for graduation may be earned through alternative methods, except for credit earned in a juvenile court school in which all credits earned will be accepted. Exceptions to this limit must be approved by the principal.

Online and alternative coursework must be approved prior to the end of the previous semester. The form is [linked here](#) and is also available in the counseling office, and must be submitted to the student's counselor to ensure accreditation.

Types of Acceptable Alternative Coursework that can fulfill up to 20 alternative credits towards TUHSD graduation requirements:

1. World Language Instruction

The district shall accept credit world language courses successfully completed at a community college or through a Western Association of Schools and Colleges (WASC) accredited private or public secondary school, provided that all of the following conditions are met: (5 CCR 1632). *World Languages is the title in the Tamalpais District rather than Foreign Languages and the course is approved to meet *UC requirements*.

- a. The amount of credit sought equals at least one semester's work.
- b. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.
- c. World language credit will be accepted towards elective credits required for graduation.

2. Online/Distance Learning Courses

The district shall accept credit for correspondence and distance learning courses taken from an accredited institution or an institution which can demonstrate approval of its courses for the UC "a-g" requirements. A list of UC "a-g" approved online course publishers can be found on the UC "a-g" articulation page.

- a. The student is responsible for submitting additional course descriptions and/or courses of study as required by the district in order to determine whether or not a particular course may be taken to meet a graduation requirement.
- b. The student is responsible for providing official documentation of completion of the course.

3. College Courses

a. Students in the district with highly specialized needs and interests may avail themselves of the opportunity to earn credit toward graduation for successful completion of courses taken in a community college, state university, college, or accredited private college. Such credit may be granted only under the following conditions:

b. Students may not enroll in a college course if a similar course is offered during the current year at the student's high school, except under unusual circumstances as determined by the principal or designee. Applications for concurrent enrollment in another community college or university must be individually reviewed by the principal or designee before being approved.

d. The credit is allowed toward high school graduation at the rate of five semester credits for three units earned in college.

e. The student must assume responsibility for having the college transcript sent to the high school, and for following all necessary procedures.

Online AP Courses may be taken for credit if Redwood does not offer the course, however, it is the responsibility of the student and family to find a testing location for the exam as Redwood only administers exams for the AP courses taught on campus to students who have taken the courses at Redwood.

Students wishing to take an online course must submit the online course request form to their counselor by April 15th for summer or fall courses and by November 1st for spring courses. The exceptions to these deadlines are as follows:

- when the proposed online coursework is the result of a dropped class;
- when the online coursework is taken as a result of circumstances which make it impossible for a student to attend in-person classes for the remainder of the semester.

COUNSELING

Every student at Redwood is assigned a counselor who is the four-year resource person for personal, academic, and college counseling. Students are encouraged to maintain close contact with their counselor in order to obtain information about school and community resources and information about high school courses and programs, college and career planning, testing, financial aid, and scholarship information. Please see our information on the Redwood Website [linked here](#).

Counseling Staff

Elijio Arreguín Counselor	415.945.3632 earreguin@tamdistrict.org
Jeffrey David Counselor	415.945.3613 jdavid@tamdistrict.org
Candace Gulden Counselor	415.945.3627 cgulden@tamdistrict.org
Katie Paulsen Counselor	415.945.3615 kpaulsen@tamdistrict.org
Ian Scott Counselor	415.945-3642 iscott@tamdistrict.org
Tamara Wall Counselor	415.945-3682 twall@tamdistrict.org

COLLEGE/CAREER CENTER

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

The College & Career Center maintains a large library of college materials, resource guides, and additional information about colleges and career paths. Various websites, including Naviance, help students search for the right college match, explore and find available scholarships.

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

Please see our information on the Redwood Website [linked here](#).

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

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

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS.

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

HONORS AND ADVANCED PLACEMENT (AP) PREREQUISITES:

Course specific eligibility information is available on the [AP/Honors Matrix](#) which is posted on the Redwood Website each spring.

Keys to Symbols Used in This Section of the Guide

UC Course certified to the University of California

CSU Course certified to the California State University

H Honors course covering accelerated and/or enriched content

AP Advanced Placement course which prepares for an external assessment in May.

APPLIED TECHNOLOGY

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

The department's seven **Computer Programming** courses are revised frequently so that they can be adapted to include the latest computer languages and techniques. Students can take up to eight semesters of computer programming, including the **Advanced Placement Computer Science** classes. The department also offers a wide range of Technical and Industrial Arts courses in the **Engineering, Architecture and Construction Technology** pathways. All Engineering and Architectural Design courses engage students in project-based, hands-on projects that introduce them to industry level computer software and practices. Students can take up to four years in **Architectural Design with a capstone Honors course and three years in Engineering Design with a capstone Engineering Projects course**.

Students are encouraged to give serious consideration to the inclusion of Applied Technology courses in their planning of a four-year high school program. Regardless of what fields students may be thinking about pursuing after high school, courses in the Applied Technology department provide a variety of valuable and practical experiences, as well as 21st century skills needed for college and career.

COMPUTER PROGRAMMING

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

1. Enjoy solving problems and mathematical puzzles.
2. Be able to follow rules and work well in a structured environment.
3. Have the ability to think and reason abstractly.

4. Be detail-oriented and willing to persevere with tasks (including repeating tasks and coming to the lab during non-class times, as needed, to finish coding assignments.)
5. Have the ability to apply past skills and experiences to new problems and situations.
6. Be willing and able to ask questions and seek help (both inside and outside of class.)

Understand that merely having an interest in, or experience with, computers and/or programming does not automatically make one a good coder.

COMPUTER PROGRAMMING 1-2 (UC "g", CSU) This comprehensive, year-long program is designed to introduce students to the world of computer science. It emphasizes computational thinking and collaboration, providing a solid foundation for those either beginning or continuing their journey in computer science education. This course covers a wide array of concepts and tools, setting students up for more individualized learning and building their confidence in their use of technology. During the course, students initially learn to design and develop web sites, using Javascript to add interaction and complex functionality, and later move to embedded programming, using Arduinos to have their code interact with the real world. Students also get the opportunity to apply computational thinking practices, expand their technical vocabulary, and collaborate in ways similar to professional computing teams. This hands-on experience is designed to prepare students to address real-world topics and problems through their developing technical skills.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (AP CSP) (UC "g", CSU) AP CSP is a year-long course focused on the principles of computer science and technology. The equivalent of a first-semester college course on technology, AP CSP gives students an introduction to a wide range of topics in the field of computer science. Students will develop computational thinking skills and learn to design and evaluate algorithms and computer programs. Students will also learn how modern innovations in computing and networking systems work, including the internet and cybersecurity, exploring their potential impacts, and learn about ethical practices in the field of computer science. Recognized by the College Board, this program aligns with the AP CSP exam, ensuring thorough preparation for students aiming for advanced study or careers in computer science. Prerequisite: "C" or better in Computer Programming 1 – 2 See AP/Honors information on pg. 35.

ADVANCED PLACEMENT COMPUTER SCIENCE A (AP CSA) (UC "g", CSU) AP CSA is a year-long course intended for students who want a challenging, in-depth, college-level course in computer programming while still in high school. This course offers a comprehensive exploration of coding and computer science concepts. Over the year, students deepen their coding skills through the analysis, writing, and testing of code, focusing on areas like data types and structures, complex control flow, and inheritance. Key topics include problem-solving through the design of solutions, organizing data with data structures, algorithm development and implementation for data processing and discovery, and understanding the ethical and social implications of computing systems. The course strongly emphasizes object-oriented programming and design, exclusively using the Java

programming language. Recognized by the College Board, this program aligns with the AP CSA exam, ensuring thorough preparation for students aiming for advanced study or careers in computer science. Prerequisite: "C" or better in AP Computer Science Principles or instructor approval. See AP/Honors information on pg. 35.

INDUSTRIAL ARTS

ARCHITECTURAL DESIGN 1 –2 (UC “f,” CSU) Architectural Design 1 - 2 is a one-year introductory CTE course in designing the built environment. With a focus on the “art” of architecture, this course emphasizes the main principles and vocabulary of architectural design, design thinking and the design process through the hands-on construction of both physical three-dimensional and computer aided design (CAD) models. Throughout the first semester, students are introduced to a variety of architects from around the world, as well as to building materials and styles commonly found in residential and commercial buildings. Students initially learn architectural drawing styles and views by hand that they later turn into a physical model. Among some of the projects the students create in this first semester are massing and structural models, a residential project, a project on campus, passive solar design studies and a tiny house / retreat. In the second semester, students are introduced to the “science” of architecture: how a building is designed and built, as well as how to use technology computer aided drafting (CAD) and 3-D modeling to effectively express and communicate design ideas. The focus on sustainable/resilient architecture, interior design, client-based design, and increased 3D-modeling (Revit) proficiency is reinforced by several residential projects that include: a house made of multiple shipping containers; a passive solar house; a house for a client of their choice; and an urban infill mixed-use building.

ARCHITECTURAL DESIGN 3 – 4 (UC “f,” CSU) Architectural Design 3 –4 is a one-year, Concentrator CTE course where students are given the opportunity to synthesize the “art” and “science” of architecture that they learned throughout the previous semesters. With larger, more complex projects, they will discover and begin to develop their unique architectural design strengths while simultaneously designing to fulfill the needs of a client (empathy), thinking critically, and strategically managing one’s time. Like Levels 1 and 2, emphasis is on sustainable and resilient design and projects will be created with 3-D modeling software. Level 3 – 4 challenges students with the journey of the design process: how to integrate creative, out-of-the-box thinking with both building and design/drafting technology. For each project, students will be expected to devise several initial design concepts, choose one to develop, balance the trade-offs, consider the environmental impact of their design, think critically, and prioritize the needs of others. They will also produce a set of design documents which will include renderings. During the fall semester, projects include a residential project where students pair up to become each other’s client and architect, a magnet school for STEM, and a community library. In the spring, students are self-directed and will work on larger, complex projects for the community and on campus that allow them to explore and design different building types with more structural and site design / detail. Students will also participate in an annual international design competition. All project deliverables are expected to be portfolio quality and will be created using Revit (CAD) and all physical models will be created by hand and with the laser cutter. Prerequisite: “C” or better in Architectural Design 1 - 2.

