# Contents

**MISSION STATEMENT** 3  
**HIGH SCHOOL GRADUATION REQUIREMENTS** 4  
HIGH SCHOOL GRADUATION REQUIREMENTS 4  
HIGH SCHOOL PROMOTION AND DIPLOMA REQUIREMENTS 5  
INDIVIDUALIZED FOUR-YEAR LEARNING PLAN 5  
HIGH SCHOOL EQUIVALENCY DIPLOMAS 6  
**COLLEGE ADMISSION REQUIREMENTS** 7  
CALIFORNIA UNIVERSITY AND COLLEGE REQUIREMENTS (UC, CSU, COMMUNITY COLLEGE) 7  
COMPARATIVE REQUIREMENTS (NUSD, CSU, UC) 8  
REQUISITOS DE GRADUACIÓN Y MATRICULACIÓN EN UNIVERSIDAD (NUSD, CSU, UC) 9  
NCAA COURSES AND ELIGIBILITY 10  
ATHLETICS PROGRAM OVERVIEW 11  
GRADUATION AND COLLEGE READINESS SUCCESS LIST 12  
**POLICIES** 15  
CLASS CHANGE POLICY (ADD/DROP) 15  
GRADING POLICY 15  
GRADING POINT AVERAGE 15  
GRADE REPORTS 15  
CLASS RANK/DISTINGUISHED SCHOLAR 15  
ATHLETIC GRADE POINT REQUIREMENT 15  
NATIONAL MERIT SCHOLARSHIP 16  
PHYSICAL EDUCATION WAIVER POLICY 16  
FEE POLICY 16  
**COURSE INFORMATION** 17  
AP/HONORS CLASSES 17  
UNIVERSITY OF CALIFORNIA A-G COURSES OFFERED 2020-2021 18  
**COURSE DESCRIPTIONS BY TOPIC** 20  
HISTORY/SOCIAL STUDIES 21  
ENGLISH 23  
MATH 24  
SCIENCE 27  
WORLD LANGUAGES 29  
VISUAL ARTS 31  
PERFORMING ARTS 33  
THEATRE ARTS 35  
HEALTH AND PHYSICAL EDUCATION 36  
ADDITIONAL ELECTIVES 37  
**SMALL LEARNING COMMUNITIES AND PROGRAMS** 39  
AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) 39  
STEM MARIN 40  
BIOTECH PROGRAM 40  
STEM PROGRAM 42  
CAREER TECHNICAL EDUCATION PATHWAYS (CTE) 44  
BIOTECH CTE PATHWAY 44  
CISCO NETWORKING CTE PATHWAY 44  
MULTIMEDIA DESIGN CTE PATHWAY 45  
ALTERNATE CREDIT OPTIONS COLLEGE COURSES AND SCHOOL TO CAREER 46
MISSION STATEMENT  San Marin High School is committed to providing a safe environment that promotes critical thinking, optimal learning, and achievement of the Common Core State Standards.

San Marin High School will prepare every student to become:

CRITICAL THINKERS WHO:
- Pursue academic excellence.
- Acquire reliable and valid information from print, electronic media, and personal interviews.
- Interpret, understand, and analyze information from the above sources, evaluating source bias and credibility.
- Appreciate, integrate, and apply knowledge across multiple subject areas.
- Apply information and knowledge to influence choices and decisions resulting in positive personal and social behavior.
- Extend knowledge in our core academic areas through attendance at a post-secondary institution, work-based learning opportunity, or career exploration.

EFFECTIVE COMMUNICATORS WHO:
- Carefully read or listen and comprehend information.
- Write logically and clearly using standard academic English across all disciplines.
- Speak and present with poise, clear enunciation, and command of standard academic English.
- Understand and use up-to-date technology to assist in communication, research, presentations and writing, and research.

COLLABORATIVE WORKERS WHO:
- Successfully work, write, and present information in teams and groups.
- Effectively manage time and resources.
- Demonstrate a strong work ethic.

CULTURALLY INVOLVED AND SOCIALLY RESPONSIBLE INDIVIDUALS WHO:
- Understand various viewpoints, belief systems, lifestyles and cultures.
- Appreciate, critically evaluate, and participate in the arts.
- Take responsibility for one’s own health and wellness.
- Understand how their behavior affects themselves and others in the community.
- Contribute their time, energies and talents to improve the quality of life in our schools, communities, nation and world.

EXCELLENCE • EDUCATION • OPPORTUNITY
# NUSD Graduation Requirements

Students are required to have a minimum of 220 credits for graduation, meet the Algebra 1 content standards requirement, and complete their required community service hours to receive a high school diploma. Ten credits are granted for successfully completing most year-long courses.

