

San Rafael High School



Curriculum Guide 2025-2026

**Excellence in
Education
Since
1888**



SAN RAFAEL HIGH SCHOOL

OUR MISSION AT SAN RAFAEL HIGH SCHOOL IS FOR EACH STUDENT TO ACQUIRE THE SKILLS AND KNOWLEDGE NECESSARY TO SUCCEED IN THE FUTURE AND TO CONTRIBUTE TO SOCIETY WHILE RECOGNIZING THE DIGNITY AND WORTH OF EACH INDIVIDUAL.

SAN RAFAEL HIGH SCHOOL GRADUATE PROFILE

San Rafael City Schools GRADUATE PROFILE



Our Graduate Profile articulates the skills needed to succeed in this rapidly changing world. SRCS is committed to developing these skills in our schools and classrooms so every student graduates ready to pursue their goals.

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ADMINISTRATORS:

Joe Ryan Dominguez, Principal
 Armando Oseguera, Assistant Principal
 Casey Shannon, Assistant Principal
 Alison Zampino, Dean of Students

COUNSELORS:

Dan Nemiroff, Counselor
 Pete Wolfgram, Counselor
 Lindsey De Leon Rodas, Counselor
 Ana Urtiz, Counselor

**ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
 COLLEGE PREPARATORY COURSES APPROVED BY THE UNIVERSITY OF CALIFORNIA
 AND THE CALIFORNIA STATE UNIVERSITY SYSTEMS**

San Rafael High School is a four-year comprehensive high school with a multicultural environment of approximately 1382 students. This 136-year-old institution is located in the central part of the city of San Rafael, around 15 miles north of San Francisco. Our student body comes from a diverse set of backgrounds. 65% of our students are Hispanic, 28% White, 3% Asian, and 2% Black/African American. Additionally, around 8% of students are part of our Newcomer/ELD Pathway for recently immigrated students who contribute immensely to our school community. Last year 35% of the graduating class continued on to attend a 4-year college, while 35% continued on to attend a 2-year college. The remaining 30% will be in the military, technical school, traveling, and working. San Rafael High School is extraordinarily proud of the comprehensive program it offers to all students.

Class of 2023 Four year college acceptances includes the following:

- **University of California: All Campuses**
- **California State University: All Campuses**
- **California Private Universities:** Chapman Univ., Dominican Univ., Loyola Marymount Univ., Pomona College, Pitzer College, Saint Mary's College of CA, Santa Clara Univ., Scripps Univ., Stanford Univ., Univ. of La Verne, Univ. of San Diego, Univ. of San Francisco, University of Southern CA, Univ. of the Pacific
- **Out of State/Country:** American Univ. Arizona State Univ., Aurora Univ. Barnard College, Bowdoin College, Carleton College, Clark Honors College, Clemson Univ., Colgate Univ., Colorado State Univ., Connecticut College, Cornell Univ., Cornish College of the Arts, Dartmouth Univ., DePaul Univ., Duquesne Univ., Emerson College, Fairfield Univ., George Fox Univ., Gettysburg College, Gonzaga Univ. Goucher College Hartwick College, Harvard Univ., Indiana State Univ. Kings College of London, Lewis and Clark College, Louisiana State Univ., Maryland Institute College of Art, Massachusetts Institute of Tec, Michigan State Univ., Milwaukee Institute of Art & Design, Montana State Univ. Northeastern Univ., Oberlin College, Occidental College, Oregon State Univ., Pace Univ., Parsons-The New School, Penn State Univ., Portland State Univ., Pratt Institute of Art & Design, Regis Univ., Rensselaer Polytechnic Institute, Rochester Institute of Tech, Sarah Lawrence College, Savannah College of Art & Design, School of the Art Institute of Chicago Seattle Univ., Seton Hall Univ., Southern Oregon Univ., Stony Brook Univ, Swarthmore College, Syracuse Univ. Temple Univ., The George Washington Univ., Univ. College London,, Univ. of Arizona, Univ. of Arkansas, Univ. of Boston, Univ. of Colorado at Boulder, Univ. of Denver, Univ. of Durham, Univ. of Edinburgh, Univ. of Greenwich Univ. of Hawaii at Manoa, Univ. of Illinois, Urbana Champaign, Univ. of Maine, Univ. of Massachusetts, Univ. of Michigan, Univ. of Montana, Univ. of Nevada-Reno, Univ. of Oregon, Univ. of Pennsylvania, Univ. of Portland, Univ. of Puget Sound, Univ. of Roehampton, Univ. of South Carolina Univ. of Utah, Univ. of Vermont, Univ. of Washington, Univ. of Wisconsin-Madison, Wabash College, Wartburg College, Washington State Univ., western Washington Univ., Whitman College, Willamette Univ., William and Mary, York College of Pennsylvania.

Our school, in cooperation with the Educational Testing Service and the various universities, provides an opportunity for advanced university placement. Students may enroll in Advanced Placement classes in Biology, Calculus AB/BC, Computer Science, English Language and Literature, Environmental Science, World History, Physics 1&2, Spanish Language, Statistics, Studio Art Drawing/2-D Design, and U.S. History and Government. Upon successful completion of the examination, these students may be placed a semester or a year ahead of their classmates when they enroll in college. In addition, Honors classes were available in English, math, science, social studies and world languages.

Our student body is culturally diverse. In fact, at San Rafael High School we have students who speak over twenty-five primary languages. This cosmopolitan environment greatly enriches the life experience of all our students and is one of the strengths of San Rafael High School.

San Rafael High is not only proud of our academic success, but also of our elective and extra-curricular programs. Both our music and drama departments are recognized throughout the country for their outstanding performances and achievements in county and state competitions. Forty percent of our students participate in school sports. Our athletic program continues to grow through student participation.

THE SCHOOL DAY

San Rafael High School is on a T/A/B Traditional and Block Schedule. The majority of students begin school at 8:30 AM with a traditional day on Mondays and three to four 95 minute classes Tuesday through Friday. Wednesday and Friday schedules also include an Advisory period. Additionally, some courses in Music and PE are available outside of the normal day when possible.

STUDENT SCHEDULING

Programming for the next year begins in January when students receive information about elective options. Counselors then go into classrooms in early February to share information about high school and college requirements and course offerings. Students will enter their course requests into Aeries at this time. Students should include two alternative elective course requests that can be used if scheduling does not permit placement in their first choice. Students will have two weeks to make any changes to their course requests. The school will then send home a course verification letter notifying them of their student's requests. If a change is desired, that should be noted on the letter and returned to the school.

This is the last time that changes can be made to course requests. Once selections are finalized, students are **expected to stay in those courses for the entire school year.** Please refer to **ADD/DROP Policy** below for information about requesting course changes once the school year has started.

Students and families need to carefully ensure that they are taking the appropriate classes to meet their graduation goals, and that they meet the necessary prerequisites and/or obtain the skills needed for success in the coursework at the proposed level. Students may refer to this curriculum guide for course descriptions and prerequisites.

Board policy requires that all students be enrolled in six courses, unless they are seniors and their graduation status permits them to take only five. However, this requirement shall not apply to pupils enrolled in ROP programs, community college courses, independent study programs, continuing education classes, work experience education programs, or any other course of study authorized by the Board and SRHS Administration.

ADD/DROP POLICY

Students may request a course change at the beginning of each semester during the course change request window. Students may request a change for the following reasons: 1) to meet a graduation requirement; 2) to drop a class already taken; 3) to drop a class in which prerequisites have not been met; 4) to add or drop a 7th class if scheduling permits.

Teacher or class period preferences are not valid reasons for changing a class. Students may request to add or change a class for a valid reason by submitting a **Schedule Change Request Google Form for the first five days of the first semester or the first five school days of the second semester.** **Student or parent initiated requests for change will not be considered after that period. All requests are considered pending until approved by the counseling department, therefore all students must attend current classes until a new schedule is provided. Students**

whose requests are not approved must continue to attend their current schedule.

WITHDRAWAL, NO MARK AND INCOMPLETE POLICY

WITHDRAWAL

Students may be approved for a Withdrawal (W) from a class for **extenuating circumstances.** Any Withdrawals that are approved during the first six weeks of the semester may do so without any entry on the permanent record. Withdrawals that are approved after the first six weeks of the semester will result in a "W" mark on student transcripts. Requests for withdrawals will not be accepted after December 1st for the fall semester and May 15th for the spring semester.

NO MARK

A grade of No Mark "NM" may be issued under extenuating circumstances. Examples include enrolling 3-4 weeks before the end of the semester or illness that cannot be accommodated through home instruction.

INCOMPLETE

A grade of Incomplete "I" is given only when a student's work is not finished because of illness or an excused absence. If make-up work is satisfactory and completed by the contract completion date, the student will receive a passing letter grade from the teacher. If required work is not completed satisfactorily, or by the end of January/June, the Incomplete grade will become an F, with no credits earned."

For purposes of school/district eligibility for participation in extra co-curricular activities, an incomplete shall have no effect. Note: the Marin County Athletic League treats an incomplete as an "F" grade until the work is made up. It is the student's responsibility to request an "Incomplete contract" from their teacher.

SCHOOL INITIATED SCHEDULE CHANGES

The school may initiate course level or class placement changes up to 10 school days after the end of the first quarter in the first semester, or 10 school days after the end of the third quarter in the second semester. These changes will be made in collaboration with counseling, administration, department chair and teachers. Teachers will notify students and family of any recommended changes.

HONORS AND ADVANCED PLACEMENT APPLICATION

The criteria for the selection of students for Honors and Advanced Placement (AP) classes are based on students meeting course prerequisites and a student's demonstrated success in the subject area. Due to the challenging nature of AP and Honors classes, the school does not recommend that students take more than 3 AP/Honors courses at a time.

Students must submit a contract with parent/guardian signatures that acknowledge that they are expected to stay in this class the entire school year.

Students electing to take Honors or AP classes should plan on having a summer assignment that they will be required to complete before the beginning of the following school year.

Students should not assume that if they do not complete the summer work, and/or change their mind, that they will be moved out of the class at the start of the fall semester. All classes, class sizes, teacher assignments, and scheduling of classes are established based on student sign-ups. We will **not allow** student scheduling changes simply because a student or parent has changed their mind or didn't complete the summer assignment as this impacts the class size of the college prep classes.

CREDITS

Each semester course with a passing grade is worth 5 credits. Some elective courses are on a variable credit basis (1 to 5 credits may be earned each semester). Students must complete **220 credits** total in specific subject matters to graduate. Please see the Graduation Requirements for more information.

EARNING EXTRA CREDITS

Students can earn additional credits towards graduation by taking courses via the College of Marin, county Regional Occupational Program, or summer school. Students may not preemptively take subjects required for graduation; nor are subjects offered at San Rafael High generally approved for study elsewhere.

COLLEGE COURSES

San Rafael High School students can supplement their educational experiences or remediate a course by enrolling in courses at other institutions, such as local community colleges. All courses must be pre-approved by counseling and administration. When applying to college, students are expected to make arrangements for transcripts from these institutions to be forwarded to the colleges of their choice. Students planning to take courses outside SRHS should complete the "Alternative Coursework Pre-Approval Form" with their counselor. Getting pre-approval ensures that students are enrolling in accredited programs and that completed credits can be applied to their high school transcript. Once a college transcript is submitted to the high school counselor, all UC / CSU transferable classes will be added to the high school transcript (students may not pick and choose which ones get added). The college class, once on the high school transcript, does not receive any additional weighting. The college class is calculated on a standard 4.0 scale. In general, one semester of a college-level course equates to one year of high school instruction. Three college units equal 10 high school credits.

REPEATING COURSES

A student may retake a course to improve his/her grade of D or F. Repeated courses do not receive double credit and the new and old grades appear on the transcript. The higher grade is used to determine the GPA. Some colleges (e.g. UC, CSU) use only the higher grade; others use both grades in calculating the GPA for admission. Students may retake courses through our school's credit recovery system, at a community college or through an online, accredited program.

GRADING PROCEDURES

Students are graded on the following basis: A, B, C, D, F. Pass/Fail is used for a few specific programs such as Special Education, Workability, Internship, and Advisory. Students

receive credit for each of the above marks except F. Advisory courses do not award credits.

PROGRESS REPORTS

Progress reports are mailed home at the end of the fifth week of each nine-week grading period. Teachers may give a progress report for students earning a "C" or better, but must give a progress report if the student is receiving a "D" or "F". All freshmen receive a progress report from all teachers. Parents may request a weekly student walk around progress report. It is the student's responsibility to take these reports to their teachers. The forms are available in the Counseling office.

QUARTER GRADE REPORTS

Quarter grade reports are mailed home at the end of the first nine weeks of each semester.

SEMESTER GRADE REPORTS

Semester grade reports are final grades, which are assigned twice a year; January and June. These grades are the only grades recorded on the official transcript/permanent record. Credit is granted based on these grades.

GRADE POINT AVERAGE

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

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

*Honors and AP classes earn extra points for the school GPA. This is called a weighted GPA. Rank in class is based on weighted grades received in 9th through 12th grades.

