
Instructional Guide *2010-11*



Sir Francis Drake High School

A California Distinguished School

1327 Sir Francis Drake Boulevard

San Anselmo, CA 94960-1898

Telephone (415) 453-8770 • Facsimile (415) 458-3429

Visit our Web site at <http://drakehs.org>

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Sir Francis Drake High School is a New American High School.

The U.S. Department of Education launched the New American High School Initiative in 1996. In coordination with Blue Ribbon Schools, the department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. Drake was recognized for more than ten years of reform efforts, including creation of five theme-based academies. New American High Schools differ from traditional high schools in many ways, among them:

- All of the core activities of the school concentrate on student learning and achievement.
- All students are expected to master the same rigorous academic material. High expectations are established for student achievement.
- Staff development and planning emphasize student learning and achievement.
- Schools are using new forms of assessment.
- Students get extra support from adults.
- Students learn about careers and college opportunities through real-life experiences.
- Schools create small, highly personalized and safe learning environments.
- Technology is integrated into the classroom to provide high quality instruction, and students have opportunities to gain computer and other technical skills.
- Periods of instruction are longer and more flexible.
- Strong partnerships are forged with middle schools and colleges.
- Schools form active alliances with parents, employers, community members and policymakers to promote student learning and ensure accountability for results.

Sir Francis Drake High School is a California Distinguished School.

The California School Recognition Program was established in 1985 as the reward and incentive component of the accountability movement. The program rewards collaborative school leadership, strong academic curriculum, powerful teaching and learning strategies, safe and clean school environments, and up-to-date technology. In 1999 Drake was recognized as a California Distinguished School and this recognition was renewed by the State of California in 2005 and 2009.



Sir Francis Drake High School

Vision Statement

At Sir Francis Drake High School we strive to personalize learning, provide academic and emotional support, and design engaging and challenging instruction to prepare our students for higher education, the workplace and civic participation. As a community of learners, we foster knowledgeable, creative, self-directed, ethical students who think critically and express themselves effectively.

Instructional Identity

Our ultimate goal is student success—personal and academic.

What are the ingredients of a good learning experience?

- Clear objectives
- Engaging activities (challenging, attainable, relevant)
- Accountability (student and teacher)
- A chance to be acknowledged, encouraged, supported
- Closure and reflection

What do we teach?

- Content: State and district curriculum, UC requirements
- Skills: Basic skills, thinking skills, intelligent behaviors

Existing Delivery Options

- Conventional classroom
- Ninth grade traditional cluster program
- Galileo (9/10 blended program)
- Mobius (9/10 blended program)
- Revolution of Core Knowledge (ROCK) (9/10 multi-grade program)
- Communications Academy (ComAcad) (11/12 Academy)
- Survey of Engineering (Engineering) (11/12 Academy)
- Studies of the Environment Academy (SEA-DISC) (11/12 Academy)

As the primary goal of its instructional program, the staff at Drake is committed to the academic and personal development of each student and will provide instruction which is challenging, engaging and relevant. All instructional program options, while providing choices for our students and staff, subscribe to these common goals and aspire to the highest standards of academic achievement, skills mastery and application to life beyond high school.

Drake's instructional identity will continue to evolve based on the creativity and expertise of its staff, the interests and needs of its students, and the challenges of a rapidly changing world.

Sir Francis Drake High School
2010-11 Instructional Guide

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Welcome to Drake!

This is your Instructional Guide. In it you will find all the information you need to select your classes for the next year and to stay on track for graduation and beyond.

The index of the guide is alphabetical, user friendly and calculated to answer all of your questions.

We suggest that students and parents spend some time with this guide, familiarizing yourselves with all that is in it so that class schedules for each semester address short and long range goals.

Have a good year. We think that you will be impressed with all that Drake has to offer.

Best Regards,
The Drake Staff

Drake Profile

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

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

The student population in this attendance area is growing slowly. Current enrollment (January 2010) is 1,024. Our ethnic makeup is 3% Asian, 4% Hispanic, 2% African American, 87% Caucasian and 3% unreported.

Drake is fully accredited by the Western Association of Schools and Colleges and the California State Department of Education. In 2007 Drake received a six-year accreditation.

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

Drake has been recognized for its excellence in many ways. Because of the progress Drake has made toward a higher level of student achievement, we have become especially attractive to funding agencies and have qualified for significant funding for new programs over the past 15 years.

In past years Drake was one of only 15 schools in America selected to receive a Next Century School Grant from the RJR Nabisco Foundation. We received a Specialized Secondary Program grant totaling \$150,000 from the California Department of Education for our Communications Academy and a smaller planning grant for our International Studies Academy. We were granted \$25,200 by the Marin Community Foundation to build a prototype which places the arts as a unifying element in other academic curricula.

Drake received a four-year grant for \$115,000 per year which was awarded to continue instructional reform efforts. This grant was funded by the Bay Area School Reform Collaborative in connection with the Hewlett-Annenberg Foundations. BASRC further supported Drake with a Local Collaborative Grant. The focus of the grants is on literacy and optimizing the learning experience for every student by emphasizing those instructional elements that best engage students in their work.

In 1999 Drake was recognized as a California Distinguished School and this recognition was renewed by the State of California in 2005 and 2009. The U.S. Department of Education selected Drake as a New American High School, one of only 59 in the nation. In October 2000 Drake was awarded a three-year grant of \$200,000 by the U.S. Department of Education to support the implementation of small learning communities at the ninth and tenth grades.

The Jolly Roger, Drake's student newspaper, consistently wins awards from Columbia University and other press associations. In 2002-03 they were recipients of the Columbia Scholastic Press Association's Gold Medalist award. Students publish a literary magazine of creative writing.

The hard work and dedication of Drake athletes have resulted in many awards and league championships. In 1982 history was made when both the girls' and boys' varsity basketball teams captured the State Championship Division II titles. Student participation in athletics is significant.

Drake has several active, involved parent support groups:

- The Drake Fund
- Drake Parent Club
- Drake Benchwarmers
- Drake Scholarship Foundation
- Drake Volunteers

Preparing Today's Students for Tomorrow's World

The Tamalpais Union High School District is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

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

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

1) A Rigorous Academic Foundation

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

2) Necessary Skills for Success in the Workplace

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

3) Career Planning

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

4) A Sustained Work-Based Experience

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

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

Student Learning Outcomes

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

Graduation Requirements

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

All Graduating Classes

Complete the following required courses with grades of D or better:

English	4 years / 40 credits
Mathematics	3 years / 30 credits (including one year of Algebra)
Social Studies	4 years / 40 credits (one semester World Cultures & Geography, one semester Social Issues, one year World History, one year U.S. History, one semester American Government, one semester Economics)
Science	2 years / 20 credits (Integrated Science 1-4 or equivalent one year physical science, one year biological science if student is a transfer student)
Physical Education	2 years / 20 credits (completion of PE 1, 2, 3, 4)
Visual/Performing Arts	1 year / 10 credits
Intro to Computers	(5 credits or pass exams)
Electives	55 credits
TOTAL	220 credits

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

In addition to completing required courses (see "All Graduating Classes" section above), students must meet outcome proficiency standards for:

Outcome #1

Communicate articulately, effectively and persuasively when speaking and writing.

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric, and
- Complete the Direct Writing Assessment with a score of 4 or better on the 6-point rubric *or* complete the Senior Writing Assessment with a score of 4 or better on the 6-point rubric *or* complete the Golden State Examination in Writing with a score of 4 or better on the 6-point rubric *or* receive an “exempt” score on the CSU Early Assessment Essay.

Outcome #2

Read/view and analyze material in a variety of disciplines.

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric, and
- Earn a scale score of 709 on any grade level (9-11) of the CAT-6 (STAR) Total Reading subtest, *or*
- Earn a scale score of 350 or higher on any grade level (9-11) of the CST English/Language Arts test, *or*
- Earn a passing score on the MET8 Open-ended Reading Assessment, Task 1, 2, or 3. Passing scores are: Raw Score of 21 on Task 2 or 3, 18 on Task 1, *or*
- Earn a score of 4 or better on the Senior Reading Assessment, *or*
- Earn a score of 3 or better on the Golden State Reading Exam. (Score will be taken for tests administered prior to the 2003-04 school year), *or*
- Earn an “exempt” score on the SCU Early Assessment Reading.

Outcome #3

Use technology to access information, analyze/solve problems and communicate ideas.

- Explicitly links students’ use of technology to learning across the curriculum.
- Students must demonstrate proficiency in word processing, functional typing speed, PowerPoint presentation, spreadsheets and general knowledge of currently used e-mail, Internet, and basic equipment/software.
- Students are encouraged to master these proficiencies early in their high school years, if not before, because teachers expect students to use these tools in their learning.

Outcome #5

Apply mathematical knowledge and skills to analyze and solve problems.

- Earn a scale score of 698 or better on any grade level (9-11) of the STAR standardized Total Mathematics subtest. (Score will be taken for tests administered prior to the 2002-03 School year), *or*
- Earn a scale score of 707 or better on any grade level (9-11) of the (STAR) CAT-6 Mathematics subtest, *or*
- Earn a score of 4 or better on the Golden State Examination in High School Mathematics. (Score will be taken for tests administered prior to the 2003-04 school year), *or*
- Pass the California High School Exit Exam in Mathematics, *or*
- Earn a score of 350 or better on a CST Math Test (Algebra or above).

Note: Students who reach grade twelve without having met the STAR test standards in Reading and/or Mathematics will have the option of taking an alternative district assessment.

The Board of Trustees may require other outcome proficiency standards as additional conditions for graduation. New requirements will be phased in with entering ninth grade classes so that students are not held responsible for changing requirements during their high school years.

Algebra

Students must complete Algebra P1-P4, Algebra 1-2 or equivalent one-year course in elementary algebra. Students who complete this in middle school have met the requirement.

California High School Exit Exam

In addition to all of the above requirements, students will be required to pass the High School Exit Exam.

The district provides alternative ways to meet graduation requirements, such as distance learning courses, concurrent enrollment in a college or university.

Talk to your counselor about specific guidelines (BP/AR 6146.11).

Grade Point Average

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

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

Rank in class is based on all grades received in the ninth through twelfth grades.

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

UC/CSU campuses: Grades from 10 through 12 in classes used to make up the a-g pattern required for admission are used. Grades in up to four advanced placement or UC approved honors courses taken in the last two years of high school are given extra weight: A=5 points, B=4 points, C=3 points.

Scheduling Procedures

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

The first step in the process is discovering what courses students need and would like to take. Each spring lists of course offerings are distributed to students. All courses are Board approved and follow the Tamalpais District course of study. A complete list of District approved courses is available in the Principal's office, in the District's Office of Instruction and on line at tamdistrict.org.

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

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

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

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

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

Student requests are sorted by the computer to help balance classes so students have the optimum chance to learn in as small a class as possible.

AP and Honors Classes

Each Advanced Placement (AP) or Honors class has its own Tamalpais District prerequisites and criteria for enrollment. For more information go to: <http://drake.marin.k12-ca.us/academics/aphonorsmatrix.pdf>.

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

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

Repeating Courses

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

A student may wish to retake a course to improve his/her grade. In this case credits are not awarded again, but the new grade as well as the former grade will appear on the transcript. Both grades figure in the computation of the school grade point average. Almost all colleges accept the higher grade, however, in determining admission.

Concurrent Enrollment at C.O.M.

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

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

Schedule Changes

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

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

Changes will be made only for the following reasons:

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

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

Class schedules for fall semester will be distributed to students the week before school starts. Class schedules for spring semester will be distributed to students before finals week.

Any student who believes he/she is eligible to make an administrative change may meet with his/her counselor. Protocol for changes will be posted on the first day of school and e-mailed home. **No student-initiated changes will be made after the fifth day of the semester.** Requests for changes will be reviewed by counselors, and students will be notified about the decision.

Students who change sections or ability levels will carry their “grade to date” to the new class, and it will be included in the final grade computation.

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

Academic Success for All

Many services exist at Drake to support academic success for all students:

- Advanced Placement
- Peer Resource
- Special Education
- Honors Seminars
- Academic Workshop
- BACR counseling (psychological, drugs, alcohol, family, friends)
- A library including books, magazines, newspapers, records, CD-ROM databases, Internet access, books on tape, and computers for word processing.

Counseling Services

The Counseling Department promotes and enhances the learning process for each student as they develop into contributing members of society.

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

Students are encouraged to maintain close contact with the counselor for the latest information about high school courses and programs, college and career planning, testing, financial aid and scholarship information. To better assist you, parents are encouraged to make an appointment rather than dropping in.

Parents are encouraged to attend all parent nights, to read the *Drake News* for frequent updates, and to consult the Drake web site for information.

