



SAN RAFAEL HIGH SCHOOL: 2018-2019

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

EXPECTED SCHOOL WIDE LEARNING RESULTS

To fulfill this mission the San Rafael High School staff, in partnership with the parents and students, expect graduates to be:

AWARE, ETHICAL AND INVOLVED CITIZENS WHO:

- Participate in school, local communities and develop an awareness of one global community.
- Engage in decision making that considers economic, social, ethical and political consequences of their actions and Accepts responsibility for them.
- Value diversity in all forms, including but not limited to culture, language, ideas, and gender.

COLLABORATIVE WORKERS WHO:

- Use cooperative skills to contribute to the accomplishment of group goals.
- Utilize effective communication and problem solving skills.
- Select and use a variety of tools including technology to acquire, organize, analyze and communicate information.

CRITICAL THINKERS WHO:

- Analyze ideas and issues with an open and inquiring mind.
- Plan, organize and carry out complex tasks.
- Apply past learning experiences to new situations.

EFFECTIVE COMMUNICATORS WHO:

- Listen, speak, read and write competently.
- Organize and express their thoughts in an informed and meaningful way using a variety of media.
- Appreciate, critique, and create diverse forms of visual and performing art.

LIFE-LONG LEARNERS WHO:

- Assume personal responsibility for their learning.
- Develop and evaluate personal, educational and career plans.
- Have the skills for life-long learning, fitness and wellness.

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ADMINISTRATORS:

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 Maggie Heredia, Assistant Principal
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COUNSELORS:

Armando Oseguera, Counselor
 Lynn Millar, Counselor
 Whitney McMillan, Counselor

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

San Rafael High School is a four-year comprehensive high school with a multi-cultural environment of approximately 1327 students, serving the city of San Rafael. This 130-year-old institution is located in the central part of the city of San Rafael. San Rafael High School is extraordinarily proud of the comprehensive program it offers to all students. We offer an extremely rigorous academic program for the college bound student and, as a result, many of our students are eligible for and enter the top universities in the nation. Last year 39% of the graduating class continued on to attend a 4-year college, 41% continued on to a 2-year college, and 20% joined the military, traveled, worked or attended technical schools. The faculty consists of 80 certificated personnel.

Class of 2017. Four year college acceptances includes the following:**University of California, all campuses,****California State University, all campuses****California Private Universities:**

Academy of Art, Azusa Pacific Univ., CA College of the Arts, Chapman University, Dominican University of CA, Loyola Marymount Univ., Mills College, Occidental College, Pitzer College, Saint Mary's College of CA, University of La Verne, University of Redlands, University of San Francisco, University of Southern CA, Whittier College.

Out of State/Country:

American University, Baylor University, Belmont Univ., Boston College, Boston University, Carroll College, Case Western Reserve Univ., Champlain College, Colgate Univ., Colorado State University, Cornell Univ., Emerson College, George Fox Univ., George Mason Univ., George Washington University, Gettysburg College, Goucher College, Grand Canyon Univ., High Point Univ., Indiana Univ., Ithaca College, Lawrence Univ., Lehigh Univ., Lewis and Clark University, Maryland Institute College of Art, Miami University, New York University, Northeastern University, Pratt Institute, Purdue Univ., Rensselaer Polytech Inst., Seattle University, Texas A&M, Tulane University, University of Arizona, University of British Columbia, University of Colorado at Boulder, University of Idaho, University of Kansas, University of Massachusetts, University of Michigan, University of Montana, University of Nevada at Reno, University of Northern Colorado, University of Oregon, University of Portland, University of Tampa, University of Vermont, University of Wisconsin, Utah State Univ., Vanguard Univ., Villanova Univ., Washington State Univ., Wellesley College, Willamette Univ., Yale Univ.

The San Rafael High School students have consistently scored above the national average on the SAT Reasoning Test. In 2017 approximately 47% of our seniors took the SAT. On the average, our students scored 12 points higher than the national average on the critical reading portion, 2 points below the national average on the math portion, and equal points with the national average on the writing portion of the SAT.

Our school, in cooperation with the Educational Testing Service and the various universities, provides an opportunity for advanced university placement. Students may enroll in Advanced Placement classes in Biology, Calculus AB/BC, Computer Science, English Language and Literature, Environmental Science, European History, French Language, Physics C: Mechanics, Spanish Language, Statistics, Studio Art and U.S. History. Upon successful completion of the examination these students may be placed a semester or a year ahead of their classmates when they enroll in college. In 2017, there were 431 tests taken; 68% passed with a score of 3 or higher making them eligible for college credit. In addition, Honors classes were available in English, Math, Science, Social Studies and World Languages.

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

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

THE SCHOOL DAY

San Rafael High School is on an A/B Block Schedule. The majority of students begin school at 8:00am with three to four 95 minute classes each day. We traditionally offer a 7:00am music course and an after school P.E. course in the evening and on weekends.

STUDENT SCHEDULING

At orientation in the spring, students receive programming materials to take home and share with their parents. Families need to carefully check that their student is taking the courses they need to meet their graduation goals, and that their student has met the necessary prerequisites and/or obtained the skills needed for success in the coursework at the proposed level. Students may refer to the curriculum guide (available on-line) for course descriptions and to ascertain specific requirements.

A letter is sent to families that explains the online request process. Board policy requires that all students be enrolled in six courses, unless they are seniors and their graduation status permits them to take only five. However, this requirement shall not apply to pupils enrolled in ROP programs, community college courses, independent study programs, continuing education classes, work experience education programs, or any other course of study authorized by the Board. Their course selections need to include two additional alternative elective courses that can be used if scheduling does not permit placement in their first choice.

In May, families receive a confirmation of the final course requests for their student for the following year. Any course changes should be made at that time because once the selection is finalized, they are expected to stay in those courses for the entire school year, from August 2018 to June 2019. The only exceptions are: 1) to meet a graduation requirement; 2) to drop a class already taken; 3) to drop a class in which prerequisites have not been met; 4) to add or drop a 7th class if scheduling permits. Requests for teacher changes or period preferences cannot be honored. Refer to Course Change Policy for further details.

ADD/DROP POLICY

Teacher or class period preferences are not valid reasons for changing a class. Students may request to add or change a class for a valid reason by submitting a **Schedule Change Request form (available in the Counseling Office) within the first ten school days of the 1st semester. Student or parent initiated requests for change will not be considered after that period.**

WITHDRAWAL, NO MARK AND INCOMPLETE POLICY

WITHDRAWAL

A student who drops a course during the first six weeks of the semester may do so without any entry on the permanent record. A student who drops a course after the first six weeks of a semester shall receive a "W" mark on their permanent record. Students who request to drop a course after December 1st will receive a grade of F for the semester (May 15th for the spring semester).

NO MARK

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

INCOMPLETE

A grade of Incomplete "I" is given only when a student's work is not finished because of illness or an excused absence. If the work is not made up within six weeks of the end of the semester, the Incomplete will be replaced with a grade of "F" on the student's permanent transcript. For purposes of school/district eligibility for participation in extra co-curricular activities, an incomplete shall have no effect. Note: the Marin County Athletic League treats an incomplete as an "F" grade until the work is made up.

SCHOOL INITIATED SCHEDULE CHANGES

Counselor/teacher/administrator initiated course level or class placement changes may be made up to 10 school days after the end of the first quarter in the first semester, or 10 school days after the end of the third quarter in the second semester. Approval for such changes must be secured from the counselor, teacher(s), department chair, and principal for the change to be considered. Parents will be notified in writing.

HONORS AND ADVANCED PLACEMENT APPLICATION

The criteria for the selection of students for Honors and Advanced Placement (AP) classes are based on teacher recommendations and a student's demonstrated success in the subject area. Students who meet the criteria and request the course may be scheduled into the class for the next school year. Students electing to take Honors or AP classes should plan on having a summer assignment that they will be required to complete before the beginning of the following school year. **Students must apply for an Honors or AP course during the course registration process to be considered. Approval is dependent on teacher recommendation, department and counselor/administration input. Students may apply for a waiver if initially denied. Due to the challenging nature of AP and Honors classes, the school does not recommend that students take more than 2 AP/Honors courses.**

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

Your student is in an Honors or AP class because they have met the criteria and are clearly capable, or have signed a waiver to be in the class. Therefore, please plan for them to remain in the class unless administratively we must move the student due to schedule

changes, or for reasons other than your student simply deciding that they no longer want to take the class at the advanced level.

CREDITS

Each semester course with a passing grade is worth 5 credits. Some elective courses are on a variable credit basis (from 1 to 5 credits may be earned each semester). Students must complete 220 credits in specific subject matters to graduate.