PHYSICAL EDUCATION EXEMPTIONS

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

PHYSICAL EDUCATION WAIVERS

In 2019-20, San Rafael City Schools (SRCS) created a PE Exemption policy to provide sophomores with the ability to waive the 2nd year of PE by successfully completing two additional SRHS sports seasons. The waiver allows student-athletes to meet the PE requirement for graduation but does not provide high-school credits. Students who are exempted from the 2nd year of PE will be required to complete 10 additional elective credits to make up for the PE 2 credit that is waived.

Even though the PE Exemption is available, SRHS still recommends that student-athletes complete their 2nd year of Physical Education. The SRHS PE Department offers various worthwhile and engaging courses such as Weight Training, Yoga, Sailing (Night PE), Hiking (Night PE), and PE2. We believe these courses have many benefits for students including providing students opportunities for athletic training, regular exercise throughout the school year (not just the sports season), and exploration into the CA State Standards for Physical Education around Life-Long Fitness.

EXTRA-CURRICULAR ELIGIBILITY

Associated Student Body Office • Athletics • Music • Drama

A student must earn a minimum of 2.0 or “C” grade point average with no more than one “F” grade to maintain eligibility. You must also be enrolled in six classes (five classes for seniors).

ATHLETICS

San Rafael High School offers the following sports in Frosh, Junior Varsity and Varsity competition:

GIRLS: Cross Country, Mountain Bike, Swimming, Volleyball, Tennis, Basketball, Wrestling, Track, Softball, Golf, Soccer, Water Polo, Cheerleading and Lacrosse.

BOYS: Cross Country, Mountain Bike, Soccer, Football, Water Polo, Basketball, Wrestling, Tennis, Swimming, Track, Baseball, Golf, Lacrosse and Cheerleading.

ACADEMIC ELIGIBILITY FOR ATHLETICS

- Policy covers Interscholastic Athletics.
- A student must have passed 25 credits with a 2.0 non-weighted GPA.
- Transfer students must meet C.I.F. minimum (20 credits passed with a 2.0 non-weighted GPA) in order to gain initial eligibility.
- Any student/athlete who does not meet the GPA requirements may apply for an academic waiver and if approved, will be placed on probation. Probation lasts for one grading period only. The student must turn in weekly progress reports to the Athletic Director. Failure to turn in such reports, and/or failure to maintain satisfactory grades during any week, will result in the student being sidelined for the game or games the following week (or until grades are raised to necessary levels). **Probation is granted only once during the student’s four years at SRHS.**

Eligibility rules state that if you are planning to participate in a school sport, you must have a current physical exam after June 1 of the year you wish to be eligible. Forms are available from the nurse or the Athletic Director. You must be covered by the parent’s group medical policy or take out insurance through the school to cover the whole year.

ATHLETIC ELIGIBILITY FOR TRANSFER STUDENTS

To become eligible for any sport at San Rafael High School, the student must first see the Athletic Director and secure a form to waive Rule 2603. This form simply states that both principals must sign the form and that the student must have a letter attached explaining the reason for the transfer.

NCAA CLEARINGHOUSE FORMS

Students interested in playing sports in their first year of college should complete an NCAA Clearinghouse form in the spring of their junior year. Forms are available at ncaaclearinghouse.org

COUNSELING DEPARTMENT

Every student at San Rafael High is assigned a counselor. Both parents and students are encouraged to maintain close contact with the counselor.

WHAT DOES A COUNSELOR DO FOR YOU?

The SRHS School Counseling team follows the ASCA National Model and provides services to students and their families in three different categories: Academic, Social/Emotional, and College/Career.

- Assist with programming choices and necessary program changes.
- Provide information on high school graduation requirements and college entrance requirements.
- Assist students who are having academic difficulties.
- Counsel students who have attendance problems.
- Counsel students in resolving discipline problems.
- Help students relate to peers and staff.
- Provide information regarding outside agencies.

COLLEGE AND CAREER CENTER

The College and Career Center is available to assist with college and career exploration, career decision-making, employment related issues, college application support, internships, and options after high school. Please visit the College and Career Center for extensive information on upcoming events. The CCC is also the main hub for Financial Aid registration through FAFSA and Dream Act portals. There are resources available for both parents and students.

CALIFORNIA COLLEGES COLLEGE PLANNING TOOL

California Colleges is a new tool at SRCS that will allow our students to achieve two major goals: (1) to ensure that all high school seniors in California graduate with clear postsecondary goals and a plan for how to achieve them, and (2) that each student’s academic transcript data follows them as they advance across educational systems to reduce information gaps that could otherwise hinder their success.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

CSF is a state organization, which encourages an interest and pride in high standards of scholarship. CSF sponsors a wide variety of enjoyable, educational and exciting experiences. Membership is neither automatic nor obligatory. Interested students must submit their membership applications during the first three weeks of each semester. A nominal fee is required for membership and financial aid is available.

Acceptance into the CSF is determined by the previous semester grades, based on a point system. If a student has been a member for four of the last six semesters (including the fall semester of the 12th year grades), the student becomes a life member (Seal bearer) and receives special recognition during the graduation ceremonies.

SPECIAL EDUCATION DEPARTMENT

Students qualify for special education services through specialized assessments conducted by the school's assessment team. If a student is eligible for special education services, there are two types of classes available (Resource Specialist Program and Special Day Class). The focus of each program is to provide academic services in the least restrictive environment through the use of accommodations and collaboration with general education teachers. The Resource Specialists implement the individualized educational plans and monitor annual goal progress for all students in the program. Students receive five elective credits each semester for the successful completion of this course.

The Special Day Classes each have one teacher and one Instructional Assistant. This program is designed to meet the needs of students who require smaller classes to achieve academically and meet graduation requirements. Students receive five credits for the successful completion of each academic class. The Special Day Class teachers implement the individualized education plans and monitor each student's progress toward their annual goals.

HEALTH INFORMATION

The total health of every student is an important aspect of his/her success in school. Health information provided to the school personnel by parents and physicians is extremely helpful in helping support student's learning and social/emotional needs. Medical notes, letters and information should be provided to counseling and essential health information listed on the emergency card.

IMMUNIZATIONS

State law requires all students entering California schools to be immunized against poliomyelitis, diphtheria, Pertussis (whooping cough), tetanus (DPT), measles, mumps and hepatitis B, rubella, Hemophiles, influenza type b (bacterial meningitis) and chicken pox. Verification of these immunizations must be presented in writing. In addition, a current test for tuberculosis is required for all students entering from out of the country. Students without required proof of immunization will not be allowed to attend school.

SCHOOL NURSE

Our school nurse is on campus one day a week. Any student may consult with the nurse on that day. Once a year she will do a hearing screening for all juniors. State law prohibits us from dispensing any drugs of any kind (including aspirin and ibuprofen, unless "Authorization to Administer Medication" paperwork is completed.

SCHOOL SUPPORT SERVICES

Local community agencies collaborate with San Rafael High School to provide counseling services for students who may need additional academic, social or emotional support. Students may self-refer or be referred by parents, teachers, counselors or administrators. These services are provided to improve academic performance, school behavior, physical and emotional health, and relationships with peers and adults.

MENTAL HEALTH COUNSELING

Mental health counseling is provided by San Rafael City Schools Mental Health Team. SRHS has developed a Wellness Center that provides various Health and Mental Health services to our students in collaboration with Community Based Organizations.

The SRHS Wellness Center offers a centralized location for students to have access to programs in health, mental health, substance abuse, sexual health, and other support services. Its mission is to create a welcoming and safe space for students to access when they are in crisis, need mental health support and/or could benefit from self-regulation. The Wellness Center's mission is to improve the health, well-being, and education outcomes of all students.

ADVISORY

SRHS have two sixty-minute sessions every week specifically designed for students to receive direct academic support from their teachers. Students will utilize RTI Scheduler to select what teacher they want to visit for each Advisory period based on their individual academic needs. Enrichment opportunities are also available during Advisory for students who do not require additional academic support.



CALIFORNIA STATE SEAL OF BILITERACY

The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English.

To earn the California State Seal of Biliteracy the student must demonstrate English proficiency through one of the following methods:

- Coursework: Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those courses.

OR ASSESSMENT (Choose one)

- Option 1: State Assessment: Pass the California Assessment of Student Performance and Progress for English language arts administered in grade 11, at or above the “standard met” achievement level.
- Option 2: Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
- Option 3: International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.
- Option 4: SAT: Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirements for English Learners Only: In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

Demonstrate proficiency in one or more languages, other than English, through one of the following methods:

- Coursework: Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.

OR ASSESSMENT (Choose one)

- Option 1: AP: Pass a world language AP examination with a score of 3 or higher
- Option 2: IB: Pass an IB examination with a score of 4 or higher
- Option 3: ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher
- Option 4: District-Approved Assessment: Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From California *Education Code Section 51461.*

COLLEGE PLANNING CHECKLIST

FRESHMAN YEAR

- Get acquainted with your counselor and College and Career Center team.
- Complete a 4-year plan for meeting graduation and/or college entrance requirements.
- Develop strong work habits to maintain the highest grades; if necessary, obtain tutoring.
- Plan an activities schedule that may include participation in one or more: extracurricular (i.e. athletics, drama, music, student government), jobs, internships and community service.
- Begin thinking about and exploring colleges and/or career options on CaliforniaColleges.edu.

SOPHOMORE YEAR

- Keep a strong relationship with your counselor and stay informed.
- Take challenging courses in areas in which you excel.
- Maintain strong study habits to achieve your maximum potential.
- Research colleges and vocational schools of interest.
- Optional: Take Preliminary Scholastic Aptitude Test (PSAT) in October.
- Investigate your eligibility for Honors and Advanced Placement courses for junior year.
- Investigate possible extracurricular activities to complement your academic growth.
- Consider summer work, volunteer experience or an internship.

JUNIOR YEAR

- Attend SRHS College Night.
- Take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) in October.
- Read the online CCC Newsletters
- Attend college representative visits to campus from (August through November).
- Develop a list of colleges: check the requirements, costs of attendance, request program information, visit the campuses of interest and take advantage of SRHS Bay Area College representative visits.
- Optional: In the spring, take college entrance exams: SAT Reasoning and ACT w/writing.
- Take the ASVAB test if you're interested in the possibility of joining the military or would like information about your abilities.
- If qualified, take Advanced Placement exams.
- Investigate your eligibility for Honors and Advanced Placement courses in your senior year.
- Colleges are interested in students maintaining academic rigor in the senior year – consider at least four academic courses as you plan your courses for senior year

SENIOR YEAR

- Optional: Take SAT Reasoning; ACT w/Writing – no later than the December test date.
- Apply to colleges online:
 - (UC) www.universityofcalifornia.edu
 - (CSU) www.csumentor.edu
 - Private Colleges: Request application from individual college and/or visit www.commonapp.org.
- Complete and submit all applications BEFORE THE DEADLINE DATES (Nov. 30th for CSU and UC schools).
- Request secondary school reports from your counselor and letters of recommendation from your teachers as specified on college and scholarship applications (this is usually applicable only for private schools).
- **Remember to give your teachers and your counselor at least three weeks advance notice**
- Attend all college information sessions of interest as announced in the bulletin.
- Visit College and Career Center weekly for Scholarship opportunities.
- Apply for financial aid, if eligible.
- Attend Financial Aid Information Night in early October.
- Request transcripts to be sent to Colleges. The first three are free with a fee of \$3.00 for each additional transcript.
- Keep a record of what college admissions procedures you have completed; keep your counselor informed as you formulate plans or revise them.
- If qualified, take Advanced Placement Exams.
- Take the ASVAB if interested in the military or to obtain feedback about your abilities.

COLLEGE ADMISSION INFORMATION

COLLEGE ADMISSION TESTING

These tests are not required for high school graduation.

PSAT- Preliminary Scholastic Aptitude Test - a practice test for the SAT Reasoning test is administered nationwide every October. The test consists of three parts- critical reading, mathematics and writing. The questions are very similar to those on the SAT, but this test is shorter and does not contain a writing section. For 11th graders, this test is the qualifying exam for the National Merit Scholarship Program. National Merit Scholars score in the top 1% on the PSAT and may qualify for scholarship monies.

SAT Reasoning Test- Scholastic Aptitude Test - this is a college admissions test which is usually taken at the end of the junior year, in May or June, and/or the beginning of the senior year. The test consists of – Evidenced-Based Reading and writing, and mathematics about 3 $\frac{3}{4}$ hours to complete. The Evidenced-Based Reading and Writing questions fall into 2 main groups: 1) sentence completions, and 2) critical reading. The writing section questions cover error identification, improving sentences, improving paragraphs, and essay writing. The mathematics questions cover arithmetic, algebra, geometry and advanced algebra. You can sign up at www.collegeboard.com.