Career Planning

Drake’s Counseling Center provides students with the latest information about planning for college, vocational schools, and

future occupations. The Center arranges for on-campus speakers representing various professions and businesses in the community, organizes job shadowing programs and career days.

Through the BRIDGES Career Information System, a student may plug into a retrieval computer for the most current job information, career requirements, indications of schools offering specialized job training, and all types of information pertaining to the world of work.

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

The Counselors and College and Career Specialist work together to offer college nights for seniors, juniors, and sophomores; financial aid meetings, and an orientation evening for incoming freshmen.

Career interest surveys and computerized career programs are available to assist with exploring possible careers.

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

Courses through the county’s Regional Occupational Program (ROP) are available to high school students for enrollment for credit. Some of these classes are offered on our campus; students are permitted to make arrangements to go to other campuses to take these classes. Adults taking ROP courses are charged a materials fee. ROP class schedules are located in the Center. These courses prepare students with entry level skills in applied technology fields.

The Counseling Center is a resource available to you —take advantage of it.

College Entrance Requirements

University of California / California State University

A student entering UC must complete the following course requirements, often referred to as “the a-to-g requirements”:

- | | |
|---|---|
| a. History/Soc. Science | 2 years required |
| b. English | 4 years required |
| c. Mathematics | 3 years required,
4 recommended |
| (UC accepts all Drake mathematics courses except Economic Principles of Business Math, Algebra P1/P2 and Intermediate Algebra.) | |
| d. Lab. Science | 2 years required,
3 or 4 recommended |
| e. For. Lang. (same language) | 2 years required,
3 or 4 recommended |
| f. Visual & Performing Arts | 1 year required |
| g. College prep electives | 2 years required |

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

California Community Colleges

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

College Planning Checklist

Ninth Grade

Get acquainted with your counselor, your resource person for the next four years.

With your counselor, set realistic goals covering required and college preparatory courses, honors and advanced placement possibilities.

Plan an activities schedule that may include one or more: athletics, drama, music, job, student government, school-related activities, community service.

Talk with parents, teachers, counselor about your strengths/weaknesses and overcoming challenges.

Begin to think about, talk about, ask questions about specific colleges.

Develop strong work habits. Take advantage of and practice the study skills information you receive during the first months of high school. When necessary, obtain tutoring.

Visit Drake's College & Career Center in Room 213.

Study diligently to maintain the highest grades possible.

Tenth Grade

Obtain a Social Security number – all colleges require a number.

Strengthen your relationship with your counselor and keep informed.

Take challenging courses (i.e., honors) in the areas in which you excel.

Maintain strong study habits to achieve your maximum potential.

Begin to study college catalogs, guides and related reference materials.

Optional for practice: take the Preliminary SAT (PSAT) or the PLAN (ACT)—given once, in the fall.

Investigate your eligibility for honors and advanced placement courses for junior year.

Consider summer work experience.

If you have not yet found an extracurricular activity, investigate the possibilities and get involved in some way to complement your academic growth.

Take full advantage of the Career Interest Survey that will be given to you by our College & Career Specialist so that you may begin planning for your future career/college major.

With your counselor, review your goals, discuss the counselor/student handbook, and prepare for college tests.

Take SAT II in spring if enrolled in AP or Honors.

Eleventh Grade

Talk with your parents about future plans.

Discuss plans with your counselor.

In October take the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test).

Listen to and read the daily bulletin for announcements about college representatives' visits to campus, deadlines for tests and scholarship applications.

Attend meetings on campus with college representatives.

Check the requirements and costs of attending various colleges by visiting Drake's Counseling & Career Center.

Attend Drake's College Night for Juniors.

Meet with your parents and counselor in the spring to begin college selection and to formalize your individual college planning scheme.

Send for literature about colleges.

Visit the campus or campuses of your choice.

Take the Scholastic Aptitude Test (SAT) or ACT in the spring. Some schools require testing scores by

October of the senior year. Take SAT II in the spring.

Prepare for taking the SAT in your senior year. Review courses, study booklets and facsimile tests are available.

Investigate your eligibility for honors and advanced placement courses in your senior year.

Twelfth Grade

Before or during December, complete the SAT I (or ACT)

and SAT II required by the college(s) to which you plan to apply.

Work diligently on current studies. Colleges seem particularly interested in students' maintaining rigorous academic discipline in the senior year.

Sign up for University of California and State University application workshops in the College & Career Center.

Send for other applications on your own. Complete and mail all applications BEFORE DEADLINE DATES.

Request transcripts to be sent to colleges by the Drake Records Clerk. The first three are free. There is a \$3.00 fee for each additional transcript.

Obtain needed references and/or letters of recommendation as specified in college and scholarship applications.

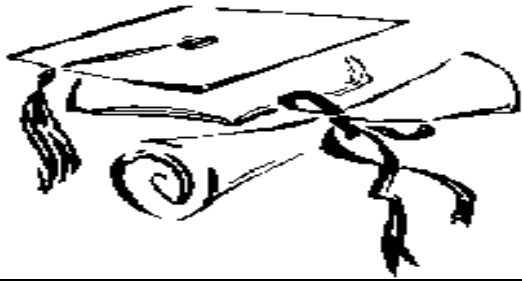
Remember to give your teachers or your counselor plenty of advance notice and to supply them with addressed, stamped envelopes.

Attend all college information sessions presented by counselors.

Apply for financial aid if eligible. Attend financial aid night for information about FAFSA and Profile forms.

Continue to attend college representative meetings on campus.

Attend College Night for Seniors.



For Ninth Graders Only

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

Administrators

Don Drake, Principal
Eric Saibel, Assistant Principal
Katy Foster, Assistant Principal

Counseling Staff

Lynne Kennedy, Counselor /
Student Services Co-Department Chair
Brian Lynch, Counselor /
Student Services Co-Department Chair
Ashley English, Counselor
Kate Morgan, Counselor
Sheila Souder, Counselor
Barbara McCune, College & Career Specialist
Roberta Dossick, School to Career Liaison
(Vacant) - Counseling Secretary

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

How many classes do I take?

All Drake ninth graders take six or seven credit classes. We encourage ninth graders to take seven periods. In addition to other graduation requirements, freshmen are encouraged to take Intro to Computers or pass a computer literacy exam.

What classes should I take?

During a ninth grade presentation, your counselor will help you and your parents decide which classes you should take. Most ninth graders will take English 1-2, Social Issues, World Cultures & Geography, physical education, mathematics and Integrated Science. Intro to Computers is recommended. The remaining elective courses may be foreign language, fine arts, leadership or applied technology classes.

How do I know what mathematics course to select?

Drake's math teachers and counselors will ask your eighth grade teacher for a math recommendation. It is important that you talk with your eighth grade teacher to learn what recommendation has been made for you.

If I have studied a foreign language in middle school, will I be able to enter the second year of the language at Drake?

It is quite possible. Again, we will ask your eighth grade teacher for a recommendation. You should ask your teacher what course recommendation has been made for you.

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

Of course. We encourage every entering ninth grader to get involved at Drake in some extracurricular activity—a sport, a club, drama, music, journalism, etc. A minimum 2.0 GPA must be maintained in order to be eligible for sports.

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

Drake has a wide variety of sports and extracurricular activities. Everyone trying out for a team must complete an Athletic Participation Form, which includes clearance from your physician. Fall sports information will be included in the July mailing, and you should plan to attend Drake's orientation day for new students, usually held the week before school begins.

Will I get to see the school before classes begin?

Yes. Orientation activities are being planned for you. You will receive information from your middle school or by mail. We'll explain our programs and a few simple school rules. You'll have the opportunity to purchase the Drake Pirate Package, which contains a student body card (for discounts on all activities) and other items.

We look forward to meeting you and welcoming you aboard the Pirate ship!

Course Descriptions

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

Some common abbreviations used in course descriptions are:

- AP Advanced Placement course
- H Honors course covering accelerated and/or enriched content
- UC Course certified to the University of California
- CSU Course certified to California State Universities

- 1-2 Signifies first & second semesters of a course
- 3-4 Signifies third & fourth semesters of a course
- 5-6 Signifies fifth & sixth semesters of a course
- 7-8 Signifies seventh & eighth semesters of a course

Academic Workshop/Special Day

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

Special education teachers provide academic support and are responsible for implementing individualized educational programs and monitoring annual goals and objectives for each student. Additionally, Resource Specialists are available to consult with staff and to assess students who have been referred for special education services. Special Day Class teaches content area classes in English, history, math and science.

Applied Technology Courses

The Applied Technology Department encompasses a variety of courses including Regional Occupational Program (ROP) courses.

Computer technology consists of Introduction to Computers, Computer Graphics, Web Design, Computer Applications, Computer Programming, and AP Computer Science.

Successfully passing the Introduction to Computers course or the two-hour Computer Proficiency test satisfies the computer proficiency graduation requirement. Classes are designed to help students meet Tam District Outcomes 3 and 12.

Listed below are course descriptions for Drake's Applied Technology classes, followed by descriptions of ROP courses.

Architectural Design 1-2

Prerequisites: Art Exploration. This course is designed to offer systematic instruction and skill development in observing, studying and designing projects in the built environment – the field of architecture. Students will receive instruction, study reference materials and complete projects which are conceptualized, designed, drawn and modeled using the vocabulary and principles of design. Students will prepare architectural drawings and models using the universal graphic language of drafting and using the hand skills on boards as well as the latest in Computer Aided Drafting (CAD).

Architectural Design 1-2 is an interdisciplinary course offering cross-curricular credit. The sequence of Art Exploration and Architectural Design 1 may be used to meet the district's Fine Arts graduation requirement. Architectural Design 1-2 may also be used for general elective credit. Art Exploration/Architectural Design 1 meets the UC/CSU "I" requirement. Architectural Design 2-4 are accepted as "g" electives.

Architectural Design 3 & 4

Prerequisite: Prior course in sequence. Each course requires a full set of plans. Components of the plan package are floor plans, elevations, foundation plans, floor framing plans, roof framing plans, roof plans, electrical plans, sectioning,

landscaping and plot plans. Architectural Design 2-4 are accepted as UC/CSU "g" electives.

Architectural Design 5 & 6

Prerequisite: Architectural Design 3 and 4. These courses use the independent study format. Each student selects a semester assignment and is held to the contract agreed upon by the student and the teacher. In Arch. Design 5 students design a solar passive home. In Arch. Design 6 students develop a two story structure including a two-point perspective of the main elevations.

Computer Applications

Prerequisite: None. This one semester elective course (may be repeated for credit) uses a variety of software to solve problems and produce student-created projects. Software may include multimedia, telecommunications, desktop publishing, word processing, database, spreadsheet, etc. Completion of this course with a grade of B or better may earn students College of Marin credit and waive College of Marin computer requirements.

Computer Graphics 1

Prerequisite: None. This one semester elective course allows students to use a variety of software to produce computer graphics projects. Two-dimensional still graphics (vector and raster-based) are covered. Students complete projects such as creating CD covers, magazine covers, posters, web graphics, logos, etc. Software used includes Adobe's PhotoShop and Illustrator and Corel Painter. Scanners, digital cameras and graphics tablets are also used. This course is a prerequisite to Computer Graphics 2-4.

Computer Graphics and Animation 2-4

Prerequisite: A grade of C or better in Computer Graphics 1 or approval of the instructor. These elective courses allow students to use a variety of software to produce computer graphics projects. Two-dimensional still and animated graphics (vector and raster-based), three-dimensional still and animated graphics are covered. Students complete projects agreed upon by the student and the teacher. Software used includes Adobe's Photoshop, Illustrator, Flash and Fireworks, Corel's Painter and Bryce 4, Discreet 3DS Max and Rhinoceros. Scanners, digital cameras and graphics tablets are also used.

Computer Programming 1-4 (UC/CSU)

Prerequisite: None. Computer Programming is a great way to improve logical thinking skills in a creative, supportive, self-paced environment. Students practice their logical problem-solving skills while creating animations in the first semester. In the second semester, students learn the basics of introductory programming, applying the concepts they learned first semester to a professional computer language, C++ or Java. This UC-approved elective class teaches the basics of how the computer works and computer programming, including logic and problem-solving skills that are transferable to all programming languages. Students will learn syntax and good programming technique. This course is recommended for students who like puzzles and problem-solving as well as those interested in further study in engineering and sciences (including computer sciences).

AP Computer Science (UC)

(Offered every other year.) Offered in 2009-10, not in 2010-11.

Prerequisite: A grade of C or better in Computer Programming 1-2 and Algebra 1-2 OR the approval of the instructor. This year-long elective course is designed to be the equivalent of a college introductory computer science/programming course usually taken by Computer Science majors in their first year. Successful completion of the Advanced Placement Computer Sciences A or AB exam (for a fee) may allow some students to receive college credit and accelerate the college program in Computer Sciences. (Offered every other year.)