EARNING EXTRA CREDITS

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

COLLEGE COURSES

San Rafael High School students can extend their educational experiences by enrolling in courses at other institutions, for example the local community colleges. All courses must be pre-approved by counseling and administration. Upon completion of courses and when applying to college, students are expected to make arrangements for transcripts from these institutions to be forwarded to the colleges of their choice. Students who need to complete a high school graduation requirement to satisfy a deficiency may do so with counselor and administration pre-approval. In order to have the college course placed on the high school transcript, students or their parents shall submit to the school counselor a written request and an official transcript showing successful completion of the college course. Once a college transcript is submitted to the high school counselor, all UC / CSU transferable classes will be added to the high school transcript (students may not pick and choose which ones get added). The college class, once on the high school transcript, does not receive any additional weighting. The college class is calculated on a standard 4.0 scale.

REPEATING COURSES

A student may retake a course to improve his/her grade of D or F. Repeated courses do not receive double credit and the new and old grades appear on the transcript. The higher grade is used to determine the GPA. Some colleges (e.g. UC, CSU) use only the higher grade; others use both grades in calculating the GPA for admission.

GRADING PROCEDURES

Students are graded on the following basis: A, B, C, D, F. Pass/Fail is used for a few specific programs: Special Ed, Workability, Internship, and Advisory. Students receive credit for each of the above marks except F. Advisory courses do not award credits.

PROGRESS REPORTS

Progress reports are mailed home at the end of the fifth week of each nine-week grading period. Teachers may give a progress report for students earning C or better, but must give a progress report if the student is receiving a D or F. All freshmen receive a progress report from all teachers after the first five weeks of school. Parents may request weekly student walk around

progress reports. It is the student's responsibility to take these reports to their teachers. The forms are available in the Counseling office.

QUARTER GRADE REPORTS

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

SEMESTER GRADE REPORTS

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

GRADE POINT AVERAGE

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

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

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

PHYSICAL EDUCATION EXEMPTIONS

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

EXTRA-CURRICULAR ELIGIBILITY

Associated Student Body Office • Athletics • Music • Drama

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

ATHLETICS

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

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

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

ACADEMIC ELIGIBILITY FOR ATHLETICS

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

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

ATHLETIC ELIGIBILITY FOR TRANSFER STUDENTS

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

NCAA CLEARINGHOUSE FORMS

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

COUNSELING DEPARTMENT

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

What does a counselor do for you?

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

COLLEGE AND CAREER CENTER

The College and Career Center is available to assist with college and career exploration, career decision-making, employment related issues and options after high school. Please visit the College and Career Center for extensive information on upcoming events. There are resources available for both parents and students.

NAVIANCE: COLLEGE AND CAREER PLANNING

The San Rafael City Schools has selected Naviances' Family Connection to assist us and our students in managing the college and career planning process. Family Connection is a comprehensive website that students and their parents can use as a tool in planning their future. We encourage our students to utilize this website throughout their high school years by visiting <http://connection.naviance.com/sanrafael>. There are 4 main sections: The Homepage, Colleges, Careers and About Me.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

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

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

SPECIAL EDUCATION DEPARTMENT

Students qualify for special education services through specialized assessments conducted by the school's assessment team. If a student is eligible for special education services, there are two types of classes available (Resource Specialist Program and Special Day Class). The focus of each program is to provide academic services in the least restrictive environment through the use of accommodations and collaboration with general education teachers. The Resource Specialists implement

the individualized educational plans and monitor annual goal progress for all students in the program. Students receive five elective credits each semester for the successful completion of this course.

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

HEALTH INFORMATION

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

IMMUNIZATIONS

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

SCHOOL NURSE

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

INDEPENDENT STUDY

The Independent Study Program (held at Madrone High School) is designed for those students who cannot attend school full time due to specialized circumstances and must be approved by administration. Students meet one hour per week with a teacher. Students enrolled in this program are considered San Rafael High School students and would graduate from SRHS.

SCHOOL SUPPORT SERVICES

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

COUNSELING FOR STUDENTS is provided by Bay Area Community Resources (BACR), Huckleberry Youth Services Bureau, Community Institute of Psychotherapy Youth Services Bureau, and interns provided by San Rafael City Schools.

ALCOHOL AND DRUG ABUSE COUNSELING provided by Bay Area Community Resources and Huckleberry Youth Services.

TUTORING

After School Tutoring is available by department, before and after school. The tutoring schedule will be made available after the beginning of each semester. Students may also seek out their teacher during brunch, lunch, or Advisory for academic support. Library peer to peer tutoring is available every day during Advisory period.



SAN RAFAEL CITY HIGH SCHOOL DISTRICT THE SEAL OF BILITERACY PROGRAM

Curriculum Guide

The Seal of Biliteracy Program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. It is a statement of accomplishment for future employers and for college admissions. It is intended for all students who master standard academic English and any other languages. The seal insignia is affixed to the Graduating Senior's transcript and/or diploma, indicating that the student has been awarded a State Seal of Biliteracy by the Superintendent.

The State Seal of Biliteracy has many purposes. It:

- Certifies mastery of two or more languages
- Provides employers with a method by which to identify prospective employees with language and biliteracy skills
- Provides universities with a method by which to recognize applicants seeking admission
- Promotes world language instruction in public schools
- Encourages students to study languages
- Recognizes the multiple cultures and languages of a community

The State Seal of Biliteracy Criteria is listed below. (* Required Criteria by AB 815)

***Academic English Proficiency (Must meet all)**

- Scored Proficient or Advanced on CST ELA administered in grade 11
- Passed 4 years of English classes with a GPA 2.0 or above

*** Demonstrate Proficiency in one or more languages, in addition to English, through ONE of the following methods:**

- Passing 4 years of World Language classes in same language with a GPA 3.0 or above (can include courses in middle school with a GPA 3.0 or above)
- Passing the Advanced Placement with score of 3 or better, or the International Baccalaureate exam with a score of 4 or better
- Passing the SAT II foreign language exam with a score of 600 or higher
- Proficient in American Sign Language (must present valid certificate of passing exam)

*** If Primary language of student is other than English, he or she must do both of the following in order to qualify for the SSB:**

- Attain the Early Advanced proficiency level on the CELDT
- Meet all of the above listed criteria

District Criteria (Must meet all)

- Submit an application of intent for this recognition by December 1, in fall of senior year
- Meet all district and state criteria for receiving a high school diploma
- Maintain an academic GPA of 2.5 or above (8 semesters)

The Board of Education wishes to publicly recognize students who have demonstrated proficiency in one or more world languages in addition to English in order to ensure broader intercultural understanding and career opportunities. The State Seal of Biliteracy shall be affixed to the diploma in recognition of the student's accomplishments, achievement will be noted on the student's transcript, and they will be recognized at graduation.

COLLEGE PLANNING CHECKLIST

FRESHMAN YEAR

- Get acquainted with your counselor, your resource person while in high school.
- Complete a 4-year plan for meeting graduation and/or college entrance requirements.
- Develop strong work habits to maintain the highest grades; if necessary, obtain tutoring.
- Plan an activities schedule that may include participation in one or more: school related activities (i.e. athletics, drama, music, student government), job and community service.
- **Visit the school's** College and Career Center; learn about the information available there.
- Begin thinking about and exploring colleges and/or career options.

SOPHOMORE YEAR

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

JUNIOR YEAR

- Attend SRHS College Night for juniors with your parents (spring) and the Marin County College Night in the (spring).
- Take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) in October.
- Listen/read the daily bulletin for announcements of college and vocational school representative visits to campus, and of deadlines for tests.
- Develop a list of colleges: check the requirements, costs of attendance, request program information, visit the campuses of interest and take advantage of SRHS Bay Area College representative visits.
- In the spring take college entrance exams: SAT Reasoning, ACT w/writing, and/or SAT Subject Tests.
- Consider prep courses for SAT Reasoning; ACT w/writing; SAT Subject Tests *to improve your score for senior year.*
- Take the ASVAB test if you're interested in the possibility of joining the military or would like information about your abilities.
- If qualified, take Advanced Placement exams.
- Investigate your eligibility for Honors and Advanced Placement courses in your senior year.
- Colleges are interested in students maintaining academic rigor in the senior year – consider at least four academic courses as you plan your courses for senior year

SENIOR YEAR

- Take SAT Reasoning; ACT w/Writing; SAT Subject Tests – no later than the December test date.
- Apply online:
 - (UC) www.universityofcalifornia.edu
 - (CSU) www.csumentor.edu
 - Private Colleges: Request application from individual college and/or visit www.commonapp.org.
- Complete and submit all applications BEFORE THE DEADLINE DATES (Nov. 30th for CSU and UC schools).
- Request transcripts to be sent to Colleges. The first three are free with a fee of \$3.00 for each additional transcript.
- Request secondary school reports from your counselor and letters of recommendation from your teachers as specified on college and scholarship applications (this is usually applicable only for private schools).
- **Remember to give your teachers and your counselor at least three weeks advance notice and supply them with addressed, stamped envelopes.**
- Attend all college information sessions of interest as announced in the bulletin.
- Visit College and Career Center weekly for Scholarship opportunities.
- Apply for financial aid, if eligible. (October 1, 2018 – March 2, 2019)
- In December, attend Financial Aid Information Night.
- Keep a record of what college admissions procedures you have completed; keep your counselor informed as you formulate plans or revise them.
- If qualified, take Advanced Placement Exams.
- Take the ASVAB if interested in the military or to obtain feedback about your abilities.

