



TERRA LINDA HIGH SCHOOL CURRICULUM GUIDE | 2021-2022

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

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

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

SUBJECT AREA	TLHS Graduation Requirements	UC/CSU “a-g” Entrance Requirements
SOCIAL STUDIES “a”	World Cultures P World History P US History P US Government P	<i>2 Years must include:</i> World History P US History P or AP (or one half year of US Hist. & one half year or civics or American Government)
ENGLISH “b”	4 Years	4 Years English P or AP
MATHEMATICS “c”	2 Years	<i>3 Years / 4 Recommended</i> Algebra 1 P Geometry P Intermediate Algebra 2 Algebra 2 P or HP
LABORATORY SCIENCE “d”	-2 Years- 1 Year Biological Science 1 Year Physical Science	<i>2 Years / 3 Recommended</i> <u>Bio:</u> Biology P/AP or Physiology P/HP <u>Physical:</u> Chemistry P/HP or Physics P or AP AP Computer Science Principles Intro to Programming for 3D Games and Simulations
LANGUAGE OTHER THAN ENGLISH (LOTE) “e” (Modern Language)	1 Year of Language (LOTE) or 1 Year Fine Arts	<i>2 Years / 3 Recommended</i> Same Language P, HP or AP
VISUAL & PERFORMING ARTS “f”	1 Year of Fine Arts or 1 Year of Language (LOTE)	<i>1 Year</i>
ELECTIVES “g”	7 classes in addition to the TLHS graduation requirements listed above	1 year of college preparatory elective in addition to the minimum UC admission requirements listed above
PHYSICAL EDUCATION	2 Years	n/a
HEALTH	1 semester	n/a
TESTING	n/a	UC/CSU: SAT/ACT is not required for admission UC has made SAT/ACT optional for 2021 and beyond

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

SAMPLE FOUR YEAR PLAN

<u>9TH</u>	<u>10TH</u>	<u>11TH</u>	<u>12TH</u>
ENGLISH 9 P	ENGLISH 10 P	AP ENG. LANGUAGE	AP ENG. LITERATURE
W.CULTURES / HEALTH	WORLD HISTORY P	U.S. HISTORY P	U.S. GOVERNMENT P / ECONOMICS P
ALGEBRA 1 P	GEOMETRY P	ALGEBRA 2 P	PRE-CALCULUS P
BIOLOGY P	CHEMISTRY P	PHYSIOLOGY P	PHILOSOPHY HP
SPANISH 1 P	SPANISH 2 P	SPANISH 3 P	AP COMPUTER SCIENCE PRINCIPLES
PE 1	PE 2	PHOTOGRAPHY P	ROP MEDICAL ASSISTING

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

THE HONORS AND AP PROGRAM

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

PLEASE NOTE: While the UCs appreciate rigorous course loads, some courses (including all Freshman Honors courses) are designated Honors by TL, but are not recognized for the weighted GPA by the University of California or California State University. See UC/CSU 'a-g' approved course list for a complete list of UC approved Honors and AP classes; [click here](#), select A-G Course Lists on the right, and type "Terra Linda High School". Students wishing to enroll in any of these courses should review the course descriptions thoroughly and ensure that they have met all prerequisites. In addition, students are required to attend information meetings held in the spring. *Once a student has been placed in an Honors or Advanced Placement class, it is not possible to change to a college preparatory class in the same subject area.*

COURSE SELECTION PROCESS

Returning students are given the opportunity to register for classes for the upcoming year during the spring semester. We strongly urge students to consult this curriculum guide as well as their guidance counselor when designing a course of study. Our goal is to provide a four-year plan to help students reach their post-secondary goals in order to be college and career ready upon graduation. Every effort will be made to ensure that students are enrolled in the classes they request, however there are cases where this may not be possible due to the constraints of the master schedule. Please note that the master schedule is built each year and is based upon student requests. A confirmation letter of the final course requests for students will be sent home to parents before the end of the spring semester; this is the student's last opportunity to request a change to his or her course requests for the upcoming year. Requests for teacher changes or period preferences cannot be honored.

COLLEGE TESTING INFORMATION

CSU and UC: SAT Reasoning or ACT with writing will not be required for the class of 2022

Private/Out-of-state: Requirements vary. Check with each campus to which you plan on applying.

SAT REASONING Test

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

SAT SUBJECT Tests

One-hour subject tests measure achievement in more than 18 areas, such as world languages, math, science and history. Though no longer required by the UC system-wide, some private colleges, out-of-state publics, and some individual UC campuses may request them for specific majors (check with each school); they are used in the admission process and for course placement. See www.collegeboard.org for more details.