This course is intended primarily for 11th and 12th grade students interested in Computer Sciences or a career in Computer Sciences. It is accepted as a UC “g” elective.

At the completion of this course students should be able to:

1. Design and implement computer-based solutions to problems in several applications areas.
2. Use well-known algorithms and data structures to solve problems.
3. Develop and select appropriate algorithms and data structures to solve problems.
4. Code fluently in a well-structured fashion using the Java programming language.
5. Read and understand a large program and a description of the design and development process leading to such a program.
6. Identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.
7. Recognize the ethical and social implications of computer use.

The textbook used and the activities completed are equivalent to those of college students. Student should expect significant homework and reading assignments as well as in-class assignments, activities, quizzes and tests to help prepare for the AP exam in May. AP Computer Science provides students with the skills and knowledge necessary to pursue further study in Computer Sciences and for a career in the Computer Sciences field. **Prerequisite:** Students/parents should check with counselor to confirm prerequisite criteria.

Engineering Graphics 1

Students learn to apply basic computer aided design commands and strategies to reproduce a series of progressively more complicated two-dimensional and three-dimensional drawings in both orthographic projection and isometric formats. Basic design construction considerations and dimensioning requirements are introduced at this level.

Engineering Graphics 2

Prerequisite: Passing grade in Engineering Graphics. This course further develops basic skills and printing techniques. Drawings are generated from three-dimensional objects rather than existing drawings. Students learn to use a variety of measurement tools including metric and English standard scales, calipers, and protractors. Students are encouraged to draw complex objects with interesting functions to challenge their skills.

Engineering Projects (Project-based)

Engineering Projects is a hands-on course which provides an introductory experience in the areas of problem-solving, design, teamwork, project manufacturing and performance testing. It will utilize the facilities of the Engineering computer lab and the Engineering shop. This course will emphasize problem-solving projects using appropriate technology.

Introduction to Computers

Course content includes learning to use the keyboard properly, word processing (developing skills in the preparation of simple business letters, reports and tabulations), PowerPoint presentation software (preparing multi-slide presentations using assorted effects and styles) and spreadsheet (working with formulas, functions, graphs) and vocabulary, Internet searching, e-mail and important consumer considerations when purchasing and setting up a computer.

Students must pass all five of the Computer Proficiency Exam components given during the course to receive a passing grade. A passing grade in Introduction to Computers meets the District Computer Proficiency Graduation Requirement.

Web Design 1-4

Prerequisite: None. This course uses a variety of software to solve problems and produce student-created Internet and World Wide Web projects. Students may create web sites around their own interests, make additions or updates to existing web pages on the Drake Web Site or create web sites for local non-profits and small businesses. Effective design techniques for the World Wide Web will be emphasized. Additionally, students may venture into the area of interactive web site design, incorporating more animation, sound, forms, etc. Students do not need prior Internet experience for this course. Software may include web page design, 3D animation, graphics and image editing, multimedia, etc.

Workplace Learning

This course gives students the opportunity to link academic work, career interests and real world experience by integrating work-based and school-based learning, providing students with broad instruction in all aspects of the industries they are preparing to enter, integrating occupation and academic learning, and linking secondary and post secondary educational opportunities. The course is intended for juniors and seniors as an integral part of their course work in a career academy, an optional part of their course work related to community service or career interest, or a part of an entrepreneurial program designed by students, teachers, counselors, or other members of the school community. It is generally offered as a five-unit semester course; however, students may arrange with the teacher for a variable credit option as appropriate. This course may be repeated for up to 20 credits.

REGIONAL OCCUPATIONAL PROGRAM

The Regional Occupational Program (ROP), sponsored by the Marin County Office of Education, is an extension of Drake’s Applied Technology Department. The ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. The ROP works closely with local business to provide

students with on-the-job training and to encourage a high potential for student employment in every training course offered. Classes are offered at various locations in the county. For detailed information call 499-5860. Course descriptions are grouped in Career Pathways. See www.marinrop.org.

Arts and Communication Pathway

Computer Applications (ROP)

See course description on page 8.

Multimedia (ROP)

The course teaches students to combine text, graphics, sound, video animation and virtual reality. For example, the graphics multimedia element includes drawings and photographs; the animation element includes 2-D as well as 3-D. Often, a combination of two or more multimedia elements such as sound narration with video clip provides a better result than using them alone. Some projects would include: PowerPoint presentations, making a web Page, newsletters, resumes and business applications. The software used in the project-based course would include PhotoShop, Painter, Audio Editor, Director and other programs. Location: Novato, San Andreas and San Marin High Schools. Five credits per semester.

Computer Graphics/Desktop Publishing (ROP)

This course offers instruction in using the following applications: PageMaker, PhotoShop, Illustrator, Publisher and FrontPage. Each application is taught with a self-paced, tutorial book. The class also uses lectures and demonstrations. Students create graphics and scan images for use in either desktop or electronic publications. Many desktop publications are produced to teach the basics of the layout program, PageMaker. Typical projects are business cards, greeting cards, menus, three-fold brochures, magazine articles and CD covers. Location: Novato and Sir Francis Drake High Schools.

Audio/Video Production (ROP)

This hands-on course covers all aspects of video technology. Students learn the basics of single camera remote production, editing, digital non-linear editing, lighting, audio recording and computer graphics. Classes are centered around student-driven projects, with an emphasis on direct participation in all aspects of the production process by all participants in the class. Location: Sir Francis Drake High School. Credit based on hours of attendance.

Business and Marketing Pathway

Business Office Technology (ROP)

This program offers job training in a variety of basic office skills, including the use of technology in the modern office environment. Instruction and course work are offered at two levels. Location: 4380 Redwood Highway, San Rafael, CA 94903. Credit based on hours of attendance.

Computerized Accounting (ROP)

This is an introduction to the field of accounting and computerized accounting systems. Students learn how to

prepare and process financial data for computerized accounting systems, such as accounts payable, accounts receivable, general ledger, inventory, payroll, purchasing and electronic spreadsheets. Locations: San Rafael High School. Five credits per semester.

Computer Applications (ROP)

See course description on page 8.

Computer Graphics 1 (ROP)

Prerequisite: None. This one semester elective course allows students to use a variety of software to produce computer graphics projects. Two-dimensional still graphics (vector and raster-based) are covered. Students complete products such as creating CD covers, magazine covers, posters, web graphics, logos, etc. Software used includes Adobe's PhotoShop and Illustrator and Corel Painter. Scanners, digital cameras and graphics tablets are also used. This course is a prerequisite to Computer Graphics 2-4. Location: Sir Francis Drake and Novato High Schools.

Computer Graphics 2-4 (ROP)

Prerequisite: None. These elective courses allow students to use a variety of software to produce computer graphics projects. Two-dimensional still and animated graphics (vector and raster-based), three-dimensional still and animated graphics are covered. Students complete projects agreed upon by the student and the teacher. Software used includes Adobe's Photoshop and Illustrator. Corel's Painter and Bryce 4, Macromedia's Flash and fireworks, Discreet 3D Studio Max and Rhinoceros. Scanners, digital cameras and graphics tablets are also used. Location: Sir Francis Drake and Novato High Schools.

Computer Applications (ROP)

This course is literally a survival course for every student in this high-tech age. Students will learn word processing skills, proper formatting for a range of documents, as well as other personal and business applications. Computer history, how systems work, the Internet and terminology are also covered. Application of computer skills and organizational skills will result in the completion of various projects and simulations including a career portfolio. This is an essential course for any student planning to pursue a career in computer technology or office management. Location: San Rafael and San Marin High Schools. Five credits per semester.

Health and Biosciences Pathway

Medical Assistant Program (ROP)

This class combines theory and clinical training at Kaiser Permanente to prepare students for employment in medical assistant occupations. Theory classes teach the knowledge and skills performed by medical assistants, including medical ethics, basic anatomy and physiology, infection control, the nursing process, pharmacology, and emergency procedures. Location: Classes meet afternoons at Terra Linda High School. The clinical training is at Kaiser Permanente with a required summer component. Successful completion of this class leads to an ROP Certificate in Medical Assisting. Variable credits based on hours of attendance.

Sports Fitness and Coaching (ROP)

This course is designed to provide students with entry level skills in the areas of fitness, exercise, athletic training and coaching. Instruction will include strength and speed training, sports and coaching philosophy, communication skills and nutrition for fitness and sports. Students will have 120 hours participation in athletics, personal training and working in a gym setting or coaching. Location: Tomales High School.

Service Occupations Pathway

Career Management (ROP)

This course addresses the core skills most in demand by employers in the workplace. These skills include team building, problem solving, communication, leadership, organization, and systems management. Class activities provide knowledge of small business operation and merchandising. Students' work placements (paid or unpaid) complement the class curriculum. Students gain high school credit for work site learning and classroom participation. Locations: San Marin, Novato, San Andreas and Marin Oaks High Schools. Variable credits based on hours of attendance and field study hours.

Early Childhood Occupations (ROP)

This course provides students with hands-on experiences teaching young children. Field placements are designed to cover the variety of ages and developmental needs found in Early Childhood Education. Instruction covers childhood developmental psychology, positive discipline, lesson planning, observation skills, and professionalism. This class articulates with the Early Childhood Occupations Program at College of Marin. Location: San Marin High School. Five credits per semester.

Technology and Engineering Pathway

Automotive Technology (ROP)

Classes prepare students for jobs in the automotive or related fields and advanced technical training programs. Students receive hands on instruction. Cross-curricular credit is an option for this course; see your counselor for details. Automotive Technology articulates with the Auto Technology program at College of Marin. Locations: San Rafael, Terra Linda, San Marin and Tamalpais High Schools. Five credits per semester.

Drafting & Construction Design (ROP)

This course encompasses Mechanical Drawing, Computer Aided Design (CAD), Modeling and an introduction into Architectural Design. The first semester focuses on traditional Mechanical Drawing techniques, with a brief look at CAD and modeling. The second semester focuses on residential architectural design, CAD and modeling. This course is appropriate for anyone looking at Engineering, Architecture, Drafting, CAD, Design, Landscape Design, Construction, or Computer Aided Machines (CAM) operations. The course encourages the students to work on their own designs and projects. Location: Novato, San Marin and Tamalpais High Schools. Five credits per semester.

Construction/Technology (ROP)

This course covers foundation, flooring, framing, plumbing, electrical, sheet rock, windows, doors, cabinetry, roofing, blueprint reading, and use of hand tools. Demonstrations by master crafts-workers, construction projects and opportunities for placement will be provided. Locations: Redwood and Novato High Schools. Possible 10 units per semester based on hours attended.

Electronics/Engineering Academy (ROP)

This course provides the student with the learning experiences required for a solid understanding of the basics needed for entry level positions in high tech electronics and related industries. Students gain broad based skills that will enhance the individual's flexibility in electronics communication, computers and related industries. Location: Sir Francis Drake High School. Five credits per semester.

Welding & Agricultural Mechanics (ROP)

This course provides students with an understanding of the theory of welding and the operation of different welding machines. Practical laboratory experience allows students to master basic skills and quality of workmanship. The curriculum covers basic welding and the techniques of oxyacetylene, electric arc welding, brazing, and torch cutting. Advanced training is provided in tungsten (TIG) and metal (MIG) inert gas welding, blueprint reading, and plasma cutting from patterns. Students obtain knowledge and skills required for entry-level employment using welding in technical and construction industries. Location: Tomales High School. Five credits per semester.

Drake Integrated Studies Curricula (DISC)

Freshman/Sophomore Programs

Cluster Program (UC/CSU) (9th Grade Only)

The Cluster Program is a one-year only program for freshmen which offers a team of teachers in the core freshman curriculum of English 1-2 and social studies. Efforts are being made to implement an English/applied technology cluster which will be determined at the time of student class scheduling.

Pairs of teachers share students, collaborate on curriculum alignment to provide personalization and set common expectations for student performance and work quality. The teams meet weekly to monitor student progress and coordinate instruction.

The two Cluster Programs consist of Circle and TREK clusters which pair teachers in English and Social Studies while it is hoped the New Literacy cluster will pair English and applied technology. The graduation requirement for Introduction to Computers would be met within the New Literacy cluster.

Galileo (UC/CSU) (9/10 Blended Program)

Our Program - Galileo is a two-year blended program of freshman and sophomore students who share a small learning community with their science, English and social studies teachers. We balance rigorous academic instruction with interdisciplinary projects focused on critical global issues such as human migration, energy resources, climate change, disease and poverty. These projects provide a framework for us to infuse our curriculum with the goals stated in our mission.