COLLEGE ADMISSION INFORMATION

COLLEGE ADMISSION TESTING

These tests are not required for high school graduation.

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

SAT Reasoning Test- Scholastic Aptitude Test - this is a college admissions test which is usually taken at the end of the junior year, in May or June, and/or the beginning of the senior year. The test consists of three parts - critical reading, mathematics and writing and takes 3 ¾ hours to complete. The critical reading questions fall into 2 main groups: 1) sentence completions, and 2) critical reading. The mathematics questions cover arithmetic, algebra, geometry and advanced algebra. The writing questions cover error identification, improving sentences, improving paragraphs, and essay writing. You can sign up at www.collegeboard.com.

SAT Subject Tests are used by some four year universities for admission and placement purposes. These tests cover areas of literature, foreign languages, mathematics, science, and social studies. Colleges may specify which tests are required. These are 1-hour multiple-choice tests, covering much more detail than the SAT Reasoning Test. Reasoning tests and Subject tests are offered seven times a year on the same days. You can sign up at www.collegeboard.com.

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

Most 4-year colleges and universities require students to take the ACT or SAT Reasoning test.

CALIFORNIA STATE UNIVERSITY Admission checklist.

- Apply for admission by submitting your online application between October 1st and November 30th at www.csumentor.edu.
- Complete the a-g course requirements with a grade of "C" or better. Only grades earned in a-g subjects in 10th, 11th and 12th grades are used to calculate GPA.
- Submit official SAT Reasoning and/or ACT scores.
- Take all required ELM and EPT placement test by May 1st.

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

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

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

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

PRIVATE COLLEGES/UNIVERSITIES AND OUT OF STATE SCHOOLS

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

2 – YEAR COLLEGE ENTRANCE REQUIREMENTS

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

GRADUATION REQUIREMENTS & MINIMUM COLLEGE ENTRANCE REQUIREMENTS

SUBJECTS	San Rafael High School District Graduation Requirements	CSU and UC Entrance Requirements
ENGLISH	4 Years	4 Years English P/H/AP
MATHEMATICS	2 Years	3 Years / 4 Recommended Algebra 1 P Geometry P / H Advanced Algebra 2P / H
SOCIAL STUDIES	World Cultures P World History P US History P US Government P Economics P	2 Years World Cultures P World History P and AP European History and US History P / AP U.S. Government P / AP
SCIENCE	2 Years: 1 Year Biological Science 1 Year Physical Science	2 Years / 3 Recommended Biology P / H / AP and Chemistry P / H or Physics P / H / AP (Only CSU will accept Physical/Earth Science for Admission)
LANGUAGE OTHER THAN ENGLISH (LOTE)	1 Year of (LOTE) or 1 Year Fine Arts	2 Years / 3 Recommended Same Language P/H/AP
FINE ARTS	1 Year of Fine Arts or 1 Year of (LOTE)	1 Year Drama, Music or Visual Arts
PHYS. ED.	2 Years	-----
HEALTH ED.	1/2 Year	-----
ELECTIVES	70 Credits	1 Year from subjects listed above Or AP Computer Science A AP Computer Science Principles AVID Senior Seminar P Economics P, Engineering P or Physical/Earth Science P
TESTING	SB 172 suspends the administration of the CAHSEE 2015-16, 2016-17 and 2017-18 school years	UC – SAT Reasoning or ACT with Writing CSU – SAT Reasoning or ACT

SAN RAFAEL HIGH SCHOOL

FOUR-YEAR PLAN

STUDENT: _____

GRADUATION DATE: _____

POST-SECONDARY GOALS:

_____ COMMUNITY COLLEGE, A.A. /A.S. _____ 4-YEAR UNIVERSITY: U.C. /C.S.U. _____ MILITARY
 _____ COMMUNITY COLLEGE, TRANSFER PROGRAM _____ 4-YEAR UNIVERSITY: PRIVATE/OUT OF STATE _____ WORK

UC/CSU ENTRANCE REQUIREMENTS: *P, HP, AP*

- (A) 2 YEARS **HISTORY** (W. HISTORY, U.S. HISTORY)
- (B) 4 YEARS **ENGLISH**
- (C) 3 YEARS **MATH** (INCLUDING GEOMETRY AND ALG 2P) *4 RECOMMENDED*
- (D) 2 YEARS **LABORATORY SCIENCE**, *3 RECOMMENDED*
- (E) 2 YEARS **LANGUAGE OTHER THAN ENGLISH**, *3 RECOMMENDED*
- (F) 1 YEAR **FINE OR PERFORMING ARTS**
- (G) 1 YEAR **ELECTIVE**

SRHS GRADUATION REQUIREMENTS: *ANY LEVEL ***

- 3.5 YEARS **HISTORY** (W.CULT, W.HISTORY, U.S. HISTORY, GOVT. / ECON.)
- 4 YEARS **ENGLISH**
- 2 YEARS **MATH** *INCLUDING ALGEBRA*
- 2 YEARS **SCIENCE** *BIOLOGY + PHYSICAL*
- 1 YEAR **FINE ARTS** OR **WORLD LANGUAGE**
- 2 YEARS **PHYSICAL EDUCATION**
- 1 SEMESTER OF **HEALTH**
- 7 ONE-YEAR **ELECTIVE CLASSES**

<u>SUBJECT AREA</u>	<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
(A) HISTORY	W. CULTURES / HEALTH	WORLD HISTORY	US HISTORY	U.S. GOVT. / ECON
(B) ENGLISH (OR ELD)	ELD / ENGLISH 9	ELD / ENGLISH 10	ELD / ENGLISH 11	ELD / ENGLISH 12
(C) MATH				
(D) SCIENCE	BIOLOGY			
(E) LANGUAGE				
(F) ART				
PHYSICAL ED.	PE 1	PE 2		
(G) ELECTIVES				

TESTING (SAT/ACT) SCHOOL CODE: 053222

- **PSAT: OCTOBER OF 10TH AND 11TH GRADES** (NATIONAL MERIT SCHOLARSHIP QUALIFYING EXAM)
- **CSU: SAT REASONING OR ACT WITHOUT WRITING** (SPRING 11TH GRADE, FALL 12TH GRADE)
- **UC: SAT REASONING OR ACT WITH WRITING + SUBJECT TESTS** (NO LONGER REQUIRED BUT MAY BE RECOMMENDED BY SOME CAMPUSES/PROGRAMS)

SAT WEBSITE: WWW.COLLEGEBOARD.COM

ACT WEBSITE: WWW.ACT.ORG

SAN RAFAEL HIGH SCHOOL 2017-2018

UC/CSU Approved a-g Certified Course List

ATP/CEEB code: 053222

CDS code: 21 65466 2133262

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

a - HISTORY/SOCIAL SCIENCE - two years required

World Cultures P	World History P World History (Apex Learning) AP European History	U.S. History P U.S. History (Core) (Apex Learning) <u>AP U.S. History</u>	U.S. Government P U.S. Government and Politics Core (Apex Learning) <u>AP Government and Politics</u> <u>United States (every other year)</u>
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b - ENGLISH - four years required

English 9 P English 9 HP English 9 Common Core (Apex Learning)	English 10 P English 10 HP English 10 Common Core (Apex Learning) English 10 HP: Get Reel	English 11 P <u>AP English Language</u> <u>and Composition</u> English 11 Common Core (Apex Learning)	English 12 P <u>AP English Literature</u> <u>and Composition</u> English 12 Common Core (Apex Learning)
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c - MATHEMATICS - three years required, four years recommended