## Social Studies

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>World History or AP European History</td>
</tr>
<tr>
<td>10</td>
<td>US History or AP US History</td>
</tr>
<tr>
<td>5</td>
<td>American Government or AP American Government</td>
</tr>
<tr>
<td>5</td>
<td>Economics, AP Microeconomics, or AP Macroeconomics, Environmental Economics (COM course with college credit and high school credit)</td>
</tr>
</tbody>
</table>

## English

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>English 9: Freshman English</td>
</tr>
<tr>
<td>10</td>
<td>English 10: World Literature</td>
</tr>
<tr>
<td>10</td>
<td>English 11: American Literature, AP English Language and Composition</td>
</tr>
<tr>
<td>10</td>
<td>Expository Reading &amp; Writing Course (ERWC), AP English Literature and Composition</td>
</tr>
</tbody>
</table>

## Mathematics

Students must complete a minimum of two courses (10 credits each), one must be Algebra 1. Placement in math courses is based on criteria listed in course descriptions.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Algebra Fundamentals, Algebra 1, Geometry, Algebra 2, Pre-Calculus, Statistics, AP Statistics, AP Calculus AB, AP Calculus BC</td>
</tr>
</tbody>
</table>

## Science

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>PHYSICAL SCIENCE: Chemistry, Conceptual Physics, Conceptual Physics (STEM), AP Physics</td>
</tr>
<tr>
<td>10</td>
<td>BIOLOGICAL SCIENCE: Biology, Marine Biology, Biotechnology, AP Biology, Biotech/Biology (STEM), Technology of Biology</td>
</tr>
</tbody>
</table>

Beginning Graduating Class of 21-22 - 10 credits - SMHS Expected Science sequence: Biology; Conceptual Physics; Chemistry

## Visual or Performing Arts/Foreign Language/Vocational Classes

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Choose two: Art &amp; Design; Drawing &amp; Painting; Sculpture &amp; Ceramics; Drama Beginning - Advanced; Concert Choir; Concert Band; Jazz Choir; Jazz Band; Show Choir; Musical Theatre; Contemporary Musical Performance; String Orchestra; French 1-5AP; Spanish 1-5AP; Technical Theatre; CISCO IT Essentials*; CISCO Introduction to Networking*; CISCO Routers &amp; Switches*; Multimedia Design; Multimedia Design &amp; Production</td>
</tr>
</tbody>
</table>

*A Career Technical Education (CTE) course may be taken in lieu of one course in visual or performing arts or foreign language

## Physical Education

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Physical Education 1</td>
</tr>
<tr>
<td>10</td>
<td>Physical Education 2, Weight Training (PE3), Yoga (PE3)</td>
</tr>
</tbody>
</table>

Students may apply for an athletic exemption in grades 10, 11, or 12 if they meet the required criteria (see page 16).

## Health

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>- 0.5 years</td>
</tr>
</tbody>
</table>

## College and Career Readiness

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>- 0.5 years</td>
</tr>
</tbody>
</table>

## Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>(20-21)</td>
</tr>
<tr>
<td>50</td>
<td>(21-22)</td>
</tr>
</tbody>
</table>

Once the required subject area credits have been earned, any credits in excess of those required above count towards elective credits.

**TOTAL**

220 credits

## Community Service

10 hours per year/40 hours total

*NOTE: HOURS COMPLETED PRIOR TO ENROLLMENT IN 9TH GRADE DO NOT COUNT TOWARDS GRADUATION CREDIT.*
HIGH SCHOOL PROMOTION REQUIREMENT
All students shall complete the specified unit requirement before attaining high school promotion to the next grade level and for graduation.

- To attain sophomore standing: 55 units (minimum)
- To attain junior standing: 110 units (minimum)
- To attain senior standing: 165 units (minimum)
- To graduate from high school: 220 units

HIGH SCHOOL DIPLOMA
In order for students to earn a high school diploma, they must:
- Earn a minimum of 220 credits in required areas, and
- Meet the Algebra 1 Content Standards, and
- Complete 40 hours of documented Community Service