ARCHITECTURAL DESIGN HONORS (UC “f,” CSU) Architectural Design Honors is the third course in the CTE Architectural Design pathway. Students continue exploring design and design drawings in greater depth with more complex projects. Students work more independently as they refine their three-dimensional modeling skills and increase their ability to integrate the many design influences into their buildings. Students will design buildings for communities in need, for the local campus, and complex multi-use structures. In the spring, students are required to participate in the annual international design competition. All project deliverables are expected to be portfolio quality and will be created using Revit (CAD) and all physical models will be created by hand and with the laser cutter. Prerequisite: “C” or better in Architectural Design 3 - 4. See AP/Honors information on pg. 35.

ADVANCED PLACEMENT (AP) 3-D ART & DESIGN (ARCHITECTURE) (UC “f” or “g,” CSU) A one year course intended for CTE Architectural Design pathway students who have completed Architectural Design Honors. This course will continue to allow students to design larger residential and commercial projects, but an emphasis will be placed on the creation of physical architectural models and an accompanying design portfolio. Students will follow the national AP course of study culminating in the submission of a portfolio of slides to the College Board and may gain college credit and placement. Prerequisites: “C” or better in Architectural Design Honors and teacher approval. See AP/Honors Admission Information on page 35.

INTRODUCTION TO ENGINEERING DESIGN 1 AND 2 (UC “d” or “g,” CSU) is a two-semester class (Fall-1, Spring-2) that introduces students to the basic vocabulary, graphic communication (technical representation and documentation), and the concepts and different aspects of engineering. Students integrate applied mathematics and technology (computer aided design/3D modeling, coding and 3D printing) into problem solving and product design. Hands-on with projects based on real life problems, this class focuses on design thinking, the design cycle, iterative design, precision measurement, collaboration, data acquisition and analysis, the ethics of engineering, and product development. Units of study include: basic drafting; 3D modeling and designing with Fusion 360; structural engineering; mechanical engineering; coding and electronics; and product design. Students will advance Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) skills to an intermediate level. Students document in an Engineering Notebook and discuss all project results in a web-based project portfolio. This is the one class where design failure is expected and even encouraged! Prerequisite: None, but one year of Algebra is highly recommended.

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

in Introduction to Engineering Design 1-2, Architectural Design Honors or Construction Technology prior to enrollment in this course or take Introduction to Engineering Design 1-2 concurrently. Students must be juniors or seniors to take this course or they must obtain the permission of the instructor.

Course Certification: (UC “g”, CSU)

JOURNALISM AND MEDIA

JOURNALISM AND MEDIA 1-2 (UC “g”, CSU) is a Career Technical Education introduction course where students learn and practice the fundamentals, law, and ethics of journalism and multimedia, sharing the common thread of storytelling. Curriculum ranges from the historical to current iterations of journalism and media production, with analysis of newspaper, website publication, magazine print, podcasting, photo, film and social media content. Purpose, bias, ethics, law, industry/career and context are lenses we apply. Processes include learning about AP style, journalism ethics and law; students will practice their newfound knowledge by generating story ideas, researching, interviewing, note-taking, writing, producing, editing, and publishing stories. 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 have the opportunity to pair with older student mentors and take over the Redwood Bark for a “Cub Edition” during the second semester, where they choose their storytelling format and topic and opt in or out of leadership components such as section editors, business managers, survey managers, copy editors, etc.... All student work is open to consideration for publication through The Bark online and/or in print.

JOURNALISM AND MEDIA 3-4 (UC “g” and CSU) Journalism and Media Studies 3-4 (JAM 3-4) is a CTE concentrator course that builds atop JAM 1-2. This course is unique in that students are continually creating content and working towards publication through the student news organization, *The Redwood Bark*..

Students continue to solidify foundations in journalism and media studies with consideration on a more granular level. Focal points include the following: fine-tuning writing, longer form feature 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 1-2.

All coursework, discussion and content publication is introduced and facilitated by the adviser alongside management and mentorship from student leaders enrolled in JAM 3-4.

All student work is open to consideration for publication through The Bark online, while examples are shown of JAM 5-6’s stories published with community partnerships such as The Marin IJ, PBS Student Reporting Labs, Redwood TV & Marin Living Magazine.

HONORS JOURNALISM AND MEDIA 5-6 (UC, “g” only) Journalism and Media Studies Leadership 5-6 (JAM 5-6) 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, manage the student publications, and facilitate publishing opportunities with community partners. JAM 5-6 students take on roles such as Editor-in-Chief, Head Copy Editor, and Senior Staff Writer. By the end of this three-course sequence, students will have built a comprehensive portfolio that showcases their skills development in journalistic

writing, publication, and production with a career examination and preparation component to be submitted to the national “Journalist of the Year” (JOY) competition. Successful pathway completion is marked by CTE certification and graduation sash.

JAM 5-6 students make decisions regarding which content will be published online, on social media, and/or in print as well as in community partnerships such as The Marin IJ, PBS Student Reporting Labs & Marin Living. They also enjoy the freedom to work on a “senior staff project” that explores a topic relevant to them personally and their readers.

English

Freshman/Sophomore Program

The primary goal of the Freshman/Sophomore program is to develop in students the ability to use language skillfully and to interpret it effectively. In order to accomplish this goal, students are expected to write regularly, read significant literature, practice formal and informal speaking, and develop the critical thinking skills necessary to complete the work successfully. Since these skills mutually reinforce each other, they are taught together, not as separate units. Writing at the freshman level moves from experience to idea. Writing at the sophomore level includes much literary analysis.

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

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

English 1 and 2 -- Freshman Program

English 3 and 4 -- Sophomore Program

Upper Division Program

This program will continue the work of the Core Program but will emphasize a higher level of student performance and will provide more demanding, complex assignments and materials. All courses will require substantial practice in the writing of structured papers, extensive reading, regular practice in formal and informal oral presentations, and rigorous application of critical thinking skills. Students are urged to plan their Junior/Senior program carefully in consultation with their English teacher, parents, and counselor. Due to capacity limits, no student may take more than one English class each semester.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE

(UC "b", CSU) Advanced Placement Language and Composition is a college level English course, taught over two semesters, which provides students with a chance to extend their competence by challenging them with difficult texts and writing assignments, following the standardized course of study developed by the College Board Advanced Placement program. The course is open to juniors only. Students will engage in close reading of significant works of nonfiction and write analytically and critically about those texts and other topics. AP Language focuses mostly on the study of rhetoric, with a heavy emphasis on nonfiction texts: speeches, essays, letters, etc. The writing in the course covers three distinct forms, all of which are assessed on the AP exam: rhetorical analysis, argument, and synthesis.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE

(UC "b", CSU) Offered to seniors only. Intended to approximate the first year of college English. The course focuses on the close study of significant works of literature and on the ways to write analytically and critically about literature. The year course is for seniors who have demonstrated high promise in their first three years of high school English. Students may gain college credit and possible acceleration if they pass the Advanced Placement English Examination with a sufficiently high score. (12th Grade Only)

AMERICAN LITERATURE 1 (UC "b", CSU) The focus for the first semester of this course is Individual vs. Society. In this course, the texts illuminate the historical push and pull between Individual vs. Society, between outcast and community, between freedom of

expression and imposed conformity, between fanaticism and tolerance, between minority and majority, between faction and system, has shaped and reshaped American character. We will also use the works to discuss parallel current societal tensions that we deem relevant to our own lives, both immediate and in the near future. We will evaluate what we think of as reasonable and unreasonable individual vs. societal expectations. (11th grade only)

AMERICAN LITERATURE 2 (UC "b", CSU) This course is the second in a yearlong study of the American canon, yet American Lit 1 is not a prerequisite. How the American Dream becomes the American Nightmare is the focus of study yet is only one of the many absorbing and relevant themes. Writers have distinctive and challenging styles of telling their stories of the east and the west, the changing economy and values of American life, and the disappointing realities but ubiquitous idealism of its citizens. (11th Grade Only)

DRAMATIC LITERATURE: (UC "b", CSU) This one-semester course will concern itself principally with the examination of the thematic and structural significance of various comedies, histories, melodramas, and tragedies. Students will study plays from ancient to modern times that will give them insight into the evolution of drama, the conventions of the form, and the constraints and possibilities of theatrical production. (12th grade only)

ENGLISH LANGUAGE DEVELOPMENT 1-4 (UC "b", CSU; up to 10 credits in English) English Language Development (ELD) is a four-semester language arts course which may be repeated for credit. It is designed for the student whose native language is other than English and whose proficiency falls below fluent. The course provides ELD students with language instruction that develops their speaking, listening, reading and writing skills while following a sequential grammatical syllabus. It further acquaints them with American culture, customs and holidays, teaches them practical life and study skills, orients them to their new school environment and integrates them into mainstream classes and into high school and community life. Each level is a one-year course worth 10 credits; up to a total of 10 credits can be applied to UC English.