Algebra A* Algebra B P* Algebra 1 P* Algebra 1 Common Core (Apex Learning)	Geometry A* Geometry B P* Geometry P* Geometry HP* Geometry Common Core (Apex Learning)	Algebra 2 P* Algebra 2 HP* Algebra 2 Common Core (Apex Learning) Pre-Calculus P <u>Pre-Calculus HP</u> Statistics & Probability P	<u>AP Calculus AB</u> <u>AP Calculus BC</u> <u>AP Statistics</u>
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d - LABORATORY SCIENCE - two years required, three years recommended

Biology P Biology HP	Chemistry P <u>Chemistry HP</u>	Physics P <u>Physics HP</u> Physiology P	<u>AP Biology</u> <u>AP Physics 1</u> <u>AP Physics C: Mechanics</u> <u>AP Environmental Science</u>
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e - LANGUAGE OTHER THAN ENGLISH - two years required, three years recommended

French 1 P* French 2 P French 3 P French 3 HP French 4 P <u>French 4 HP</u>	<u>AP French Language & Culture</u>	Spanish 1 P* Spanish 2 P Spanish 3 P Spanish 3 HP Spanish 4 P <u>Spanish 4 HP</u>	Spanish Lang & Lit 1 P* Spanish Lang & Lit 2 P Spanish Lang & Lit 3 HP <u>AP Spanish Language and Culture</u> <u>AP Spanish Literature and Culture</u>
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f - VISUAL & PERFORMING ARTS - one year required

Art 1 P* Art 2 P Art 3 P Art 4 P <u>AP Studio Art: Drawing</u> <u>AP Studio Art: 2D Design</u> Art Appreciation (Apex Learning)	Ceramics 1 P* Ceramics 2 P Ceramics 3 P Photography 2 P Photography 3 P Broadcast Journalism P	Drama 1 P* Drama 2 P Drama 3 P Drama 4 P Jazz Ensemble 2 P Jazz Ensemble 3 P Jazz Chorus P Chorus P*	Beginning Guitar P* Beginning Steel Pans P* Adv. Steel Pans P Beginning Piano P* Wind Ensemble P
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g - ELECTIVE - one year required

AP Computer Science Principals Geography and World Cultures (Apex Learning)	AVID Senior Seminar Multicultural Studies Sociology (Apex Learning)	Economics P Physical/Earth Science P U.S. and Global Economics Core (Apex Learning)	Engineering P Psychology (Apex Learning)
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* Please note: If you take more than the minimum required in a - f of the above a-g list, the extra courses count toward the g - ELECTIVE category with the exception of the beginning courses which are marked with an (*).

SAN RAFAEL HIGH SCHOOL

ELECTIVE LIST 2018-2019

SCIENCE

CHEMISTRY P
CHEMISTRY HP
PHYSICS P
PHYSICS HP
AP BIOLOGY
AP ENVIRONMENTAL SCIENCE
AP PHYSICS 1
AP PHYSICS 1/C: MECHANICS

ROP/CTE

AUTO 1
AUTO 2
BROADCAST COMMUNICATIONS
COMPUTER LITERACY
AP COMPUTER SCIENCE A
AP COMPUTER SCIENCE PRINCIPLES
ENGINEERING & TECHNICAL DESIGN 1
(ACADEMY OF PHYSICS AND TECHNOLOGY)
ENGINEERING & TECHNICAL DESIGN 2
(ACADEMY OF PHYSICS AND TECHNOLOGY)
DIGITAL MEDIA PRODUCTION 1 (MEDIA ACADEMY)
DIGITAL MEDIA PRODUCTION 2 (MEDIA ACADEMY)
COMPUTER PROGRAMMING
INTRODUCTION TO TECHNICAL DRAWING AND CAD
SENIOR PROJECTS IN ENGINEERING

MATH

PRE-CALCULUS P
PRE-CALCULUS HP
AP CALCULUS AB
AP CALCULUS BC
MULTIVARIABLE CALCULUS
STATISTICS AND PROBABILITY P
AP STATISTICS

ENGLISH

ENGLISH 10HP: GET REEL, MEDIA THROUGH YOUR LENS
JOURNALISM P (PENDING)

NOTE:

UNDERLINED = EXTRA HONORS CREDIT FOR UC/CSU APPLICATIONS

WORLD LANGUAGES (LOTE)

FRENCH 1 P, 2 P, 3 P/HP, AND 4 P/HP
AP FRENCH LANGUAGE & CULTURE
SPANISH 1 P, 2 P, 3 P/HP, 4 P/HP
SPANISH LANGUAGE AND LITERATURE 1 P, 2 P, 3HP
AP SPANISH LANGUAGE & CULTURE
AP SPANISH LITERATURE & CULTURE

VISUAL AND PERFORMING ARTS

ART 1 P, 2 P, 3 P, 4 P
AP STUDIO ART: DRAWING
AP STUDIO ART: 2-D DESIGN
CERAMICS 1 P, 2 P, 3 P, 4
PHOTOGRAPHY 2 P, 3 P, 4 P
DRAMA 1 P, 2 P
BEGINNING STEEL PANS P
ADVANCED STEEL PANS P
BEGINNING GUITAR P
JAZZ ENSEMBLE 2 P, 3 P, 4 P
WIND ENSEMBLE P
ORCHESTRA P
CHORUS P
JAZZ CHORUS P
PIANO P
BROADCAST JOURNALISM P

MISCELLANEOUS

AVID 1, AVID 2, AVID CROSS-AGE TUTOR,
AVID SENIOR SEMINAR P
LEADERSHIP
PEER RESOLUTION/LEADERSHIP (PAL)
PEER TUTOR
YEARBOOK
BILINGUAL TUTOR
TEACHER AIDE
CLERICAL ASSISTANT

CAREER AND TECHNICAL EDUCATION



The Applied Arts Department has designed Industry Sector *Pathways* that identify and group courses within specific Career and Technical Education (CTE) areas of study, offering students depth of knowledge and skill, linked with specific post-secondary programs culminating in degrees or certificates.



The Industry Sector Pathways offered are:

1. Information and Technology Sector:
Software and Systems Development Pathway
2. Manufacturing and Product Development Sector:
Machining and Forming Technologies Pathway
3. Arts Media and Entertainment Sector:
Production and Managerial Arts Pathway
4. Transportation Sector:
Systems Diagnostics, Service and Repair Pathway
5. Engineering and Architecture Sector:
Engineering Design Pathway

COURSE TITLE	GRADE LEVEL				PREREQUISITE
	9	10	11	12	
Information and Technology					
Computer Literacy	X	X	X	X	
Computer Programming	X	X	X	X	
AP Computer Science A	X	X	X	X	Algebra 1
AP Computer Principles	X	X	X	X	
Computer Programming SDAIE (pending)	X	X	X	X	“C” or better in Algebra A
Engineering Design					
Engineering & Technical Design 1P (<i>pending</i>)		X	X		Concurrent Enrollment in Academy of Physics and Technology
Engineering & Technical Design 2P (<i>pending</i>)			X	X	Concurrent Enrollment in Academy of Physics and Technology
Senior Projects In Engineering				X	Engineering & Technical Design 2
Arts Media and Entertainment					
Broadcast Journalism		X	X	X	Basic Computer Skills
Digital Media Production 1			X	X	Concurrent Enrollment in Media Academy
Digital Media Production 2			X	X	Concurrent Enrollment in Media Academy
Transportation					
Auto 1		X	X	X	
Auto 2			X	X	Basic Auto

51300 PHYSICS ACADEMY ENGINEERING & TECHNICAL DESIGN 1 P ENGINEERING & TECHNICAL DESIGN 2 P

“P” designation pending UC approval

This is the 100% project based component of the Academy of Physics and Technology (APT). Students work collaboratively on exciting projects from rockets to building robots. By enrolling in APT you will begin a journey through the engineering process starting with project research, principles of design, concept sketching and computer aided drafting (CAD). You will learn how to use professional level 3D design software construct virtual models of your projects before sending your designs to a variety of really amazing advanced fabrication tools, like a robotically controlled laser cutter or 3D printer. All the while you are learning physics, electronics, and how to use tools and materials you didn't even know existed. This is a fast paced, rigorous program designed to challenge you intellect, compel

you to step outside of your normal school routine and help you become critical thinkers and lifelong learners. Come and check us out or ask an APT kid what's up! **Engineering Design Sector**

71057 SENIOR PROJECTS IN ENGINEERING

This is the capstone course for seniors in the Academy of Physics and Technology. This course engages seniors in the process of individually defining an engineering project of their choosing. Student's research, design, and implement a solution to an authentic engineering problem. Students will also be required to be concurrently enrolled in a College of Marin course in Engineering or Computer Science in the fall as well as participate in a spring internship. This course requires that students are self-motivated, organized and deeply interested in the Engineering sciences. This course offers students the opportunity to explore the professional career in many different Engineering disciplines from mechanical engineering to software engineering.