ACT

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

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

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

ACADEMIC, COLLEGE, AND CAREER COUNSELING

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

WHAT DOES YOUR COUNSELOR DO FOR YOU?

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

COLLEGE AND CAREER CENTER

The [CCC](#) is a valuable resource for students and parents seeking information about college and other post-secondary options including scholarships, financial aid, internship and volunteer experiences.

- CCC staff meet regularly with students and parents regarding their post-TL plans, usually seniors in the fall and juniors in the spring, helping build balanced college lists, and also conducting application and essay workshops.
- College admissions representatives annually visit the CCC in the fall for seniors and juniors, and sophomores and juniors are invited to the Dominican College Fair in May.
- Parents and students alike are encouraged to take advantage of all of the resources the CCC has to offer.

The CCC is located on the second floor of the Student Commons, across from the library. Email College and Career Advisor, Brad Ward with questions (bward@srcs.org)

SCOIR

Terra Linda High School provides Scoir to assist students in planning for college and career. Scoir is a comprehensive resource that students can use as a tool in helping to identify potential colleges and careers to which they would like to apply, including scattergrams that show a history of TL college application results from prior years. Scoir is where students will maintain their list of colleges they are thinking about, as well as applying to, to share with the counseling and CCC staff. It also features our college admissions reps' names and email addresses, as well as the names of TL alums at various colleges (for those who gave us permission to share). Students can access their Scoir accounts via the link on the CCC website.

CALIFORNIACOLLEGES.EDU

This platform will allow students to track their A-G progress for the UC's and CSU's, and will also load their TL course data directly into their UC and CSU applications.

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. Acceptance into the CSF is determined by the previous semester grades, based on a point system. If a student has been a member for four of the last six semesters in high school (including the one semester of their senior year), the student becomes a Life Member (Seal bearer) and receives special recognition during the graduation ceremonies.

SCHOOL SUPPORT SERVICES

Local agencies collaborate with Terra Linda High School to provide 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.

[Therapeutic counseling for students](#) is available. Please check with your student's guidance counselor for more information.

[After School Tutoring](#) is provided Monday through Thursday in the TLHS Library. Contact our Librarian at 415-492-3122 for more information.

GRADE POINT AVERAGE

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

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

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

PROGRESS REPORTS

Progress reports are mailed home at the end of the week marking the mid-point of each quarter. 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 for the first quarter of each year.

QUARTER GRADES

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

SEMESTER GRADES

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

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

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

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

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

Incomplete (I): "I" may be issued when a student's work is not finished because of illness or an excused absence. If the work is not made up within six weeks, the incomplete will be replaced with a grade of "F". For purposes of school/district eligibility for participation in extra and co-curricular activities, an incomplete shall have no effect. Please note that the Marin County Athletic League treats an incomplete "I" as an "F" grade, until the work is made up. Upon teacher determination that an incomplete is appropriate, the "I" mark is issued after consultation with the student, resulting in completion of a contract for making up the work. The contract must be approved by the principal and parent/guardian, and signed by all parties. A copy shall be given to the student's school counselor.

EXTRA CURRICULAR ELIGIBILITY

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

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

ACADEMIC ELIGIBILITY FOR ATHLETICS

- Policy covers Interscholastic Athletics.
- A student must have passed 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 academic probation via waiver. If granted, probation lasts for one grading period only. Probation is granted only once during the student's four years in high school.

STATE SEAL OF BILITERACY

Since June 2013, the San Rafael City Schools recognizes graduating seniors who qualify for The State Seal of Biliteracy (SSB). 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 promote broader intercultural understanding and increased career opportunities. The 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 the student will be recognized at graduation. The state's Seal of Biliteracy Program was established by Assembly Bill 815, and became effective in January 2012. Qualifying students will have demonstrated their high level of proficiency in speaking, reading and writing in English and a second language. The seal aligns with district goals of college and career readiness. Interested students must submit an application of intent for this recognition by February of their senior year. Requirements for eligibility can be found

<https://www.cde.ca.gov/sp/el/er/documents/ssbposter.pdf>

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.

Academic Integrity Policy (A.I.P.)