ESSAY EXPOSITION (UC "b", CSU) This class is one devoted to the development of expository skills as a mature writer, building off writing done in English 1-4, as well as other upper division electives. Students will explore various types of exposition, both in reading the work of others and writing. We work on writing skills in the following areas: observation, narration, reflection, interpretation, and evaluation. We will spend ample time examining the choices writers make via rhetorical, stylistic, and literary analysis in order to inform our own writing process. Although the emphasis of the course is writing, doing that well requires a great deal of close reading, discussion, and critical thinking. (12th grade only)

ESSAY EXPOSITION – HONORS/ADVANCED (UC "b", CSU)

This one-semester course is designed to provide the college preparatory student with the opportunity to acquire the kinds of writing skills needed to make a successful start in college. While the course will focus on the expository essay, it will provide practice in personal and other types of writing and will use reading as a prompt for class discussion and written reaction and as a model for composition. (C) **See AP/Honors Information on page 35. (12th grade only)**

HUMANITIES (UC "b", CSU) Focus is on examining the behaviors we see in literature and seeing how they manifest in real life and are applicable to us. Central questions about the human experience are explored, such as: What is the good life? What are good and evil? We also look at what it means to be human, what our responsibilities are as humans, what we believe in, how

experiences such as war shape us as humans. Students are encouraged to discover, feel, think, communicate and question. Poetry, art, film, and drama are also incorporated. (12th grade only)

LITERARY WALKABOUTS (UC “b”, CSU) Course provides the opportunity to read and write about adventure and exploration. Students will read nonfiction works that appeal to the imagination through both intellectual and physical adventures. In addition to an in-depth literary analysis of each work, students will explore the cultural, geographical, political, and environmental issues of regions throughout the world and develop writing skills in the areas of nonfiction travel/adventure writing, journal writing, and persuasion. With the same rigorous standards of other upper division college preparatory electives in the English program, the focus of this course is on improving writing, reading, speaking, and listening skills. Texts may include *Into Thin Air* by Jon Krakauer, *Running the Amazon* by Joe Kane, *Almost French* by Sarah Turnbull, *The Places in Between* by Rory Stewart, and *On the Road* by Jack Kerouac. Supplementary materials include: articles, interviews, and travel narratives from selected anthologies and magazines, such as *The Best American Travel Writing*, *The New Yorker*, *National Geographic*, *Outside*, etc. (11th grade only)

ORAL RHETORIC (UC “b”, CSU) This course helps students improve their speaking and listening skills with critical attention. It enables students - through oral activities - to improve their critical thinking and writing skills, as well as their understanding of speeches. Students will analyze the structure and content of effective speeches, and write and present speeches using the various techniques studied. Additionally, students will practice debate skills that are central to understanding how to identify and craft strong, persuasive arguments. (12th grade only)

POETRY (UC “b”, CSU) Students will read, discuss, analyze, and write about poetry, as well as write their own poems. There is, therefore, both an interpretive and creative, twofold focus, in which students will provide feedback to each other on individual assignments and collaborate together on group projects. In addition, exposure to all sorts of poems is a key to this course, including many traditional and contemporary forms. Furthermore, the learning approach is inductive and heuristic, discovering and knowing significant aspects of the genre as they are encountered in the selected texts. As a result, students will have a solid understanding and appreciation of how poets use language to convey their insights into life and human existence. Although there is no official text for the course, two websites in particular will be important resources for accessing poetry: *The Academy of American Poets* and *The Poetry Foundation*. A full catalogue of poets considered in this course is much too long to include here, but the following is a solid sampling: Spenser, Shakespeare, Donne, Marvel, Blake, Milton, Wordsworth, Coleridge, Keats, Dickinson, Whitman, Yeats, Hopkins, Hughes, Auden, Jeffers, Frost, Moore, Bishop, Wilbur, Plath, Simic, Oliver, Olds, Rich, Heaney, Collins, Giovanni, Bass, Tretheway, and Hayes. (12th grade only)

SAN FRANCISCO STORIES (UC “b”, CSU) This one-semester course is for students interested in the literature set in San Francisco and the Bay Area, and the history of the region which inspired that literature. Focus might include the Gold Rush, the 1906 Earthquake, the movement of immigrants to the Bay Area over the past two centuries, the Beat and San Francisco Renaissance literary movements of the 1950's, and the LGBTQ movement of the 1970's and beyond. Students will have the opportunity to research and analyze important historical movements, architecture, and individuals in the life of the City of San Francisco. In keeping with the class's title, the stories of our lives as they relate to San Francisco might also become a point of interest. Texts may include *Maltese Falcon*, *A Crown of Dust*, *Cool Gray City of Love*, *The Joy Luck Club*, and *Season of the Witch*. (11th grade only)

SCIENCE FICTION (UC “b”, CSU) Students read and examine contemporary and classical works of science fiction and through a variety of texts, explore how changes in technology affect society, and how society responds to technological advances. Texts may include selections from H.G. Wells, Robert Heinlein, Isaac Asimov, Ray Bradbury, and Greg Bear, with titles including *War of the Worlds*, *I, Robot*, *Fahrenheit 451*, *Blood Music*, and *Ender's Game*. (11th grade only)

SHAKESPEARE (UC “b”, CSU) This class is designed for students who want to further their study of Shakespeare and Elizabethan England. Through a close reading of plays and poetry, the student will learn about the conventions of Elizabethan theater and the action, characters, and themes of the plays. Students will examine and analyze why Shakespeare has been and continues to be the most celebrated and revered author in the world and why his themes are still relevant today. Students will be encouraged to attend actual Shakespearean performances in the Bay Area. The choice of plays in the course is adjusted to match the performances available. Students have attended such works as *As You Like It*, *Twelfth Night*, and *Midsummer Night's Dream* in the past. Tragedies like *Richard III* and *Hamlet* are also a focus of the course. (11th grade only)

SHORT STORIES (UC “b”, CSU) Students will read, discuss, and write about short stories. Students will write papers which analyze theme, characterization, and narrative structure. In addition, students will write short stories of their own, employing many of the techniques they have learned through reading published authors. The course also emphasizes the importance of art for personal expression as well as its importance as a cultural element in society. (12th grade only)

MATHEMATICS

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

NOTE: *To entering freshmen - your mathematics placement is determined by the math course you completed in eighth grade, in addition to a placement exam.*

College Preparatory Sequence

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

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

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

Honors and Advanced Placement

Students must meet the criteria set forth by the Tamalpais District for Honors and AP placement. **For admission criteria for all Honors and Advanced Placement classes, please see the information on page 35.**

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

INTEGRATED MATH I (UC "c", CSU) The first year in a two-year sequence. An integrated course in the study of algebra and geometry including problem solving, properties of the real numbers, solving linear equations, systems of linear equations, graphs, functions, triangles, quadrilaterals, congruence, and transformations. **Prerequisite:** Recommendation of previous math teacher.

INTEGRATED MATH II (UC "c", CSU) The second year in a two-year sequence. An integrated course in the study of algebra and geometry including inequalities, products and factors of polynomials, exponential functions, irrational numbers, quadratic equations, graphs, proofs, two and three dimensional figures, similarity, constructions. **Prerequisite:** Must have taken Integrated Math I.
This course...

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

GEOMETRY A (UC "c", CSU) An alternative to Geometry, dealing with topics of Geometry in a more intuitive way and at a slightly slower pace. *(Students in this course matriculate to Intermediate Algebra. Intermediate Algebra is approved as a UC "c" Algebra II entrance requirement).* **Prerequisite:** Completion of Algebra with a grade of D or better.

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

INTERMEDIATE ALGEBRA (UC "c", CSU). Intermediate Algebra is intended for students who have experienced difficulty with the first two years of the college preparatory sequence. It provides an in-depth review of the topics of Algebra and introductory concepts from Advanced Algebra so that students will be better prepared for further mathematics studies. The course meets the UC advanced mathematics requirement. Students completing the course with a grade of "C-" or better may enroll in Advanced Algebra. **Prerequisite:** Students must pass Geometry or Geometry A with a recommendation from the teacher for entrance into Intermediate Algebra.

ADVANCED ALGEBRA (UC "c", CSU) Study of functions (linear, quadratic, exponential, logarithmic, polynomial, rational and radical) and their graphs, the real and complex number systems, sequences and series, and probability. **Prerequisite:** Students need a grade of C- or better in Geometry, or Intermediate Algebra and the recommendation of their math teacher.

HONORS ADVANCED ALGEBRA (H) (UC "c", CSU) An honors course covering topics of Advanced Algebra and additional enrichment topics. **Prerequisite:** Completion of Geometry with a B or better. (Note, this is not a UC approved honors course)

STATISTICS (UC "c", CSU) A full year course in statistics with an emphasis on surveys and samplings, statistical reasoning, and contemporary applications. It is designed for students who have successfully completed Intermediate or Advanced Algebra. It is not open to mid-year transfers. The course will consist of topics that are not traditionally taught in the college preparatory sequence. **Prerequisite:** Completion of Advanced Algebra or Intermediate Algebra with a grade of D or better.

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

HONORS PRECALCULUS (H) (UC "c", CSU) An honors course covering topics of Precalculus and additional enrichment topics. **Prerequisite:** B or better in Advanced Algebra or B- or better in Honors Advanced Algebra for first semester, the R5 grading period, and at the end of the second semester.

ADVANCED PLACEMENT (AP) STATISTICS (UC "c", CSU) A course that allows students to continue their mathematics studies and receive college credit by passing an Advanced Placement Examination. Topics include one and two-variable statistics, regression, probability, correlation, sampling, distributions, and statistical inference. **Prerequisite:** Completion of Advanced Algebra with a grade of "B-" or better or completion of Precalculus with a grade of "C-" or better. **See Honors/AP information on pg. 35.**

ADVANCED PLACEMENT (AP) AB CALCULUS (UC "c", CSU) A course that allows the accelerated mathematics student to continue in high school with calculus and to receive one semester of college credit by passing an Advanced Placement Examination. This course prepares students for the AP Calculus AB exam. **Prerequisite:** Students need a grade of C or better in

Precalculus. Students earning a C or better in Precalculus 1-2 should meet with their current Precalculus teacher before deciding which next level course would be most appropriate for them. **See Honors/AP information on pg. 35.**

ADVANCED PLACEMENT (AP) BC CALCULUS (UC, "c", CSU)

A course that allows the accelerated mathematics student to continue in high school with calculus and to receive one year of college credit by passing an Advanced Placement Examination. This course prepares students for the AP Calculus BC exam.

Prerequisite: Students need a grade of B or better in Precalculus or a B- or better in Honors Precalculus. Students earning a B or better in Precalculus should meet with their current Precalculus teacher before deciding which next level course would be most appropriate for them. **See Honors/AP information on pg. 35.**

PHYSICAL EDUCATION

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

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

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

Medical Exemptions

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

SCIENCE

Core Curriculum

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

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

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

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

Science Standards and the California Science Framework which are the California adopted standards in science. The course is a requirement and is designated as a laboratory science (UC/CSU “d”) for UC and CSU admissions.

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

ADVANCED PLACEMENT (AP) CHEMISTRY (UC/ CSU “d”) AP Chemistry is designed to be the equivalent of a college introductory chemistry course. AP Chemistry is a second-year course in Chemistry. It is a good choice for the student who has a particular interest in Chemistry and/or is heading towards a career requiring a strong foundation in Chemistry (e.g. medicine, biochemistry, molecular genetics, engineering, and geochemistry). The overall goal of AP Chemistry is the understanding and application of fundamental chemical principles and concepts, with a strong emphasis on the learning of chemistry through laboratory experiences, which have a strong quantitative component. The course provides many opportunities for students to improve their skills in making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained (applied algebra) and communicating effectively the results of experimental work. All students will be expected to take the AP Chemistry exam in the spring. AP Chemistry is designed to be taken after Chemistry in the Earth System, but not as a substitute for Physics. Students must have a “C” or better in Chemistry in the Earth System and strong recommendation of his/her Chemistry in the Earth System teacher. See AP/Honors Admission Information on page 35.