20500 MAX ACADEMY

DIGITAL MEDIA PRODUCTION 1

DIGITAL MEDIA PRODUCTION 2

These courses are the media production requirements for the Media Academy. Each is a one year, CTE concentration class that lays the foundation for skills in producing video communications: story planning, video production, audio and narration planning and recording, video editing, shared project management skills. Project activities focus on developing effective communications that can be deployed digitally. In Video/Film Production 1 students develop a variety of short film productions, focused on genres such as documentary, short drama, and historical reenactment. Students critically evaluate the effectiveness of videos through analytical writing and self-reflection. They develop video production skills that solve specific communication challenges and engage audiences. Continually assessing how the end product will be perceived. They focus on effective composition and communication, project management, design specifications, and iterative development of writing, producing, directing, and editing skills. Students produce scripts, project plans, treatments, storyboards, and presentations to plan and communicate ideas and themes for the videos. The one-year course is followed, sequentially, by Video/Film Production 2

(Second class) in a two-course CTE sequence, designed to prepare students for a career in arts, media, and entertainment and college admission. The course explores all three pathways in the Arts, Media, and Entertainment sector, with a major emphasis on both the Performing Arts and Production and Managerial Arts. **Arts Media and Entertainment Sector.**

75853 BROADCAST JOURNALISM P

VIDEO NEWS BROADCASTING

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

76257 COMPUTER LITERACY

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

76260 COMPUTER PROGRAMMING

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

76261 AP COMPUTER SCIENCE A

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

76263 AP COMPUTER SCIENCE PRINCIPLES

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

76264 COMPUTER PROGRAMMING SDAIE

The three main topics will be explored by ELL students in this course are: computer basics, the language of computing, and computer programming. Students will begin the course learning the fundamentals of operating a computer such as basic key boarding, opening and navigating a web browser, and saving and organizing files. Once students are proficient at operating a computer they will learn the language of computing. Computer languages are based off of the English language. It is important that students have an understanding of computing terminology such as “variable”, “if”, “operator”, and other key terms used in computing. Finally students will learn about computer programming by exploring topics such as variables, loops, conditional statements, user interaction, and digital media. **Information and Technology Sector**

74061 AUTO 1

Students attending this program will learn skills that will enable them to perform automotive service and light repairs on cars, including changing oil, tires, belts, hoses, tune-up procedures, fuel system repairs, and inspecting brakes. The course includes consumer information regarding buying a used car and dealing with the automotive repair industry. **Transportation Sector**

74062 AUTO 2

This course will give students in depth experience in diagnosis and repair of automotive systems. This includes suspension and drive-train repair, ignition charging and starting systems, computer and emission control diagnosis, and engine overhaul techniques. This program is individually paced to accommodate the wide range of skills and backgrounds that students bring to the class. **Transportation Sector**

ENGLISH DEPARTMENT



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

COURSE TITLE	GRADE LEVEL				PREREQUISITE
	9	10	11	12	
English 9 P	X				Placement According to English Dept. Guidelines
English 9 P SDAIE	X				Placement According to English Dept. Guidelines
English 9 HP	X				Application and Dept. Approval
English 10 P		X			Placement According to English Dept. Guidelines
English 10 HP: Get Reel		X			
English 10 HP		X			Application and Dept. Approval
Media Academy: English 11 P/AP, English 12 P/AP, US History P, Economics P and US Government P			X	X	Written Application and Interview
English 11 P			X		Placement According to English Dept. Guidelines
AP English Language & Composition			X		Application and Dept. Approval
English 12 P				X	Placement According to English Dept. Guidelines
Journalism P (<i>pending</i>)			X	X	
AP English Literature & Composition				X	Application and Dept. Approval
English Support 9/10	X	X			Instructor Recommendation

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

H = Honors

AP = Advanced Placement

Note: Enrollment in all HP and AP English classes is based on an application process. Students are admitted into Honors and AP based on the evaluation of the following: B or better in current English class, test score data, successful completion of summer and other entrance assignments, and teacher recommendation.

20185 ENGLISH 9 P: INTRODUCTION TO LITERATURE & COMPOSITION

English 9 introduces freshmen to the rigors of high school writing and reading so that every student moves forward equipped with the critical thinking skills and essential academic knowledge necessary for success in college. The focus of the course is on the interpretation of literature, emphasizing students' relationship to character development and the ways in which independence is attained through experience. As writers, students are encouraged to develop a unique voice that is conveyed appropriately while addressing relevant points in convincing and compelling ways.

20138 ENGLISH 9P SDAIE:

English 9 P SDAIE is designed with the transitioning ELD student in mind. Using the same curriculum as English 9 P: Introduction to Literature & Composition, lessons and activities are designed to meet the needs of second language learners moving out of ELD instructional sequence and into English language arts college preparatory sequence.

20237 ENGLISH 9 HP: INTRODUCTION TO LITERATURE & COMPOSITION

Honors English for freshmen offers a wide range of readings at an accelerated pace. Students are expected to interact skillfully with multiple works simultaneously and to analyze **complex issues by connecting and synthesizing concepts embedded in the material.**

20186 ENGLISH 10 P:

LITERATURE AND COMPOSITION OF WESTERN CIVILIZATION

College Prep Sophomore English exposes students to the literary history of western civilization. Building on the reading and writing skills taught during the freshman year, students analyze, interpret, and evaluate literature and narrative non-fiction. Writing assignments are focused on literary analysis and students are introduced to persuasive writing techniques. Emphasis is placed on mastering the writing skills necessary for success during timed writing situations.

20239 ENGLISH 10 HP:

GET REEL, MEDIA THROUGH YOUR LENS

Students will gain the necessary abilities for digital media production, while participating in a rigorous, integrated English and media course. Students will develop the abilities and skills necessary to effectively and creatively produce powerful video production, oral presentation, and written works that critically examine the impacts of ideological and social influences on both individual and group identity. While students explore the universal themes of identity, power, and freedom, with extensive focus on the novel, poetry, informational text, and film they will acquire important technical skills needed to use digital media tools for filming and editing.

20238 ENGLISH 10 HP:**PRE AP: LITERATURE AND COMPOSITION OF WESTERN CIVILIZATION**

Honors English at the sophomore level is a course designed for advanced students who want the challenge of more difficult reading material presented at a faster pace. Reading material is chosen specifically to challenge and improve the reading skills of students already performing at an advanced level. Lectures, discussion, and classroom activities focus on the analysis and interpretation of literary technique. This course is in preparation for AP courses at the junior and senior level; heavy emphasis is placed on writing timed essays.

20500 MAX ACADEMY**ENGLISH 11 P/AP MAX ACADEMY****ENGLISH 12 P/AP MAX ACADEMY**

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

20187 ENGLISH 11 P:**AMERICAN LITERATURE**

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

20183 AP ENGLISH LANGUAGE AND COMPOSITION

AP Language and Composition is a rigorous, college level course centered on argument and persuasion. This course is for students who enjoy a challenging environment. The class is organized around questions that explore the political and economic, artistic and diverse points of view, expressed through books, essays and film. Students will become critical thinkers exploring rhetorical and artistic decisions writers make and the effects of their choices on an audience. They will refine and develop their skills as writers of formal essays as well as creative work.

20188 ENGLISH 12 P:**WORLD LITERATURE AND EXPOSITORY READING AND WRITING**

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

21169 ENGLISH 12 P: JOURNALISM P (PENDING UC AND BOARD APPROVAL)

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

20184 AP ENGLISH LANGUAGE AND COMPOSITION

AP English Literature is for students who love to read and *study* literature, poetry, and literary theory as done in college. The course examines both depth and breadth of literature ranging from works by Shakespeare to Toni Morrison and John Donne to Sherman Alexie. The writing for the course is primarily analytical with a focus on understanding literary terms and ideas. This class is the culminating experience of four years of study in our English department.