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

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

Definitions of Academic Misconduct

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

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

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

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

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

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

Consequences and Procedures

First Offense

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

Second Offense

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

Repeat Offenses

See second offense procedures and add:

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

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

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

Administration Responsibilities

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

Teacher Responsibilities

- Support the school's guidelines regarding the Academic Integrity Policy
- Make the classroom policy known to all students and parents
- Teach and explain what constitutes cheating/plagiarism and how to use appropriate sourcing

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

Student Responsibilities

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

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

Parent Responsibilities

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

COLLEGE PLANNING CHECKLIST

FRESHMEN & SOPHOMORES

- Get acquainted with your counselor: a valuable resource over the next four years!
- Develop strong work and study habits; be sure to consult your teachers if you need help with organization understanding subject matter, and take advantage of after-school tutoring in the library.
- Select a realistic course of study to reach your goals with the aid of a counselor and parents.
- Find extra-curricular activities (sports, clubs, volunteering) that interest you, and get involved! Students who are involved in extracurricular activities tend to do better in their studies as well.
- Use Career-Search resources such as Scoir to help you identify careers and majors that interest you.
- Explore college websites, college catalogs and reference materials in the CCC.
- Counselors will meet with freshmen and sophomores in the spring to create a Four-Year Plan.
- Consider challenging yourself in Honors and AP classes in your junior year.

JUNIORS

- Set up and use your [College Board](#) account to review your PSAT Results and to access [free online tutoring](#).
- Consider taking AP and/or Honors classes to challenge yourself.
- Utilize Scoir to research potential colleges and careers.
- Investigate college, career, [internship](#) and volunteer opportunities in the [CCC](#).
- Attend College Night for juniors in the spring.
- Visit colleges that you are considering attending and research their websites.
- Make sure that your high school experience is well-rounded; you should seek to include extracurricular activities which round out your resume and help you explore your interests – particularly those related to the careers and majors that you would like to pursue.

SENIORS

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

Terra Linda High School Pathways

What are “Pathways?”

High school Career and Technical Education is meant to connect with and lead to postsecondary programs of study or additional training after high school, which may include more specialized technical instruction. Pathways are programs similar to a college major, and many include a special emphasis on real-world application of knowledge. These pathways can culminate in postsecondary degrees or certificates, apprenticeships, or employment. 11th and 12th grade students who choose a Pathway will take courses that allow them to explore in some depth an area of study that interests them.

Who can benefit from participating in a Pathway?

Any student can benefit! Whether you wish to enter a profession directly after high school or go to college, Terra Linda pathways offer students opportunities to explore a career these of interest while learning a set of technical and employable skills that integrate into or complement their academic studies. Students gain valuable experience in a variety of professions, and this gives them a competitive advantage. Even if students decide not to continue in this field past high school, at least they will make a better-informed decision before choosing a college major or a profession.

Students are not required to choose a Pathway, but those who do may achieve Pathway Certification and will earn the following benefits:

- Special designation on transcripts sent to colleges or work places
- A special seal on diploma

Will completion of a Pathway strengthen my application to college?

Pathway completion will enhance your application. While Pathways are not a substitute for a strong GPA and strong SAT/ACT scores, Pathway completion can highlight the depth of your commitment to a field of interest related to a career or college major. Private universities in particular report that they look favorably on applicants with focused areas of study.

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

Yes. Students wishing to enter the workforce directly can gain an advantage by building practical skills needed for better-paying jobs. Many of our Pathways focus on real-world applications of knowledge and skills. Employers are more likely to hire students who have developed specific skills that are immediately useful in the workplace.

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

1. Look over the Pathway requirements to see if one of them suits your goals and interests.
2. Think about how you could meet those requirements over the course of your four years at TL.
3. Indicate the Pathway of interest in your Academic Plan.
4. Prior to graduation, submit to your counselor a Request for Recognition of Pathway Completion, listing the courses you’ve taken to qualify for recognition.

Pathway Certification currently offered at Terra Linda High School:

- I. Marin School of Environmental Leadership
Entrepreneurship: Marketing, Sales, and Services

- II. GAME Academy & Multimedia Education
Information, Communication and Technology (ICT)

Arts, Media, & Entertainment (AME)

Projected Pathways at Terra Linda High School for the 2021-22 school year:

- III. Engineering & Construction Technology
 - Construction Technology Focus
 - Engineering Focus

- IV. Transportation
 - Operations
 - Structural Repair and Refinishing
 - Systems Diagnostics and Service

- V. Film
Arts, Media, and Entertainment

PATHWAY REQUIREMENTS

Marin School of Environmental Leadership

Entrepreneurship: Marketing, Sales, and Services

Student must complete [admission's process](#). 3.0 GPA required for the program.

All courses within this Pathway are UC A-G Approved

The SEL classes utilize core content with a focus on sustainability.