Together, we monitor student progress, share information about assignments and align instruction whenever possible. Over the course of the two years, we work with students individually to develop critical skills that will support them throughout their academic careers and beyond. In the sophomore year, we provide an opportunity for international service related travel.

We value knowing each other well as teachers, learners and as people, and belonging to a smaller community within Drake High School.

Our Mission - In Galileo, we believe that all students can learn, and we establish high standards of learning that we expect all students to meet or exceed. Working collaboratively with each other, our students and their parents, we support and help our students master challenging curricula. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement, personal development and awareness of their place in an interdependent Global society.

Galileo welcomes students of all interests and abilities. We value the rich learning community engendered by a diverse, heterogeneous mix of students.

During the two year program, students will receive credit for the following courses: English (4 semesters), Integrated Science (4 semesters), World History (2 semesters), Social Issues (1 semester) and World Cultures and Geography (1 semester). Preparation for successful completion of the Direct Writing Assessment, the Core Literacy Portfolio and the High School Exit Exam (all graduation requirements) will be undertaken by the teachers as well.

Mobius (UC/CSU) (9/10 Blended Program)

Mobius is a blended 9/10, two-year program built from the metaphor of the Mobius strip. Like the Mobius strip, we see learning as identifiable and measurable, yet never with a discrete beginning or end. Mobius organizes curriculum around the fundamental question of how students can improve their ability to answer the question: "How do we know what we know?"

The Mobius program's focus is to develop critical thinking skills through integrated instruction based on Essential Moral Questions and/or Provocative Propositions. These open-ended driving questions or provocative statements do not lend themselves to one answer, but ask students to decide what they believe is best. Integrating the subjects of English, Integrated Science, and Social Studies, we create a context in which students can reflect on and reason about their own ethical and

moral beliefs in relation to the subjects they are studying. By relating units to the core beliefs, values and realities in their lives, community, and the larger world, a greater need in the students to know, understand and demonstrate their knowledge emerges.

Mobius students engage in one large group project each semester, creating a balance between project-based and individual learning. Open to students of all interests and abilities.

Mobius is team taught by three teachers. The teachers meet weekly to review individual student achievement, meet with individual students as needed, and evaluate the progress of the students as a whole. During the two-year program, students will receive credit for the following courses: English (4 semesters), Integrated Science (4 semesters), World History (2 semesters), Social Issues (1 semester), and World Cultures & Geography (1 semester). In addition, all three teachers will help students prepare for the Direct Writing Assessment and the Core Literacy Portfolio, which are district graduation requirements, and the High School Exit Examination (a state of California graduation requirement).

ROCK - Revolution of Core Knowledge (UC/CSU) (9/10 Blended Program)

The Revolution of Core Knowledge (ROCK) program is designed for mixed classes of ninth and tenth graders. Team taught by four teachers, ROCK prepares students for success with a strong traditional emphasis on academic learning paired with a solid focus on acquiring real-world, workplace skills which all successful adults need to master.

While maintaining strong instruction in reading, writing, research and speaking skills, students are challenged with a series of eight-week projects accomplished in small cooperative groups. Negotiating, working with a variable schedule, managing multiple tasks and responsibilities and using technology as a resource are some of the strategies ROCK students acquire in order to master skills such as creative problem solving, dealing with ambiguity, initiative and leadership. ROCK attracts students of all interests and abilities. Enrollment, however, is limited to 50 freshmen each year.

During the two years of the program students will receive credit for the following classes: English (4 semesters), Integrated Science (4 semesters), Fine Arts (2 semesters), Drama (2 semesters), World History (2 semesters), World Cultures & Geography (1 semester), Social Issues (1 semester), Community Service (1 semester). In addition, students will be prepared to pass the computer literacy exam, a district graduation requirement.

The courses in the program qualify for the appropriate a-g requirements of the University of California.

Junior/Senior Academies

Communications Academy (UC/CSU)

The Communications Academy (ComAcad) is taught by a team of teachers in a four period block of time (three periods during the school day, one period outside of the school day). The program is designed to be taught over a two year period. In two

years, students receive credit for the following courses: U.S. History, American Government, Economics, American Literature, Humanities, 20th Century Literature, Advanced Video Productions and Multi-Media Stage Production.

The program is built upon the concept of a learning community. Students participate in the planning and execution of the program. The program is project-based and process-intensive, with English and Social Studies course work providing the subject matter for the arts productions. Students work in teams and receive small group instruction in various craft areas including drama, video, audio production, computer multi-media applications, and Web page design. Flexibility, the ability to plan, manage time and work independently are essential to students considering the academy.

ComAcad has partnerships with guest artists who provide instruction and at times direct projects.

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

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

Studies of the Environment Academy (UC/CSU)

The Studies of the Environment Academy (SEA-DISC) is an academy designed for students who want to learn more about the environment and the careers involved through internship. SEA-DISC, for juniors and seniors, is taught by a team of teachers in a three period block of time. Over a two year period students receive credit for Chemistry*, U. S. History*, Environmental Science 1-2*, Economics/American Government*, Workplace Learning (includes an internship), and AP Environmental Science 3-4* (All * courses are UC approved).

SEA-DISC is designed to develop **real life** experience through extensive field work and internship, as well as demonstrate academic achievement in each of the units offered. Students will work as a team designing field and laboratory research and will develop conclusions to scientific inquiry in the unit areas of Creek Restoration, Ecology, Aquatic Biology, Energy, Atmospheric Issues, and Human Pollution and Endangered Species. In these field studies, they will employ current technology, instruments, and techniques used by professional environmental scientists. Working with community mentors and participating in internships, students will explore and gain skills for potential career choices.

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

Most of the complex and perplexing issues and problems facing our nation involve more than scientific concepts or economic principles; they also involve individual and social values and group decision making processes. Accordingly, Environmental

Science aims to prepare students for informed, effective citizenship through stimulating and engaging projects with mentors, discussion and debate on critical environmental problems, and a variety of student “decision-making” activities. Due to the demands of field research and internships, the ability to plan, manage time, and work independently are essential to students considering this academy. Since students will be working off campus regularly to do research and internships, additional time outside of classes may occasionally be required.

The courses in the program qualify for the appropriate a-g requirements of the University of California (all * courses are UC approved). In order to benefit fully from this Academy, students should enter SEA-DISC as juniors committed to remain for two years.

Survey of Engineering (UC/CSU)

The Survey of Engineering program is taught by a team of teachers in a two period block of time. Both juniors and seniors take physics, engineering projects (which includes learning AutoCAD design software), computer graphics, and electronics. Survey of Engineering is currently developing an internship program that will be available to seniors, contingent upon partnership participation.

The curriculum is project-based and includes consideration of multiple design solutions, development of a plan and construction and testing of the finished product. Students will be instructed in the safe use of the wood and metal shop equipment during the projects. Projects may include bridges, electric motors, human powered go-karts and robotics. Independent student-led projects are encouraged. Physics specific to the projects is studied along with standard college preparatory physics. One year of physics within the academy counts as one semester of regular physics.

Physics taught in the program qualifies for the appropriate a-g requirements of the University of California. The full one-year credit requires a two-year commitment.

Students should enter the program as juniors and stay with this option for two years. Sophomores will be considered on a case by case basis.

English Courses

FRESHMAN/SOPHOMORE PROGRAM:

English 1-2, 3-4

The primary goal of the Freshman / Sophomore English Program is to develop in students the ability to use language skillfully and to interpret it effectively. In order to accomplish this goal, students are expected to write regularly, read significant literature, practice formal and informal speaking, and develop the critical thinking skills necessary to complete the work successfully. Since these skills mutually reinforce each other, they are taught together, not as separate units.

Students are required to take all four semesters in the Freshman (1-2) and Sophomore (3-4) English Program. Each semester enables them to increase their facility with language and to build a foundation for the more specialized, in-depth work in

the literature and composition required by the Junior/Senior English Program. English courses help students meet Tam District Outcomes 1 and 2.

Cluster Programs

For students who prefer a more classic structure, Drake offers the core freshman English 1-2 class in a traditional Cluster Program where teams of teachers share students and collaborate on curriculum alignment. Ninth and tenth grade students are not blended and are not scheduled into three- or four-period blocks. The Cluster Program is a ninth grade only program, not continued into tenth grade English 3-4.



Blended Programs (Galileo, Mobius, ROCK)

Drake also offers unique blended programs – inter-disciplinary programs of English, social studies and science which combine ninth and tenth grade students in its three-period Mobius and Galileo courses and its four-period ROCK course (ROCK includes an art/drama elective in addition to the three core courses). Students are scheduled into the same multi-grade program for their freshman and sophomore years.

Both our cluster and blended programs are heterogeneous (non-tracked) programs which follow the District-wide English core curriculum and offer excellent training in reading and writing skills for both college preparatory and non-college bound students.

(See pages 11-12 for further descriptions of the 9-10 programs under “Drake Integrated Studies Curricula”.)

ENGLISH ELECTIVES

Freshmen and sophomores are eligible to take Non-Fiction or other non-Advanced Placement Junior/Senior electives, concurrent with English 1-2, 3-4 (see course descriptions below).

Non-Fiction 1 [Fall] / Non-Fiction 2 [Spring] (UC/CSU credit sophomores)

A pre-requisite to Advanced Journalism, Non-Fiction I provides an introduction to journalistic writing, non-fiction literature and newspaper production. It includes a study of press freedom, responsibilities of student journalists, and First Amendment freedoms. Students write news stories, features, sports, editorials and profiles. Works read during the year may include *All over but the Shoutin’* by Rick Bragg, *Fast Food Nation* by Eric Schlosser, and *In cold Blood* by Truman Capote.

JUNIOR/SENIOR PROGRAM

The Junior/Senior English Program continues the work of the English 1-2, 3-4 Program emphasizing a higher level of student performance and providing more demanding, complex assignments and materials. All courses require substantial

practice in the writing of structured papers, extensive reading of significant literature, regular practice in formal and informal oral presentations, and rigorous application of critical thinking skills.

The course offerings include Classical Studies (American Literature, Literary Walkabout, World Literature, Poetry, Dramatic Literature and Advanced Placement) and Contemporary Studies (Non-Fiction, Advanced Journalism, and Global Voices). Upperclassmen are required to take at least two out of four English semesters in Classical Studies to satisfy graduation requirements. Individual sites determine what courses are offered and during which semester. Not all courses are offered at each site every semester.

Juniors

American Literature [Fall/Spring] (UC/CSU)

This course provides students with a foundation in American literary heritage. The scope of the course is broad, covering outstanding authors and representative works, including novels, short stories, drama, poetry, and non-fiction. It also provides depth in the concentration of related works in a shared American experience. A year of American Literature meets Drake’s two-semester Classical Studies requirement and is required of all juniors unless they are enrolled in Advanced Placement Language and Composition.

Non-Fiction 1 [Fall] / Non-Fiction 2 [Spring] (UC/CSU) (See course description above.)

Advanced Journalism [Fall/Spring] (UC elective/CSU)

Students produce the school newspaper—researching, writing, page design and layout to report the news of the school community and issues and events of concern to the students. Students study the non-fiction genre and discuss reporting techniques and the role of journalists in society. Students continue to perfect their compositions skills, concentrating especially on persuasion; they are responsible for determining the editorial policies and content of the newspaper, supervising its internal and external circulation, and generating enough revenue through advertising sales to publish the *Jolly Roger* every three weeks.

Ninth-eleventh graders may take Advanced Journalism concurrent with English 1-2, 3-4 or American Literature as an English elective. If taken in twelfth grade, the course fulfills the CSU (but not UC) requirement for English

Advanced Placement English Language & Composition (Fall/Spring) (UC/SCU) (AP) *

AP Language centers on non-fiction, though some fiction and poetry is also read. The course, open to juniors and seniors, focuses on the close reading of texts as well as analytical and argumentative writing. Juniors who would like to deepen their knowledge of literature are encouraged to take this course concurrently with American Literature. Students will be required to complete a summer assignment. **Students/parents should check with counselor on prerequisite criteria.**

Seniors

Literary Walkabout/World Literature [Fall/Spring] (UC/CSU)

Literary Walkabout examines non-fiction travel literature and provides opportunities for literary analysis and personal writing through both intellectual and physical adventure. World Literature provides students with a knowledge of distant cultures sufficient to inform their reading with understanding. The scope of the course is broad and includes works in the major genres from various global areas. It explores religions, social institutions, and the arts. The focus is on literature from non-European countries.