ACT with Writing - American College Test - another college admissions test. This test assesses high school students' general educational development and their ability to complete college-level work. It is offered six times each school year. This multiple-choice test covers four skills - English (usage, grammar, structure, and punctuation), mathematics (mostly algebra and geometry), reading comprehension and science reasoning. The writing test, which is optional, measures skills in organizing and writing a short essay. Including administration, instruction and breaks it takes just over 4 hours to complete. For more information or to sign up at www.act.org

NOTE ABOUT SAT/ACT TESTING

The University of California, and the California State University networks, as well as many out of state and private colleges have temporarily suspended the use of SAT/ACT testing in determining admission eligibility, with the possibility of permanently moving away from using these tests. Please visit the CCC for up to date information regarding admission requirements.

CALIFORNIA STATE UNIVERSITY Admission checklist.

- a. Apply for admission by submitting your online application between October 1st and November 30th at www.csumentor.edu.
- b. Complete the a-g course requirements with a grade of "C" or better. Only grades earned in a-g subjects in 10th, 11th and 12th grades are used to calculate GPA.

- c. Take all required ELM and EPT placement test by May 1st.

CSU East Bay, San Francisco and Sonoma will accept all eligible applicants as SRHS is in their local area.

UNIVERSITY OF CALIFORNIA Three steps to ensure that you are eligible to apply as a freshman.

- a. High school students must complete the UC approved courses in a-g subject areas with grades of "C" or better. Submit your application at www.universityofcalifornia.edu/apply between November 1st and 30th.
- b. California students must earn a minimum GPA of 3.0 calculated using 10th and 11th grade UC-approved a-g courses.

All campuses are competitive and they encourage students to take the most rigorous program available. When a campus is impacted because more students want to attend than it can accept, then students with the highest grades and best preparation are usually given preference for admission.

PRIVATE COLLEGES/UNIVERSITIES AND OUT OF STATE SCHOOLS

Many follow the University of California a – g eligibility course list, but there is a great deal of variation; therefore it is necessary to check each school's requirements individually. You are encouraged to use college reference books, individual college catalogs and/or to visit websites to verify requirements.

2 – YEAR COLLEGE ENTRANCE REQUIREMENTS

Students must be high school graduates, completed the GED, or must be at least 18 years old to enroll. There are no subject requirements for admission. Placement tests are administered in the spring of senior year for correct 2-year college course placement.

**GRADUATION REQUIREMENTS &
MINIMUM COLLEGE ENTRANCE REQUIREMENTS**

SUBJECTS	San Rafael High School District Graduation Requirements	CSU and UC Entrance Requirements
ENGLISH	4 Years - 40 Credits	4 Years - 40 Credits
MATHEMATICS	2 Years - 20 Credits	3 Years - 30 Credits / 4 Recommended <i>Algebra 1, Intermediate Geometry or Geometry and Intermediate Algebra 2 or Algebra 2</i>
SOCIAL STUDIES	3.5 Years - 35 Credits <i>Ethnic Studies World History US History Government Economics</i>	2 Years - 20 Credits <i>World History US History /Government</i>
SCIENCE	2 Years - 20 Credits <i>1 Year - 10 Credits - Biological Science 1 Year - 10 Credits - Physical Science</i>	2 Years - 20 Credits / 3 Recommended <i>1 Year Biological Science 1 Year Physical Science</i>
LANGUAGE OTHER THAN ENGLISH (LOTE)	1 Year - 10 Credits - Language other than English (LOTE) OR 1 Year - 10 Credits - Fine Arts	2 Years - 20 Credits / 3 Recommended Same Language
FINE ARTS	1 Year of Fine Arts or 1 Year of Language other than English (LOTE)	1 Year - 10 Credits <i>Drama, Music or Visual Arts</i>
PHYS. ED.	2 Years - 20 Credits	-----
ELECTIVES	75 Credits <i>Elective courses and courses taken after fulfilling graduation requirements</i>	1 Year - 10 Credits <i>Either courses specific to the elective (G) subject area or courses taken after fulfilling a-g requirements</i>

SAN RAFAEL HIGH SCHOOL 2023-24

UC/CSU Approved a-g Certified Course List

ATP/CEEB code: 053222

CDS code: 21 65466 2133262

The following courses meet requirements for admission to the University of California. Underlined courses denote extra honors credit. All courses approved for the past five years are available on the UC website: <https://admissions.ucop.edu/doorways/list/index.htm>

a - HISTORY/SOCIAL SCIENCE - two years required

Social Justice in US History	World History P	U.S. History P	U.S. Government P
	<u>AP European History</u>	<u>AP U.S. History</u>	<u>AP Government and Politics</u>

b - ENGLISH - four years required

English 9 P	English 10 P	English 11 P	English 12 P
	English 10 HP	<u>AP English Language</u>	<u>AP English Literature</u>
	English 10 P/HP: Get Reel	<u>and Composition</u>	<u>and Composition</u>
			Journalism P

c - MATHEMATICS - three years required, four years recommended

Algebra A*	Intermediate Geometry P	Algebra 2 P*	<u>AP Calculus AB</u>
Algebra B P*	Geometry P*	Algebra 2 HP*	<u>AP Calculus BC</u>
Algebra 1 P	Geometry HP*	Int. Algebra 2 P	<u>AP Statistics</u>
		Pre-Calculus P	
		<u>Pre-Calculus HP</u>	
		Statistics & Probability P	

d - LABORATORY SCIENCE - two years required, three years recommended

Physics of the Universe P	Biology P	Physics P	<u>AP Biology</u>
	Chemistry P	Physiology P	<u>AP Comp Science Principles</u>
-	Chemistry HP	<u>AP Environmental Science</u>	<u>AP Physics 1 / AP Physics 2</u>
Engineering of Mechanical Systems		Engineering of Electrical & Robotic Systems	

e - LANGUAGE OTHER THAN ENGLISH - two years required, three years recommended

French 1 P*	Spanish 1 P*	Spanish Lang & Lit 1 P*	<u>AP Spanish Language & Culture</u>
French 2 P	Spanish 2 P	Spanish Lang & Lit 2 P	
French 3 P	Spanish 3 P	Spanish Lang & Lit 3HP	
French 3 HP	Spanish 3 HP		
French 4 P			
<u>French 4 HP</u>			

f - VISUAL & PERFORMING ARTS - one year required

Art 1 P*	Ceramics 1 P*	Jazz Ensemble 2 P	Beginning Guitar P*
Art 2 P	Ceramics 2 P	Jazz Ensemble 3 P	Beginning Steel Pans P*
Art 3 P	Ceramics 3 P	Jazz Ensemble 4 P	Adv. Steel Pans P
Art 4 P	Photography 1 P	Digital Music Production	Piano P*
<u>AP Studio Art: Drawing</u>	Photography 2 P	Digital Music Production 2P	Wind Ensemble P
<u>AP Studio Art: 2-D Design</u>	Photography 3 P	Digital Film Production	Orchestra P
		Advance Film Production	

g - ELECTIVE - one year required

AVID 9, 10, 11 & 12	Economics P	Engineering Design 1 P	Engineering Design 2 P
Ethnic Studies	Link Crew P	Student Government and Leadership	Yearbook Publication

* Please note: If you take more than the minimum required in a - f of the above a-g list, the extra courses count toward the g – ELECTIVE category with the exception of the beginning courses which are marked with an (*).

SAN RAFAEL HIGH SCHOOL ELECTIVE COURSES 24-25

PERFORMING ARTS	VISUAL ARTS	STUDENT SUPPORT
Piano Beginning Steel Pans Advanced Steel Pans Beginning Guitar Jazz Ensemble: 2, 3, 4 Wind Ensemble Orchestra Chorus Drama Music Production 1, 2, 3 ♥- All courses meet a-g requirements.	Ceramics 1, 2, 3 & 4 Art 1, 2, 3 & 4 AP Drawing AP 2D Art & Design Photography 1, 2, 3 ♥- All courses meet a-g requirements.	Student Advocacy (10th, 11th, 12th) ♥ Teachers Assistant (TA) * Peer Tutor * Bilingual Tutor *
CAREER TECH EDUCATION	WORLD LANGUAGES	OTHER
Academy of Engineering & Technology (AET) Design Technology (AET) ♥ Engineering & TechDesign 1 & 2 ♥* Media Academy (MAX) Digital Media 1 & 2 ♥* Educator Academy* Senior Capstone ♥* Construction Academy Building Construction Trades 1 & 2 ♥* Music Production Academy Music Production 1, 2, 3 ♥	French: 1-4, 3HP & 4HP Spanish: 1-4, 3HP & 4HP AP Spanish Spanish Language & Literature (for Native Speakers) 1-2, 3HP ♥- All courses meet a-g requirements.	AVID 9-11, Senior Seminar ♥ Yearbook ♥ PE Weight Training & PE Yoga PE Hiking PE Sailing ASB/Leadership ♥ -Application and Interview -Required for all ASB officers Intro to Computer Programming ♥ AP Computer Science Principles ♥ AP Computer Sci A ♥ Broadcast Journalism
THINGS TO REMEMBER: Any course that you take above the graduation requirement becomes elective credit. You can request to take PE as an elective after 10th grade	HP = Honors AP = advanced placement ♥ = Course meets a-g requirement *Juniors & Seniors only	



Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Research shows that students participating in a CTE program are more likely to graduate from high school, earn higher GPAs, be more engaged in school, and attend college or a post-secondary institution after graduation. Additionally, students gain skills applicable to careers that do not require college degrees and allow them to discover alternative professional pathways outside of the four-year college track. Under the CTE model, jobs and careers are organized into industry sectors. Within each sector are more narrowly defined subcategories called career pathways. San Rafael High School currently offers two pathways with three additional pathways in development.

COURSE TITLE	GRADE LEVEL				RECOMMENDATIONS/REQUIREMENTS FOR ENROLLMENT
	9	10	11	12	
Academy of Engineering and Technology (AET)					
Physics of the Universe (SCIENCE)	X				Concurrent enrollment in Algebra 1
Introduction to Engineering Principles (CTE)	X				Concurrent enrollment in Physics of the Universe (AET)
Engineering of Mechanical Systems (SCIENCE)			X	X	Algebra 1 and Biology
Engineering Design and Technology 1 (CTE)			X	X	Concurrent enrollment in Engineering of Mechanical Systems
Engineering of Electrical Systems (SCIENCE)			X	X	Geometry and Biology
Engineering Design and Technology 2 (CTE)			X	X	Concurrent enrollment in Engineering of Electrical Systems
The Educator Academy					
Social Justice in US History CP (HISTORY)			X		
Social Justice in Education CP (CTE)				X	<i>Recommend Social Justice in US History as a prerequisite</i>
The Media Academy Experience (MAX)					
English 11 MAX or 12 MAX (AP optional)			X		Concurrent enrollment in Media Production 1 or 2
Media Production 1 (CTE)			X		Concurrent enrollment in MAX English
Media Production 2 (CTE)				X	Concurrent enrollment in MAX English
The Construction Academy					
Building and Construction Trades 1 (CTE)			X	X	
Building and Construction Trades 2 (CTE)				X	<i>Offered in 2024-2025</i>

ACADEMY OF ENGINEERING & TECHNOLOGY

The Academy of Engineering and Technology (AET) is an engineering-focused program at San Rafael High School spanning three years. The students engage in real-world problem-solving as they design, construct, and test models for various applications ranging from rocketry to robotics. The Academy consists of two courses per year beginning in the freshman year. These courses blend the investigation of scientific models with the career technical practices of engineering design and fabrication using our 3D printer, CAD-enabled laptops, Laser Cutter, and CNC machines. Active, hands-on learning is the central curricular philosophy of the Academy. Students construct their knowledge by making observations, building models to describe physical phenomena, and devising solutions to various engineering problems. During each quarter, students work towards the completion of a major project. These projects are the key focus of the program, and they allow students an in-depth exploration of the application of scientific principles. Ultimately, the program enables students to explore their interests in engineering, giving them direct exposure to the engineering profession through internships and mentoring as well as co-enrollment opportunities at the local community colleges. Each year of the Engineering Academy consists of two courses. Students can enroll in just one or two years or all three! The first year is offered to 9th graders only and is an introduction to the Engineering Academy, but then the second two years are offered to either 11th graders or 12 graders and can be taken in any order. It is essential to understand that you must enroll in both the Science and CTE courses.

THE EDUCATOR ACADEMY

The Educator Academy is a two-year pathway that offers students the opportunity to explore and develop the skills for careers in education. It is designed to prepare students to become educators who will shift our community toward greater justice and equity.

In their junior year, students take Social Justice in US History CP. This class engages students with the US History CP units through the lens of social justice and with a focus on our nation's history of oppression and resistance in education. Students will

listen to and honor voices and experiences that have historically been marginalized to create a more just educational system. This class counts as a graduation requirement (UC Social Studies "A"). In their senior year, students take Social Justice in Education CP. This class engages students with major Academy themes: Community, Introduction to Teaching, Career Exploration, and Community Teaching. Students will spend time teaching elementary school students and can do this work as a volunteer or apply for a job with one of our SRCS after-school programs. This course earns elective credit (UC Elective "G").