FOUR-YEAR PLAN WORKSHEET

<table>
<thead>
<tr>
<th>9th Grade Required Courses</th>
<th>Credits</th>
<th>10th Grade Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Health/College &amp; Career Readiness</td>
<td>10</td>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Language or Elective</td>
<td>10</td>
<td>Foreign Language, or Other Elective</td>
<td>10</td>
</tr>
<tr>
<td>Additional/Alternative Courses</td>
<td></td>
<td>Additional/Alternative Courses</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Community Service Hours</td>
<td></td>
<td>Community Service Hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade Required Courses</th>
<th>Credits</th>
<th>12th Grade Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics or Other Elective</td>
<td>10</td>
<td>Mathematics or Other Elective</td>
<td>10</td>
</tr>
<tr>
<td>Science or Other Elective</td>
<td>10</td>
<td>Science or Other Elective</td>
<td>10</td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
<td>Government and Economics</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Language or Art</td>
<td>10</td>
<td>Foreign Language or Other Elective</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional/Alternative Courses</td>
<td></td>
<td>Additional/Alternative Courses</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Community Service Hours</td>
<td></td>
<td>Community Service Hours</td>
<td></td>
</tr>
</tbody>
</table>
High School Equivalency Diplomas

**GENERAL EDUCATION DEVELOPMENT TEST**
General Educational Development (GED) offers a high school equivalency diploma to students who pass a series of tests in Language Arts (Reading and Writing), Social Studies, Science, and Mathematics. Employers and colleges accept the GED tests as the equivalent of a high school diploma. Tests are given in each subject area and students must pass all of the subject area tests in order to earn a GED Equivalency Certificate. Test preparation programs are available through College of Marin and Marin Oaks (Adult Ed). Tests are given at a variety of times and locations. For more information, call 415-892-8733. 

To be eligible to take the General Education Development (GED) Test students must be:
- Be 18 years of age or within 60 days of his/her 18th birthday
- Be within 60 days of when he/she would have graduated had he/she followed the normal course of study and stayed in school
- Be at least 17 years of age, has been out of school for 60 consecutive days, and provides a letter from the military, post-secondary educational institution or prospective employer

**CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM**
Students earn the legal equivalent of a high school diploma through the California High School Proficiency Exam (CHSPE)which tests basic skills required for a high school diploma. There is no limit to how many times a student may take the test. The High School Proficiency Exam is administered two times per school year. See your counselor for specific information and test dates.

To be eligible to take the California High School Proficiency Exam students must:
- Be at least 16 years of age or
- Be enrolled in the second semester of 10th grade or have completed 10th grade
- Must attend school after passing the exam until 16 years of age or older and have verified parental permission to leave school early.

High school diplomas earned in this way are only acceptable in California.
COLLEGE ADMISSIONS REQUIREMENTS

CALIFORNIA UNIVERSITY AND COLLEGE REQUIREMENTS

Students should consider continuing their education beyond high school. California has a three-tiered system of state-financed universities and colleges. Many consider this system to be the nation’s best public higher education network.