20001/20002 ENGLISH SUPPORT 9, 10

Students who have consistently scored below grade level on local assessments and course grades may be in need of an English Intervention course. San Rafael High School offers a variety of English courses designed to meet the needs of students in need of additional support and intervention. In 9th and 10th grade, students may be placed in an English Support class designed to insure that they successfully complete grade level college preparatory course work and improve their language arts skills. Students are placed in intervention classes based on English Department Recommendation.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

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



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

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

21001 ELD 1A

21055 ELD 1B

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

21050 SPANISH LITERACY FOR ENGLISH LEARNERS

Spanish Literacy for English Learners is a two-semester comparative/contrastive language course for non-English speaking Newcomer students. The course focuses on both reading fluency in students' primary language and English acquisition. Students read and analyze literature in their primary language and then compare the vocabulary and grammar structures of the literature they have read in Spanish to versions translated into English. By the end of the year students will have developed their written and oral communication skills in English, while developing the academic language used to discuss literature in both English and Spanish.

21002 ELD 2A

21056 ELD 2B

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

21003 ELD 3A

21058 ELD 3B

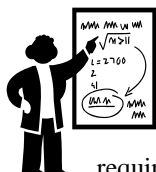
ELD 3A and ELD 3B are designed for students who are proficient in spoken English. Students build on previously learned academic English skills and further develop reading comprehension and writing proficiency. Short novels are introduced and students are expected to write extended compositions. Students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

21004 ELD 4A

21058 ELD 4B

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

MATHEMATICS DEPARTMENT



The SRHS Mathematics Department's focus is to meet the needs of all students and to do this we offer a wide range of courses. Although only two years of math are required for graduation, we strongly recommend students take math all four years. Our college prep sequence begins with Algebra 1P and for accelerated students will culminate with Advanced Placement Calculus. The three year sequence, Algebra 1 P, Geometry P, Algebra 2 P meet the University of California and California State University entrance requirements. For students not yet prepared for the rigorous college prep sequence the same curriculum is offered through two-year sequences of Algebra A and B and Geometry A and B. For students who excel in math and like a challenge, we offer honors courses beginning with Geometry HP. For students needing extra support in their core math classes we have two levels of intervention classes (Algebra Readiness and Math Support) that are taken concurrently with Algebra or Geometry. See Math Department Chair or your counselor for placement criteria.

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

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

P = College Prep

H = Honors

AP = Advanced Placement

42851 ALGEBRA A

42861 ALGEBRA A SDAIE

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

42852 ALGEBRA B P

42863 ALGEBRA B P SDAIE

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

40205 ALGEBRA READINESS

Students who have consistently scored far below grade level on local assessments and course grades may be in need of an Intensive Intervention course. San Rafael High School offers a variety of Math courses designed to meet the needs of students

in need of additional support and intervention. In 9th and 10th grade, students may be placed in Algebra Readiness, a class designed to insure that they are prepared to successfully enter grade level college preparatory courses. Students are placed in intervention classes based on Math Department Recommendation.

40206 MATH SUPPORT

Students who have consistently scored below grade level on local assessments and course grades may be in need of a Strategic Intervention course. San Rafael High School offers a variety of Math courses designed to meet the needs of students in need of addition support and intervention. In 9th and 10th grade, students may be placed in in Math Support which is designed to insure that they successfully complete grade level college preparatory course work and improve their basic math skills. Students are placed in intervention classes based on Math Department Recommendation.

40360 ALGEBRA 1 P

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

40367 ALGEBRA 1 HP (PENDING BOARD APPROVAL)

Honors Algebra 1 for freshmen offers a wide range of topics for enrichment at an accelerated pace. Students are expected to complete a number of assignments and projects outside of class that connect to the curriculum of the College Prep Algebra 1.

40553 GEOMETRY A

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

40554 GEOMETRY B P

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

40664 GEOMETRY P

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

40679 GEOMETRY HP

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

40479 ALGEBRA 2 P

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

40484 ALGEBRA 2 HP

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

41467 PRE-CALCULUS P

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

41477 PRE-CALCULUS HP

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

48084 AP CALCULUS AB**48184 AP CALCULUS BC**

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

41064 STATISTICS AND PROBABILITY P

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

48384 AP STATISTICS

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

PHYSICAL EDUCATION DEPARTMENT

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



COURSE TITLE	GRADE LEVEL				PREREQUISITE
	9	10	11	12	
Health Education (Semester)	X				
Physical Education 1	X	X	X	X	
Physical Education 2		X	X	X	Physical Education 1
PE Weight and Fitness Training		X	X	X	PE 1 with B or Better in Both Semesters
PE Adventure		X	X	X	PE 1 with B or Better in Both Semesters
PE Sailing		X	X	X	PE 1 with B or Better in Both Semesters

10008 PHYSICAL EDUCATION 1: FOUNDATION FOR PHYSICAL EDUCATION AND FITNESS

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

10009 PHYSICAL EDUCATION 2: INTRODUCTION TO LIFETIME SPORTS

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

13560 HEALTH EDUCATION (SEMESTER)

13561 HEALTH EDUCATION SDAIE (SEMESTER)

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

permission); infectious diseases including sexually transmitted diseases; and nutrition. All state-mandated programs in AIDS education and First Aid are also covered.

10251 PE WEIGHT AND FITNESS TRAINING

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

10149 PE ADVENTURE (HIKING)

Students will learn how to read a topographic map, use a compass, wilderness survival skills and participate in a lifetime fitness program. Parental support in the form of transportation is needed. The class meets every Wednesday from 7:00pm – 9:00pm and participates in fourteen Sunday hikes throughout Marin County.

10150 PE SAILING

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



SCIENCE DEPARTMENT

The mission of the SRHS Science Department is to ensure that all graduating students are both scientifically literate and well prepared for an increasingly technical future in their professional and personal lives. Our courses ensure that students are fully prepared for four-year college acceptance, and include traditional laboratory experiments, as well as computer applications and Internet research. The standard sequence of Biology, Chemistry and Physics (college preparatory and Honors) may be augmented with Physiology, AP Biology, AP Environmental Science and AP Physics and/or the Physics and Engineering Academy.

COURSE TITLE	GRADE LEVEL				RECOMMENDED PREREQUISITE
	9	10	11	12	
Introduction to Science Practices	X	X	X	X	Concurrent enrolment in ELD 2 or ELD 3
Biology P	X	X			
Biology P SDAIE	X	X	X	X	C in Intro to Science Practices or 9 th grade ELD 3 or above
Biology HP	X	X			Application
Physical/Earth Science P					
Chemistry P		X	X	X	C in Biology P and/or Dept. Approval and Concurrent Enrollment in Geometry P
Chemistry HP		X	X	X	B in Biology P, Completion of Geometry P or Dept. Approval
Physics P		X	X	X	C in Biology P, Concurrent Enrollment in Algebra 2 P or Dept. Approval
Physiology P			X	X	C in Biology P and completion of Chemistry, Physics or Physical Science
AP Biology			X	X	B in Biology P and Chemistry P or Physics P, Application and/or Dept. Approval
AP Environmental Science			X	X	B in Biology P and Chemistry P or Physics P, Application and/or Dept. Approval
AP Physics 1			X	X	Concurrent Enrollment in Algebra 2P or Higher, Application and Dept. Approval.
Applied Physics & Engineering Academy					
Engineering P (Academy 1 st year)		X	X		Completed Biology and Geometry, Application, Dept. Approval and Must Be Concurrently Enrolled in Engineering and Tech. Design 1
Physics P (Academy 2 nd year)			X	X	Department Approval, Completed Engineering P (Academy 1 st year) and Must Be Concurrently Enrolled in Engineering and Tech. Design 2
AP Physics 1 (Academy 2 nd year)			X	X	Concurrent Enrollment in Algebra 2P or Higher, Application and Dept. Approval.
AP Physics C: Mechanics (Academy 2 nd year)			X	X	Completed Engineering P (Academy 1 st year), Concurrent enrollment in AP Calculus, Application and Dept. Approval

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

P = College Prep

H = Honors

AP = Advanced Placement

51020 INTRODUCTION TO SCIENCE PRACTICES

(Pending Board and Curriculum Council approval)

Prerequisite: Concurrent enrollment in ELD 2 or 3

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

51058 PHYSICAL EARTH SCIENCE P

51067 PHYSICAL EARTH SCIENCE P SDAIE

The Physical/Earth Science P course is intended to prepare students for college preparatory laboratory science courses. It emphasizes the development of logical thinking skills, understanding and responding to technical writing, the collection, analysis and presentation of data from laboratory science experiments, and standard laboratory techniques. The

course will prepare students for the Biology, Chemistry, and Physics sequence and will fulfill the physical science graduation requirement.