MAX ACADEMY

MAX is an interdisciplinary academy for 11th and 12th graders at San Rafael High School that combines video production with English. In addition to traditional academic skills and Video Production skills, we prepare students for success in college and work by developing strong communication and project management skills. In the academy, students work together to create video productions based on the content they study in English. Students learn to use industry-quality equipment in a production studio. Students design projects, write screenplays, and film and edit videos. Teachers work together to create an engaging curriculum that focuses student attention on their creative productions in response to content. The small academy environment gives students an experience of being in a community.

THE CONSTRUCTION ACADEMY

New to San Rafael High School for the 2023-2024 school year, we are launching a CTE Pathway in the Building and Construction Trades! This pathway focuses on developing the skills required to build residential and commercial buildings. Students will work in teams to construct an actual tiny home, learning essential skills related to framing, roofing, plumbing, electrical, and many other skills. Students will develop foundational work-related skills as they learn how to safely and accurately construct a living space that must pass code and will eventually serve as an actual living residence!



ENGLISH DEPARTMENT

The English Department follows a sequential, literature based writing program at all levels. A progression of skills in writing is developed through a series of writing assignments starting with the personal narrative and culminating with critical analysis of literature. Required classical and contemporary literature is presented at every grade. Specialized skills in communication, critical thinking, and cooperative learning are incorporated into the program. The department's strong four-year academic program is designed to prepare students to succeed at the college level. The English Language Development Program is also a part of this department.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
English 9 P	X				Placement According to English Dept. Guidelines
English 9 P SDAIE	X	X	X	X	Placement According to English Dept. Guidelines
English 10 P		X			Placement According to English Dept. Guidelines
English 10 HP: Get Reel		X			
English 10 HP		X			
Media Academy: English 11 P/AP, English 12 P/AP,			X	X	
English 11 P			X		Placement According to English Dept. Guidelines
AP English Language & Composition			X	X	
English 12 P				X	Placement According to English Dept. Guidelines
Journalism P				X	
AP English Literature & Composition			X	X	
English Support 9	X	X	X	X	Instructor Recommendation & Concurrent Enrollment in Eng 9 SDAIE

P/H/AP = meets UC/CSU entrance requirements P = College Prep

H = Honors

AP = Advanced Placement

20185 ENGLISH 9 P: INTRODUCTION TO LITERATURE & COMPOSITION

College Prep English 9 introduces freshmen to the rigors of high school writing and reading so that every student moves forward equipped with the critical thinking skills and essential academic knowledge necessary for success in their high school years and beyond. The focus of the course is on developing and honing the foundational skills of expository writing, literary analysis, and argument. Each student will create an ePortfolio of their strongest work that demonstrates their proficiency in evidence-based argument, collaboration, research, creative writing, and reflection.

20138 ENGLISH 9P SDAIE:

20000-ENGLISH REVIEW

English 9P SDAIE, paired with English Review, is designed with the transitioning ELD student in mind. Students engage in the same reading, writing, and ePortfolio tasks as all English 9P classes. Lessons and activities are designed to support English language learners as they move out of the ELD instructional sequence and into subsequent English language arts college preparatory courses.

20241 ENGLISH 10 P:

GET REEL, MEDIA THROUGH YOUR LENS

College Prep English 10 builds on the reading and writing skills taught during the freshman year. Students analyze, interpret, and evaluate a global selection of literature and narrative non-fiction. Emphasis is placed on literary analysis as students continue to develop their ability to think critically and make connections to the world around them. Students will demonstrate proficiency in the fundamental reading and writing skills necessary for success in their high school years and beyond. While students explore the universal themes of each text, with an extensive focus on novels, poetry, informational texts, and films, they will acquire important technical skills needed to use digital media tools for filming and editing.

20239 ENGLISH 10 HP:

PRE AP: GET REEL, MEDIA THROUGH YOUR LENS

Students will gain the necessary abilities for digital media production, while participating in a rigorous, integrated English and media course. Students will develop the abilities and skills necessary to effectively and creatively produce powerful video production, oral presentation, and written works that critically examine the impacts of ideological and social influences on both

individual and group identity. While students explore the universal themes of each text-with extensive focus on the novel, poetry, informational text, and film-they will acquire important technical skills needed to use digital media tools for filming and editing.

20238 ENGLISH 10 HP:

PRE AP: LITERATURE AND COMPOSITION OF WESTERN CIVILIZATION

Honors English at the sophomore level is a course designed for students who want the challenge of more difficult reading selections presented at an accelerated pace. Reading material is chosen specifically to challenge and improve the reading skills of students wanting exposure to advanced-level texts. Lectures, discussions, and writing assignments focus on the following: literary analysis, critical thinking, research, effective communication, and collaboration. This course is designed to prepare students for AP courses at the junior and senior levels; heavy emphasis is placed on writing analytical essays.

MAX ACADEMY

20235/20181 ENGLISH 11 P/AP MAX ACADEMY

20236/20182 ENGLISH 12 P/AP MAX ACADEMY

Media Academy is a two-year academy program for juniors and seniors that combines English Language Arts, Social Studies and Media Technology curriculum. Each quarter, student production teams create videos, websites, and online magazines that explore themes presented to them in their English and Social Studies classes. Students in Media Academy also study the media itself, as well as conduct their own marketing, public relations and advertising campaigns. Academy students benefit from extended opportunities to work with professional mentors and partners. Media Academy is a blended, looped program that rotates the 11th and 12th grade curriculum over a two-year cycle. During their two years in the academy, students satisfy the requirements for English 11P/AP, English 12P/AP, and Digital Media Production.

20187 ENGLISH 11 P:

AMERICAN LITERATURE

College Prep English 11 exposes students to the literary voices of American authors. Writing assignments are focused on the development of strong argumentation and rhetorical skills through persuasive writing. Students develop critical reading and writing skills as they study grammar, vocabulary and rhetorical techniques. Students will present oral and written work to the class and continue to add to their ePortfolios.

20183 AP ENGLISH LANGUAGE AND COMPOSITION

AP Language and Composition is a rigorous, college-level course centered on argument, rhetorical analysis, and the synthesis of source material from a wide array of genres. This course is for students who enjoy a challenging environment. This class is organized around questions that explore the political, economic, artistic, and diverse points of view expressed through books, essays and film. Students will become critical thinkers exploring rhetorical and artistic decisions writers make and the effects of

their choices on an audience. They will refine and develop their skills as writers of formal essays as well as creative work.

20188 ENGLISH 12 P:

WORLD LITERATURE AND EXPOSITORY READING AND WRITING

College Prep English 12 samples a variety of world literature and expository writing skills, and provides students with a review of practical skills needed for first-year college composition courses. Students will be expected to demonstrate an understanding of expository and persuasive writing acquired in earlier grades, but the primary writing focus this year is reflective. In addition to building a portfolio of essays and other writings, students will practice effective note-taking and presentation techniques, and will also engage in a variety of projects to deepen their understanding of the course's texts. Students will be asked to draw from a broad base of knowledge reaching from across the high school curriculum. Students will demonstrate their knowledge of communication, reflection, and rhetoric at the year's end by presenting a senior speech.

21169 ENGLISH 12 P: JOURNALISM P

Journalism is an alternative to English 12P for seniors. The course focuses on rigorous reading, writing, and critical thinking skills for the study of literary, news, opinion, sports, arts, and web journalism toward the regular publication of an online school newspaper, Off the Leash. Students will learn about the history of journalism, study journalistic ethics and the role of print and web media in American and global society today, and in their collaborative efforts to produce a high-quality student publication, hone the skills necessary for pursuing a career in journalism.

20184 AP ENGLISH LITERATURE AND COMPOSITION

AP English Literature Composition challenges students to read and study novels, plays, poetry, and literary theory at the introductory college level. Students in this course study diverse literary works that represent the development of literature as an art form. The writing for this course is focused on analyzing literature, connecting literature to politics, sociology, history and the study of art, as well as preparing for writing expectations in college.



ENGLISH LANGUAGE DEVELOPMENT PROGRAM

The ELD Program offers recent arrivals from other countries a strong language acquisition program, which enables them to integrate into the regular academic core curriculum as soon as possible. Students are tested and placed in ELD classes appropriate to their English level. If they speak no English they begin with the ELD 1 courses. If they have had English in their native country, they may qualify for other ELD classes depending on their proficiency. ELD classes satisfy the English requirements for graduation. English credit is awarded for ELD A sections. Elective credit is awarded for ELD B sections. While the four language domains—speaking, listening, reading and writing—are practiced in all ELD courses, A courses focus on literacy and writing proficiency, and B courses focus on speaking and communicative fluency. Speakers, club activities, field trips, and curricular activities encourage the students to participate in and contribute to the school and community environments.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
ELD 1A	X	X	X	X	New to the Country or Placement Test Results
ELD 1B	X	X	X	X	Concurrent Enrollment in ELD 1A
ELD 2A	X	X	X	X	C or Better in Previous Level, Instructor's Recommendation or Placement Test Results
ELD 2B	X	X	X		Concurrent Enrollment in ELD 2A
ELD 3A	X	X	X	X	C or Better in Previous Level, Instructor's Recommendation or Placement Test Results
ELD 3B	X	X	X	X	Concurrent Enrollment in ELD 3A
ELD 4A	X	X	X	X	C or Better in Previous Level, Instructor's Recommendation or Placement Test Results
ELD 4B	X	X	X	X	Concurrent Enrollment in ELD 4A
English 9 P SDAIE	X	X	X	X	C or Better in Previous Level, Instructor's Recommendation or Placement Test Results

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

21001 ELD 1A

21055 ELD 1B

ELD 1A and ELD 1B are designed for non-English speaking, recent arrivals to this country. Students learn the basics of English, including fundamental communication skills, grammar, vocabulary, and how to begin reading and writing in English. Students are exposed to the cultural expectations necessary to help them be successful in school.

21002 ELD 2A

21056 ELD 2B

ELD 2A ELD 2B are designed for students who have already studied English for approximately one year. These courses emphasize English language acquisition, with a specific focus on developing students' academic vocabulary, reading, comprehension, writing applications, and pronunciation in English.

21003 ELD 3A

21057 ELD 3B

ELD 3A and ELD 3B are designed for students who are proficient in spoken English. Students build on previously learned academic English skills and further develop reading comprehension and writing proficiency. Short novels are introduced and students are expected to write extended compositions. Students also focus on the academic and test taking skills.

21004 ELD 4A

21058 ELD 4B

ELD 4A and ELD 4B are designed to help students continue to develop skills in English literacy and academic discourse. In addition to state-approved textbooks, students read supplementary novels and write essays. This course prepares students to transition into a college preparatory English class.

MATHEMATICS DEPARTMENT



The SRHS Mathematics Department's focus is to meet the needs of all students and to do this we offer a wide range of courses. Although only two years of math are required for graduation, we strongly recommend students take math all four years. Our college prep sequence begins with Algebra 1P and for accelerated students will culminate with Advanced Placement Calculus. The three year sequence, Algebra 1P, Geometry P or Intermediate Geometry, Intermediate Algebra 2P or Algebra 2P meet the University of California and California State University entrance requirements. For students not yet prepared for the rigorous college prep

sequence the same curriculum is offered through two-year sequence of Algebra A and B. For students who excel in math and like a challenge, we offer honors courses beginning with Geometry HP. For students not ready to take Algebra A we have an intervention class (Algebra Readiness). See Math Department Chair or your counselor for placement criteria.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Algebra A	X	X			Teacher Recommendation
Algebra B P	X	X	X	X	Teacher Recommendation and/or Passing Grade in Algebra A
Algebra 1 P	X	X	X		Teacher Recommendation and/or B or Better in Algebra A
Intermediate Geometry P			X	X	Teacher Recommendation and/or C or Better in Algebra B P
Geometry P	X	X	X	X	Teacher Recommendation and/or C or Better in Algebra 1 P or A/B
Geometry HP	X	X	X	X	Teacher Recommendation and Completed Application
Intermediate Algebra 2P			X	X	Teacher Recommendation and/or C or Better in Geometry P or A/B
Algebra 2 P		X	X	X	Teacher Recommendation and/or C or Better in Geometry P or A/B
Algebra 2 HP		X	X	X	Teacher Recommendation and Completed Application
Pre-Calculus P			X	X	Teacher Recommendation and/or C or Better in Algebra 2 P
Pre-Calculus HP			X	X	Teacher Recommendation and Completed Application
AP Calculus (AB & BC)			X	X	Teacher Recommendation and Completed Application
Statistics and Probability			X	X	Teacher Recommended and B or better in Algebra 2 P
AP Statistics			X	X	Teacher Recommendation and Completed Application
Algebra Readiness	X	X	X	X	
AP Computer Science A		X	X	X	Algebra 1P

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

42851 ALGEBRA A

42861 ALGEBRA A SDAIE

This course is the first in a two-year series that covers all of the curricular standards of a first year algebra course. It includes extensive work with rational numbers, integral numbers, linear equations and graphing. Upon successfully completing this course students can enroll in either Algebra B or Algebra 1 P.

42852 ALGEBRA B P

42863 ALGEBRA B P SDAIE

This course is the second in a two-year series that covers all of the curricular standards of a first year algebra course. It will continue the development of algebra skills focusing on graphing, linear and nonlinear functions. Upon successfully completing this course, students can enroll in Intermediate Geometry P or Geometry P.