Required Classes by grade level:

9th Grade

- MSEL Biology
- MSEL English 9
- MSEL Geography
- MSEL P.E./Health
- Environmental Leadership 1

10th Grade

- MSEL English 10
- MSEL World History
- Environmental Leadership 2

11th Grade

- AP US History MSEL
- Engineering Tech Design 1
- Entrepreneurship/ Sustainable Business (COM)

12th Grade

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

CTE Certification: Marketing, Sales and Services (pending)

For more details about the required program courses: <https://www.thesel.org/academics/required-courses>

GAME Academy/Multimedia Entertainment

Information, Communication, and Technology (ICT)

Arts, Media, and Entertainment (AME)

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

All courses within this Pathway are UC A-G approved

Information, Communication & Technology (ICT)

Arts, Media, & Entertainment (AME)

Required classes:

- Introduction to Programming for 3D Games and Simulations (p.28)
- Game Design and Project Management HP (p.41)

Elective classes (take one or more):

- Physics (p.27)
- Digital Music (p.34)
- Digital Arts and Animation (p.36)

Required classes:

- Digital Art & Animation (p.36)
- Game Design and Project Management (p.41)

Elective classes (take one or more):

- Physics (p.27)
- Graphic Design (p.36)
- Digital Music (p.34)

CTE Certification: Arts, Media, & Entertainment (pending)

CTE Certification: Information, Communication and Technology

COURSE DESCRIPTIONS

P	College Preparatory	(Grade Levels indicated in parentheses)
HP	Honors	
AP	Advanced Placement	

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

APPLIED TECHNOLOGY

A-G: P and AP courses qualify for a-g credit; see course descriptions for more information.

Automotive Technology 1, 2 (10-12)

Prerequisites: Student must be 16 years of age

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

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

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

Engineering Technology 1 (9-12)

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

Engineering Technology 2 (10-12)

Prerequisites: Engineering Technology 1

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

ENGLISH

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

English 9 P (9)

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

English 10 P (10)

Focusing on classic and modern world literature, the sophomore student will explore the human condition. What are the origins of our sense of morality and conscience? Are we governed by fate or free will? What commentary surfaces through the study of dystopian literature? Students will continue to sharpen their reading comprehension, writing, listening and speaking skills in order to strengthen self-expression. Reading selections are approached through a variety of lenses and may include Golding, Shakespeare, Huxley, Beah, and Wiesel.

Explorations of Short Fiction and Nonfiction P (11-12)

Explorations of Short Fiction and Nonfiction is a year- long course that is broken into two thematic semesters. The first semester focuses on helping students improve their ability to write creatively (fiction, non-fiction, poetry, and theater) to include vivid settings, believable characters, engaging plots, and meaningful themes. Students will write several short pieces, participate in writing workshops in which they will learn to provide and receive useful feedback, and utilize the writing process to revise and improve their work. Additionally, students will read texts about the writing process and learn to critique and analyze professional short works from a writer's perspective.

Spring semester examines the literary and rhetorical aspects of a variety of short stories. Students review grammar and citation practices, develop an awareness of audience and purpose and the features of different genres, including travel writing, science fiction, sports, and literary fiction. Students will read works by contemporary and historical authors, and write essays that demonstrate advanced literary analysis and critical reading skills.

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

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

Literature of Identity and the Search for Social Justice P (11-12)

Literature of identity and the Search for Social Justice is a year-long course that is broken into two thematic semesters.

The first semester is designed for students who are interested in how the arts and social sciences can identify limitations in society and to advocate for positive social change. This course teaches advanced reading, writing and analytical skills. The semester theme focuses on identity and inclusion; students will explore readings from authors traditionally underrepresented, including female, minority, and other marginalized voices.

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

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

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

AP English Language (11-12)

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

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

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

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

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

AP English Literature (11-12)

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

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

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

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

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

ENGLISH LANGUAGE DEVELOPMENT

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

ELD 1A & ELD 1B Newcomers

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

ELD 2A & ELD 2B Beginners

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

ELD 3 & ELD 3B Intermediate

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

ELD 4A & ELD 4B Advanced

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

MATHEMATICS

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

Algebra Readiness (9-10)

Prerequisites: Teacher recommendation

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

Algebra A (9-10)

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

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

Algebra B (10-12)

Prerequisites: Teacher recommendation and D or better in Algebra A

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

Algebra 1 P (9-12)

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

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

Geometry P (9-12)

Prerequisites: Teacher recommendation, C or better in Algebra 1

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

Intermediate Algebra 2 P (11-12)

Prerequisites: Teacher recommendation, C or better in Geometry P

Intermediate Algebra is a mathematics course designed for students who do not intend to focus on STEM study in high school and college. In the sequence of math courses, it is an alternative to Algebra 2, coming after Geometry but before Statistics. The focus of the course will include but not be limited to: Functions, Quadratics, Exponential and Logarithmic Functions, Rational Expressions, Equations, and Functions, Probability, and Financial Mathematics. The use of technology, modeling, problem-solving and practical applications will be heavily emphasized in the course. This course meets the UC A-G eligibility requirements for an Algebra 2 course.