Poetry [Fall] / **Dramatic Literature** [Spring] (UC/CSU)

Poetry enables students to read, discuss, analyze, listen to, and write about poetry. Students focus on the form and structure, develop a functional critical vocabulary for analysis and evaluation, and write poetry in various forms. Poems are drawn from representative works of the major periods in English and American literature and translations from other cultures. Dramatic Literature examines the thematic and structural significance of various comedies, histories, melodramas, and tragedies. Students study plays from ancient to modern times that give them insight into the evolution of drama, the conventions of the form, and the constraints of theatrical production.

Global Voices 1 and 2 [Fall/Spring] (UC/CSU)

Global Voices is a course for students who wish to heighten their global awareness by exploring literature, memoir, essays, journals, poetry, short story and film about young people's experiences and struggles in the United States and throughout the world. This course emphasizes non-traditional modes of writing, thinking and interacting with literature such as blogs, digital stories, spoken word, and art projects. The course also includes an in-depth research and action proposal on a current global issue. Community service may be a requirement of this course.

Advanced Journalism [Fall/Spring] (UC Elective/CSU)

(See course description above.)

Advanced Placement English Language & Composition (Fall/Spring) (UC/CSU) (AP) *

(See course description above.)

AP English Literature & Composition (Fall/Spring) (UC/CSU) (AP) *

AP Literature focuses on the close study of significant works of literature, including poetry, and on ways to write analytically and critically about that literature. A year of American Literature is highly recommended as a foundation. The year course is open to seniors only, and students will be required to complete a summer assignment. **Students/parents should check with counselor on prerequisite criteria.**

* Note: The Advanced Placement English courses are intended to approximate the first year of college English. Students may gain college credit if they pass the Advanced Placement English Examination with a sufficiently high score.

It has been said that an appreciation of the arts is an essential element in the development of an appreciation of life. By adopting a one-year requirement in fine arts, the Tamalpais Union High School District acknowledges that fine arts experiences are essential to a total education and is proud to offer a broad range of classes to meet the varied interests and talents of our students.

The one-year requirement for graduation may be satisfied by taking one year of drama or music or by taking the one-semester Art Explorations course and one semester of any of the other visual art classes described below. The Fine Arts Department encourages students to take advantage of the sequential classes offered beyond the one-year requirement to fully explore their creativity.

Art Explorations (UC/CSU)

The first in a sequential art program, this course is a prerequisite for all visual arts electives. It is recommended to be taken in the freshman or sophomore year and will satisfy five units of the district's ten-unit fine arts graduation requirement. It introduces the student to various forms of artistic expression such as painting, drawing and sculpture and is structured around the elements of art and principles of design as concepts universal to all art forms. The course also emphasizes the importance of art for personal expression as well as its importance as a cultural element in society.

Ceramics 1 (UC/CSU)

All ceramic courses explore clay as a functional and a sculptural medium. Concepts such as the elements of art and the principles of design, taught in Art Exploration are further developed using clay as a medium. The first trimester stresses hand building techniques such as pinch, coil, slab and mold. The second trimester stresses the potter's wheel. Students are encouraged to develop and combine skills and ideas in the third trimester.

Ceramics 2-6 + (UC/CSU)

Advanced ceramics classes include continuation of the skill development begun in the first course, greater understanding of complex decorative processes, glaze preparation, formulation and advanced finishing methods. Individual success is nurtured, and a variety of styles is encouraged with both hand building and creating on the potter's wheel. Prerequisite: Art Explorations and Ceramics 1.

Drawing & Painting 1 (UC/CSU)

This course is a foundation for continuing art students who wish to develop skills in use of charcoal, watercolor, pencil, paint, and mixed media. It is an opportunity for personal expression through many different approaches and media, combining skills and creativity. Prerequisite: Art Explorations.

Drawing & Painting, 2-6 (UC/CSU)

These are advanced art courses in which students will increase their technical competence in observation, recording, and creatively interpreting their environment. A variety of media will be offered, including pencil, ink, charcoal, water color, and acrylics, as the student pursues varied assignments. Development of a personal artistic vision and style is encouraged.

Fine Arts Courses

Reflection on one's own work and the work of others through written and oral critiques is used as a learning tool. Aspects of art history are also covered. Prerequisite: Art Explorations, Drawing & Painting 1.

Photography 1 (UC/CSU)

This class provides the student with an introduction to the fine art of photography. Students will learn how to correctly use a 35mm camera, process film, and create black and white prints in the darkroom. Students will specifically practice combining subject matter, light, and composition to make strong, compelling photographs of the world around them. A basic history of photography and its most influential practitioners is also taught through slide, films, and activities on a weekly basis. **Prerequisite:** Art Explorations.

Photography 2 (UC/CSU)

This class expands the technical and visual concepts explored in Photography 1. Students will learn enhanced control of the film developing and printing process to create stronger work. This course also introduces digital and color photography with Adobe Photoshop. The student will further learn basic alternative photographic processes such as multiple exposure imagery, the Sabattier effect, and direct negative manipulation. Influential, historical, and contemporary photographers are explored on a weekly basis through films, slides, and activities. **Prerequisite:** Photography 1

Photography 3 (UC/CSU)

This advanced photography class introduces master black and white film and printing techniques to provide students with enhanced expressive control of their work. Expert digital photography and Photoshop concepts such as high dynamic range imaging, layering, and RAW file manipulation are also taught. Students learn to pursue photography with an increased curiosity, depth, and personal sophistication. Influential, historical, and contemporary photographers are explored on a weekly basis through films, slides, and activities. **Prerequisite:** Photography 2

Photography 4-6 (UC/CSU)

Photography 4, 5, and 6 are sequential courses intended for the curious, thoughtful, and independently-minded art-photography student. Advanced photographic projects and techniques spanning a broad range of inquiry are explored. These include documentary, conceptual and idea-centered work, traditional photographic projects, method-centered work, and more. The photography 4, 5, or 6 student is further encouraged to pursue independently-created projects reflecting their experience and interest in the medium. A comprehensive portfolio reflecting this work is produced each semester. Influential, historical, and contemporary photographers are explored on a weekly basis through films, slides, and activities. **Prerequisite:** Photography 3, 4, or 5 respectively.

Art History

Students in this one semester course will comprehensively learn the history of western and world art from the first prehistoric sculpture and painting to the post-modern art of our time. Students will actively participate in the viewing, analysis, and interpretation of the great works to gain a critical and aesthetic

understanding of art-making. Extensive use of high definition art reproduction, film, and music bring these experiences to the classroom. In addition the class has an art-making studio component where students are taught such traditional techniques as book-binding, oil-painting, master-painting reproduction, and live-model drawing.

Prerequisite: Art Explorations.

AP Studio Art 2-D Design (UC/CSU)

This course is designed for the serious art student who plans to pursue a college art major. Students must produce a portfolio of approximately **24** pieces which are sent, in digital form, to the AP College Board to be scored. **AP Prerequisites:** Art Explorations plus two semesters of either Drawing and Paining, Photography or Graphic Design with passing grades are minimum requirements. Teacher approval is required for this course. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher approval in lieu of prerequisite visual arts courses. **Students/parents should check with counselor on prerequisite criteria.**

AP Studio Art 3-D Design (Ceramics) (UC/CSU)

This course is designed for the serious art student who is considering pursuing a college art major. The course emphasizes exploring three dimensional space. Students use creative thinking to develop work which demonstrates a breadth of exploration, a concentration, and high quality. A portfolio of approximately 20 pieces is sent, in digital form, to the AP College Board to be scored.

Prerequisites: Completion of Art Exploration and 2 semesters of Ceramics or Sculpture with passing grades are minimum prerequisites, however, most students would have completed 4 or 5 semesters of Ceramics or Sculpture before submitting a portfolio for acceptance into this Advanced Placement course. The portfolio must be approved by the teacher before enrolling in this course. Students who have had considerable independent art instruction outside of school may submit a portfolio of their artwork subject to teacher for approval in lieu of prerequisite visual art courses. **Students/parents should check with counselor on prerequisite criteria.**

Graphic Design I (UC/CSU)

This course is a one semester Fine Arts elective course intended for students motivated to expand their artistic skills in the area of two dimensional design. Students will use a variety of media, from traditional to fine arts based mixed media and print making, to develop skills in image design as a means of communicating ideas or information. Graphic Design I introduces students to skills and concepts that become essential for any career in design. Fulfills UC "f" and "g" requirements and partial fulfillment of CSU and UC one year Fine Arts requirement. **Prerequisite:** Art Exploration.

Sculpture 1-6 (UC/CSU)

This course develops students' abilities to visualize and construct three-dimensional objects in representative and abstract design, skills in handling tools and materials for three-dimensional art, learning two forms of sculpture (additive and subtractive), and exploring the history of sculpture while analyzing work of contemporary artists. Artists may work with

wood carving, carving plaster, casting with plaster, wire sculpture, papier-mâché, assemblage, stone carving, and scrap wood figures. The classes may be repeated for credit.

Prerequisite: Art Explorations.

THE DRAMA PROGRAM

The drama program is a four year sequence which begins with two years of actor training (Beginning and Intermediate Drama). At the advanced level students can continue on to The Communications Academy or do advanced level work in Drama and Theatre Directing. Students may enter the drama program any year of their high school career, but they must enroll in Beginning Drama no matter what year they are in school or what their previous experience in drama has been. The courses are year long (two semesters).

Drama 1-2 (Beginning) (UC/CSU)

The course is divided into two parts: theatre training and application. Theatre training happens during the first and third quarters; the student learns the basic language and discipline necessary to work as a performing ensemble. During the second and fourth quarters the students apply their training by rehearsing for a production. Each student will be in two productions in his/her beginning year. A small amount of after-school time is required.

Drama 3-4 (Intermediate) (UC/CSU)

The course integrates theatre training with productions. The training is focused on specific skills such as voice, movement, mask, scripting, company management and technical theatre. Students rehearse and present two productions a year. More after-school time is required at this level.

Drama 5-8 (Advanced) (UC/CSU)

This course integrates theatre training with productions at a higher level than Drama 3-4 (intermediate). The training is focused on specific skills such as voice, movement, mask, scripting, company management and technical theatre. Students rehearse and present two productions a year. Options open in directing Beginning Drama students, technical theatre, audition workshops, and company management. More after-school time is required at this level.

Multi-Media Stage Production (UC/CSU)

The students in this course are members of the Communications Academy, an integrated media performance program. Juniors and seniors in this program concurrently enroll in Advanced Video Production and the social studies and English courses offered within the Academy. Students participate in running all aspects of production in six to eight projects over two years. Students work together with Intermediate Drama and Advanced Drama Students in running Drake's production company for all of the productions in the Little Theater. Students are expected to spend outside of school time (8th period) in workshops, production teams, rehearsal, and pre- and post-production. This program leads to potential careers in production, integrated media performance, video and audio production.

Drama, Theatre Directing (UC/CSU) (H)

This is for students who prefer theatre-only training. This class meets two hours a week for ten weeks outside of the regular school day. The training is focused on enriching and deepening

skills acquired in Intermediate Drama, including scene work, mask movement, voice, and ensemble skills. Third and fourth year Drama students only may take this seminar; they must be enrolled concurrently in Advanced Drama and must have completed Beginning and Intermediate Drama with grades of B or better. There are no productions in this class.

Stagecraft 1-2 (UC/CSU)

Students will learn basic stagecraft techniques including hanging and focusing lighting instruments, basic light board operation, set construction techniques, sound cue production and operation, fundamentals of prop and costume gathering and storage, stagehand and backstage crew theory and practice, and stage management. Students will have the opportunity to follow a production from concept to performance and to apply their classroom instruction in a production setting.

Prerequisite: Completion of Drama 1-4 or Drama I and instructor permission.

THE MUSIC PROGRAM

Beginning Band (UC/CSU)

A course designed for students with little or no previous music experience, Beginning Band teaches standard brass and woodwind instruments with the goal of advancing the student to participate in band, orchestra, or ensemble groups. Some instruments are furnished by the school. Some written homework on musicianship and occasional outside performances are required.

Concert Band (UC/CSU)

This course is for students with some previous musical instruction, such as those with experience in middle school or junior high and/or those who have not played for some time and wish to use this class to catch up. The goal is to develop the proficiency that will advance the student to placement in Symphonic Band. Occasional outside performances are required.

Jazz Band (UC/CSU)

This course is an advanced study of modern jazz and popular music of the "big band" sound. Included will be study of music theory, harmony, and composition. This course is for the more advanced music student and will include performance activities outside school time. Audition or instructor permission required.



Symphonic Band (UC/CSU)

This course involves advanced study and performance of band repertoire. Attendance at rehearsals and outside-of-school performances is required, including football and basketball

games, rallies, concerts, festivals, etc. Instructor permission and/or audition is a prerequisite for enrollment.