40205 ALGEBRA READINESS

Students who have consistently scored far below grade level on local assessments and course grades may be in need of an Intensive Intervention course. San Rafael High School offers a variety of Math courses designed to meet the needs of students in need of additional support and intervention. In 9th and 10th grade, students may be placed in Algebra Readiness, a class designed to ensure that they are prepared to successfully enter grade level college preparatory courses. Students are placed in intervention classes based on the Math Department Recommendation.

40360 ALGEBRA 1 P

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

40555 INTERMEDIATE GEOMETRY P

Intermediate Geometry is based on the core College Prep Geometry but has been modified to accommodate students who struggle with the pace and demands of the College Prep sequence. The primary goal is to provide all students with access to the rigorous state Geometry standards. Emphasis will be placed on exploration and discovery rather than formal proof to accommodate students with special language or reading needs. Students will be expected to explore and solve mathematical problems, think critically, prove geometric theorems, draw and use mathematical diagrams, read and use mathematical language of geometry correctly, work cooperatively with others and communicate ideas clearly.

40664 GEOMETRY P

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

40679 GEOMETRY HP

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

40368 INTERMEDIATE ALGEBRA 2P

Intermediate Algebra P is a mathematics course designed with students who will not be pursuing a STEM pathway. In the sequence of math courses, it is an alternative to Algebra 2, coming after Geometry. Intermediate Algebra P is designed to act as a bridge for students who need to strengthen their algebra skills before taking Algebra 2 P, Statistics P, or to prepare students for a college placement exam in Mathematics. This course will present students with a variety of algebra-based units with emphasis on practical applications in preparation for topics in an Advanced Algebra curriculum. The use of technology, modeling, problem-solving and practical applications will be heavily emphasized in the course.

40479 ALGEBRA 2 P

This course is the third of the three year series required for entrance to UC/CSU. It includes advanced levels of solving linear and nonlinear equations. Concepts introduced are complex numbers, binomial theorem, logarithms, series/sequences, trigonometric functions, conic sections, and probability/statistics.

40484 ALGEBRA 2 HP

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

41467 PRE-CALCULUS P

The major emphasis of this course is placed on the study of functions. A comprehensive treatment of analytic geometry and trigonometry is taught. Probability and statistics concepts are reviewed and extended. The operations of Calculus are introduced. The goal of this class is to prepare for any freshman level college math course.

41477 PRE-CALCULUS HP

The standard curriculum is covered with more emphasis on science and engineering applications. The increased rigor and focus on independent learning will prepare students for AP Calculus.

48084 AP CALCULUS AB

48184 AP CALCULUS BC

This course is based on the curriculum outlined by the College Board. It develops the theory and techniques of differential and integral calculus. Emphasis is on applying the calculus to prove mathematical models for physical situations. Students who do well are encouraged to take the Advanced Placement test for college credit.

41064 STATISTICS AND PROBABILITY P

The primary goal of this course is to give students an introduction to statistics and probability. The students will become familiar with the following aspects of statistics: obtaining a representative sample from a population, analyzing obtained data, probability, normal distributions, correlation and regression, and hypothesis testing. The students will acquire the ability to use calculators to perform statistical computations.

48384 AP STATISTICS

This course is based on the curriculum outlined by the College Board. It is designed for those students who have successfully completed Pre-Calculus P. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

76261 AP COMPUTER SCIENCE A

AP Computer Science A is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

PHYSICAL EDUCATION DEPARTMENT

San Rafael High School's Physical Education program strives to have each student meet the following learning objectives: physical activity, physical fitness and wellness, movement skills and knowledge, social development and interaction, self-image and self-realization and individual excellence. Areas of emphasis are on WHAT information is important to know and understand, HOW it is done in an effective way, and WHY it is an important experience for today and throughout a lifetime. Students learn to understand their bodies and how they can function at a higher level of effectiveness. Each class is designed to present knowledge, experience, and practice that will support the learning and application of the concepts in a variety of sport and fitness related experiences.



COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Health Education (Semester)	X				
Physical Education 1	X	X	X	X	
Physical Education 2		X	X	X	Physical Education 1
PE Weight Training		X	X	X	PE 1 with B or Better in Both Semesters
PE Weight Training 0 Period		X	X	X	
PE Hiking/Night PE		X	X	X	PE 1 with B or Better in Both Semesters *priority to sophomores
PE Sailing/Night PE		X	X	X	PE 1 with B or Better in Both Semesters *priority to sophomores
PE Yoga		X	X	X	

1008 PHYSICAL EDUCATION 1: FOUNDATION FOR PHYSICAL EDUCATION AND FITNESS

Students are challenged to learn and achieve State Standards in the areas of social development, fitness, skill development and an understanding of various movement concepts. An emphasis is put on the development of important life skills through our exciting adventure curriculum.

1009 PHYSICAL EDUCATION 2: INTRODUCTION TO LIFETIME SPORTS

Students will be competent in movement activities and excel in a few lifetime activities. They will understand and enhance their skills by understanding how and why movement is used in different situations. Students will achieve and maintain a health-enhancing level of physical fitness. They will learn that having a physically active lifestyle will provide opportunities for enjoyment, challenge and self-expression. Students will demonstrate responsible personal behavior and understand the importance of respect for all others. All this will be experienced through a variety of lifetime activities, such as ultimate Frisbee, spinning, yoga, badminton, golf, weight training, etc.

13560 HEALTH EDUCATION (SEMESTER)

13561 HEALTH EDUCATION SDAIE (SEMESTER)

This course gives students a broad outline of the human body and how it reacts to our modern environment. The units covered in the course include: A definition of wellness; how to interpret statistical studies about health; mental health; suicide prevention; alcohol; smoking and heart disease; drugs (illegal and prescribed); human sexuality (required written parental permission); infectious diseases including sexually transmitted

diseases; and nutrition. Also cover all state-mandated programs in HIV/AIDS education.

10253 PE YOGA

PE Yoga focuses on the fundamentals of yoga. perfect for students of all ranges who are interested in getting into yoga, or learning new poses to add to their yoga toolkit.

10251 PE WEIGHT TRAINING

A course designed for serious students who wish to develop a year round training program for his/her sport, activity or lifetime fitness. Cardiovascular fitness, strength and flexibility will be enhanced through a rigorous program of individualized and group programs. Students will be exposed to various types of fitness routines and approaches such as plyometric, cross-fit, medicine ball training and spin. Students will be expected to track their progress and expand their knowledge of basic muscle groups.

PE WEIGHT TRAINING 0 PERIOD

Weight Training PE is offered before school during 0 period. This class meets 4 mornings a week from 7:25-8:25 am. Curriculum includes lifting technique, safety, weight room etiquette, anatomy, nutrition and sports medicine. Classes also have the chance to play lifetime sports and do some cardio and yoga as well.

10149 PE HIKING/NIGHT PE

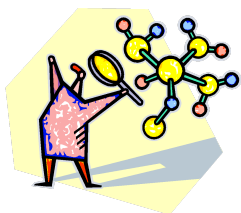
Students will learn how to read a topographic map, use a compass, wilderness survival skills and participate in a lifetime fitness program. Parental support in the form of transportation is

needed. The class meets every Wednesday from 7:00pm – 9:00pm and participates in fourteen Sunday hikes throughout Marin County.

Students will learn the basics of sailing using sailboats at the San Rafael Yacht Club. The class meets every Wednesday evening from 7:00pm – 9:00pm and participates on fifteen Saturdays from 8:00am-12:00pm.

10150 PE SAILING/NIGHT PE

SCIENCE DEPARTMENT



The mission of the SRHS Science Department is to ensure that all graduating students are both scientifically literate and well prepared for an increasingly technical future in their professional and personal lives. Our courses ensure that students are fully prepared for four-year college acceptance, and include traditional laboratory experiments, as well as computer applications and Internet research. The

standard sequence of Physics of the Universe, Biology, and Chemistry (college preparatory and Honors) may be augmented with Physiology, AP Biology, AP Environmental Science, AP Chemistry, and AP Physics and/or the Physics and Engineering Academy.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Introduction to Science Practices	X	X	X	X	Concurrent enrolment in ELD 2 or ELD 3
Physics of the Universe P	X				C in Intro to Science Practices or 9 th grade ELD 4 or above
Physics of the Universe P SDAIE	X				ELD 3-4
Biology P		X	X	X	Physics of the Universe
Biology P SDAIE		X	X	X	Intro to Science Practices or 9 th grade ELD 3 or above
Chemistry P			X	X	PhUn and Biology and/or Dept. Approval and Concurrent Enrollment in Geometry P
Chemistry HP			X	X	Concurrent enrollment in Algebra 2 or Pre-Calculus and B in Biology P and a passing grade in PhUn.
AP Chemistry			X	X	Chemistry P and/or concurrent enrollment in Algebra 2 HP or Pre-Calculus
Physiology P			X	X	Biology P and completion of Physics of the Universe or Chemistry
AP Biology			X	X	Biology P and Chemistry P, Dept. Approval
AP Environmental Science			X	X	Biology P and Chemistry P, Dept. Approval
AP Physics 1			X	X	Concurrent Enrollment in Algebra 2P or Higher, Dept. Approval
AP Computer Science Principles	X	X	X	X	
ACADEMY OF ENGINEERING & TECHNOLOGY					
Physics of the Universe - AET	X				Must Be Concurrently Enrolled in Introduction to Engineering and Design
Engineering of Mechanical Systems / Physics CP/AP			X	X	Must Be Concurrently Enrolled in Engineering and Tech. Design 1
Engineering of Electrical Systems /Physics CP/AP			X	X	Concurrent enrollment in Engineering and Tech. Design 2

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

51020 INTRODUCTION TO SCIENCE PRACTICES

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

51022 PHYSICS OF THE UNIVERSE P SDAIE

(Pending Board and Curriculum Council approval)
 Physics of the Universe is a laboratory based science course that integrates core concepts from physics and earth science from the formation of the universe to how humans use energy. Physics of the Universe will incorporate topics including forces and motion, solar system formation, earth processes, energy, energy transfer, electricity and magnetism, and more.

51021 PHYSICS OF THE UNIVERSE P

Aligned to the Next generation Science Standards (NGSS), this course is for students graduating in 2023 or later and is required for incoming freshmen.

50364 BIOLOGY P

50371 BIOLOGY P SDAIE

The Biology P course will cover all the major topics in Biology: Cell Biology, Genetics, Ecology, Evolution and Structure and Function in Living Systems. Both conceptual and quantitative topics will be developed in depth and this course is a prerequisite for Chemistry, Physics and Physiology.

PHYSICS OF THE UNIVERSE - AET P (AET SET 1 COURSE)

This is the companion course to Introduction to Engineering and Design in the Academy of Engineering and Technology. Physics of the Universe is a laboratory based science course that integrates core concepts from physics and earth science. This course will incorporate topics including measurement, vectors, forces, motion, energy, waves, nuclear processes, and the origin of the universe. This course is only offered to freshmen.

50763 CHEMISTRY P

Recommended Prior Course: PhUn and C in Biology P and Concurrent Enrollment in Geometry P or more advanced math class

The Chemistry P course will cover the following chemistry concepts: Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic, Biochemical and Nuclear Processes. Both conceptual and simple quantitative topics will be studied.

50780 AP CHEMISTRY

Recommended Prior Course: Chemistry P or HP and/or concurrent enrollment in Algebra 2 HP or Pre-Calculus

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

50773 CHEMISTRY HP

Recommended Prior Course: PhUn, Biology P and Concurrent Enrollment in Algebra 2 or more advanced math class.

The Chemistry HP course will cover the following chemistry concepts: Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic, Biochemical and Nuclear Processes. Both conceptual and simple quantitative topics will be studied at a quicker pace and in a deeper exploration than students will see in Chemistry P. A college level text will be used in this course.

57385 AP PHYSICS 1

Recommended Prior Course: Concurrent enrollment in Algebra 2 or Higher, and Dept. Approval

AP Physics 1 is a college-level course taken at the high school setting and follows the recommended course outline published

by the College Board for the algebra-based Physics 1 exam. The course is appropriate for the advanced math/science student who is considering a major in the sciences or engineering. Students will learn to apply math principles to scientific theory. Class topics will include kinematics, dynamics, energy, mechanical waves, sound, and basic electrical circuits. Students who complete this course are encouraged to take the Advanced Placement Physics 1 Exam which occurs in May. The minimum math prerequisite is concurrent enrollment in Algebra 2.

52363 PHYSIOLOGY P

Recommended Prior Course: Biology P and completion of Chemistry P; or Physics of the Universe P.

The Physiology P course will cover the anatomy and physiology of the human body, including study of the body systems and homeostatic relationship between those systems. A college level text will be used and this course is available to students who have taken and passed Biology with a "C" or better.

50380 AP BIOLOGY

Recommended Prior Course: Biology P and Chemistry P P and Dept. Approval

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. A college level text will be used in this course.