<table>
<thead>
<tr>
<th>University of California (UC)</th>
<th>Calif. State University (CSU)</th>
<th>Community Colleges (CC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a></td>
<td><a href="http://www.csumentor.edu">www.csumentor.edu</a></td>
<td><a href="http://www.cccco.edu">www.cccco.edu</a></td>
</tr>
<tr>
<td>Top 12.5% of high school graduates</td>
<td>Top 33% of high school graduates</td>
<td>Top 100% of high school graduates or 18 years of age</td>
</tr>
<tr>
<td><strong>Background:</strong> The UC system combines the education of under-graduates with a strong emphasis on graduate programs and world-class research in the sciences &amp; humanities.</td>
<td><strong>Background:</strong> The CSU system emphasizes undergraduate education, leading to a bachelor’s, master’s and a limited number of Doctoral degrees.</td>
<td><strong>Background:</strong> Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program</td>
</tr>
<tr>
<td><strong>Students:</strong> Over 220,000</td>
<td><strong>Students:</strong> Over 447,000</td>
<td><strong>Students:</strong> Over 2,900,000</td>
</tr>
<tr>
<td><strong>Campuses:</strong> 10</td>
<td><strong>Campuses:</strong> 23</td>
<td><strong>Campuses:</strong> 112</td>
</tr>
<tr>
<td><strong>Costs:</strong> About $15,000 in fees and an additional $18,000 for room, board, books and transportation. Approximately $33,100/year.</td>
<td><strong>Costs:</strong> About $6,759 in fees and an additional $16,000 for room, board, books and transportation. Approximately $23,000-$30,000/year.</td>
<td><strong>Costs:</strong> About $46 per unit and approximately $2800 for books, fees and transportation. If there is no cost for living at home, then less than $7500/year.</td>
</tr>
<tr>
<td><strong>Entrance Requirements:</strong> A prospective undergraduate must be in the top eighth academically of high school graduates statewide and have completed 15 prescribed high school courses. ACT with writing or SAT I with writing.</td>
<td><strong>Entrance Requirements:</strong> A high school senior must be in the top academic third statewide and must have taken 15 required courses. ACT (writing optional) or SAT I with writing entrance exam.</td>
<td><strong>Entrance Requirements:</strong> These colleges are open to all California residents, including those without a high school diploma. A California resident may attend a community college anywhere in the state.</td>
</tr>
<tr>
<td><strong>Campus Locations:</strong> Berkeley, Santa Cruz, Davis, Santa Barbara, Los Angeles, Irvine, Merced, Riverside and San Diego. The San Francisco campus specializes in upper division and graduate health sciences.</td>
<td><strong>Campus Locations:</strong> Bakersfield, Chico, Channel Islands, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma and Stanislaus campuses.</td>
<td><strong>Campus Locations:</strong> 59 in southern California and 53 in central and northern parts of the state.</td>
</tr>
</tbody>
</table>
## Comparative Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>NUSD</th>
<th>CSU Meets a-g</th>
<th>UC Meets a-g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>30 credits (3 years) - World History, U.S. History, Economics, Amer. Government, GA Social Studies courses</td>
<td>20 credits (2 years) - World History and U.S. History, GA Social Studies courses</td>
<td>20 credits (2 years) - World History and U.S. History, GA Social Studies courses</td>
</tr>
<tr>
<td>English</td>
<td>40 credits (4 years)</td>
<td>40 credits (4 years)</td>
<td>40 credits (4 years)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20 credits (2 years) - completion of Algebra 1 or equivalent</td>
<td>30 credits - Algebra 1, Algebra 2, Geometry</td>
<td>30 credits - Algebra 1, Algebra 2, Geometry</td>
</tr>
<tr>
<td>Science</td>
<td>(20-21) 20 credits - biological science (10 credits) and physical science (10 credits) (21-22) 30 credits - Expected sequence: Biology; Conceptual Physics; Chemistry</td>
<td>20 credits - biological science and physical science (one of which must be from the &quot;d&quot; subject area with the other either from &quot;d&quot; or &quot;g&quot; (See page 13)</td>
<td>20 credits - must include one from biology and at least one from chemistry or physics. Both must be from the &quot;d&quot; subject area. *3 years recommended (See page 13)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Recommended but not required</td>
<td>20 credits - two years of the same language</td>
<td>20 credits - two years of the same language</td>
</tr>
<tr>
<td>Vocational, Fine Arts or Foreign Language</td>
<td>20 credits- 10 must be visual or performing arts OR CTE OR foreign language OR vocational OR practical arts</td>
<td>10 credits- selected from “f” list (Visual and Performing Arts)</td>
<td>10 credits- selected from “f” list (Visual and Performing Arts)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 credits (2 years)</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Health and College &amp; Career Readiness</td>
<td>10 credits - 5 credits of health and 5 credits of Get Focused, Stay Focused</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Electives</td>
<td>60 credits</td>
<td>10 credits- must be selected from any of the areas on the approved a-g list, excluding those designated as non-elective (lower level math, language other than English and visual/performing arts)</td>
<td>10 credits- must be selected from any of the areas on the approved a-g list, excluding those designated as non-elective (lower level math, language other than English and visual/performance arts)</td>
</tr>
<tr>
<td>Community Service</td>
<td>10 hours per year = 40 hours total</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Total/other</td>
<td>220 credits</td>
<td>SAT or ACT</td>
<td>SAT or ACT plus writing (SAT Subject tests are not required, but are recommended)</td>
</tr>
</tbody>
</table>

*Courses must be passed with a C- or better to meet UC and CSU requirements.
### Requisitos de Graduación y Matriculación en Universidad