Orchestra

This class is for the musician with a minimum of one year of string experience. Students will study the orchestral tradition, becoming familiar with history and influential artists. The emphasis of the class will be upon the student's technical development, musicality, and performance repertoire. Students will work in different ensemble, sectional, and solo configurations. Some after-school and weekend performances are required.

Jazz Workshop

This class is for the experienced musician with little or no jazz experience. Students will study the jazz tradition, becoming familiar with history and influential artists. The emphasis of the class will be upon the student's development of authentic performance techniques in jazz swing, Brazilian jazz, Afro-Cuban jazz, and jazz-fusion. The goal is to develop proficiency within the jazz idiom to advance the student to placement in Jazz Band. Outside performances and concurrent enrollment in Symphonic Band are required.

Beginning Guitar and Bass 1-2 (UC/CSU)

This course is for beginning and experienced students interested in learning to play the guitar or bass guitar. The class is open to those who are beginners or in the very first stages/months of starting their instrument. This course is open to all students. This course is accepted towards the UC/CSU "f" fine arts requirement.

Music Technology

This class is for students with little or no previous musical experience who would like to enter the world of music. Music Fundamentals are studied with an emphasis on composition. Students compose and arrange original music on computers through the use of MIDI sequencing and notation software. A variety of music styles is explored, including pop, rock, jazz and world music. Students are required to present their original work to a variety of audiences and will compile their compositions onto compact disc.

Advanced Music Technology

This class is for students who wish to continue their studies in Music Technology past the first year. Students will explore advanced musical concepts and apply them to original projects on the computer. Students will use software from first year Music Technology as well as a variety of new applications. A major emphasis will be upon the promotion of students' original work and the business of music. Successful completion of first year Music Technology or instructor consent is required for entry into Advanced Music Technology. ("f" requirement for University of California admission pending.)

Concert Choir (UC/CSU)

Instruction in music fundamentals, voice production, sight reading, individual and group work, and part singing are included in this course, which may be repeated for credit. It includes elements of choir, madrigals, mixed chorus, a cappella,

beginning/intermediate/ advanced chorus. Some outside performances are required.

Mathematics Courses

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

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

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

Students who get a fall semester "F" in a college prep math course will be dropped from the course. For those students, options for the spring semester are: 1) repeat the spring semester of their prior college prep math class to improve their grade, or 2) take a non-college prep math course, or 3) concurrently enroll in a college math course.

All students must complete the equivalent of a first year algebra course in order to earn a diploma. This is a 2003-2004 state requirement and can be met by completion of the 2-year sequence Algebra P1-P4 or Algebra 1-2. Students who complete algebra in middle school have met this requirement. Beginning in 2005-2006 all students must also pass the Math section of the California High School Exit Exam (CAHSEE).

Economic Principles in Business Math 1-2

This is an interdisciplinary course designed to integrate concepts from both mathematics and economics. The course includes units on personal finance, tax law, time value of money, and consumer credit.

This course may be used to fulfill 10 of the 30 mathematics units needed to graduate from the Tamalpais Union High School District. Students who complete both semesters of Economic Principles in Business Math also meet the district economics requirement. This course does not meet any UC/CSU requirements.

For more information see the course of study at: www.tamdistrict.org/forstaff/curric/cos/index.htm.

Prerequisite: Successful completion (C- or better) of Algebra 1-2 or P3-4. Seniors will be given priority for enrollment; juniors will be admitted if space is available.

Algebra 1-2 (UC/CSU)

Topics in the college preparatory one-year course in Algebra include discovery of mathematical patterns, problem solving, unit conversion, perimeter and area, introduction to variables and expressions, simplification of expressions, solutions of linear equations in one and two variables, solution of quadratic equations by factoring or quadratic formula, graphing linear and quadratic functions, modeling real-world situations with appropriate type of function, properties of linear and quadratic functions, properties of exponents, rational expressions and equations. A theme for the course is the modeling of real world situations with appropriate diagrams, variables, equations, and graphs. Successful completion of this course leads to Geometry. This course satisfies one year of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Teacher recommendation.

Algebra P1-P2

Algebra P1-P2, a two-semester course, covers the content of Algebra 1. Topics include discovery of mathematical patterns, operations with integers, problem solving, simplifying expressions, perimeter and area, graphing linear equations, writing and solving equations, ratios and systems of linear equations. A theme for the course is the modeling of real world situations with appropriate diagrams, variables, equations, and graphs.

Prerequisite: Teacher recommendation.

Algebra P3-P4 (UC/CSU)

Algebra P3-P4, a two-semester course, is designed to cover the same topics as a second semester of a first year algebra course. Topics of study include solving linear, quadratic, absolute value, and radical equations, graphing linear and quadratic equations as well as systems of equations, simplifying expressions, factoring, using square root properties, simplifying expressions by using the laws of exponents, and simplifying rational expressions. The course also includes finding the solution set of and graphing inequalities.

Prerequisite: Successful completion (C- or better) of Algebra P1-P2 or equivalent.

Geometry 1-2 (UC/CSU)

This college preparatory course includes study of lines and angles (length and angle measurement); transformations; inductive and deductive reasoning; logic and proof; congruence and similarity of triangles and other polygons; perimeter, area, and volume of two and three-dimensional figures; circles (chords, arcs, tangents); and trigonometry (tangent, sine, and cosine). The course emphasizes mathematical reasoning, problem solving, communication, and use of tools and technology. Geometry 1-2 satisfies one year of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Successful completion (C- or better) of Algebra 1-2 or P3-4.

Geometry 1H-2H (UC/CSU) (H)

This college preparatory course involves all topics covered in Geometry 1-2, but in more depth, at a faster pace, and at a more abstract level. It includes additional enrichment topics such as mathematical modeling, and non-Euclidean geometries. Students can expect a more rigorous workload. Students must receive a B- or better in Geometry 1H to continue to 2H. Geometry 1H-2H satisfies one year of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Exceptional completion (A- or better) of Algebra 1-2 or P3-4, and a passing score on the TUHSD honors placement test.

Intermediate Algebra 1-2

This course is a transition course to Advanced Algebra. It is designed to review and extend the topics of a first year algebra course, as well as introduce topics from an advanced algebra course. The content is approached in a more practical and intuitive manner than advanced algebra. Intermediate Algebra does not satisfy any UC admission requirement. Intermediate Algebra 1-2 satisfies one year of the three-year mathematics graduation requirement.

Prerequisite: Successful completion (C- or better) of both Geometry 1-2 and Algebra 1-2 or P3-4.



Advanced Algebra 1-2 (UC/CSU)

A focus of the course is the study of families of functions that can be used to model real world phenomena and other applications. Topics of study include the following types of functions: linear, quadratic, exponential, logarithmic, polynomial, and power. Attention will also be devoted to the following topics: data analysis, systems of equations and linear programming techniques, use of algebraic properties to simplify expressions and/or solve equations, exponents and radicals, sequences and series, probability, and matrices. Students who do not have a strong foundation in first year algebra should consider taking Intermediate Algebra before Advanced Algebra. Advanced Algebra satisfies one of the “c” requirements for the University of California admission.

Prerequisite: Successful completion (C- or better) of Geometry 1-2 and Algebra 1-2, P3-4, or Intermediate Algebra. While a C- in Geometry is a minimum requirement, a B- in geometry and a solid foundation in first year algebra is strongly recommended as this courses moves at a fast pace.

Advanced Algebra 1H-2H (UC/CSU)

This course is designed for students who are capable of going at a faster pace and investigating topics in more depth and at a more abstract level than regular Advanced Algebra students. Students must earn a B- or better in Advanced Algebra 1H to continue to 2H. Advanced Algebra 1H-2H satisfies one year of

the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Exceptional completion (A- or better) of Geometry 1-2 or a B- or better in Geometry 1H-2H. Students must also receive a passing score on the TUHSD honors placement test.

Trigonometry (UC/CSU)

This one semester course covers the study of the right triangle trigonometry and oblique triangle trigonometry. Topics include the trigonometric properties, coordinate trigonometry, sinusoidal functions, and angular and linear velocities. This course provides a more intuitive and slower paced treatment of content than the Pre-Calculus course. Reinforcement of related geometric and algebraic skills is included. Trigonometry satisfies one semester of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Successful completion (C- or better) of Advanced Algebra 1-2.

Statistics & Probability (UC/CSU)

This one semester course provides a foundation in probability and statistics. This course is not intended for students majoring in math or science at the college level. It satisfies one semester of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission.

Prerequisite: Successful completion (C- or better) of Advanced Algebra 1-2 or Intermediate Algebra 1-2.

Statistics 1-2 (UC/CSU)

This a full year course in statistics with an emphasis on surveys and samplings, statistical reasoning, and contemporary applications. Statistics satisfies one year of the three-year mathematics graduation requirements and counts toward the “c” requirement for University of California admission.

Prerequisite: Successful completion (C- or better) of Advanced Algebra 1-2 or Intermediate Algebra 1-2.

AP Statistics 1-2 (UC/CSU) (AP)

This course is an option for accelerated and motivated students who would like a challenging and demanding college level math course that is an alternative to Calculus. Technology is heavily incorporated into the curriculum, which draws from real life examples. Students must earn a C- or better in first semester AP Statistics in order to continue to second semester. AP Statistics satisfies one year of the three-year mathematics graduation requirements and counts toward the “c” requirement for University of California admission. Students may receive college credit by passing an Advanced Placement exam of the College Entrance Examination Board. While the test is optional, it is our philosophy that each student takes it.

Prerequisite: Students must have completed Advanced Algebra with a B- or better or Pre-Calculus with a C- or better.

Pre-Calculus 1-2 (UC/CSU)

This course is intended to prepare students for success in calculus. Topics include periodic functions (trigonometric) and an in-depth review, with applications, of basic functions including linear, quadratic, polynomial, rational, and

exponential. Pre-Calculus satisfies one year of the University of California’s three-year high school mathematics requirement for admission.

Prerequisite: Successful completion (C- or better) of Advanced Algebra 1-2. While a C- in Advanced Algebra is a minimum requirement, a B- in Advanced Algebra is strongly recommended as this course moves at a fast pace and requires a thorough understanding of all topics from Advanced Algebra.

AP Calculus 1-2 (UC/CSU) (AP)

This course allows accelerated and motivated students access to a challenging and demanding college level mathematics course in high school. Students are required to complete many homework assignments, and there is often a required summer assignment. Students must earn a “C-” or better in the first semester of AP Calculus to continue to the second semester. AP Calculus satisfies one year of the three-year mathematics graduation requirement and counts toward the “c” requirement for University of California admission. Students may receive college credit by passing an Advanced Placement Exam of the College Entrance Examination Board. While the test is optional, it is our philosophy that each student plans on participating in the AP testing process.

Prerequisite: Successful completion (C- or better) of Pre-Calculus or completion of an approved Pre-Calculus college course

Physical Education Courses

To fulfill the requirement for high school graduation, students must take at least two years of physical education. High school courses; Core 1 through Core 4 are designed to meet this requirement. All students must pass all four semester courses in order to receive a diploma. Physical Education courses meet Tam District Outcome 14.

Students who wish to defer Physical Education courses beyond 9th or 10th grade should consult with their counselor to develop a plan. There is flexibility in meeting this requirement. Each course in the sequence of Core 1-4 is a prerequisite for the next. The majority of freshmen enroll in Core 1 and 2 and the majority of sophomores enroll in Core 3 and 4.

Option #1:

Freshman Year:	Core 1 Fall	Elective Spring
Sophomore Year:	Elective Fall	Core 2 Spring
Junior Year:	Core 3 Fall	Elective Spring
Senior Year:	Elective Fall	Core 4 Spring

Option #2:

Freshman or		
Sophomore Year:	Core 1 & 2	
Junior Year:	Upper Div Core 3 Fall	Elective Spring
Senior Year:	Elective Fall	Upper Div Core 4 Spring

Option #3:

Freshman Year:	Core 1 & 2
Junior or Senior Year:	Core 3 & 4

want to take this course for rehab exercise; tri-athlete training as well.

Physical Education Core 1-2

Required for all students. This two-semester course covers social development, skill development, and individual fitness embedded in a variety of activities including aquatics, rhythms and dance and individual dual activities, anatomy, weight training and nutrition. Students are prepared for the State fitness tests in April each year. This process includes creating fitness plans, monitoring progress and setting goals for aerobic fitness, flexibility and strength development. Students maintain a Sportfolio of their work and are encouraged to contribute evidence of learning to their Core Literacy Portfolio.

Physical Education Core 3-4

Required for all students. Activities in these classes include American Red Cross training and certifications in First Aid and CPR for Infants, Children and Adults and AED. This course also addresses self defense, gymnastics, tumbling, and team activities as well as the effects of physical activity upon dynamic health and mechanics of body movement. Students will improve and maintain their fitness levels throughout the course. Health and Nutrition concepts are continued from Core 1-2.