50381 AP ENVIRONMENTAL SCIENCE

Recommended Prior Course: Biology P and Chemistry P or Physics of the Universe P and concurrent Enrollment in Algebra 2P, and Dept.

Approval

AP Environmental Science is designed to provide students with scientific principles, concepts, and methodologies necessary to comprehend the relationships abundant within the natural world, to identify and analyze environmental problems to evaluate relative risks associated with these identified problems, and to examine alternative solutions for resolving and/or preventing similar problems facing the global environment. A college level text will be used in this course.

76263 AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles introduces students to the central ideals of computer science, instilling the idea and practices of computational thinking and inviting students to understand how computing changes the world. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists and engineers use to bring ideas to life.

ACADEMY OF ENGINEERING & TECHNOLOGY
ENGINEERING OF MECHANICAL SYSTEMS P (AET SET 2
51302 COURSE)

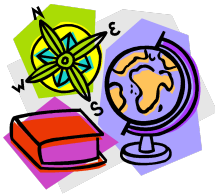
Recommended Prior Course:: Completion of Algebra 1 and recommended concurrent enrollment in or completion of Geometry

This is the companion course in Engineering and Technical Design 1. Students will engage in project-based instruction to investigate various aspects of the engineering field, with special emphasis on the design process and understanding the physical principles that underlie the practice of engineering.

ACADEMY OF ENGINEERING & TECHNOLOGY
ENGINEERING OF ELECTRICAL SYSTEMS (AET SET 3
51303 COURSE)

Recommended Prior Course:: Completion of Algebra 1 and recommended concurrent enrollment in or completion of Geometry

Students enrolled in the second year of Engineering and Technical Design 2 will have the option of enrolling in the Engineering of Electrical systems course. The Physics P course will cover the following physics concepts: Electricity, robotics, fluids, and energy. Both conceptual and quantitative topics will be developed in depth. Students have the opportunity to design and build problem-solving structures and vehicles throughout the course.



SOCIAL STUDIES DEPARTMENT

As educators in the field of history/social studies, we want our students to understand the complexity of the social, economic and political world in which we live. We want them to know their rights and responsibilities as people. We want them to understand the meaning of the Constitution as a social contract that defines our democratic government and guarantees our individual rights. We want them to take active roles as citizens and to know how to work for change in a democratic society. We want them to understand the value, importance, and the fragility of democratic institutions. We want them to develop a keen sense of ethics and citizenship. And we want them to care deeply about the quality of life in their community, their nation, and their world.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Ethnic Studies P (1 Semester)	X				
Ethnic Studies SDAIE	X				
World History P		X			
AP World History		X	X	X	
US History P			X		
AP US History			X	X	
Educator Academy: Social Justice in US History P			X		
US Government P (semester)				X	
AP US Government and Politics				X	
Economics P (semester)				X	

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

32461 ETHNIC STUDIES P (SEMESTER)

ETHNIC STUDIES P SDAIE

Ethnic Studies: Ethnic Studies is a content and pedagogy where students develop the language, skills, and knowledge to critically analyze examples of current and historical systems of oppression (related to race, ethnicity, class, gender, sexuality, ability and more) within our community while also analyzing how people and activists have resisted oppression. Students will listen to and honor voices and experiences that have been marginalized locally and nationally in order to become conscious, empathetic, and engaged community members.

31161 WORLD HISTORY P

31156 WORLD HISTORY P SDAIE

Students in grade ten study major turning points that shaped the modern world, with a focus on the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations and racial conflict. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Finally, students examine the non-western world and the lasting impact of colonialism in these regions.

30981 AP WORLD HISTORY

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course will be covered in 10 Units, based on the chronological periodization prescribed by the AP curriculum. That includes nine AP units, plus a “pre-unit,” covering very briefly information leading from the fall of the Roman Empire to the spread of Islam to the development of feudalism in Europe. Modern World History begins with the 1200’s and the Mongol conquest of much of the Old World (Europe, Africa, Asia).

30963 U.S. HISTORY P

30979 U.S. HISTORY P SDAIE

The major objectives of the course are to develop an appreciation of our heritage and the need for individual responsibility in our democratic society, to promote an understanding of the role of the United States in an interdependent world, and to develop a knowledge and understanding of the people who have influenced the formulation of past and present national policies. This class briefly reviews what was learned in fifth and eighth grade history (up to

post-Civil war) and examines more fully America's role in the Twentieth Century.

30980 AP U.S. HISTORY

This is a comprehensive course equivalent to college freshman American history at the University of California or any other university. It is a two-semester sequence. It concludes with the students prepared to take the College Board Advanced Placement Examination administered by the Educational Testing Service in May. The course covers: political, diplomatic, military, economic, social, cultural, and intellectual history of the United States from 1492-1989. The required research paper will be done in the time after the AP Examination and before the end of the school year.

30970 EDUCATOR ACADEMY: SOCIAL JUSTICE IN US HISTORY P

Social Justice in US History engages students with the US History P units through the lens of social justice and with a focus on our nation's history of oppression and resistance in education. Students will listen to and honor voices and experiences that have historically been marginalized, with the goal of creating a more just educational system. This course is part of the Educator Academy. Students who take this course in their junior year will take the Social Justice in Education elective in their senior year.

30360 U.S. GOVERNMENT P (SEMESTER)

30366 U.S. GOVERNMENT P SDAIE (SEMESTER)

This semester-long course is dedicated to the study of the system of government in the United States. Emphasis is placed on the concept of democracy and basic principles of the Constitution. Units of study include Foundations of American Government, Political Behavior and the Branches of Government. Students learn about their role as a citizen of a democracy and are encouraged to be effective and active participants in the local community. Community involvement hours and a research paper

are required to pass the class. This class is paired with Economics P.

30380 AP U.S. GOVERNMENT AND POLITICS

This one semester course is a study of federal, state, local and tribal governments designed to give students a critical perspective on government and politics in the United States. This course will involve the study of general concepts and analyses of specific case studies as they pertain to the interpretation of American government and politics. Students will become familiar with the various institutions, groups, beliefs and ideas that comprise the American political reality. A major emphasis of the course will be preparation for the College Board examination in May. This course will also fulfill San Rafael High School's United States Government credit required for graduation.

30160 ECONOMICS P (SEMESTER)

30166 ECONOMICS P SDAIE (SEMESTER)

Economics is a one semester course for seniors. This survey course is theory based and provides students with an initial understanding of the basic principles of micro and macro economics. The course also includes a unit in Personal Finance, including budgeting. Consistent with the district social studies program, this course complements and reinforces the knowledge of economic concepts acquired by students in other social studies classes such as World Cultures, World History, United States History, and Government. Class activities challenge students to critically analyze information, pose substantive questions, and communicate effectively.



VISUAL AND PERFORMING ARTS DEPARTMENT

Drama, theater, music and the visual arts are disciplines with aesthetic, perceptual, creative, and intellectual dimensions. They foster students' abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional, as well as verbal responses. The arts provide a balance in the curriculum that is particularly important for the development of the whole person.

The arts can create a meaningful context for learning and can foster improved learning retention through multi-sensory approaches. The study of the arts can also contribute to the appreciation of historical and multicultural understanding and the development of problem-solving ability – an attitude that carries over to the overall learning program.

In line with the requirements of the California Visual and Performing Arts Framework and the UC and CSU systems, all Visual and Performing Arts courses require reviewing, reading, writing, and oral studies, leading to the development of analytical and reasoning abilities in the various fields of the arts. The UC and CSU systems require a year of Fine Arts for admission. SRHS graduation requirement for Visual/Performing Arts can be met by taking one year of art, music, drama or foreign language.

VISUAL ART

The visual arts program offers comprehensive art experiences with explorations into classic and contemporary art. In addition to gaining confidence and proficiency working in a variety of mediums, students learn visual thinking strategies, conduct research, critique, self-reflect and explore personal style. With regular participation in art shows, murals, community collaborations and national recognition, students learn to see themselves as artists with unique experiences and cultural perspectives they can draw upon to create and share meaningful art. Not only will students be able to comprehend art through the lens of an artist, students learn to understand the art language and be able to explore college and career opportunities.

Art courses cover the VPA standards:

1. Artistic Perception – Processing, Analyzing, and Responding to Sensory Information through the Language and skill unique to the Visual Arts.
2. Creative Expression – Creating, Performing and Participating, as well as problem solving strategies in the Visual Arts.
3. Historical and Cultural Context – Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts.
4. Aesthetic Valuing – Responding to, Analyzing, and Making Judgments about works in the Visual Arts.
5. Connections, Relationships, Applications – Connecting and applying what is learned in the Visual Arts to other art forms and subject areas, and to careers.

VISUAL ART

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Art 1 P	X	X	X	X	
Art 2 P / 3 P		X	X	X	C in Previous Art Course
Art 4 P		X	X	X	C in Previous Art Course
AP Studio Art: Drawing			X	X	B in Art 2 P/3 P, Summer Assignment and Dept. Approval
AP Studio Art: 2-D Design			X	X	B in Art 2 P/3 P, Summer Assignment and Dept. Approval
Ceramics 1 P	X	X	X	X	
Ceramics 2 P		X	X	X	C in Previous Art Course
Ceramics 3 P			X	X	C in Previous Art Course
Ceramics 4				X	C in Previous Art Course
Photography 1 P	X	X	X	X	
Photography 2P / 3P		X	X	X	C in Previous Photography Course

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

81067 ART 1 P

This is the foundation course for all other art department courses. Students receive introductory assignments around the five art focuses, (artistic, perception, creative expression, art history, aesthetics and critique). Introductory art elements and design principles are studied and applied using various media. Coursework includes drawing, painting, perspective, color theory, portraiture, expressionism, abstractions and cultural arts, figure drawing and much more! Students keep an in class sketchbook and must make one museum/gallery visit.

81068 ART 2 P

Prerequisite: Completion of Art 1 P

This course expands upon the five focus areas, the elements of art and principles of design in more depth. Students have more creative freedom within project guidelines and are encouraged to create meaning and explore personal style in their art. Coursework includes drawing, painting, perspective, color, portraiture, expressionism, abstraction, mural painting, installation, symbolism, cultural arts, figure drawing, composition, comical art and start developing their portfolio! Students must keep a sketchbook, in and out of class, make one museum/gallery visit and participate in extra- curricular art events and activities.

81069 ART 3 P

Prerequisite: Completion of Art 2 P

This course expands further on the four focus areas through studio experiences that emphasize design and composition as applied to drawing and painting. Students will write project proposals, choose projects/media, and conduct visual research on special interest areas. Students will refine their personal style, explore themes in a global context and create a cohesive body of work to be displayed in a portfolio. As portfolios progress, options for Advanced Placement Art will be explored. Students must keep a sketchbook in and out of class, make one museum/gallery visit and participate in extracurricular art events and activities.

81070 ART 4 P

Prerequisite: Completion of Art 3 P

This course emphasizes the individual student's development in creative expression and technique. Students choose a media of focus, explore themes and research special interest areas. Mastery of various media and techniques is demonstrated in an exhibition of completed work. Cultural history, aesthetics, analysis, appreciation and technology of art are taught as part of each unit of student. Portfolio preparation is explored for those planning to major in art at the college level. Students must keep a sketchbook in and out of class, make one museum/gallery visit and participate in extracurricular art events and activities.

82083 AP STUDIO ART: DRAWING

Advanced Placement (AP) Art is intended for highly motivated and talented students who wish to pursue college level studies while in high school. Students produce a Drawing portfolio over

a period of one or two years. Cultural history, aesthetics, analysis, appreciation and technology of art are taught as part of each unit of study. The requirements include submitting 12 works for "Breadth" and 12 original works for "Concentration", (24 works in total). Portfolios are sent to the College Board for grading in May. After submission of portfolios, students focus on campus beautification by designing and painting a moralized chair, bench, door, wall or other object on campus. Students wishing to apply need to submit 10 portfolio quality pieces, a letter of intent and have fulfilled two years of Art and Design. Students accepted to AP Art must complete all summer assignments before the start of their AP Art year.

82082 AP STUDIO ART: 2-D DESIGN

Advanced Placement (AP) Art is intended for highly motivated and talented students who wish to pursue college level studies while in high school. Students produce a 2D portfolio over a period of one or two years. The cultural history, aesthetics, analysis, appreciation and technology of art are taught as part of each unit of study. The requirements include submitting 12 works for "Breadth" and 12 original works for "Concentration", (24 works in total). Portfolios are sent to the College Board for grading in May. After submission of portfolios, students focus on campus beautification by designing and painting a moralized chair, bench, door, wall or other object on campus. Students wishing to apply need to submit 10 portfolio quality pieces, a letter of intent and have fulfilled two years of Art and Design. Students accepted to AP Art must complete all summer assignments before the start of their AP Art year.

80063 CERAMICS 1 P

This is an introductory level course designed to offer the student an opportunity to explore ceramic media and processes. This course is directed to all students with little or no experience in ceramics. You will learn The Elements and Principles of Art as it relates to three-dimensional work by utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques as well as the firing process. Historical and contemporary ceramics are introduced through slides and lectures.