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

PHYSICS (UC/CSU “d”) Physics is a laboratory science course covering topics including motion, projectiles, forces, gravity, energy, momentum, light, waves, sound, electricity, and special relativity. The course is designed for 11th and 12th grade students. Physics attracts students who want to explore the nature of the universe and the laws that govern the “rules” of science and is highly recommended for any college STEM

major. The course emphasizes exciting laboratory exploration, engaging demonstrations of physics phenomena, and acquiring valuable, college-preparatory problem-solving skills. Lessons in physics are designed to make connections between the principles learned in class and observations outside the classroom. **Prerequisite:** Completion of Physics in the Universe and completion of or concurrent enrollment in Advanced Algebra, or consent of the instructor.

HONORS PHYSICS (UC/CSU “d”) Honors Physics is a more advanced and mathematically challenging version of Physics. Homework, quizzes, and final exams are more challenging than in Physics, and provide a better foundation for college STEM majors. Honors Physics is a laboratory science course covering topics including motion, projectiles, forces, gravity, energy, momentum, light, waves, sound, electricity, and special relativity. The course is designed for 11th and 12th grade students. Honors Physics attracts students who want to explore the nature of the universe and the laws that govern the “rules” of science and is an essential readiness course for any college STEM major. The course emphasizes exciting laboratory exploration, engaging demonstrations of physics phenomena, and acquiring valuable, college-preparatory problem-solving skills. Lessons in physics are designed to make connections between the principles learned in class and observations outside the classroom. Most students in Honors Physics are concurrently enrolled in AP Calculus. See AP/Honors Admission Information on page 35.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE (UC/CSU “d”) AP Environmental Science is a yearlong course intended for those students who want a challenging, in-depth, college level environmental science survey course while still in high school. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course draws upon the foundation of life, earth, and physical sciences as developed in Physics in the Universe and Living Earth and provides an opportunity to integrate a wide variety of topics from different areas of study. It is designed for 11th and 12th grade students who have completed Physics in the Universe and Living Earth (or equivalent) with a 2.75 minimum cumulative GPA. Chemistry and/or Physics must have been completed or taken concurrently. **Prerequisite:** Completion or concurrent enrollment in Chemistry required and successful completion of Intermediate or Advanced Algebra is strongly recommended. See AP/Honors Admission Information on page 35.

SUSTAINABLE AGRICULTURE 1-2 (UC/CSU “g”, CCC credit) In Sustainable Agriculture, students experience how one of our strongest connections with the earth is through food. Topics include plant identification, composting, soil science and regeneration, impacts of agriculture, and sustainable farming methods and design. SustAg is project-based; students work through the seasons to plan, cultivate, maintain, and assess the sustainability of our on-campus certified organic biointensive farm. Learning to harvest, eat, cook, sell, compost, and collect data from the plants we grow is hands-on and collaborative. Community connections are strengthened through workdays, market days, field trips, and guest teachers. Students must have interest and motivation to participate in growing food and be ready to work to support the land it comes from. **Prerequisite:** Passing grades in Physics in the Universe, may be taken concurrently with Living Earth. **SustAg 1-2 students are eligible for 4.0 units of California Community College credit.**

SUSTAINABLE AGRICULTURE 3-4 (CCC credit) In the second year of Sustainable Agriculture, students build on and deepen their agricultural skills and knowledge. Students work

independently on projects, share knowledge, and pursue mastery of all Sustainable Agriculture program goals. **Prerequisite:** Grade of C or higher in SustAg 1-2 or with teacher approval. **SustAg 3-4 students are eligible for 3.0 units of California Community College credit.**

PHYSIOLOGY (UC/CSU “d”) Physiology is open to 10th, 11th and 12th grade students who have an interest in further study in the human biological sciences. This course is a study of the functioning human organism, largely from the perspective of the organ systems. Both normal and abnormal physiology is considered, with an emphasis on the interrelationships between organ systems involved in particular physiology activities. The relationship between structure and function, homeostasis and the levels of physiological organization are also ongoing themes in the Physiology course. Course work is extensively based on collaborative laboratory activities, including organism and organ dissections, microscopic observations and data collection using the students themselves as subjects. Laboratory activities are supported with class discussions, outside readings and individual student research. A special component involves the exploration of college and career opportunities in the medical field, including on-line research, guest speakers, interviews and job shadow opportunities. **Prerequisite:** Passing grades in Physics in the Universe.

ADVANCED PLACEMENT (AP) BIOLOGY (UC/CSU “d”) AP Biology is designed to be the equivalent of a college introductory biology course. It is a year-long course that offers a challenging, in-depth survey of college level Biology for high school students. The **College Board revised the curriculum in 2025 focusing the course on enduring understandings and the content that supports them along with science and engineering practices that ensures students develop skills needed to succeed in upper-division college courses.** The course begins at a molecular and cellular level working up to an organismal, population, and ecosystem level in the Spring Semester. After showing themselves to be qualified on the AP Examination in the spring, depending upon the school, some students will receive college credit and be allowed to accelerate their college program in science. **Prerequisite:** Completion of Physics in the Universe, Living Earth, and completion of or concurrent enrollment in Chemistry in the Earth System. This course is for 11th and 12th grade students who have completed Physics in the Universe and Living Earth (or equivalent). Students must have completed or be concurrently enrolled in Chemistry in the Earth System 1-2. ***The Science Department strongly recommends the completion of Chemistry in the Earth System BEFORE taking AP Biology.*** See AP/Honors Admission Information on pg. 35.

Social Studies

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

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

WORLD HISTORY (UC “a”, CSU) A one-year District-wide requirement that includes a study of the historical and cultural development of the various civilizations of the world from the 18th century to the present. The students are expected to develop an overview of the past - chronological, cultural and conceptual - as a foundation for appreciation and enriched understanding of individual heritage and its role in our contemporary world. Students will also develop reading and writing skills.

ADVANCED PLACEMENT (AP) WORLD HISTORY MODERN (UC “a”, CSC) A year-long course for 10th -12th grade students who are interested in history. This is a college-level course concentrating on Modern World History from 1200 CE to the present. Special attention is given to the analysis of both primary and secondary sources, as well as improving essay writing skills. Students focus on global patterns and explore wide ranging concepts such as humans and the environment, cultural developments and interactions, and the impacts of technology and innovation in societies over time. Government, economic systems, and social interactions in various societies are explored in depth. *Can be used to meet the World History Graduation requirement. See AP/Honors Admission Information on page 35.*

U.S. HISTORY (UC “a”, CSU) A one-year requirement for 11th grade students designed to explore the nation's development from 1870 to the present, focusing on social, political, and economic transformations. Key topics include Reconstruction,

industrialization, immigration, and urbanization; the Progressive Era; the World Wars; the Great Depression; and the Cold War. The course examines social movements, technological advancements, and globalization's impact on American society. Students will explore themes of democracy, inequality, and cultural shifts. By connecting past events to contemporary issues, the course fosters an understanding of how history shapes the United States' role in the modern world.

ADVANCED PLACEMENT (AP) U.S. HISTORY (UC “a”, CSU) The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues related to United States history. In addition to exposing students to historical content, the course will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay and oral format. **Prerequisite:** Successful completion of World History. *Can be used to meet the U.S. History Graduation requirement. See AP/Honors Admission Information on page 35.*

AMERICAN GOVERNMENT (UC “a”, CSU) A one-semester District-wide requirement for 12th grade students. The American Government class is designed to provide students with an in-depth understanding of the structure, functions, and processes of the U.S. government, as well as the rights and responsibilities of citizens within the American political system. This course explores the foundations of American democracy, the principles outlined in the U.S. Constitution, and the roles of the three branches of government: the legislative, executive, and judicial.

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

ADVANCED PLACEMENT (AP) ECONOMICS (UC “g”, CSU) A year-long combination of two separate AP courses for 12th grade students offered in place of standard Economics. These courses provide an in-depth study of both macroeconomics and microeconomics. Courses include a thorough understanding of the basic principles of economics which apply to the function of individual decision makers - both producers and consumers - within an economic system, as well as a thorough understanding of the basic principles of economics that apply to a national and international economic system as a whole. **See AP/Honors Admission Information on pg. 35.**

ELECTIVES IN SOCIAL STUDIES

ADVANCED PLACEMENT (AP) AFRICAN AMERICAN STUDIES ((UC “a”, CSU) This is a year-long course which meets TUHSD 10 credits of elective requirement. AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounter with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of African and African diaspora. Open to students grades 11 and 12.

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

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

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

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

VISUAL AND PERFORMING ARTS

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

First Year Visual & Performing Arts (VAPA) Course Offerings

Ceramics 1-2
Drawing & Painting 1-2
Graphic Design 1-2
Photography 1-2
Drama 1-2
Dance Focus 1-2
TV & Media Production (Redwood TV)
Theater Production 1-2 (Stagecraft)
Music 1-2
Guitar 1-2

PERFORMING ARTS

DRAMA / DANCE / THEATER ARTS

Redwood Theater Arts is designed as a student-run theater company - Ensemble Production Company (EPIC) - which enables students to apply their classroom learning to the experience of rehearsal and performance each semester. Participation in the Theater Arts program at Redwood is open to all students without audition. Students may enter the program during any year of their school career.

DANCE:

DANCE FOCUS (UC "f", CSU) Dance focus is a unique opportunity to let loose after school dancing with Bay Area professional dance teachers, coming direct to you on our campus. Delve into dance styles from Jazz and Hip-Hop to Bhangra and Contemporary Ballet. Fall and spring performances, coupled with rehearsal commitments, offer a dynamic showcase of artistic fusion and collaborative exploration. This unique course, scheduled on Monday evenings, opens the stage to an exploration of movement, expression, and the amazing opportunities to learn from some of the best in the Bay Area. Open to all students grade 9-12.