Algebra 2 P (10-11)

Prerequisites: Teacher recommendation, C or better in Geometry P

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

Algebra 2 HP (10-11)

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

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

Algebra 2/Pre-Calculus Double-Block HP (11)

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

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

Pre-Calculus P (11-12)

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

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

Pre-Calculus HP (11-12)

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

This course is designed for students who have passed Algebra 2 and who intend to take Calculus and focus on a STEM study in high school and college. Trigonometry will be a major component of this course. Other topics may include: sequences and series, systems of equations, matrices and determinants, probability, conic sections, analytic geometry, vectors, complex numbers, math analysis and an introduction to basic limits and derivatives.

AP Calculus AB (12)

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

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

AP Statistics (11-12)

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

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

Statistics and Probability P

(11-12)

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

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

PHYSICAL EDUCATION

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

PE 1 (9)

PE 2 (10)

Prerequisites: PE 1 must be completed before PE 2

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

A. Aerobic Fitness two to three days a week:

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

B. Activities two to three days a week:

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

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

C. Other types of activities:

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

PE Weight and Fitness Training (10-12)

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

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

Health Education (9)

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

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

- Must have completed 9th grade PE 1 with a "C" or higher

- Must have satisfactorily passed at least five out of six fitness areas of the 9th grade California Physical Fitness Test (*waived currently due to COVID-19*)
- *Must compete in two seasons of a sport (any sport—fall/winter/spring) during their sophomore and/or junior year (We recognize there is uncertainty around fall and winter sports related to COVID-19, however, we are proceeding under the assumption that sports will resume, and we are prepared to make accommodations if this is not the case).*

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

REGIONAL OCCUPATION PROGRAM (ROP)

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

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

ROP Medical Assisting (10-12)

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

ROP Automotive Technology 1 & 2 (10-12)

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

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

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

SCIENCE

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

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

Biology P (9-10)

Prerequisites: Concurrent enrollment in Algebra 1 or Algebra B

This course is a one-year survey course which covers the major concepts in biology. In this laboratory-oriented course, students will explore crosscutting concepts and use science and engineering practices and technology to investigate the structure and function of living organisms, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and natural selection and evolution. The course is a prerequisite for physiology and a graduation requirement.

Biology P SDAIE (9-10)

Prerequisites: Concurrent enrollment in Algebra 1 or Algebra B

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

Introduction to Science (9-12)

Prerequisite: Concurrent enrollment in ELD 2 or 3

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

Physiology P (11-12)

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

This course is designed to give students a detailed study into the various systems of the human body. The structures, functions, and the interrelationships of body parts are studied through lecture and laboratory work. The areas of study are: individual learning styles, cells and tissues, the skeletal, muscular, digestive, cardiovascular, endocrine and reproductive systems. Laboratory experiences include organ dissection. This course is highly recommended for students interested in a health care profession.

Physiology HP (11-12)

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

This course is designed for students who wish to pursue a career in medicine or medical related field. It is a fast-paced course that provides both an overview and highly detailed view of both the structure (anatomy) and function (physiology) of the human body.

Students will have to assimilate a vast amount of material from lecture, the text, and laboratory experiments. All students will be required to dissect as part of their grade. There are seven to ten dissections required in this course. Students will need to be able to think abstractly about the interrelation of chemistry and the effects on cellular processes at a detailed level. The ultimate goal is for students to understand the complex inter-relations of all body systems, how they affect overall health, and how modern medical interventions and practices are utilized.

Chemistry P (10-12)

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

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

Chemistry HP (10-12)

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

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

Physics P (10-12)

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

A college preparatory physics course which explores the worlds of mechanics, work and energy, heat and thermodynamics, waves, light, sound, optics and energy, heat and thermodynamics, waves, light, sound, optics and electricity. Emphasis is on both problem-solving and laboratory work that demonstrates each student's knowledge. Labs include both computer-based activities as well as traditional mechanics activities.

Conceptual Physics P (*pending approval*) (10-12)

Through coursework and scientific inquiry, students will learn how observations and measurement helped to form our understanding of today's world. Students will focus their studies and inquiry on the physics of motion and forces, sound and light, electricity, and magnetism and the properties of matter and thermodynamics.