80064 CERAMICS 2 P

80065 CERAMICS 3 P

80067 CERAMICS 4 P

Prerequisite: Completion of previous Ceramics level

This is a continuation of Ceramics 1 P with opportunities for more in depth exploration of technique, processes, personal expression and portfolio growth. Students will continue their exploration of ceramic arts by further developing their technical and creative skills in clay. Both sculptural and wheel skills are explored along with additional advanced techniques of surface decoration glazes and kiln firing. The investigation of historical and contemporary ceramic work continues to be an essential component of the curriculum. Self-discipline and willingness to seek new challenges is expected.

80567 PHOTOGRAPHY 1P

This course provides an introduction to Photography as a fine art. Students will learn to “see photographically” as they explore the building blocks of photography: light, time, and subject. This course will also cover the mechanics of the digital single-reflex (DSLR) camera, its operation, lighting concepts, and composition. Students develop a digital portfolio to record their

artistic progress and growth. Finally, students will explore formal critique analysis both through looking at peer work and through the study of the history of Photography.

DRAMA/THEATRE



An understanding of aesthetic qualities is an essential element in the development of an appreciation of life. The creative thinking skills learned in the arts complement the purely cognitive skills stressed in much of academia and include intuitive, emotional and verbal responses.

The content for the Drama/Theatre Arts Program is as follows:

- A. Learning the elements of theater including technical aspects
- B. Collaborating in a variety of ways while honing valuable lifelong skills
- C. Understanding historical and cultural context
- D. Connecting assignments to other classes and future career goals
- E. Viewing, analyzing, critiquing and appreciating performances
- F. Creating and performing a variety of theater experiences

DRAMA/THEATRE

COURSE TITLE	GRADE LEVEL				PREREQUISITES
	9	10	11	12	
Drama 1 P	X	X	X	X	
Drama 2 P / 3P / 4P		X	X	X	B in Drama 1 P or Instructor's Approval

P/H/AP = meets UC/CSU entrance requirements P = College Prep H = Honors AP = Advanced Placement

88166 DRAMA 1 P

Drama 1 P is an introductory theater course. It offers an overview of the basic elements of Theater: acting, playwriting, voice and stage movement, technical design and theater history. The first semester emphasizes the physical/vocal training of the actor as well as emotional awareness. Confidence and self-esteem is built through theater games, ensemble building, and storytelling. During the second semester, students study improvisation as well as a variety of performance projects culminating in a public class performance. Involvement in extracurricular theater productions is highly encouraged. Beginning students may audition for any main stage or senior directed productions, as well as participate in Bulldog Theatre.

use of stage movement, pantomime, voice and diction in short scenes and monologues. Improvisation is used to develop ideas for playwriting which are then used to create written scripts with believable characters while using theatrical conventions. Participation in playwriting competitions is encouraged. Small groups will select texts which will be performed in class and analyzed with positive observations and constructive recommendations including self-reflection. Each semester, students are required to participate in four hours of theater related activities outside of the class by choosing to build sets for school plays, usher, work on costumes, design posters or be in the cast or crew for a school play. Students are also required to attend and analyze all SRHS plays.

88167 DRAMA 2 P

The study of acting continues and the elements of directing are introduced. Advanced drama emphasizes both individual and scene work, as students are challenged to work on a variety of advanced performance projects including Musical Theater, Stage Combat, Period Style, and Dialect. Playwriting, Directing and Design are integrated into student projects. Advanced Drama students are encouraged to participate in extracurricular productions and to perform at Theater Festivals. This program provides solid training for students wishing to continue their theatre education in college or in specialized theater arts training. Students may repeat advanced drama three times for credit.

88169 DRAMA 4 P

Continuing to build the foundation from the preceding levels, students will choose, cast and direct a short one act play which is performed in the evening for an audience in the Hayes Theatre. Personal growth and self-reflection as an actor is expected with all improvisation, scene and monologue work. The students are expected to practice and develop leadership skills in the classroom including leading warm up exercises and demonstrating technical stage components of our theatre in a short original play presented to the class. The students will also demonstrate effective acting techniques including stage movement and participate in analyzing others' work by making positive constructive recommendations for improvement. Participation in school extra-curricular drama is expected.

88168 DRAMA 3 P

Students use the base foundation from the preceding levels and continue to use warm up techniques and exercises to define their

MUSIC

The San Rafael High School Music Department is considered to be among the elite programs in the state. We offer a great musical experience with an emphasis on performance, enjoyment of music, responsibility, commitment, cooperation, effort, and leadership. The various music ensembles we offer appear at concerts, sporting events, festivals, as well as community and civic events and add a great deal of color and life to the San Rafael community.

The music program provides students with the opportunity to become familiar with many different types of music, experience playing in various size ensembles, become part of the ensemble “team,” rehearse and eventually perform in front of parents, peers and the community. We offer a very ambitious concert schedule and also compete frequently in music festivals where we have received numerous superior ratings. We offer an elite program that is accessible and enjoyed by all students.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
Piano P	X	X	X	X	
Beginning Steel Pans P	X	X	X	X	
Advanced Steel Pans P	X	X	X	X	Instructor’s Approval or Audition
Beginning Guitar P	X	X	X	X	
Guitar 2 P		X	X	X	
Jazz Ensemble 2 P	X	X	X	X	Instructor’s Approval or Audition
Jazz Ensemble 3 P	X	X	X	X	Instructor’s Approval or Audition
Jazz Ensemble 4 P	X	X	X	X	Instructor’s Approval or Audition
Wind Ensemble P	X	X	X	X	Instructor’s Approval or Audition
Orchestra P	X	X	X	X	
Chorus P	X	X	X	X	
Jazz Chorus P	X	X	X	X	Instructor’s Approval or Audition
Digital Music 1 P	X	X	X	X	
Digital Music 2, 3, P	X	X	X	X	Instructor’s Approval or Completion of DM 1

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86267 PIANO P

The Beginning Piano class is for students who wish to explore music on the keyboard. Class will be held in a keyboard/music lab where players practice and hear their work through headphones. Previous knowledge of music is not required. Students will learn basic music reading, music structure, melodic playing and chording.

85750 BEGINNING GUITAR P

The Beginning Guitar class is for students who wish to learn basic guitar playing and musicianship. Students in the class will learn to play chords and melodies, read music, tablature and chord notation. Songs and materials will be chosen from popular, folk, classical and contemporary music. The emphasis of the class will be on playing guitar but will also stress basic music skills. Students must take written and performance tests to pass the class. Reading music and past music experience is not necessary for admission. Instruments will be made available for classroom use.

85260 WIND ENSEMBLE P

The Wind Ensemble is an advanced woodwind, brass, and percussion-performing ensemble. This group prepares, studies, and performs appropriate literature for an advanced high school Wind Ensemble. The Wind Ensemble also serves as the Pep Band, and performs at home football games. Regular practice and attendance at all performances is required. . Instruments are available based on need and availability.

85366 ORCHESTRA P

The Orchestra class is open to students who play orchestral string instruments: Violin, Viola, Cello, or Upright Bass. Students play music drawn from the vast classical repertoire for full orchestra and for smaller groups. Attendance at all concerts and festivals is required. Instruments are available based on need and availability. It is the student’s responsibility to make practice time available.

86261 BEGINNING STEEL PANS P

86262 ADVANCED STEEL PANS P

The Beginning Steel Pan class is open to all students. The Advanced class is open by recommendation of the instructor. The pan classes provide a nontraditional approach to music education and participation. The emphasis of the class is on performance, not music reading. Students will learn the major traditions of pan, classical and calypso as well as rock, pop, jazz and soca. Some students will play percussion instruments. Grades will be based on individual playing skills, rehearsal skills, and group performance. Instruments will be provided.

85158 JAZZ ENSEMBLE 2 P

85159 JAZZ ENSEMBLE 3 P

85160 JAZZ ENSEMBLE 4 P

There are up to three jazz bands at San Rafael High School. Jazz Ensemble 4 P is the most advanced band. Jazz Ensemble members are accepted by audition or consent of the instructor. Regular practice and attendance at all performances is required. Instruments are available based on need and availability.

85556 CHORUS P

The Chorus is open to anyone who enjoys singing or would like to learn to sing. Music experience is not required. Students will sing a wide range of music from the choral repertoire (classical, world music in foreign languages, jazz, pop, etc.). Students will learn musical terms, concepts, and the fundamentals of music reading. Chorus students are required to attend school concerts and festivals.

Chorus is also open to students who play piano and wish to accompany the class, by consent of the teacher.

85656 JAZZ CHORUS P

Jazz Chorus is for singers who have prior music experience. Members are selected by audition. Attendance at all performances is required

85177 DIGITAL MUSIC 1 P

DIGITAL MUSIC AND COMPOSITION

In the first year of the Music Production (Digital Music) Program, students learn the basics of creating original music on the computer. In the first semester, students start to create beats and basslines, then complete songs/compositions by imitating their favorite music. In the spring, they create music for Dance, Video Games, and Film before completing a full composition (song) as the final project (Previously Digital Music 1).

85178 DIGITAL MUSIC II P

COMPOSITION, PRODUCTION AND RECORDING

The second year of the Music Production (Digital Music) Program builds upon the skills and techniques used in the first year, but also includes training on the technical aspects of music production and composition. Students will not only compose a variety of advanced compositions, but also learn to record, mix, master and produce their music using professional level music technology and recording equipment.

85179 DIGITAL MUSIC III P

ADVANCED COMPOSITION, PRODUCTION, RECORDING, AND LIVE SOUND P

In the third year of the Music Production pathway students will learn how to produce music at a collegiate/pre professional level. Building upon Music Production 2, students will study collegiate level theory, instrumentation, and pre-professional level audio engineering, as well as live sound production.



WORLD LANGUAGE DEPARTMENT

San Rafael High School offers a complete five-year program, from first year through Advanced Placement in French and Spanish. The University of California and the California State Universities maintain a minimum of two years of foreign language as an entrance requirement, but prefer three years in the same foreign language. All foreign language courses at San Rafael High School are rigorous academic electives and certified by both of these systems. The aim of the World Language Department is to guide students to communicate effectively and with appropriate cultural sensitivity in order to work and travel in the international arena. All courses stress oral proficiency at each level as well as building intellectual achievement.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
French 1 P	X	X	X	X	
French 2 P	X	X	X	X	C- in Previous Course
French 3 P		X	X	X	C in Previous Course
French 3 HP		X	X	X	B+ in Previous Course and Instructor's Recommendation
French 4 P		X	X	X	C in Previous Course
French 4HP		X	X	X	B+ in Previous Course and Instructor's Recommendation
AP French Language & Culture		X	X	X	B+ in Previous Course and Instructor's Recommendation
Spanish 1 P	X	X	X	X	
Spanish 2 P	X	X	X	X	C- in Previous Course or Placement Test
Spanish 3 P		X	X	X	C in Previous Course
Spanish 3 HP		X	X	X	B+ in Previous Course and Instructor's Recommendation
Spanish 4 P		X	X	X	C in Previous Course
Spanish 4 HP		X	X	X	B+ in Previous Course and Instructor's Recommendation
AP Spanish Language & Culture		X	X	X	B+ in Previous Course and Instructor's Recommendation
Spanish Language & Literature 1 P	X	X	X	X	
Spanish Language & Literature 2 P	X	X	X	X	C in Language & Literature 1P and Instructor's Recommendation
Spanish Language & Literature 3HP		X	X	X	C in Language & Literature 2P

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60496 FRENCH 1 P

60651 SPANISH 1 P

The beginning level courses emphasize speaking and understanding the language and include the basics of reading, writing, spelling, pronunciation, vocabulary, grammar and syntax. Cultural material is also presented.

60497 FRENCH 2 P

60652 SPANISH 2 P

These courses 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 as well as additional cultural exposure. **60498 FRENCH 3 P**

60653 SPANISH 3 P

These courses continue to stress communication skills, review fundamentals while continuing to exercise advanced

grammatical structures. There is a close look at the culture and literature through reading and discussing authentic documents and stories.

60499 FRENCH 4 P

60654 SPANISH 4 P

These courses include daily use of the written and spoken word with further mastery. Examination will be made of more advanced works within the literature and the culture.

60501 FRENCH 3 HP

60502 FRENCH 4 HP

60692 SPANISH 3 HP

60693 SPANISH 4 HP

Honors level courses are available to students on an individual basis. This option may include supplementary reading, essays, cultural projects and oral presentations. **Summer work will be assigned in late spring.**

60584 AP FRENCH LANGUAGE AND CULTURE

This course engages students in a thematic exploration of culture in contemporary and historical contexts throughout the French-speaking world in order to increase their ability to understand and communicate complex ideas in both oral and written form. Through an integration of language, content and culture, students will use literature, current events, nonfiction, art, music, film science and technology to develop communication strategies and cultural awareness for real life interactions and situations. **Students are encouraged to take the AP French Language and Culture exam. Summer work will be assigned in late spring.**

60783 AP SPANISH LANGUAGE AND CULTURE

This course engages students in a thematic exploration of culture in contemporary and historical contexts throughout the Spanish-speaking world in order to increase their ability to understand and communicate complex ideas in both oral and written form. Through an integration of language, content and culture, students will use literature, current events, nonfiction, art, music, film science and technology to develop communication strategies and cultural awareness for real life interactions and situations. **Students are encouraged to take the AP Spanish Language and Culture exam. Summer work will be assigned in late spring.**

62563 SPANISH LANGUAGE & LITERATURE 1 P

This is a course for students whose home language is Spanish (Heritage Speakers). Students will build communication skills and language arts through the study of literary works. Students will discuss historical and contemporary cultural contributions of Hispanic countries to the world in the fields of literature, music, art, science, and Government, technology and journalism. There is an emphasis on correct spelling, grammar and syntax.