THEATRE STUDIES

SHAKESPEARE AND DRAMATIC LITERATURE (UC "b", CSU) This year-long course offers an immersive exploration of dramatic literature, combining an in-depth study of Shakespeare's works with a broader examination of theatrical traditions from around the world. In the first semester, students will focus on Shakespeare's plays. Through writing, performance-based analysis, and critical discussion, students will engage with the texts not only as literature but as live, performative art. The second semester shifts focus to a global perspective on drama. Students will explore the evolution of theatre across various cultures and time periods. By examining key plays from ancient playwrights and modern voices, students will understand how theatre reflects and shapes societies. This class teaches text analysis through the lens of performance, offering an engaging blend of literary analysis and theatrical practice, and is designed for students with a keen interest in literature, drama, and the performing arts.

ACTING

DRAMA 1-2 (BEGINNING DRAMA) (UC "f", CSU) Get in on the ground floor of the EPIC Theatre Company in Beginning Drama. Explore fundamental acting techniques, movement, voice, and script analysis. There is a culminating One Act Festival for both the Fall and Spring semesters. We perform at night after school for friends and family. Join us for an unforgettable journey of theatrical exploration, making friends along the way! Open to all students grade 9-12.

DRAMA 3-4 (INTERMEDIATE DRAMA) (UC "f", CSU) Drama 3-4 goes deeper with monologues, scenes, improvisation, children's theater, and ensemble-based performances. Refine your skills and enjoy the fun of being in a creative and supportive theater community. Prerequisites include Drama 1-2 or consent of the instructor. Performances will be presented to the public and the Redwood community during the One Act Festival. Open to all students grades 10-12.

DRAMA 5-6 (ADVANCED DRAMA) (UC "f", CSU), (UC "f", CSU) Drama 5-6 is for students wishing to continue beyond Intermediate Drama. Students focus on learning all aspects of operating the student run theater company (EPIC). The class utilizes small groups to dive deep into theatrical training based on student interest. Open to all students grade 11-12.

HONORS DRAMA 5-6 (UC "f", CSU) This year-long honors junior-level course is designed for committed students who are prepared to participate in three major drama projects (acting or technical theater after school) over the course of the school year. The class utilizes small groups to dive deep into theatrical training based on student interest. Concurrent enrollment in Stagecraft 1-2 is required. Open to all students grade 11-12.

DRAMA 7-8 (UC "f", CSU) Students run all aspects of the theater company, rehearse, and perform in major productions. An after-school commitment is required. The class utilizes small groups to dive deep into theatrical training based on student interest. Open to all students in grades 12.

HONORS DRAMA 7-8 (UC "f", CSU) This year-long senior-level course expands on the Advanced Drama 7-8 curriculum to include three major production projects outside of school. Concurrent enrollment in Stagecraft 3-4 is required. The class utilizes small groups to dive deep into theatrical training based on student interest. Open to all students in grade 12.

VIDEO

TV AND MEDIA PRODUCTION 1-2 (UC "f", CSU) **TV and Media Production can be taken during the school day or as an after-school class.** This course is a hands-on exploration of video technology. Students contribute to the creation of Redwood TV, our news program broadcast to thousands each week. This dynamic course is centered around student-driven projects, demanding active participation in all facets of the production process including pitching, planning, writing, filming, and editing weekly episodes. Students invest two to three hours weekly working in production teams. All equipment is provided. Open to all students grade 9-12.

TV AND MEDIA PRODUCTION 3-4 (UC "f", CSU) This class is a continuation of TV and Media Production 1-2. Students build upon the knowledge they gained in TV media 1-2 and either learn a new aspect of production or take on a leadership role within the production team. This hands-on course covers all aspects of video technology in the creation of Redwood TV. This course requires two to three hours a week of time outside of class. Prerequisite: TV and Media Production 1-2. Open to all students grade 10-12.

TV & MEDIA PRODUCTION 1-4 (Redwood TV)

(UC, "f", CSU) This hands-on course covers all aspects of video technology in the creation of Redwood TV. Students learn intermediate/advanced levels of single-camera and multi-camera field production, digital non-linear editing, lighting, audio recording,

pre- production planning, and computer graphics for video. Classes are centered around student-driven projects, with an emphasis on direct participation in all aspects of the production process by all participants in the class. **This course requires 2-3 hours a week of time outside of class hours.** An application, interview and video project/portfolio are required for entrance. This course has limited availability.

TECHNICAL THEATER

THEATRE PRODUCTION 1-2 (UC “F”, CSU) **Theater Production can be taken during the school day or as an after school class.** Join the dynamic student-operated theater company called Epic! Learn lighting design, sound design, backstage running crew, and introductory scenic design principles. Work with costumes and stage make-up. Get credit for joining the crew or acting in a main stage production. Training sessions and rehearsals ensure pro skills and fun collaborations. Repeat the course for even more theatrical adventures! Open to all students grade 9-12.

STAGECRAFT 1-2 (UC “F”, CSU) This course is designed to expose students to basic theater production elements and design. During the year students will learn basic stagecraft techniques, sound production and operation, lighting design and theater electronics, fundamentals of prop and costume design and implementation, projection technology, backstage practices, and stage management. Students will learn the basics of front of house and theater management, including box office, house management, and fundraising, concessions, publicity, and creation of programs. Students learn safe working practices, to be accountable for their time, and to maintain a clean and organized workspace. Open to all students grades 11-12.

STAGECRAFT 3-4 (UC “F”, CSU) This course is a continuation of Stagecraft 1-2. Students expand their knowledge of basic theater production elements and design. During the year students learn more advanced stagecraft techniques, sound production and operation, lighting design and theater electronics, fundamentals of prop and costume design and implementation, projection technology, backstage practices, and stage management. Students will learn the basics of front of house and theater management, including box office, house management, and fundraising, concessions, publicity, and creation of programs. Students learn safe working practices, to be accountable for their time, and to maintain a clean and organized workspace. Open to all students in grade 12.

THEATER DIRECTING

HONORS THEATRE DIRECTING (UC “F”, CSU) "Honors Studies in Theatrical Direction" (Honors Theatre Directing) is tailored for those who seek to refine their skills by serving as teacher assistants and student directors in the Drama 1-4 core program. A meticulous course of study includes script analysis, rehearsal planning, technical preparation, conceptual development, playwriting, and the nuanced art of directing, all woven into a collaborative tapestry. Concurrent enrollment in Advanced Drama is strongly encouraged, marking a pinnacle of theatrical scholarship and collaborative exploration with new friends. Open to all students grades 11-12.

THEATER MANAGEMENT

SENIOR PROJECTS IN DRAMA For select seniors, Senior Projects in Drama represents an opportunity to assume significant responsibility in the management of the theater company. Collaborating with staff, students design and execute projects in the EPIC production office, providing a capstone to their theatrical journey and a shared collaborative experience. Prerequisite: consent of the instructor is required.

MUSIC

CONCERT BAND (INTERMEDIATE BAND) (UC “F”, CSU)

Did you play a wind instrument or percussion in your middle school band or previous high school??? Then Concert Band can be your new community here on campus! Do you love music? This is a great place to explore a variety of music, as we will listen to and study music from classical genres, world music, and beyond. Do you want to become a better musician? We'll make sure you do, as we dive into technique, ear training, music theory, reading skills, and music history. You can certainly repeat Concert Band all four years, but many students build skills to move into Symphonic Band after 1 - 2 years. And if you're loving music, you're eligible -and you should - concurrently enroll in our Jazz Band, which meets after school. Join us - Concert Band is open to all students 9th - 12th grade.

BEGINNING GUITAR/BASS 1-2 (UC “F”, CSU) Are you ready to launch into your musical journey? Then you should join us in Beginning Guitar/Bass! This class is open to EVERYONE - whether you have no music experience, or you've spent time on a different instrument, this is the place for you. All you need is a desire to learn guitar or bass guitar. We'll get you started with some basic technique, learn some songs, and build a foundation of music fundamentals, including ear training, music theory, reading skills and music history. Beginning Guitar/Bass is a great starting point that you can build upon to work your way into Intermediate Performance Workshop and eventually Advanced Performance Workshop. Join us - Beginning Guitar/Bass is open to all students 9th - 12th grade.

INTERMEDIATE MUSIC PERFORMANCE WORKSHOP 1-2

(UC “F”, CSU) Are you ready to rock out?!? If you've taken our Beginning Guitar class or have 2-3 years of experience on either guitar, bass, piano, drums, or vocals, you need to join Intermediate Performance Workshop. Right away, you'll be playing in a band and learning the skills you need to live your best rock star life. We'll get you playing a wide variety of music, including folk, rock, blues, jazz, pop, and contemporary genres. And of course, we're going to make sure that you build your technique, train your ears, understand music theory, and investigate the history of music. You can certainly spend all four years rocking out in IPW, but if you build your skills, you can work towards joining Advanced Performance Workshop. And if you're loving music, you're eligible -and you should - concurrently enroll in our Jazz Band, which meets after school. This course is open to 9th -12th grade students.

ADVANCED MUSIC PERFORMANCE WORKSHOP 1-2 (UC “F”, CSU) Have you been building your musical skills and you're ready to reach higher levels? After a year of Intermediate Performance Workshop you can audition with the instructor for entrance into Advanced Performance Workshop. You'll be taking your rock star skills to the next level here, performing more challenging material in a band context and producing professional level recordings in our studio. You'll continue exploring the vast world of music, including folk, rock, blues, jazz, pop, and contemporary genres. We'll also make sure that you're the best musician that you can be, refining your technique, ear training, music theory, reading skills and music history. And if you're loving music, you're eligible - and you should - concurrently enroll in our Jazz Band, which meets after school. We'll be performing on a regular basis and taking your music out into the world.

SYMPHONIC BAND (ADVANCED BAND) (UC “F”, CSU) Are you a wind player or percussionist ready for a greater musical challenge? After a minimum of one year in Concert Band, you can audition with the instructor for entrance to Symphonic Band. We'll

dig deeper into your love of music exploring advanced band repertoire while pushing your technique, ear training, music theory, reading skills and knowledge of music history to the next level. With advanced abilities, you'll be connecting with a diverse collection of music from a variety of genres, cultures, and traditions. And if you're loving music, you're eligible -and you should - concurrently enroll in our Jazz Band, which meets after school. There are three to five required performances during school and evening concerts per year, with some after school commitments.