Conceptual Physics SDAIE (*pending approval*) (10-12)

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

AP Physics 1 (11-12)

Prerequisites: Completion Algebra 2 P/HP

This is a fast paced algebra and trigonometry based physics course that is equivalent to a first-semester college course. AP Physics 1 will cover mechanics (linear kinematics, work, energy, and power), circular motion (rotational kinematics, torque and gravitation), electricity (charge, force, Coulomb's law and simple circuits) and mechanical waves and sound.

AP Biology (11-12)

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

This class builds upon Biology P and is preparation for the AP Exam. Successful completion of the AP Exam allows the high school student to obtain college credit. There is a required summer assignment. Extra hours outside of class may be required for laboratories.

AP Chemistry (11-12)

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

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

AP Environmental Science (11-12)

Prerequisites: Completion of Biology and either Chemistry, or Physics with C or higher

The AP Environmental Science course is interdisciplinary, involving the fields of ecology, biology, ocean and atmospheric science, climatology, chemistry, geology, physics, toxicology, economics, politics, ethics, and sociology. Because of the blend of subject matter, this course may be somewhat different from what students have encountered in other courses. Every day is different with labs, activities, discussions, current events, guest speakers, and occasionally field trips. In fact, we will spend at least 25% of our time together engaged in hands-on, inquiry-based laboratory experiences and fieldwork. The foundation of the course is ecological principles, and all other topics relate back to how the ecosystem is impacted.

The course is designed to be the equivalent of a college introductory environmental science course, both in the wide range of topics studied, and in the depth and detail of the course materials. Many universities offer 3 to 6 undergraduate elective science credits if students score a 3 or higher on the AP exam in May.

AP Computer Science Principles *UC a-g "D" Science* (11-12)

Prerequisites: Completion of Geometry

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

Intro to Programming for 3D Games and Simulations *UC a-g "D" Science* (9-11)

Prerequisites: completion of Algebra 1 with a B or better

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

SOCIAL SCIENCE

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

World Cultures P (9)

World Cultures is a semester long course where students explore the major concepts of culture such as religion, language, economics, governments, history, traditions, arts, and human-environment interaction. Through this cultural lens, students examine various cultures around the world and interactions between those cultures while developing literacy, critical thinking and problem solving skills. Through the transmission of knowledge and development of skills, students will hopefully feel empowered to overcome adversity, rise above cycles of discrimination and oppression and ultimately apply themselves toward making positive changes in their communities and world.

Bilingual World History

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

World History P (10)

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

World History P SDAIE

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

United States History P (11)

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

AP US History (11)

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

United States Government P (12)

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

AP Government and Politics (12)

Prerequisites: Completion of U.S. History P with a B or completion of AP US History with a C or higher and a B in both semesters of English.

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

Economics P (12)

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

Street Law P (10-12)

Street Law is a highly interactive course that emphasizes real world practical law, especially what is most relevant for teenagers. This course will focus on the following major topics of the law: violent crime; property crime; the trial process; law relating to gangs, drugs, and alcohol; the juvenile justice system and the rights of minors; family law; civil law; consumer law and contracts; and law-related careers. Students will constantly examine the underlying concept of justice in the American legal system. This course is highly interactive, requires a high level of participation, and will have trials and numerous debates. This course emphasizes skill development while learning the content material, with a focus on critical and analytical thinking, communication and presentation skills, advocacy and debate skills, and problem solving.

31370 Philosophy HP (11-12)

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

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

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

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

College of Marin Courses

Terra Linda High School is proud to offer two College of Marin Courses on our campus each semester. Each course is a college-level course taught by a College of Marin professor, in which the student will earn college and high school credit. Limited space is available, and priority registration will be given to seniors.

**Courses are subject to change each semester. Past courses have included:*

COMM 160: Race/Gender/Class/Media

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

FILM/COMM 150: Digital Filmmaking: Single Camera Production

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

ETST 110: Intro to Ethnic Studies

The Ethnic Studies course offerings are intended for those who desire a deeper understanding of American minority peoples and their communities. Students will receive a unique, interdisciplinary educational experience with courses emphasizing the historical and philosophical impact of the cultures of African American, Hispanic American, Asian American, and American Indian peoples, and their contributions to the culture of the United States.

ECON 120: Introduction to Environmental Economics

This course introduces the interdependent relationship between economics and the environment. It focuses on how to apply economic concepts to study the sources of, and remedies for, environmental problems. It examines analytical tools of economics, such as cost-benefit analysis and welfare analysis, to study problems with environmental dimensions, and covers the circumstances in which markets fail to efficiently allocate resources in the presence of negative externalities. Students learn objectives used in the development of environmental policies, and examine the role of government and policies to address issues such as energy, water, biodiversity, wildlife, global climate change, and long-term sustainability.