62564 SPANISH LANGUAGE & LITERATURE 2 P

This course is a continuation of the Language and Literature 1P class with an emphasis on the reinforcement of grammar, reading and writing. Literature will include the works of Spanish and Latin American writers. Also included, is the study of Spanish

heritage in the Americas, and the mastery of advanced grammatical concepts and spelling.

62572 SPANISH LANGUAGE & LITERATURE 3 HP

This course is a continuation of the Language and Literature 2P class. It's a two-semester course designed for native Spanish speakers who were not born in the United States, or students born in the United States whose first language at home is Spanish. Like the previous two courses, throughout the year the student's abilities in Spanish will be challenged in the areas of speaking, reading, writing, listening, the culture of Spanish-speaking countries and current events. The course will help them to improve and fine-tune Spanish literacy skills, to increase Spanish academic language skills, and to enhance career opportunities. Students will produce writing in various formats and genres, including well-developed paragraphs, expository essays, short stories (narrative), historical and technical documents. The course will also continue to develop skills in the correct use of grammar, spelling, punctuation, and capitalization. It is an honors pre-AP class intended to prepare students for AP Spanish Language and Culture. It provides a preview of and practice with the six main cultural themes and their subthemes, as well as the skills necessary to be successful on the AP Spanish Language and Culture exam.

MISCELLANEOUS COURSES

COURSE TITLE	GRADE LEVEL				RECOMMENDED PRIOR COURSE
	9	10	11	12	
AVID 9 / AVID 10 / AVID 11	X	X	X		Signed Application, Essay and Interview
AVID Cross Age Tutor			X	X	Concurrent enrollment in AVID 11, 12 or AVID Senior Seminar P
AVID Senior Seminar P				X	AVID 11
Leadership P (ASB)	X	X	X	X	Required course for all ASB officers—See Course Description
Link Crew Leadership		X	X	X	
Student Advocacy		X	X	X	
Peer Tutor		X	X	X	Instructor's Approval
Yearbook	X	X	X	X	
Teacher Aide/ Clerical Assistant			X	X	Instructor's and Administrative Approval
Bilingual Tutor			X	X	Ability to communicate in language requested
Computer Literacy	X	X	X	X	Newcomer students only
Intro to Computer Programming	X	X	X	X	
Broadcast Journalism P		X	X	X	
Social Justice in Education P				X	

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22356 AVID 9

22357 AVID 10

22358 AVID 11

(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

The AVID mission statement is to close the achievement gap by preparing all students for college readiness and success in a global society. This is a course to support students who are determined to go to an institution of higher learning, are dedicated to their studies and are willing to put forth the extra effort to achieve their goals. AVID is a rigorous and academic elective that students typically begin in their freshman year of high school. Students who are accepted into the program after an interview and application process are encouraged to take AVID throughout their four years as a support class to help them with their college prep, honors and AP courses. The curriculum aims to strengthen and develop writing skills, along with time-management and organizational skills that will enable students to succeed in their academic courses in order to be accepted into four-year colleges and universities. AVID candidates must be enrolled in college preparatory, honors and advanced placement classes and have a GPA of 2.0 – 3.5 when they enter the program. All students must meet **at least one** of the following criteria: possess a minimum of average test scores in reading and math; be part of the first generation to attend college; come from a low income household; or have other special circumstances (especially under-represented and minority groups). AVID also has regular tutorials, which consist of groups of 5-7 students and 1 facilitator (adult volunteer, college student or AVID cross-age tutor) that use collaborative inquiry to help the students find his/her answer to the point of confusion presented to the group. Students will engage in college related activities, such as field trips, guest speakers, family nights, internships, and individual and group projects on colleges, majors, and fly-in programs to expose students to the possibilities in higher education. Parent involvement in this program **is highly encouraged**. Students will also work on preparing for the PSAT,

SAT and ACT and complete scholarship essays during part of the AVID class.

22355 AVID CROSS-AGE TUTOR

Prerequisite: concurrent enrollment in AVID 11, 12 or AVID Senior Seminar

The AVID Cross-Age Tutor course is for 11th and 12th grade AVID students concurrently enrolled in or who have completed second year of AVID. AVID Cross-Age Tutors learn how to facilitate a collaborative inquiry tutorial session for various academic subjects for an AVID 9 or AVID 10 class. AVID Cross-Age Tutors must have demonstrated a high level of success in the subject areas they tutor through their grades, teacher recommendation and/or success in honors or AP courses.

22354 AVID SENIOR SEMINAR P

Prerequisite: AVID 11

This course is the culmination of a student's years in the AVID program. The course involves substantial critical reading and writing; preparation for external exams, such as those for advanced placement; and Socratic seminars. Senior Seminar students work with tutors and are expected to participate in, and eventually to act as moderators for, their own focused study group. This is a change from AVID 9, AVID 10 and AVID 11 collaborative inquiry tutorials. Students also complete an individual academic argument research paper to prepare for college by gaining multiple perspectives on texts, by requiring them to support arguments with clear reasoning and evidence, and develop their critical thinking skills to the degree necessary for success in college. During class time students complete college applications, financial aid and essays for scholarships.

91960 LEADERSHIP P

Leadership Class is a course for students who want to make a difference at San Rafael High. This is a course for students who are motivated to produce more than the average student and who are anxious to improve the climate and morale of the entire SRHS

community. This is a course designed for the student interested in learning the basic concepts of democratic government, leadership skills, group process, team building, community involvement, time management, project planning and learning how to affirm and acknowledge the work of SRHS students and their teachers. This class is required for all students who are elected or appointed to be ASB class officers. Each year the ASB/Leadership Class begins its training at the summer leadership retreat. The students use two main tools that are the heart of the class, namely, the pre-plan and the activity report.

97553 STUDENT ADVOCACY

The Student Advocacy class is a one, two, or three year G-elective course for students to develop their interpersonal, conflict resolution, and leadership skills. Students will expand their self-awareness and acquire skills which enable them to express their ideas and concerns, educate peers, listen effectively, problem solve, and become leaders within the school. In addition, students will learn about trauma's impact on the brain and learning, as well as tools and strategies for starting to process that trauma. A major component of the class will be restorative circles where students use inquiry to help their peers address harmful behavior in a process that explores ways to repair the harm and address the needs of all students involved. Students will participate in activities that educate peers on healthy choices and promote positive relationships among students. A wide variety of assessments will be used, including written reports, art, music, and projects with peers throughout the school. Peer Advocate members will promote a drug and tobacco-free campus.

91540 PEER TUTOR

Peer/Tutor is the perfect class for anyone who wants to experience helping others. It teaches you, people skills that will stay with you forever. You will build enduring friendships with the students you work with. Peer Tutor will help special ed. students "mainstream" into classes such as PE, Art, Broadcasting and Drama. They may work with the students at job sites assisting them in learning real job skills. In the classroom they may be working on academic skills such as reading, letter/report writing and money math. All peer/tutors will be acquiring skills that will assist them in future career choices.

95777 LINK CREW LEADERSHIP

Link Leadership is a two-semester course that combines high level critical thinking and analytical skills with mentorship and community project implementation. In order to be a member of the class, students must also participate in the 3 day freshman orientation and be a member of Link Crew. Students will participate in certificated student leadership and group facilitation training, develop research skills and develop project planning and project execution skills. They will do this in tandem with mentorship and important theoretical lessons in the areas of interpersonal communication, diversity and inclusion, marketing, advertising, and pedagogy. Students will be taught best practices in project development involving budgeting, marketing, target audience, and pitching ideas for leadership projects: subsequently,

students will implement these concepts as they craft and execute their events, projects and presentations. Findings from these experiences will lead students to become more empathetic and responsible citizens who can apply their learning and knowledge to projects that serve the needs of the school and community. This work will be crucial in creating a more safe, inclusive and healthy school for all. These skills will also serve the student personally as she/he moves through further college/career choices.

22157 YEARBOOK PUBLICATION P

In this workshop style class, students work with the teacher and yearbook representative to produce the school's yearbook, Searchlight. Student editors direct classmates in desktop publishing, using Adobe InDesign on PC computers to design page layouts. In addition, students choose the theme, design the style, shoot and crop both digital and film photos and write copy, thereby learning marketable skills. Deadlines drive the pace of the class; students must be willing and prepared to focus to meet these deadlines. Student editors apply leadership skills in working with peers to complete these complex tasks.

91440 CLERICAL ASSISTANT

91140 TEACHER AIDE

Students will be assigned to departments, classrooms, main office, counseling office, library or the student store as needs arise. Students will gain skills in communication, organization, prioritization and filing. Students will also provide much needed assistance with new student tours and delivery of office passes, all of which can be applied to future career goals. Placement in one of the above categories will provide experience appropriate to the position, department, and/or assigned responsibility. No more than 20 credits may be applied toward graduation.

91141 BILINGUAL TUTOR

The primary purpose of the bilingual TA is to serve as a bridge of information delivery and communication between the classroom teacher and ELD students. Your grade in this elective class will be determined by your master teacher, and it will be based on your ability to effectively communicate the class curriculum in a positive and nonintrusive format. You should have good communication skills in the language requested along with a positive and helpful attitude.

75853 BROADCAST JOURNALISM P

VIDEO NEWS BROADCASTING

This is a project-based course in which students learn video production, news gathering, news writing and reporting by working collaboratively with professional level media tools. Students will produce a variety of different segments (hard news, editorials, entertainment, investigative, sports, profiles, etc.) for the regularly scheduled school-wide broadcast. The course prepares students to report news and analyze media as well as design and create original work. Students will learn the art of news writing, interviewing, reporting, and filming techniques, video equipment care and use, post-production processing and effects, acting techniques and vocal techniques. The class is high paced, creative, challenging and engaging.

75853 SOCIAL JUSTICE IN EDUCATION P

Social Justice in Education CP is the second course in the Educator Academy. It is a UC-approved “G” elective course that prepares 12th grade students to pursue careers in education through its practicum structure (Academy students spend class time working with younger students) and its dual enrollment opportunity with Sonoma State (in the Spring semester). In Fall semester students will learn about and analyze education through the lenses of procedures and regulations, health and emergencies, student development and positive discipline, and curriculum and instruction. In Spring semester students will explore how we learn, inclusive schools and classrooms, and education as a profession. All topics will be examined through the lens of social justice, with students critically examining how to use education as a tool for liberation. Students will connect their learning about social justice and education to their real world teaching experiences gained through the practicum.

76257 COMPUTER LITERACY

This course introduces students to the fundamentals of computer hardware, applications, technological terms, and critical skills necessary for competency in the traditional workplace. A considerable portion of the course will be dedicated to mastering MS Office (Word, Excel, & PowerPoint) and integrating and manipulating data within these applications. Assignments are generally project based in which students will need to apply their knowledge to “real world” type work situations. The course will also include a cursory overview of web design and desktop publishing. This course is only offered to Newcomer students.

Information and Technology Sector

76260 COMPUTER PROGRAMMING

This course is an introduction to computer programming. Students will learn the fundamentals of computer programming as they write, analyze and debug code that they have written. Students create their programs, they will learn the syntax and structure of a modern software language. The course is designed to allow students to create their own simple interactive programs including games and graphical animations. Students who successfully complete the course will have a solid background in computer programming, allowing them to further their explorations in more advanced topics such as object-oriented programming or robotics.

Information and Technology Sector

TELEPHONE DIRECTORY

ASSISTANT PRINCIPALS	415- 485-2332
ATHLETICS	415- 485-2348
ATTENDANCE	415- 485-2335
BILLS & CHARGES	415- 485-2347
COLLEGE & CAREER CENTER	415- 485-3241
COMMUNITY LIAISON	415- 485-2396
COMMUNITY LIAISON	415-485-2499
COUNSELING OFFICE	415- 485-2336
FAX	415- 485-2363
HOMEWORK FOR EXTENDED ABSENCE	415- 485-2336
LIBRARY	415- 485-2354
MAIN OFFICE	415- 485-2332
FAX	415- 485-2345
NURSE	415- 485-2349
PRINCIPAL'S OFFICE	415- 485-2330
PROGRESS REPORTS/REPORT CARDS AND GRADES	415- 485-2337
PSYCHOLOGIST	415- 485-2369
REGISTRAR/TRANSCRIPTS	415- 485-2336
STUDENT STORE SERVICES AND ACCOUNTING	415- 485-2347
TEACHER VOICEMAIL	415- 485-2309