JAZZ BAND (UC "F", CSU) **8th Period** If you love music and you are in either our Band or Performance Workshop classes, then you need to join Jazz Band! This is a great opportunity to build upon your music skills and dive into the diverse world of jazz. We'll be exploring traditional jazz, bluesy music, funky grooves, Afro-Cuban music, Brazilian styles, and more. You'll dig into improvisation and stylistic details through technique studies, ear training, music theory, and jazz music history. It's an amazing opportunity to get deep into this beautiful tradition. Jazz Band meets weekly outside the school day; it's open to students 9th - 12th grade that are concurrently enrolled in Concert Band, Symphonic Band, Intermediate Performance Workshop, or Adv Perf Workshop.

VISUAL ARTS

Visual arts courses are scheduled as yearlong sequences. The first course in the sequence may be either Ceramics 1-2, Drawing and Painting 1-2, Photography 1-2, Graphic Design 1-2 and Architecture 1-2. These first-year art classes will satisfy the UC "F" requirement and are recommended for 9th graders. You may move around within the Visual and Performing arts with permission from the instructor. All courses, Visual and Performing arts are sequential programs with culminating Honors and Advanced Placement opportunities for students in 11th and 12th grade.

CERAMICS 1-2 (UC "F", CSU) Ceramics 1-2 is a two semester, introductory course in the fundamental skills of ceramics, both hand building and on the potter's wheel. Through projects designed to build technical ability as well as creative solutions to design challenges, students will learn wheel throwing techniques, and entry level mastery in pinch, coil, slab and modeling hand building techniques. Several surface decoration techniques with glazes and underglazes will be explored. While mastering the process of ceramics, students develop the Studio Habits of the Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, and Understand Art Worlds. Lessons that encompass a wide array of ceramic traditions inclusive of contemporary and historical artists and cultures from around the world help students see themselves reflected in the arts and help them form the basis of expression, conceptual development and the rich genre of ceramics in art and society. Prerequisite: None

CERAMICS 3-4 (UC "F", CSU) Intermediate Ceramics is a continuation of Beginning Ceramics for motivated students who want to further develop and apply the skills learned in the first course. Students will gain a greater understanding and ability to apply more complex forming techniques, decorative processes, glaze preparation and formulation, and finishing methods. Projects may include coil and slab forms, historical projects, wheel thrown forms, and a higher emphasis on individual artist practices. Students will see and analyze the work of contemporary ceramics artists. Prerequisite: Ceramics 1-2 or consent of instructor. Prerequisite: Ceramics 1 or consent of instructor.

CERAMICS 5-6 (UC "F", CSU) Advanced Ceramics is a continuation of Intermediate Ceramics for the serious student who has demonstrated talent and skill in the medium of clay. Instruction

will include kiln firing, advanced glaze knowledge, complex forms, sculptural techniques, historical processes, and in-depth analysis of historical and modern art. Students will design their own course of study to focus on a body of work which will be exhibited upon completion. Prerequisite: Ceramics 2-6 or consent of instructor.

HONORS CERAMICS 5-6 (UC "F", CSU) Honors 4-5

Intermediate/Advanced Ceramics is a year-long course (two consecutive semesters) of in-depth focus in the art of Ceramics and related materials, expanding and adding depth to the existing program for Ceramics 4-5. This course is intended for Ceramics students who want a challenge above the expectations of Ceramics 4-5 and want a good preparation for the option to take AP 3D. The additional projects and more in-depth work align with the AP 3D program and include preparing for a culminating student art show, developing one's own artistic voice in a personalized approach to class assignments and projects, peer teaching, visiting museums and galleries outside of the classroom and preparation of a digital portfolio. The overall goal of this course is for the student to authentically think and work as an artist and as a contributing member of an artistic community. Conference with teacher required for entrance. See AP/Honors Admission Information on pg. 35.

AP 3D ART & DESIGN (CERAMICS)

In this course you can sculpt a year-long portfolio showcasing your inquiry through 3-D sculptural hand building or wheel throwing. Explore materials, processes, and ideas—skillfully synthesized and sustained through practice, experimentation, and revision. In Spring, your artist's voice shines through when you submit your ceramics portfolio to the College Board. It's the college-level equivalent for those interested in 3-Dimensional work. Previous ceramics experience is necessary for your success. See instructor for information about summer homework. *Note: The focus of this course is Ceramics. See AP/Honors Admission Information on pg. 35.

DRAWING/PAINTING 1-2 (UC, "F", CSU)

Embark on an artistic journey with Drawing and Painting 1-2. This UC-approved course sparks your creative passion through captivating assignments—still life, portraiture, landscape, and more. Unleash your artistic potential as you explore elements of art and design principles. From the study of value and color to printmaking, this foundational class sets the stage for an exciting artistic adventure! You will create an ongoing sketchbook. Join us and elevate your creativity.

DRAWING/PAINTING 3-4 (UC, "F", CSU)

Dive into Drawing and Painting 3-4! This UC-approved course further builds your technical skills through *captivating* 2D art assignments. Engage in lively critiques, amplify your art language, and document your journey in a personalized sketchbook. Join us for a fun experience and a new chapter in your artistic exploration!

DRAWING/PAINTING 5-6 (UC, "F", CSU)

Take your creativity to the next level! Refine your technical skills and strengthen your ability to explore content through drawing and painting media. This UC-approved course offers increasingly more opportunity for self directed projects and provides students with chances to develop portfolio quality work.

AP DRAWING (UC, "F", CSU)

In this exciting AP course, you create a year-long portfolio showcasing your inquiry through art and design. Dive into materials, processes, and ideas—skillfully synthesized and sustained through practice, experimentation, and revision. In Spring, your artist's voice shines through when you submit your art portfolio to the College Board. It's not just a course; it's the college-level equivalent for those captivated by mark-making and self expression. Previous art experience is necessary for your success. See instructor for information about summer homework.

*Note: The focus of this course is Drawing & Painting. Students taking a second year of AP Drawing would take AP 2D Art and Design with an emphasis on Drawing & Painting.

GRAPHIC DESIGN 1-2 (UC “f”, CSU) This course offers students an opportunity to explore and create visual symbols and images used in basic design and commercial art. Students will focus on the elements and principles of design and their application to graphic arts through such projects as designing logos, developing letters and alphabets, making posters and containers, and developing designs and layouts for publications and advertising. The class will also include the art of printmaking and explore techniques such as block printing, stamping and other media.

GRAPHIC DESIGN 3-4 (UC “f”, CSU) This course offers students an extended education in graphic design. Students continue to explore and create visual symbols and images used in basic design and commercial art, while working toward mastery in the Adobe Design Suite. Students will create a working portfolio with a focus on their own personal design esthetic. The class will also include the art of printmaking and explore techniques such as block printing, stamping and other alternative techniques.

PHOTOGRAPHY 1-2 (UC “f”, CSU) Unlock the power of visual storytelling in Photography 1-2: This UC-approved project-based class is a hands-on arts foundation course that fully immerses students in the (DSLR) digital camera experience while on a journey through the lens of artistic expression. Students learn to control and maximize the digital camera through a range of technical assignments with access to digital cameras, production, and editing equipment provided by the school. By the end of Photography 1-2, you will have developed a strong understanding of photography techniques and cultivated a personal style that reflects your unique voice. This course sets the stage for further exploration in the world of visual arts, providing a solid foundation for your creative journey. and is designed for students passionate about transforming ordinary moments into extraordinary works of art. Prerequisite: None

PHOTOGRAPHY 3-4 (UC “f”, CSU)

Prepare to capture the extraordinary! Unleash your artistic potential as you delve into the principles of visual design, color theory, and storytelling through images. In this UC approved course, develop a unique perspective and learn how to communicate emotions and narratives through your photographs. Learn to analyze and appreciate the diverse perspectives that shape the world of photography. In this course we focus on technical mastery and your personal creative vision. We will explore practical applications and explore genres in the world of photography, in search of your niche and pushing the boundaries of your creativity.. **Prerequisite(s):** Photo 1-2

HONORS PHOTOGRAPHY 5-6 (UC, “f”, CSU) (UC “f”, CSU)

Immerse yourself in the art and science of capturing moments that transcend the ordinary. In this honors-level class, students will explore advanced techniques in composition, lighting, and post-processing to produce visually stunning images. From the fundamentals of exposure to the intricacies of digital manipulation, participants will master the technical aspects of photography while cultivating a keen eye for detail. Students will embark on exciting visual storytelling projects that push the boundaries of conventional photography, encouraging them to think outside the frame. Explore experimental techniques, incorporate diverse perspectives, and challenge the status quo to create truly unique and impactful visual narratives. Collaboration is key in this course, as students engage in constructive critiques and peer reviews to refine their work. Prerequisites: Photography 1 and 2. See AP/Honors Admission Information on page 35.

AP 2D ART & DESIGN *Photography & Mixed Media* (UC, “f”,

CSU) (UC “f”, CSU)

Join us for an artistic adventure! In this course, you'll create a year-long portfolio showcasing your artistic inquiry in the media of your choice. Dive into materials, processes, and ideas—skillfully synthesized and sustained through practice, experimentation, and revision. In Spring, your artist's voice shines through when you submit your art portfolio to the College Board. It's not just a course; it's the college-level equivalent for those captivated by creativity and visual storytelling. Previous art experience in any medium including AP Art History, paves the way for your success.

*Note: The focus of this course can be Photo, Digital Art, Mixed Media, Graphic Design. Etc. See instructor for information about summer homework. Prerequisites: Photography 1 and 2 or equivalent or AP Art History. See AP/Honors Admission Information on page 35.

AP ART HISTORY UC, “f”, CSU) (UC “f”, CSU) This is a one-year course that seeks to understand different cultures & our human existence through the study and analysis of art and architecture. In a world filled with stories and artifacts of human history, architecture, painting, photographs and sculpture, APAH offers the tools to recognize and understand these forms. The study of art history encourages humanity, compassion, understanding, and respect by teaching about other individuals, locations and societies through their visual expression. Art History provides intellectual confidence gained through learning how to recognize, order, value and interpret facts. In doing so, it encourages us to think, create and observe carefully. This course is an immersive exploration of human expression, creativity, and the rich tapestry of our cultural heritage. Delve into the world of art as we not only study its history but actively engage with methods and materials that connect us to the past and shape our understanding of the present. Students will follow the national AP Art History course of study, culminating in the AP Art History Exam, which may earn them college credit. Prerequisite: The course is for Juniors & Seniors only. You must have completed your 1 year of performing or visual arts UC “f” requirement. See AP/Honors Admission Information on page 35.