Physical Education Electives

There are no prerequisites for PE electives. Most students will have completed PE 1-4. Elective courses do not satisfy the Physical Education 1-4 requirement. Elective courses do not require a Sportfolio. Elective courses offered include the following:

Individual Excellence

Individual Excellence is a one-semester elective course open to all tenth, eleventh and twelfth grade students. Participants in this course will learn the principles of training, they will learn safe strengthening techniques and acquire the terminology needed in the weight room environment. Sport conditioning through resistance exercises, aerobic activities, plyometrics and stretching will be the focus of the class. This course does not satisfy the P.E. 1-4 requirement.

Yoga is a one-semester elective course open to all students. In Hatha yoga practice, students will learn body postures, breathing techniques, mental concentration and deep relaxation. The intention of the class is to bring about a harmonious development of the individual. This course does not satisfy the P.E. 1-4 requirement.

Hiking is a one-semester class open to all students. Students spend two hours, one evening per week in the weight room, conditioning for hiking and one day every three weeks on a Saturday or Sunday (TBD by the class) hiking in Marin County – Arch Rock, Pierce Point, check it out with friends.

Lap Swimming and Water Aerobics is open to all students. Students will spend the class in the water using resistance equipment for strengthening and movement for cardio exercise. There will be some lap swimming but this class is especially designed for beginners as well as intermediate swimmers. Students who have joint injuries may

Science Courses

In order to graduate, a student must complete Integrated Science 1-4 unless a transfer student* (*must complete equivalent course). Each subsequent semester of Integrated Science must receive a passing grade in order to continue to the next level (DISC programs are exempt from this District policy). Colleges recommend four years of science. UC system requires either Chemistry or Physics in addition to Integrated Science 1-4. Transfer students should see their counselor to determine appropriate placement in science. Science courses help students meet Tam District Outcomes 6 and 7.

Ninth Grade Cluster / Blended Programs (UC/CSU)

(See pages 11-12 for further descriptions of the 9-10 programs under Drake Integrated Studies Curricula.)

Integrated Science 1-4 (UC/CSU)

This is a rigorous two-year college preparatory program incorporating the equivalent of one year of biological science, one half year of physical science and one half year of earth science. Integrated Science 1-2 is the first year, and Integrated Science 3-4 is the second year of a two-year program. These science classes are fun and exciting and will give you a better understanding of the world around you. You will learn more about living organisms, the environment, the chemicals around your home, your community and your planet.

You will discover how strange things occur quite naturally around us every day although we rarely think about them. The program is designed to give all students the necessary background information and critical thinking skills needed to make informed decisions on scientific issues and prepare students for more advanced study in science.

The program is laboratory based, using a thematic, spiraled approach. It stresses data gathering and interpretation, as well as individual research and presentation skills. These skills will be developed/applied within the context of the major concepts in biology and earth science, as well as important introductory concepts from chemistry and physics.

Integrated Science 1-2 counts as a UC elective. A passing grade for both Integrated Science 1 and 2 is required to enter Integrated Science 3-4. Students must pass Integrated Science 3 to go on to Integrated Science 4. Integrated Science 3-4 counts as a UC laboratory science. Nightly homework will occur.

Chemistry 1-2 (UC/CSU)

Chemistry is the cornerstone of scientific literacy. As the pivotal science, it provides links with biology and the study of the processes of life as well as mingling with physics and the study of fundamental particles of the universe. A basic knowledge of chemistry is necessary for good citizenship. Chemistry is involved in issues such as toxic and radioactive wastes, acid rain, air and water pollution, and in preserving natural resources. It is the study of the elements which make up every aspect of our universe. Emphasis is on understanding the

facts and principles of chemistry through experimentation and problem solving. The course will strengthen the student's ability to think mathematically. Students will spend at least 20% of their time in the laboratory.

Prerequisites: Students must have passed Algebra 1-2 or equivalent with grade of "C" or better and Integrated Science 3-4 with grade of "C" or better each semester. Students must have completed or be concurrently enrolled in Advanced Algebra. Students must pass Chemistry 1 to enroll in Chemistry 2 (i.e. receive at least a "D" in Chemistry 1).

Students may enroll concurrently in Chemistry and Integrated Science 3-4, with prior approval of the Chemistry teacher in consultation with the Integrated Science 1-2 teacher.

The course is designed primarily for 11th and 12th grade students. It is accepted as a UC laboratory science or "g" elective. To enroll in Honors Chemistry, ask the department chair for the criteria. Honors courses will run only if enrollment warrants.

Astronomy (UC/CSU)

Students in astronomy will utilize basic concepts of chemistry, physics, and earth science, as applied to the study of stars, galaxies, and history of the universe. The course will be divided into two semesters. The first semester will focus on the solar system, including lunar phases, astronomical tools, the sun, and the solar system. The second semester will focus on stars and the universe, including stellar evolution, types of stars, galaxies, and cosmology. Students will use virtual astronomy labs and the Astronomy program called Redshift to help learn about our Cosmos. This Astronomy course, a physical science elective, will be intended for upper grade levels after successful completion of Integrated Science 1-4. The option of concurrent enrollment for students enrolled in I.S 3-4 available with teacher recommendation. The course is intended to appeal to students who are interested in the physical sciences but who may not pursue chemistry or physics as an elective. It is accepted as a UC "g" elective.

AP Chemistry (UC/CSU)

AP Chemistry is designed to be the equivalent of a college introductory chemistry course, available primarily to seniors. As a second-year course in Chemistry, it is a good choice for the student who has a particular interest in Chemistry and/or is heading towards a career which requires a strong foundation in Chemistry (e.g., medicine, biochemistry, molecular genetics, engineering, geochemistry). The overall goal of AP Chemistry is the understanding and application of fundamental chemical principles and concepts, with a strong emphasis on the learning of chemistry through laboratory experiences. The work in AP Chemistry has a strong quantitative component.

The course provides many opportunities for students to improve their skills in making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained (applied algebra) and communicating effectively the results of experimental work.

All students will be expected to take the AP Chemistry exam in the spring. With satisfactory scores on the AP Chemistry exam

some students will receive college credit and be able to accelerate their college program in science. AP Chemistry is designed to be taken after Chemistry, but not as a substitute for Physics. This course fulfills the UC/CSU "d" and "g" laboratory science requirements. **See your counselor for AP/Honors criteria/selection analysis.**

AP Biology 1-2 (UC/CSU)

This course is designed to be the equivalent of a college introductory biology course usually taken by science majors during their first year. After showing themselves to be qualified on the AP Examination, some students will receive college credit and, in many colleges, be allowed to accelerate their college program in science.

This course includes topics regularly covered in a college biology course for majors: Molecules and Cells (25%), Heredity and Evolution (25%), and Organisms & Populations (50%). The textbook used in AP Biology and the kinds of experiments performed are the equivalent of those done by college students. Laboratory experiments regularly require additional time, and students will be expected to complete them after the normal school day. Extensive reading and note taking will be expected in addition to the regular homework, lab reports and research assignments. AP Biology provides students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with current scientific advancements.

Prerequisite: Completion of Integrated Science 3-4 with overall grade of B- or better. Students with average grade of C+ or better may be admitted with teacher approval after consulting with math/science teachers.

The course is designed primarily for 11th and 12th grade students who are interested in enrolling in a challenging science course. It is accepted as a UC laboratory science admissions "d" requirement or "g" elective. **Students/parents should check with counselor on prerequisite criteria.**

Physics 1-2 (UC/CSU)

From the smallest subatomic particles to stars and galaxies, the study of Physics is the study of what makes the Universe tick. Physics students will explore the nature of gravity, light, sound, mechanics, electric and magnetism through lecture/discussion, laboratory activities, reading and problem solving.

Prerequisite: One year of Biology (transfer students) or Integrated Science 1-4. Recommended: Completion of Algebra 1-2, with a grade of "C" or better and completion of, or concurrent enrollment in, Advanced Algebra 1-2.

The course is designed primarily for 11th and 12th grade students. Most students are 12th graders who have completed Chemistry. The course fulfills the physical science requirement for graduation, the UC laboratory science admissions "c" requirement, and is accepted by UC as an "g" elective.

Physiology 1-2 (UC/CSU)

Have you ever wondered how your body works, what are the causes of illness and diseases, and how the body repairs itself after illness or injury? Do you know what causes that uncontrollable twitch in your eye, what fitness really means or

why you get headaches? Physiology is your opportunity to learn the parts of the human body and how they work together to bring about the wonder we call life.

Physiology is a study of the structure and function of the systems and organs of the human body, including skeletal, circulatory, respiratory, nervous, digestive, reproductive, excretory and endocrine systems. The course involves extensive laboratory work, dissections, lectures/discussions, and outside reading. The material covered in Integrated Science 1-4 is the foundation of this course. This is a rigorous science lab course.

Prerequisite: Completion of Integrated Science 1 - 4 or one year of Biology (transfer students). Concurrent enrollment in Integrated Science 3-4 with the consent of the instructor is possible. This course is designed primarily for 11th and 12th grade students. It is accepted as a UC laboratory science “c” requirement or “g” elective.

Social Studies Courses

Through our social studies program students gain insights and knowledge about historical, social, and economic forces that have shaped the development of the United States and other nations and cultures.

All ninth or tenth grade students will take World Cultures & Geography. Social Issues is required for graduation and is taken in the ninth or tenth grade. All ninth or tenth grade students take a required one-year course in World History. A year of United States History is required for all eleventh or twelfth grade students. A one-semester course in American Government and a one-semester course in Economics are taken by all eleventh or twelfth grade students. These courses, required throughout the Tamalpais District’s schools, help students meet Outcomes 4, 7, 9, 10 and 14.

Ninth Grade Cluster / Blended Programs (UC/CSU)

(See pages 11-12 for further descriptions of the 9-10 programs under Drake Integrated Studies Curricula.)

World Cultures & Geography (UC/CSU)

This required, one-semester course for ninth or tenth graders is the study of the relationship between the physical environment and human beings, their cultures and their history.

Students will be able to analyze the impact of physical geography on the economics, society, culture and history of a particular area and display their understanding of the connection between human development and the environment. They will demonstrate geographical literacy by conducting individualized research projects related to a specific region where they will explore and analyze these relationships in depth.

This course will also study the interaction and interdependence of peoples and countries across the globe. The focus will be mainly on non-Western regions. Some of the global issues studied include religion and religious conflict, economic

development, women’s roles, immigration and migration and population issues.

Social Issues

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

World History 1-2 (UC/CSU)

A one-year requirement for freshmen or sophomores, this course is a study of the historical and cultural development of the various civilizations of the world from 1789 to the present. The student is expected to develop an overview of the past—chronological, cultural and conceptual—as a foundation for an appreciation and enriched understanding of the world. This course will help the student develop a global perspective.

U. S. History 1-2 (UC/CSU)

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

AP U. S. History 1-2 (UC/CSU) (AP)

Students must have the capacity to handle a heavy reading load and the potential to develop the analytical writing skills required by this course. The course follows a more formally structured approach than U.S. History and emphasizes developing analytical essay writing. Students may take the Advanced Placement U.S. History Exam for a fee in May. Prerequisites: A passing score on an on-demand writing test and strong recommendations from tenth grade English and history teachers. Students must earn a C or better in the first semester of AP U.S. History to continue to the second semester. **Prerequisite:** Students/parents should check with counselor on prerequisite criteria.

American Government (UC/CSU)

A one-semester requirement for juniors or seniors, American Government is designed to help students learn to become informed, participating citizens of the United States. Students are introduced to the study of law and government through direct and simulated experiences in decision making. Students are asked to explore their own political positions.

Economics (UC/CSU)

A one-semester requirement for juniors or seniors, Economics develops an understanding of our market system, as well as alternative systems. This is a conceptual course including market pricing, supply and demand, economic growth, stability, money, labor, business firms, monopoly, international trade and development, the role of government, and inflation.

Contemporary Issues (UC/CSU)

is a one semester elective course which investigates current issues as they relate to America and the world. Major American domestic and foreign policy issues will be probed. Class

procedures will include discussion, critiques of films and of speakers, projects and group reports.

Psychology (UC/CSU)

is a one semester elective course for 11th and 12th grade students which emphasizes the principles of psychology. Topics may include human development, learning and memory, personality theory, mental health consciousness, gender and relationships, and social psychology.

Human Sexuality

Eleventh and twelfth graders will learn about the physical, psychological, and social aspects of sexuality. Information will be presented about sexual function, lifestyles and responsibility. Students will discuss the impact of decisions involving their sexuality on themselves and others. Parental permission is required.