SPECIAL EDUCATION

A-G: Special Education courses do not qualify for credit for UC/CSU.

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

Learning Lab (9-12)

Prerequisites: Recommended by IEP team.

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

SPECIAL EDUCATION CONTENT CLASSES

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

Prerequisites: Recommended by IEP team.

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

Algebra 1X and 2X (9-12)

Prerequisites: Recommended by IEP team

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

Biology X (9-12)

Prerequisites: Recommended by IEP team

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

Physical Earth Science X (9-12)

Prerequisites: Recommended by IEP team

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

Geography/World Cultures X (9-12)

Prerequisites: Recommended by IEP team

World Cultures X is a Specialized Academic Instruction course that meets the districts requirement for graduation, and has a similar curriculum to portions of the general education World Cultures class. This one semester course will examine both the physical and human aspects of geography by exploring the earth's human physical system in both global and regional contexts. The major focus will be on applying the Five Themes of Geography (Location, Place, Human-environment Interaction, Movement, and Region) to the various countries around the world and the people who live there. Students will utilize the geographic skills of acquiring, organizing and

analyzing information to both ask and answer geographic questions. Through discussion, research, and hands-on projects, students will come to understand concepts, patterns and the interdependent relationships that shape our increasingly diverse world.

World History X (9-12)

Prerequisites: Recommended by IEP team

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

US History X (9-12)

Prerequisites: Recommended by IEP team

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

Econ/Government X (9-12)

Prerequisites: Recommended by IEP team

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

Health X (9-12)

Prerequisites: Recommended by IEP team

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

VISUAL & PERFORMING ARTS

A-G: All P and AP Visual and Performing Arts courses qualify for UC/CSU credit in area 'f'.

MUSIC

Beginning Piano P (9-12)

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

Beginning Guitar (9-12)

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

Wind Ensemble P (9-12)

Prerequisite: Audition and instructor approval

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

Jazz Ensemble P (9-12)

Prerequisite: Audition and instructor approval.

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

Digital Music Production P (9-12)

Prerequisite: some experience in music is recommended

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

AP Music Theory (11-12)

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized

DRAMA

Drama 1 P (9-12)

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

Film 1 (9-12)

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

Drama 2 P, 3 P, 4 P (10-12)

Prerequisite: Drama 1 and instructor approval

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

Drama 4 HP (11-12)

Prerequisite: Completion of Drama 2 or 3 and instructor approval

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

VISUAL ART

Art & Design 1 P (9-12)

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

Art & Design 2 P (10-12)

Prerequisites: B- or better in Art & Design 1

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

Art & Design 3 P (10-12)

Prerequisites: B or better in Art 2

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

Arts Intensive 4 P (11-12)

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

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

AP Studio Art (11-12)

Prerequisites: Permission of Instructor

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

Ceramics 1 P (10-12)

Previous experience in art recommended

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

Ceramics 2 P (10-12)

Prerequisites: C or better in Ceramics 1 P

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

Ceramics 3 P (11-12)

Prerequisites: C or better in Ceramics 2

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

AP Ceramics (Pending Approval) (11-12)

Prerequisites: Instructor's permission

In this course students will pursue the investigation of the three-dimensional form in ceramics. There is no desired or dictated method of approaching the three-dimensional form. It is important that students learn to express themselves in their own personal style. Students learn that art making is an ongoing process in which they create, review, make modifications, and explore variations as they make critical decisions and develop their art forms. Homework assignments, journals, and work outside of the school day will take place throughout the year. Ongoing group critiques with peers and the teacher, as well as ongoing individual conferences with the teacher, will take place throughout the course and form part of the assessment for the course. Other assessments will be formative and summative as requirements are completed.

Photography 1 P (9-12)

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

Photography 2 P (11-12)

Prerequisites: Photography 1

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

Intro to Graphic Design P (9-12)

This one year introductory level graphic design class is focused on a correlated curriculum that has a balanced emphasis on the Visual Arts, Media, and Entertainment standards. Students will express creativity through digital media applications. They will learn the basic language and elements of art techniques to create products to educate, inform, and entertain using InDesign, Adobe Illustrator and Photoshop.

Graphic Design 2 (10-12)

Prerequisites: Introduction to Graphic Design

Building on the skills learned in Introduction to Graphic Design, students will explore the ever-changing trends in the global field of graphic design. Through two dimensional design projects, students will develop problem solving skills, artistic perception, critical thinking, and self-reflection. Students will use the three main industry software programs: Adobe Illustrator, Photoshop and InDesign.