WORLD LANGUAGES

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

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

French 1 through 6

Spanish 1 through Advanced Placement

FRENCH 1 - 2 (UC “e”, CSU) A beginning level course which emphasizes speaking and understanding the language with basics, in listening, reading, spelling, pronunciation, vocabulary, grammar and syntax. Limited reading and writing is also presented as well as cultural material and brief samples of contemporary literary prose. Students will be required to master essential skills at a proficient level before continuing on with the sequence of study.

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

FRENCH 5 - 6 (UC “e”, CSU) Stresses communication in the language. Review of fundamentals with enrichment of first and second year grammar is included. There is a closer look at the culture and literature of the language group, and there are oral and written assignments on reading materials.

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

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

SPANISH 5 – 6 (UC “e”, CSU) A third year course which continues with the TPRS method, and which continues to emphasize listening and reading comprehension as the primary method of language acquisition, but which also requires increasing written and oral production. The course emphasizes high frequency vocabulary and grammatical structures embedded in spontaneous question

and answer format, ad lib storytelling, and extensive reading of increasingly sophisticated texts and listening selections. Students will be required to master core vocabulary and expressions, as well as exhibit fairly sophisticated reading and listening comprehension skills at a proficient level before continuing on with the sequence of study.

SPANISH 7 – 8 (UC “e”, CSU) A fourth year course, emphasis is given to formalizing and systematizing the grammar already introduced in previous courses, as well as to improving writing and speaking skills. More sophisticated reading and listening selections are used than in previous courses, including many authentic texts.

HONORS SPANISH 7 - 8 (UC “e”, CSU) The chief differences between general education Spanish and Honors Spanish 7-8 lie in the rigor of grading, the degree to which students are graded on the quantity and quality of production (students will be required to speak and write more in Honors 7-8), and the number of projects to be completed in the Honors course. **Prerequisite:** A grade of 90% or better in both Spanish 5 and Spanish 6, and a teacher recommendation are required for admission to Spanish 7-8 Honors. If a student has taken Spanish 5-6 on-line, the student would need a grade of 90% or better and take a placement exam with a score of 90% or better. There is a pre-AP focus. See AP/Honors Admission Information on page 35.

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

HONORS SPANISH FOR SPANISH SPEAKERS 3-4 (UC “e-Language Other than English, Level 3 CSU) This course is a continuation of Spanish for Spanish Speakers 1-2. **Prerequisite:** Spanish for Spanish Speakers 1-2. **See AP/Honors Admission Information on page 35.**

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE (UC “e”, CSU) Students will develop high-level communication skills and advanced proficiency in Spanish. The emphasis is on strengthening and synthesizing the four language skills of speaking, listening, reading and writing. Students will access authentic materials to make connections, comparisons and explore cultural perspectives as they communicate in Spanish. Students engage in real life tasks and will be prepared to take the AP Exam in May. **Prerequisite:** Passing score on entrance exam. See AP/Honors Admission Information on page 35.

NON-DEPARTMENTAL COURSES

AP CAPSTONE / AP SEMINAR (Juniors only) (UC “b”, CSU) AP Capstone is a two-year program consisting of two courses: AP Seminar & AP Research, offered consecutively for juniors and seniors. AP Seminar is open to students who are interested in the program without imposing any entrance prerequisites for enrollment. AP Seminar is a foundational course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. In addition, the course focuses upon relevant and contemporary, global issues that increase students’ awareness and develop their perceptions of their world. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. Teachers, together with students, have the flexibility to select issues and themes for deep and extended exploration. Sample topics of exploration for the year include, but are not limited to, education, innovation, justice, revolution, sustainability, and technology. Student learning is evaluated in a number of ways, including the following three required assessments: a collaborative team project and presentation, an individual research-based essay and presentation, and an end-of-course examination. The assessments are summative and will be used to calculate a final AP Score (using the 1-5 scale) for AP Seminar. Upon successful completion of AP Capstone, students are eligible for either a certificate or a diploma, depending on the number of other AP courses they take and the results of their exams. **See AP/Honors Admission Information on page 35.**

AP CAPSTONE / AP RESEARCH (Seniors only) (UC “g”, CSU) AP Capstone is a two-year program consisting of two courses: AP Seminar & AP Research, offered consecutively for juniors and seniors. AP Research is open to students who have successfully completed AP Seminar in their junior year. What makes this course interesting? During the year, you will be exposed to a myriad of research methods used in different fields and adapt those that will benefit your own research project. In the course you will design, plan, and conduct a year-long, research-based investigation to address a research question of interest to you. It provides the opportunity to learn and apply research methods and practices in a field that addresses a real-world topic of your choosing. While working with an expert advisor, you can explore an academic topic, problem, or issue that interests you and design, plan, and conduct a year-long research-based investigation to address it. The class is designed to be broken in three major parts. The first section is centered in choosing the topic and specific research project. In the second section you engage in the different activities associated with answering the question chosen as your research project and work towards the presentation of your investigation, results and conclusions from your research. In the last section the course culminates not in an Exam, but rather in the delivery of an academic paper of 4,000-5,000 words and a presentation, with an oral defense, during which you will answer 3-4 questions from a panel of evaluators. **See AP/Honors Admission Information on page 35.**

PEER RESOURCE Peer Resource is an elective course designed to develop the social-emotional intelligence of students through reflection, sharing, mindfulness, active listening, education and outreach. Peer Resource provides a non-judgmental and confidential setting for students to explore their own

social-emotional experience as well as learn from the experiences of others. Students are educated on a variety of health-related issues: informed decision-making, substance use, sexuality and sexual health, stress management and mental health.

Students are also trained to support their peers through peer education, conflict-mediation, and peer mentoring. Students who wish to enroll must complete an application and participate in a selection

process. Prerequisite: Life Lab, application, and interview required.

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

LINK CREW LEADERSHIP (UC “g”, CSU) Link Crew focuses on teaching student leaders how to support freshmen and transfer students so they can achieve academic and social success. In addition to assisting new students, the class will provide students with the opportunity to build leadership skills including time management, organization, peer mentoring, team building, community building, communication and listening skills along with event planning and execution. The Link Crew class may be joined at the beginning of the fall or spring semester. This course requires participation in training for Redwood High School’s orientation program that occurs over the summer before the school year begins.

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

AVID (Advancement via Individual Determination) (UC “g”, CSU) This is an elective class that helps prepare motivated students in the academic middle for admission to a four-year college or university. Students take an AVID elective course throughout high school that provides them with the skills and tools they need to be successful in advancing academically with the ultimate goal of attending college. The core component of the AVID elective is for students to challenge themselves in more rigorous classes (prep for honors and Advanced Placements courses). Students are taught study skills, note-taking techniques, time management, writing and research skills, while being immersed in a college-going culture. The class also includes tutoring and provides other support for success in the academically rigorous curriculum. Additionally, the AVID elective provides access to information about colleges and universities through field trips, guest speakers, college tutors, scholarship opportunities, and college admission requirement information. AVID is not a homework class, it is a set curriculum designed to motivate and equip students for success in school and post high school.

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

IWE - ALGEBRA PEER TUTORS - This course is specifically intended to provide upper division students with an opportunity to spend a year in an Algebra class serving as an Algebra Peer Tutor (APT). Students who show interest will be prioritized to serve in Algebra classes and in some cases multiple APTs will serve the same class. Students must commit to working closely with the Algebra teacher to support students 1-1 in the classroom as well as in small groups. The purpose of this partnership is to help students in Algebra experience success and achieve the outcomes of Algebra 1-2. This is a unique opportunity to contribute to the success of our TUHSD students in the Algebra classroom. The APTs will contribute to building a safe and inclusive learning environment that values collaboration, questioning, thinking and problem solving together. Peer tutors will partner with the Algebra teacher to support the students in becoming engaged mathematical thinkers, who find joy in learning math and ultimately achieve the outcomes to be successful math students in subsequent courses.

IWE – PEER TUTORING - This course is specifically intended to provide upper division students with an opportunity to spend a year serving as a Peer Tutor (PT). Students who show interest will be prioritized to serve in classes and in some cases multiple PTs will serve the same class. Students must commit to working closely with the teacher to support students 1-1 in the classroom as well as in small groups. The purpose of this partnership is to help students in classes experience success and achieve the outcomes of course. This is a unique opportunity to contribute to the success of our TUHSD students in the classroom. The PTs will contribute to building a safe and inclusive learning environment that values collaboration, questioning, thinking and problem solving together. Peer tutors will partner with the teacher to support the students in becoming engaged thinkers, who find joy in learning and ultimately achieve the outcomes to be successful students in subsequent courses.

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

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

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

IWE – STUDIO ART LAB ASSISTANTS

Students will learn the school-to-work component of running a

studio and art business through peer teaching, studio set-up and take down, care of studio equipment, website development, preparation and organization of art exhibits, and art sales and fundraisers.

Special Education

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

ACADEMIC WORKSHOP

Students who have been assessed and qualify for Special Education services may receive specialized academic instruction in a small group setting. Academic Workshop (AW) provides support for students with special education needs. This program focuses on increasing student participation in general education classes by collaborating with classroom teachers to support student's Individual Education Plan (IEP). Students learn organizational and academic strategies that are essential to making progress in their education. In AW, students learn about communication and self-advocacy, time management, and goal-setting tips and strategies; they practice executive functioning skills; they work on organization and assignment tracking techniques; they focus on and work towards achieving IEP goals; they acquire skills for post-high school transition; and/or they receive academic support for general education classes.

SPECIAL EDUCATION CLASSES

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

REGIONAL OCCUPATION PROGRAM

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

ROP CONSTRUCTION TECHNOLOGY

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

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

Advanced Placement and Honors Courses - FAQs

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

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

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

What AP and Honors classes are offered at Redwood?