Philosophy

This is a one-semester interdisciplinary elective course focusing on the role played by philosophy in the life of individuals and societies. It is intended to prove an introduction to the most important philosophers and their contributions to the intellectual development of the civilized world. This course shall provide intellectual tools to analyze and synthesize the major issues confronting contemporary society and background for interpreting literatures.

Economic Principles of Business Math

See description under Mathematics.

Student Services Department

English as a Second Language (ELD) (UC/CSU)

ELD is a two-semester language arts course which may be repeated for credit. It is designed for the student whose native language is other than English and whose proficiency falls below fluent. ELD is offered at Tam and/or Redwood and/or Drake, depending upon student need.

The course provides students with language instruction that develops their speaking, listening, reading and writing skills while following a sequential grammatical syllabus. It further acquaints them with American culture, customs and holidays, teaches them practical life and study skills, orients them to their new school environment and integrates them into main-stream classes and into high school and community life.

Peer Resource

This is a one-year elective course for tenth through twelfth graders that gives students an opportunity to develop communication, listening, teaching, presentation, advisory and conflict resolution skills so that they can help their fellow students. It is a student helping student program where students support as well as educate their peers. Programs include condom availability, health education seminars, and student outreach programs. Course may be repeated for up to 30 credits.

Academic Workshop

The Academic Workshop Programs assist students who are at risk of failing one or more classes and/or have a history of difficulties with school. Students are referred by their counselor based on this criterion, as well as the student's desire to improve academic performance. The program encourages motivation and personal growth, helps develop effective study habits, teaches essential study skills, and supports each individual's effort to succeed. Students earn five credits per semester for the class.

World Language Courses

A complete four-year program is offered in Spanish and French and a two-year program in Mandarin. There is no foreign language requirement for graduation from high school, but California universities maintain a minimum of two years of a foreign language as an entrance requirement, and all Tamalpais District foreign language courses are certified to the University of California and the California State University system. Tamalpais District Outcome #8 is to encourage all students to develop communication skills in a second language.

The following foreign language programs are offered:

- Mandarin 1 through 4
- French 1 through French 10
- AP French Language
- Spanish 1 through Spanish 10
- Spanish 7/8 Honors (Tamalpais H.S. only)
- AP Spanish Language

French 1-2, Spanish 1-2 (UC/CSU)

The beginning level courses all emphasize the acquisition of language with emphasis on comprehension and vocabulary building. The Tam District has adopted the TPRS approach to beginning language instruction and this methodology emphasizes listening and reading comprehension on a daily basis. There is a long latency period in which verbal production is limited and oral performance in the foreign language is not used as the basis for grading. Students will be asked to translate from the foreign language to English, read selections in the foreign language and answer comprehension questions, listen to narratives in the foreign language and respond to comprehension questions, and write narratives in the foreign language related to specific course content. This course includes cultural awareness and an appreciation for art and music.

Any student with a grade lower than 70% (C-) will not be recommended for advancement to the next level. We have found that students earning less than a C-, almost without exception, do not have the language skills necessary to be successful in the next course.

French 3-4 or Spanish 3-4 (UC/CSU)

The second year course is a progression from the first year with increased fluency in oral and written communication and greater complexity of subject matter.

Any student with a grade lower than 70% (C-) will not be recommended for advancement to the next level. We have found that students earning less than a C-, almost without exception,

do not have the language skills necessary to be successful in the next course.

French 5-6 or Spanish 5-6 (UC/CSU)

Conversation, reading and listening comprehension are stressed during the third year. Review of first and second year grammar supplements introduction of new tenses and structural patterns. There is greater exposure to literature and culture. Oral and written assignments allow students to combine knowledge from all three years of instruction.

French 7-8 or Spanish 7-8 (UC)

A student must have achieved a 70% or better in 5-6 to enroll in this course. In the fourth year the course is taught in the target language. There is daily emphasis on the use of the written and spoken word with further mastery. Course content includes study of advanced grammatical structures in combination with selected literature and current events. Cultural components can include appreciation of art, music and cuisine.

Spanish 9/10

This internship class is offered at Redwood High School.

French 9/10

This course is available to students who have successfully achieved a 70% or better in 7-8. This is a one-year advanced course with a focus on oral and written proficiency and continuing emphasis on cultural awareness and appreciation of the Francophone world.

French and Spanish AP Language (UC) (AP)

These classes are specifically designed to prepare students to take the respective Advanced Placement Language tests. ***Completion of French 8 or Spanish 8 is highly recommended,*** but exceptional students may enroll in AP with teacher recommendation and completion of a comprehensive entrance exam.

Prerequisite: Students/parents should check with teacher/counselor on prerequisite criteria.

Mandarin 1-2 (UC/CSU)

Mandarin 1-2 is a full year of the beginning level of Chinese Mandarin. This course will have a combination of acquiring introductory level of Mandarin language use along with Chinese cultural information. Students will develop beginning skills in listening, speaking, reading and writing. Spoken Mandarin will use a combination of tones and syllables. Instruction in written Chinese will be a combination of simplified and traditional characters. The transcription of Chinese sounds will be in Hanyu Pinyin. The course will be offered based on sufficient student interest and the availability of a Mandarin teacher.

Any student with a grade lower than 70% (C-) will not be recommended for advancement to the next level. We have found that students earning less than a C-, almost without exception, do not have the language skills necessary to be successful in the next course.

Mandarin 3-4 (UC/CSU)

Mandarin 3-4 is a full year course that continues the study and development of Chinese Mandarin. This course will have combination of acquiring elementary to low intermediate level

of Mandarin language use along with Chinese culture information. Students will continue developing skills in listening, speaking, reading, and writing, and expanding knowledge of grammatical structures. Instruction in written Chinese will be a combination of simplified and traditional characters. The transcription of Chinese sounds will be in Hanyu Pinyin. The course will be offered to students who have successfully completed Mandarin 2 with a C grade or better.

Miscellaneous Courses

Driver Education

This course is offered only in summer school. Students may elect a non-credit alternative from Community Education. Students learn the principles of safe and effective driving and study the California Vehicle Code in detail.

Inside Work Experience (Office/Teacher/Lab Assistant)

Students may earn semester credit by assisting teachers, the librarian or office staff. The course may be Credit/No Credit, or a grade may be given, depending on the nature of the work.

Leadership

The Leadership Class is a semester-long course open to students who are highly motivated to improve their leadership skills. Some members of the class have been elected by their fellow classmates to serve as a class officer or as a student body officer. All students are involved in classroom activities, student government meetings, student and staff recognition programs on campus, students body activities, and school/community service programs.

Students develop leadership skills through direct participation in the planning and implementation of a variety of student and staff activities. The Leadership students will participate in teacher-led discussions about topics such as goal setting, communication, decision making, leadership styles, and parliamentary procedures.

Goals of the course are to develop responsibility, self-esteem, initiative, creativity, leadership and school pride; to allow students to participate in or manage co-curricular activities; to encourage productive student-staff relationships; and to develop positive school/community relationships and peer relationships. Students are expected to exhibit qualities of a good leader, such as being responsible, dependable, accountable, trustworthy, understanding and energetic. Students will be expected to present themselves as positive role models and to be available at various times before, during, and after school to participate in student activities. Twenty-five hours of community service are required per semester.

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

Workplace Learning

This course gives students the opportunity to link academic work, career interests and real world experience by integrating

work-based and school-based learning, providing students with broad instruction in all aspects of the careers they are preparing to enter, integrating occupation and academic learning, and linking secondary and post secondary educational opportunities. The course is intended for juniors and seniors as an integral part of their course work in a career academy or academic area, an optional part of their course work related to community service or career interest, or a part of an entrepreneurial program designed by students, teachers, counselors, or other members of the school community. It is generally offered as a five unit semester course; however, students may arrange with the teacher for a variable credit option as appropriate.

Yearbook

This is one of the most shining examples of Project Based Learning. Students in this class create a beautiful 240-page, full color, coffee table quality book documenting a year of school history. Every photo, caption, written copy, page design and layout is done by the student yearbook staff members. They document every event and every aspect of sports, clubs, academics, social gatherings, work places, student outside interests, faculty and administration using digital photos, interviews and stories. Students are expected to become familiar with In Design and Photo Shop in order to manipulate photos and complete page layouts. Through the marketing and sales of the books and the Senior Parent Page Ads the yearbook staff generates a budget of approximately \$70,000 which covers the cost of the printing, materials, marketing, and distribution. The fundraising allows six students to attend yearbook camp in the summer where editors and key staff work out the theme, the cover and the general look of the yearbook.

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

Curriculum at a Glance

Subject Areas	Grade 9	Grade 10	Grade 11 & Grade 12 Options	
ENGLISH (4 years required)	English 1-2 (Core) Elective: Non-Fiction	English 3-4 (Core) Elective: Non-Fiction	American Literature (all 11th graders, unless in AP or Non-Fiction) Non-Fiction 1-2 Advanced Journalism 1-2 Literary Walkabout/World Literature Essay-Exposition/Contemporary Lit Global Voices AP English Language AP English Literature Oral Rhetoric (Academy X) Poetry/Dramatic Literature Ancient Literature/Humanities Global Voices	
SCIENCE (2 years required)***	Integrated Science 1-2 (Core)	Int. Science 3-4 + (Core) Elective: Chemistry, Physiology	AP Biology 1-2 Chemistry 1-2 Environmental Science 1-2 (SEA-DISC) AP Environmental Science (SEA-DISC) Astronomy Physiology 1-2 Physics 1-2 AP Chemistry	
MATHEMATICS (3 years required)***	Algebra P1-P2 Algebra P3-P4 Algebra 1-2 Geometry 1-2 +	Algebra P3-P4 Algebra 1-2 Geometry 1-2 + Adv. Algebra 1-2 +	Grade 11: Business Math 1-2 Algebra 1-2 Algebra P3-P4 Geometry 1-2 + Adv. Algebra 1-2 + Int. Algebra 1-2 Pre Calculus 1-2 + Statistics 1-2 AP Statistics	Grade 12: Business Math 1-2 Algebra 1-2 Algebra P3-P4 Geometry 1-2 + Adv. Algebra 1-2 + Int. Algebra Trigonometry Pre Calculus 1-2+ Statistics & Probability AP Calculus 1-2 AP Statistics 1-2
SOCIAL STUDIES (4 years required)	World Cultures and Geography (1 sem.) Social Issues (1 sem.)	World History	Grade 11: U.S. History 1-2 AP U.S. History 1-2 Contemporary Issues Human Sexuality Psychology Philosophy	Grade 12: Economics American Government Contemporary Issues Human Sexuality Psychology Philosophy
WORLD LANGUAGE***	Spanish 1 through Spanish 10, AP Language + French 1 through French 10, AP Language Mandarin 1 through 4			
FINE ARTS (1 year required)	Art Explorations (prerequisite for Drawing & Painting, Photography, Ceramics, Sculpture) Ceramics 1-6 Sculpture Drawing & Painting 1-6 AP Studio Art Photography 1-6 +		Drama 1-8 Music Tech (Beg & Adv) Theater Directing Stagecraft Beginning Band	Intermediate Band Concert Band Symphonic Band Choir/Chorus Jazz Workshop World Arts Graphic Design I Art History Beg. Guitar&Bass 1-2 Orchestra
INTEGRATED STUDIES	Galileo Revolution of Core Knowledge (ROCK)	Mobius	Studies of the Environment Academy Survey of Engineering Academy	Communications Academy
APPLIED TECHNOLOGY	Intro to Computers Computer Graphics/ Animation Web Design Computer Applications Comp. Programming Engr. Graphics 1-2	Architectural Design Intro to Computers Comp. Applications Computer Graphics/ Animation Web Design Comp. Programming AP Comp. Science Engr. Graphics 1-2	Architectural Design Intro to Computers Computer Applications Computer Graphics/Anim. Web Design Computer Programming AP Comp. Science Engineering Graphics 1-2 Workplace Learning	Engineering Projects Multimedia/Digital Comm. (at Drake) Computer Graphics 1-4 (at Drake) (ROP Courses not offered at Drake are listed on pages 10 and 11.) <u>ROP Courses (must be 16 or older)</u>
PHYSICAL EDUCATION (2 years required)	Physical Education 1-2-3-4 (Two semesters must be taken in grade 9 or 10.)		Physical Education 3-4 PE Electives: Individual Excellence, Yoga, Hiking, Water Aerobics	
SUPPORT CLASSES	Academic Workshop / Special Day Class English Language Development (ELD) Academic Workshop			
OTHER CLASSES	Inside Work Experience Yearbook Leadership Peer Resource			

**Three years recommended

***Four years recommended

+ Honors Seminar also offered

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