Digital Art and Animation (10-12)

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

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

MODERN LANGUAGES

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

French 1 P (9-12)

Prerequisites: 'C' in English

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

French 2 P (9-12)

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

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

French 2 HP (9-12)

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

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

French 3 P (10-12)

Prerequisites: 'C' in French 2

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

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

French 3 HP (10-12)

Prerequisites: Completion of French 2 with a 95% test average or Instructors approval. Completion of summer assignment.

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

French 4 P (10-12)

Prerequisites: C in French 3

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

AP French Language (10-12)

Prerequisites: C in French 4 and Instructors Approval. Completion of the summer assignment is required for this course.

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

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

Spanish 1 P (9-12)

Prerequisites: C in English

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

Spanish for Native & Heritage Speakers 1 P (9-12)

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

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

Spanish 2 P (9-12)

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

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

Spanish for Native & Heritage Speakers 2 P (9-12)

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

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

Spanish 2 HP (9-12)

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

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

Spanish 3 P (10-12)

Prerequisites: C in Spanish 2 P

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

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

Spanish 3 HP (10-12)

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

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

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

Spanish 4 P (10-12)

Prerequisites: C in Spanish 3 P

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

Spanish 4 HP (10-12)

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

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

AP Spanish Language & Culture (10-12)

Prerequisites: A C in Spanish 4P or 4H or an A in Spanish 3 HP or completion of Spanish for Native and Heritage Speaker 2 and instructor's approval. Completion of summer assignment.

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

MISCELLANEOUS

Game Design and Project Management HP (10-12)

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

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

AVID 9-12 (9-12)

AVID Senior Seminar P

Advancement Via Individual Determination

Fulfills area g elective credit

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

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

AVID Cross Age Tutor (11-12)

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

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

Yearbook (9-12)

Prerequisites: Application

In this workshop-style class, students will create the yearbook, the *Oracle*. They will learn how to produce an outstanding publication in a student-directed, team-oriented environment. Staffers will be responsible for taking pictures, writing and proofreading articles, conducting interviews, designing pages and marketing/selling the book. Students learn real-world business skills to write, design, publish and sell a real product while documenting the history of the year at Terra Linda.

21163, 21164 Journalism 1, 2 P (9-12)

Prerequisite: A or B in previous English course, or instructor approval

The journalism class produces the school newspaper, The Voice of Troy. The student staff is responsible for all phases of newspaper production, including generating story ideas, researching and interviewing, writing, editing, taking and editing digital photos, and lay-out, production and distribution. Staff members work in the journalism lab using InDesign and Photoshop.

Teacher / Clerical Assistant (10-12)

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

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

Bilingual Tutor (10-12)

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

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

Peer Tutor (10-12)

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

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

Restorative Justice: Impacting Campus and Community (10-12)

This is an upper level college preparatory elective course integrated with our local public services. In this course, students will examine the roles of school administration, teachers, social justice advocates, social workers, mediators, advocates, counselors, and law enforcement officers as peacekeepers and problem solvers in society. Students will begin with an introspective look at themselves and the inner workings of the human brain as it pertains to conflict and conflict resolution and then utilize this knowledge as they explore the ideology that drives a caring community, as well as careers in various fields of public service. Throughout the course, and with practice, students will develop a deeper understanding of the specific requirements and physical and emotional demands that are unique to lifelong advocacy. Students ultimately apply the knowledge they gain throughout the course by participating in school-wide projects of their own choosing that require them to move beyond the classroom in order to create a better sense of community.

Internship Program (10-12)

Prerequisites: Application and screening

Sophomores, juniors and seniors at Terra Linda High School are offered the opportunity to apply for a career-related internship program in conjunction with local businesses, government agencies and educational institutions. [The internships](#) are designed to allow a student to explore a career area of interest. Students sign up with their counselor.

Students wishing to receive academic credit for their internship must attend an orientation class where they learn about professionalism and complete a resume, cover letter and mock interview. Students may choose from a variety of available internships or a placement may be developed around the student's interests. Internships may be paid or unpaid at the employer's discretion. Credit will be granted on the basis of hours worked (non-paid: 18 hours = 1 credit, paid: 36 hours = 1 credit). Maximum number of credits per semester will be 10. The number of hours involved in an internship is very flexible (the student may spend one afternoon a week or more), with internships lasting one semester or longer. The internship will be listed on the student's transcript if taken for credit. The orientation course is approximately a 10 hour commitment completed over two weeks.

Leadership Training (9-12)

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

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