AP African American Studies	AP Chemistry
AP 3D Art & Design (Architecture)	AP Computer Science A
AP 3D Art & Design (Ceramics)	AP Computer Science Principles
AP 2D Art & Design (Drawing)	AP Macro & Micro Economics
AP 2D Art & Design (Painting)	AP English Language
AP Art History	AP English Literature
AP Biology	AP Environmental Science
AP Calculus AB	AP Seminar AP Research
AP Calculus BC	AP Spanish Language & Culture
	AP Spanish Literature & Culture
	AP Statistics
Honors Advanced Algebra	AP US History
Honors Advanced Drama 5-8	AP World History: Modern
Honors Adv. Essay Exposition	
Honors Architectural Design	Honors Photography
Honors Physics	Honors Pre-Calculus
	Honors Spanish 7-8
	Honors Spanish for Spanish Speakers 3-4
	Honors Theater Directing

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

Due to the rigorous nature of AP and Honors classes, the district awards a weighted grade point (A=5; B=4, C=3) for these classes. These added grade points will tend to boost a student's GPA. UC and CSU give an additional grade point to all AP and some Honors classes, however not all other schools compute GPAs in the same manner. For more information, please go to <https://doorways.ucop.edu/list>.

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

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

Why should I take the AP exam in the AP courses I take when the AP exam (given in May) is not required?

Some colleges award credit for a certain score on the exam. For instance

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

RISKS

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

How do colleges interpret "strength of program?"

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

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

Are AP Exams required and how much do they cost?

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

Contact your counselor for additional information.

Can I take an online AP course?

If a student chooses to take an online AP course, they will need to find a school that offers the course to take the exam. The grade will only be given the extra weight if the student takes the course at Redwood.

****Although AP and honors courses are helpful when applying to colleges and universities, student success once they are attending college is often determined by the extent to which a student has learned the skills and developed the habits of mind that prepare them for college. All of our course sequences work towards this end. It is incumbent, however, that students take advantage of all the support and resources that the Redwood staff provides.**

What are the benefits and risks of AP/Honors classes?

BENEFITS

- Study a subject in more depth.

Questions & Answers for Freshmen

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

Administrators and Staff

Lisa Kemp, Principal
Rebecca Vester, Assistant Principal
Saum Zargar, Assistant Principal
Jessica Peisch, Athletic Director
Dina Craft, Administrative Assistant
Meg Heimbrodt, IT Data Specialist
Geronima Serrano, AP Secretary
Katie Wiltshire, AP Secretary
Jenny Greene, Athletic Clerk

Counseling Staff

Elijio Arreguin, Counselor
Jeff David, Counselor
Candace Gulden, Counselor
Katie Paulsen, Counselor
Ian Scott, Counselor
Tami Wall, Counselor
Simone Davis, Counseling Secretary
Becky Bjursten, College/Career Specialist

Here are some of the most frequently asked questions

How many classes do I take?

The Redwood school day extends from 8:30 a.m. to 3:35pm p.m. and students take six or seven credit classes during this time. We encourage freshmen to take seven classes by adding an elective of their choosing. However, we cannot guarantee seven classes will be available. Students who take only six classes do not fall behind; a student who takes and passes six classes per semester will graduate with 240 credits, twenty credits beyond the required 220 credits.

What classes should I take?

All freshmen are required to take English 1-2, Physics in the Universe, PE Core, Mathematics, and one semester of both Life Lab and Community & Consciousness. The remaining courses may be Spanish or French, Visual and Performing Arts and Applied Technology classes.

How do I know what mathematics course to select?

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

If I have studied a world language in middle school, will I be able to enter the second year of that language at Redwood? It is quite possible. Again, we have asked your 8th grade teacher for a recommendation. You should ask your 8th grade teacher what course recommendation has been made for you. If you do start high school in the second year of a world language, colleges will recognize the first year taken in middle school as part of their two-year requirement. However, no high school credit is earned for the middle school course.

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

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

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

Redwood has a wide variety of successful sports. Although some teams do not have the capacity to take all students who want to participate, some Redwood teams offer places to ALL students who are interested and ready to practice. Additionally, we have Freshman, JV and Varsity levels in some sports. Please ask the Athletic Director in Room 105 if you have questions.

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

Will I get to see the school before classes begin?

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

We will explain our programs and a few simple school rules. You will have a chance to purchase the Redwood spirit package—the “Right Start”, which contains a planner, student body card (which provides discounts on many school activities), yearbook and other items. You will receive more information about Link Crew in our summer information posted on the Redwood website, www.redwood.org.

Four Year Planning Guide
Course Selection Options listed by each subject per grade level

SUBJECT	GRADE 9*	GRADE 10	GRADE 11	GRADE 12
ENGLISH <u>(4 years required)</u>	English 1-2	English 3-4	AP English Language & Comp AP Seminar (Capstone 1st Year) American Literature 1 / American Literature 2 Literary Walkabouts/ San Francisco Stories Shakespeare/Science Fiction English Lang Development 1-2 English Lang Development 3-4	AP English Literature & Composition Essay Exposition/Oral Rhetoric Exposition/Honors Adv. Essay Exposition Short Stories/Humanities Poetry/Dramatic Literature English Lang Development 1-2 English Lang Development 3-4
MATHEMATICS <u>(3 years required)</u>	Integrated Math I Algebra Geometry Advanced Algebra Precalculus *No honors or AP classes available to Freshman.	Integrated Math II Algebra Geometry A Geometry Adv. Algebra H Adv. Algebra Precalculus H Precalculus	Algebra Geometry A Geometry Int. Algebra Adv. Algebra H Adv. Algebra Precalculus H Precalculus AP Calculus AB AP Calculus BC Statistics AP Statistics	Algebra Geometry Int. Algebra Adv. Algebra H Adv. Algebra Precalculus H Precalculus AP Calculus AB AP Calculus BC Statistics AP Statistics
PHYSICAL EDUCATION <u>(2 years required)</u>	PE Core 1-2 PE Core 3-4			
SCIENCE <u>(3 years required)</u>	Physics in the Universe	Living Earth Physics (with Adv. Algebra) Physiology Sustainable Agriculture 1-2	Chemistry in the Earth System AP Chemistry AP Biology Physics H Physics AP Environmental Science Sustainable Agriculture 1-2 Sustainable Agriculture 3-4 Physiology	AP Chemistry AP Biology Physics H Physics AP Environmental Science Sustainable Agriculture 1-2 Sustainable Agriculture 3-4 Physiology
SOCIAL STUDIES <u>(4 years required)</u>	Life Lab/ Community and Consciousness (1 Semester Each)	World History or AP World History	U.S. History or AP U.S. History AP African American Studies History and Appreciation of Film (sem.) Independent Living (sem.) Psychology (sem.) Street Law (sem.)	AP African American Studies American Government <u>and</u> Economics (sem.) or American Government and AP Economics (year) History and Appreciation of Film (sem.) Independent Living (sem.) Psychology (sem.) Street Law (sem.)

Four Year Planning Guide
Course Selection Options listed by each subject per grade level

VISUAL AND PERFORMING ARTS <i>(1 year required)</i>	<u>DRAMA/DANCE/THEATER ARTS</u> Drama 1-2 Theater Production 1-2 TV & Media Production 1- 2 Dance Focus <u>MUSIC</u> Beg. Guitar/Bass/Banjo Inter. Performance Workshop Int. Band Jazz Band Adv. Band Adv. Performance Workshop <u>VISUAL ARTS</u> Photography 1-2 Drawing & Painting 1-2 Ceramics 1--2 Architectural Design 1--2	<u>ALL ARTS</u> <u>DRAMA / DANCE / THEATER ARTS</u> Drama 1-2 Drama 3-4 Theater Production 1-2 TV & Media Production 1- 2 TV & Media Production 3-4 Dance Focus <u>MUSIC</u> Beg. Guitar/Bass/Banjo Int. Performance Workshop Int. Band Jazz Band Adv. Band Adv. Performance Workshop <u>VISUAL ARTS</u> Photography 1-2 Photography 3-4 Drawing & Painting 1-2 Drawing & Painting 3-4 Ceramics 1--2 Ceramics 3-4 Architectural Design 1- 2 Architectural Design 3-4	<u>ALL ARTS</u> AP Art History <u>DRAMA / DANCE / THEATER ARTS</u> Drama 1-2 Drama 3-4 Adv. Drama 5-6 Honors Adv Drama 5-6 Shakespeare and Dramatic Literature Honors Theater Directing Theater Production 1-2 Stagecraft 1-2 TV & Media Production 1- 2 TV & Media Production 3-4 Dance Focus <u>MUSIC</u> Beg. Guitar/Bass/Banjo Int. Performance Workshop Int. Band Jazz Band Adv. Band Adv. Performance Workshop <u>VISUAL ARTS</u> Photography 1-2 Photography 3-4 Photography Honors 5-6 Graphic Design 1-2 Graphic Design 3-4 Drawing & Painting 1-2 Drawing & Painting 3-4 Drawing & Painting 5-6 AP Art & Design 2D: <i>Drawing</i> AP Art & Design 2D: <i>Painting</i> Ceramics 1--2 Ceramics 3-4 Ceramics 5-6 Ceramics Honors 5-6 Architectural Design 1- 2 Architectural Design 3-4 Honors Architectural Design	<u>ALL ARTS</u> AP Art History Senior Projects in Art <u>DRAMA / DANCE / THEATER ARTS</u> Drama 1-2 Drama 3-4 Adv. Drama 5-6 Honors Adv. Drama 5-6 Adv Drama 7-8 Honors Adv Drama 7-8 Honors Theater Directing Theater Production 1-2 Stagecraft 1-2 Stagecraft 3-4 TV & Media Production 1- 2 TV & Media Production 3-4 Dance Focus Senior Projects in Drama <u>MUSIC</u> Beg. Guitar/Bass/Banjo Int. Performance Workshop Int. Band Jazz Band Adv. Band Adv. Performance Workshop <u>VISUAL ARTS</u> Photography 1-2 Photography 3-4 Photography 5-6 Photography Honors 5-6 AP Art & Design 2D : <i>Photo& Mixed Media</i> Drawing & Painting 1-2 Drawing & Painting 3-4 Drawing & Painting 5-6 AP Art & Design 2D: <i>Drawing</i> AP Art & Design 2D: <i>Painting</i> Ceramics 1--2 Ceramics 3-4 Ceramics 5-6 Ceramics Honors 5-6 AP Art & Design 3D: <i>Ceramics</i> Architectural Design 1- 2 Architectural Design 3-4 Honors Architectural Design AP 3D Art & Design - Architecture
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