50364 BIOLOGY P

50371 BIOLOGY P SDAIE

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

50374 BIOLOGY HP

Requirement: Application

The Honors Biology course will cover all the major topics in Biology: Cell Biology, Genetics, Ecology, Evolution and Structure and Function in Living Systems. Both conceptual and quantitative topics will be developed in more depth than at the college preparatory level. Students will learn to design and perform their own experiments.

50763 CHEMISTRY P

Prerequisite: C in Biology P and Concurrent Enrollment in Geometry P

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

50773 CHEMISTRY HP

Prerequisite: B in Biology P, Completion of Geometry P or Dept. Approval

The Honors Chemistry P course will cover the following chemistry concepts: Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic Biochemical and Nuclear Processes). Both conceptual and quantitative topics will be developed in more depth than at the college preparatory level. A college level text will be used in this course.

51373 PHYSICS P

Prerequisite: C in Biology P, Concurrent Enrollment in Algebra 2 P or Dept. Approval

The Physics P course will cover the following physics concepts: Motion and Forces, Conservation of Energy and Momentum, Waves and Electronic and Magnetic Phenomena). Both conceptual and quantitative topics will be developed in depth. Students have the opportunity to design and build problem-solving structures and vehicles throughout the course.

57385 AP PHYSICS 1

Prerequisite: Concurrent enrollment in Algebra 2 or Higher Application, Dept. Approval

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

52363 PHYSIOLOGY P

Prerequisite: C in Biology P and completion of Chemistry P, Physics P or Physical Science

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

50380 AP BIOLOGY

Prerequisite: B in Biology P and Chemistry P or Physics P Application and Dept. Approval

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

57480 AP ENVIRONMENTAL SCIENCE

Prerequisite: B in Biology P and Chemistry P or Physics P, Application and Dept. Approval

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

57387 AP PHYSICS C: MECHANICS

(2ND YEAR OF ACADEMY)

Prerequisites: Completion or Concurrent Enrollment in AP Calculus
This is an advanced study of Mechanics for 11th and 12th graders. This course is the first of two introductory college level courses in physics for engineering and mathematics majors. Introduction to vectors, classical mechanics, linear dynamics, gravitation and simple harmonic motions are studied.

57560 ENGINEERING P (1ST YEAR OF ACADEMY)

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

51300 PHYSICS ACADEMY

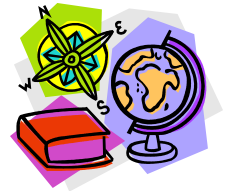
PHYSICS P

PHYSICS P ACADEMY

Students enrolled in the second year of Engineering and Technical Design 2 will have the option of enrolling in the Physics P course. The Physics P course will cover the following physics concepts: Motion and Forces, Conservation of Energy and Momentum, Waves and Electronic and Magnetic Phenomena. Both conceptual and quantitative topics will be developed in depth. Students have the opportunity to design and build problem-solving structures and vehicles throughout the course.

SOCIAL STUDIES DEPARTMENT

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



COURSE TITLE	GRADE LEVEL				PREREQUISITE
	9	10	11	12	
World Culture P (semester)	X				
World Cultures P SDAIE	X				
World Cultures HP (pending)	X				
Bilingual Geography & World Cultures*	X	X			
World History P		X			
Media Academy: US History P, Economics P, US Government P (Looped)			X	X	Application and Department Approval
AP European History		X	X	X	Application and Department Approval
US History P			X		
AP US History			X	X	Application and Department Approval
US Government P (semester)				X	
AP US Government and Politics				X	Application and Department Approval
Economics P (semester)				X	

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

P = College Prep

AP = Advanced Placement

32467 WORLD CULTURES P (SEMESTER)

32469 WORLD CULTURES P SDAIE (SEMESTER)

HISTORY AND POLITICS

In this semester course, students will examine specific world regions: Latin America, Asia, Africa and the Middle East. Within each region, students will examine the complex relationships between history, politics, development and the environment. Students will examine how various regions continue to influence current events. In an effort to support their future success in high school and develop college readiness and academic literacy, students will demonstrate their understanding of World Cultures through researching, reading, reflecting, expository writing, critical thinking and collaboration.

32470 BILINGUAL GEOGRAPHY & WORLD CULTURES

In this bilingual course, we will examine specific world regions: Latin America, Asia, the Middle East and Africa. We will focus on the culture, geography, modern history and governmental and economic systems of these regions.

32471 WORLD CULTURES HP (PENDING)

Honors World Cultures students will complete coursework at an accelerated pace. Topics covered will contain more depth and breadth. Students will be expected to interpret complex texts, participate in analytical discussions, and write papers that synthesize multiple sources and perspectives.

31161 WORLD HISTORY P

31156 WORLD HISTORY P SDAIE

In this course, students will examine the major turning points in the shaping of the modern world, from the late eighteenth century to the present. They will also review what they learned in the sixth and seventh grades about world history. Students will learn the source of the ideas by which we judge ourselves as a political system and a society. Close attention will be paid to the evolution of democratic principles in our nation by connecting us to the past. Attention will be focused on the methods used by totalitarian states to suppress freedoms and human rights; Hitler's "Final Solution" and the policies of the former Soviet Union and China are just some examples used. Students will be presented with different perspectives on issues and events in order to develop the critical thinking skills of an informed citizen in the contemporary world. Researching skills will be taught resulting in a research paper, which is a requirement of this class.

30981 AP EUROPEAN HISTORY

AP European History covers major historical events, ideas, and trends beginning with the period of the High Renaissance in 1450 up through the present, culminating with modern issues such as the end of the Cold War, the formation of the European Union, and the rise of radical Islam. Students will examine these time periods and events through various themes including social, economic, intellectual, diplomatic, political and cultural history. It is important to note that often times in history many of the above themes overlap and can have critical impacts on one another. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal in Modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

20500 MAX ACADEMY

30976 MEDIA ACADEMY: U.S. HISTORY P

30367 MEDIA ACADEMY: U.S. GOVERNMENT P

30167 MEDIAL ACADEMY: ECONOMICS P (LOOPED)

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

30963 U.S. HISTORY P

30979 U.S. HISTORY P SDAIE

The major objectives of the course are to develop an appreciation of our heritage and the need for individual responsibility in our democratic society, to promote an understanding of the role of the United States in an interdependent world, and to develop a knowledge and understanding of the people who have influenced the formulation of past and present national policies. This class briefly reviews what was learned in fifth and eighth grade history (up to post-Civil war) and examines more fully America's role in the Twentieth Century. A research paper is required to pass this class.

30980 AP U.S. HISTORY

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

30360 U.S. GOVERNMENT P (SEMESTER)

30366 U.S. GOVERNMENT P SDAIE (SEMESTER)

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

30380 AP U.S. GOVERNMENT AND POLITICS

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

30160 ECONOMICS P (SEMESTER)

30166 ECONOMICS P SDAIE (SEMESTER)

This course includes the study of traditional economic concepts such as scarcity, opportunity cost, supply and demand, and comparative advantage. The focus is on the economic system of the United States, but issues in comparative economic systems, international trade, and the development of poor countries are also included. A research paper is required to pass this class. This class is paired with Government P. **(This is a semester course required for graduation.)**

VISUAL AND PERFORMING ARTS DEPARTMENT

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

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

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

ART

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

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

DRAMA/THEATRE

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

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

MUSIC

COURSE TITLE	GRADE LEVEL				PREREQUISITES
	9	10	11	12	
Piano P	X	X	X	X	
Beginning Steel Pans P	X	X	X	X	
Advanced Steel Pans P	X	X	X	X	Instructor's Approval or Audition
Beginning Guitar P	X	X	X	X	
Jazz Ensemble 2 P	X	X	X	X	Instructor's Approval or Audition
Jazz Ensemble 3 P	X	X	X	X	Instructor's Approval or Audition
Jazz Ensemble 4 P	X	X	X	X	Instructor's Approval or Audition
Wind Ensemble P	X	X	X	X	Instructor's Approval or Audition
Chorus P	X	X	X	X	
Jazz Chorus P		X	X	X	Instructor's Approval or Audition

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

ART DEPARTMENT



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

Art courses cover the VPA standards:

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

81067 ART 1 P

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

81068 ART 2 P

Prerequisite: Completion of Art 1 P

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

81069 ART 3 P

Prerequisite: Completion of Art 2 P

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

museum/gallery visit and participate in extra-curricular art events and activities.

81070 ART 4 P

Prerequisite: Completion of Art 3 P

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

82083 AP STUDIO ART: DRAWING

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

82082 AP STUDIO ART: 2-D DESIGN

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

.80063 CERAMICS 1 P

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

80569 PHOTOGRAPHY 3 P

Prerequisite: Completion of Photography 2P

This is a continuation of Photography 2P which allows the student to explore more advanced darkroom techniques as well as exploration of different types of film, toning, and some alternative processes. This course is intended for highly motivated students who want to explore photography further and build a portfolio based on their artistic vision.

80064 CERAMICS 2 P

80065 CERAMICS 3 P

80067 CERAMICS 4

Prerequisite: Completion of previous Ceramics level

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

80568 PHOTOGRAPHY 2 P

Prerequisite: Completion of any 1st year art course or administrative approval.

This course provides an introduction to Photography as a fine art. Students will learn to "see photographically" as they study units on light, composition and exposure. This course will also cover the mechanics of 35mm camera, depth of field, film processing, use of the enlarger and darkroom printing techniques. Finally, students will explore formal critique analysis both through looking at peer work as well as studying the "photographer of the week." One museum/gallery visit is required.

DRAMA/THEATRE DEPARTMENT



Introduction to the Theatre Arts Program:

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

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

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

88166 DRAMA 1 P

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

88167 DRAMA 2 P

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

88168 DRAMA 3P

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

88169 DRAMA 4P

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

MUSIC DEPARTMENT



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

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



86267 PIANO P

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

85750 BEGINNING GUITAR P

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

85260 WIND ENSEMBLE P

The Wind Ensemble is an advanced woodwind, brass, and percussion-performing ensemble. This group prepares, studies, and performs appropriate literature for an advanced high school Wind Ensemble. The Wind Ensemble performs both publicly and at festivals. Attendance at all performances is mandatory as is participation in the San Rafael Pep Band, which plays at athletic events (Football/Basketball Games). Instruments are available based on need and availability. It is the student’s responsibly to make practice time available.

86261 BEGINNING STEEL PANS P

86262 ADVANCED STEEL PANS P

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

Grades will be based on individual and group performance tests, work habits, attitude, and attendance. Instruments will be provided.

85158 JAZZ ENSEMBLE 2 P

85159 JAZZ ENSEMBLE 3 P

85160 JAZZ ENSEMBLE 4 P

There are three jazz bands at San Rafael High School. Jazz Ensemble 4 P is the most advanced band. Members are selected by audition or the consent of the instructor. Jazz Ensemble 2 P is the next level and is composed of students who are advancing their musical skills. Jazz Ensemble 3 P members are accepted by audition or the consent of the instructor. Jazz Ensemble 2 P is made up of freshmen and students looking to develop their jazz skills. Jazz Ensemble 3 P members are accepted by audition. Because the bands participate in festivals and a variety of community functions, we look for students who are dedicated and like challenges. Attendance at all concerts and festivals is required. Instruments are available based on need and availability. It is the student’s responsibility to make practice time available.

85556 CHORUS P

The Chorus is open to anyone who enjoys singing and likes working with a group. Students will be singing a wide range of music from the choral repertoire (classical, world music in foreign languages, jazz, pop, etc.). Students are not required to read music, students will be required to learn musical terms, concepts and the fundamentals of music reading. Chorus is open to students who play piano and wish to accompany the class. All chorus students are required to attend school concerts and festivals.

85656 JAZZ CHORUS P

Jazz Chorus is an exciting class for singers who have had music experience or are currently in another music organization. Members are selected by audition. Many performance opportunities are available for this group including festivals and concerts. Attendance at all concerts and festivals is required.

WORLD LANGUAGE DEPARTMENT



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

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

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

H = Honors

AP = Advanced Placement

60496 FRENCH 1 P

60651 SPANISH 1 P

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

60497 FRENCH 2 P

60652 SPANISH 2 P

These courses are a progression from the first year with increased fluency in oral and written communication and greater complexity of subject matter. Most basic essentials of grammar are covered by the end of the second year as well as additional cultural exposure.

60498 FRENCH 3 P

60653 SPANISH 3 P

These courses continue to stress communication skills, review fundamentals while continuing to exercise advanced grammatical structures. There is a close look at the culture and literature through reading and discussing authentic documents and stories.

60499 FRENCH 4 P

60654 SPANISH 4 P

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

60501 FRENCH 3 HP**60502 FRENCH 4 HP****60692 SPANISH 3 HP****60693 SPANISH 4 HP**

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

60584 AP FRENCH LANGUAGE AND CULTURE

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

60783 AP SPANISH LANGUAGE AND CULTURE

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

60784 AP SPANISH LITERATURE AND CULTURE

The objective of this course is to prepare students to successfully read, understand, and analyze Spanish literature (from Latin American and U.S. Hispanic literature). Students will learn to develop a high degree of competence in oral and written language skills in the interpretation of literature through global, historical and contemporary cultural contexts. Students will cover a broad selection from poetry, prose and drama in order to develop critical reading and analytical writing. **Students are encouraged to take the AP Spanish Literature exam. Summer work will be assigned in late spring.**

62563 SPANISH LANGUAGE & LITERATURE 1 P

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

Government, technology and journalism. There is an emphasis on correct spelling, grammar and syntax.

62564 SPANISH LANGUAGE & LITERATURE 2 P

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

62572 SPANISH LANGUAGE & LITERATURE 3 HP

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

MISCELLANEOUS COURSES

COURSE TITLE	GRADE LEVEL				PREREQUISITE
	9	10	11	12	
AVID 9 / AVID 10 / AVID 11	X	X	X		Signed Application, Essay and Interview
AVID Cross Age Tutor			X	X	Concurrent enrollment in AVID 11, 12 or AVID Senior Seminar P
AVID Senior Seminar P				X	AVID 11
Leadership	X	X	X	X	Required course for all ASB officers—See Course Description
Peer Resolution/Leader		X	X	X	Recommendation/Interview
Peer Tutor		X	X	X	Instructor’s Approval
Yearbook	X	X	X	X	C+ or Better in Current English Classes
Internship Program		X	X	X	Recommendation/Interview
Teacher Aide/ Clerical Assistant			X	X	Instructor’s and Administrative Approval
Bilingual Tutor			X	X	Ability to communicate in language requested

22356 AVID 9

22357 AVID 10

22358 AVID 11

(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

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

22355 AVID CROSS-AGE TUTOR

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

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

22354 AVID SENIOR SEMINAR P

Pre-requisite: AVID 11

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

91950 LEADERSHIP CLASS

Leadership Class is a course for students who want to make a difference at San Rafael High. All students must have been approved for registration in this class and maintain at least a 2.5 GPA during the year. This is a course for students who are motivated to produce more than the average student and who are anxious to improve the climate and morale of the entire SRHS community. This is a course designed for the student interested in learning the basic concepts of democratic government, leadership skills, group process, team building, community involvement, time management, project planning and learning how to affirm and acknowledge the work of SRHS students and their teachers. This class is required for all students who are elected or appointed to be ASB class officers. Each year the ASB/Leadership Class begins its training at the summer leadership retreat. The students use two main tools that are the heart of the class, namely, the pre-plan and the activity report.

97550 PEER RESOLUTION/LEADER PEER ASSISTANCE LEADERSHIP (PAL)

The Peer Assistance Leadership class is a one, two, or three year elective course for students who want to develop their interpersonal and leadership skills. Students will expand their self-understanding and acquire skills which enable them to express their ideas and concerns, listen effectively, set goals and become leaders within the school. In addition, students will develop skills in the dynamics and process of project management. Students will participate in activities that welcome new students to our school and promote positive relationships among students. Students may select projects to manage such as cross age mentoring, cultural awareness, support local and national charities, or community support at nearby elementary schools or shelters. PAL members will promote a drug free campus through participation in Red Ribbon Week.

91540 PEER TUTOR

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

22156 YEARBOOK

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

91440 CLERICAL ASSISTANT

91140 TEACHER AIDE

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

90050 INTERNSHIP PROGRAM

The Marin County School to Career Partnership provides internships for high school sophomores, juniors and seniors. This career exploration opportunity takes learning beyond the walls of the classroom and into the greater community helping students to see the relevance of what they are learning in school and how it relates to their future studies and careers. Students of all academic, social and economic backgrounds are encouraged to participate in this program. A large variety of internships are available for the fall and spring semesters, as well as a summer session. Applications are available in the College and Career Center. Elective credits is received on the basis of hours worked (non-paid, 18 hours = 1 credit; paid, 36 hours = 1 credit), a short orientation at the beginning, and a student project at the end of the internship. The internship is listed on the student’s transcript. Please refer questions to the school’s Career Liaison in the College and Career Center.

91141 BILINGUAL TUTOR

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

TELEPHONE DIRECTORY

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