<table>
<thead>
<tr>
<th>Materia</th>
<th>Distrito de Novato</th>
<th>Universidad Cal State</th>
<th>Universidad de California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estudios Sociales</td>
<td>30 créditos - 3 años</td>
<td>a. 2 años Historia Mundial e Historia de EEUU</td>
<td></td>
</tr>
<tr>
<td>Salud Y Preparación Para Universidad Y Carreras</td>
<td>5 créditos - Salud 5 créditos - Preparación para Universidad y Carreras</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inglés</td>
<td>40 créditos - 4 años</td>
<td>b. 4 años</td>
<td></td>
</tr>
<tr>
<td>Matemáticas</td>
<td>20 créditos - 2 años Cumplir Álgebra 1 o equivalente (Álgebra 1A y 1B) c. 3 años Álgebra 1 y 2, Geometría</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ciencias De Laboratorio</td>
<td>20 créditos - 2 años Un año cada uno de ciencias Físicas Y Biológicas d. 2 años Incluyendo 1 año de ciencias físicas y un año de ciencias biológicas; uno de los cuales debe ser del área “d” con el otro de o “d” o “g” Refiere a la lista “a-g” de cursos d. 2 años Incluyendo por lo menos 2 de las 3 principales disciplinas de biología, química y física; ambos del área “d”. Un año de ciencias biológicas - biología o integrada 3 y un año de ciencias físicas - química, física o física conceptual 3 años recomendados</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idiomas Extranjeros</td>
<td>Recomendado pero no requerido para graduación de high school Prerrequisito: nota de C o mejor en Inglés e. 2 años Deben ser del mismo idioma 3 años recomendados</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artes Visuales Y De Presentación</td>
<td>20 créditos - 2 años Cursos de arte vocacional pueden usarse para cumplir con este requisito f. 1 año Seleccionado entre música, teatro o artes visuales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educación Física</td>
<td>20 créditos - 2 años</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electivos</td>
<td>60 créditos g. 1 año Seleccionado de cualquiera de las áreas en la lista aprobada de “a-g”, excluyendo aquellas designadas como no-electivas (matemáticas básicas, idiomas extranjeros y artes visuales y de presentación)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Créditos O Requisitos</td>
<td>220 créditos 40 horas servicio comunitario ✓ 15 cursos aprobados de preparatoria de la lista “a-g” ✓ Calcular promedio de notas (GPA) usando solamente cursos aprobados de “a-g” tomados después del 9º grado ✓ Prueba SAT o ACT (parte de escritura es optativa) ✓ SAT o ACT con escritura ✓ Pruebas Específicas de SAT no requeridas pero recomendadas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NCAA Course and Eligibility

Students interested in playing NCAA Division I or II athletics need to ensure they meet the NCAA Academic Initial-Eligibility Requirements. Additional information can be found on the NCAA Eligibility Center website, www.eligibilitycenter.org. Please note that BYU and APEX courses do not meet the NCAA requirements and are not listed on our approved courses list (see your counselor for details).

What is the NCAA Eligibility Center? Why is it Important?
The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete.

What are the Academic Initial-Eligibility Requirements?
The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university. (Courses MUST appear on the list of approved courses for San Marin High School. See Counselor for more details.)

Division I:
1. Graduate from high school
2. Complete a minimum of 16 core courses
   ▪ Ten of the 16 courses must be complete before the senior year of high school.
   ▪ Seven of the 16 courses must be in English, Math, or Science.
3. Present the required grade-point average (GPA) (see the sliding scale in The Guide for the College-Bound Student-Athlete for Division I)
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in The Guide for the College-Bound Student-Athlete)
5. Complete the amateurism questionnaire and request final amateurism certification

Division I Core-Course Breakdown:
- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy

Division II:
1. Graduate from high school
2. Complete a minimum of 16 core courses
3. Present a minimum 2.000 core-course grade-point average (GPA based on NCAA core courses, only)
4. Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT score qualifying test score on either the ACT or SAT
5. Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown:
- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy
ATHLETIC PROGRAM OVERVIEW

San Marin has a rich tradition of athletic excellence with a long history of MCAL & NCS titles. Many outstanding athletes who have gone on to compete at the collegiate and professional levels have played at San Marin. We expect our athletes to work just as hard in the classroom as they do in their respective sports, with many of our teams winning scholastic achievement awards. In 2019 our athlete’s average GPA was over a 3.00 and over 1/3 of our athletes recognized as NCS Scholar Athletes. You are allowed to participate in one sport per season.

Our athletic program offerings are:

FALL SPORTS
Cheer
Cross Country (Boys/Girls)
Golf (Girls)
Volleyball (Girls)
Football
Tennis (Girls)
Water Polo (Boys/Girls)

WINTER SPORTS
Basketball (Boys/Girls)
Cheer
Soccer (Boys/Girls)
Wrestling

SPRING SPORTS
Baseball
Golf (Boys)
Lacrosse (Boys/Girls)
Softball
Swimming (Boys/Girls)
Track (Boys/Girls)
Tennis (Boys)
Volleyball (Boys)

Being Eligible to Play Sports
As a member of the CIF (California Interscholastic Federation) you must maintain a 2.0 GPA at each grading period. THIS INCLUDES THE LAST GRADING PERIOD OF YOUR 8TH GRADE YEAR. Make sure you finish with a 2.0 or you will not be able to begin playing sports at San Marin until the end of the first grading period in October!!

Expectations While Playing Sports at San Marin
PLAYING HIGH SCHOOL SPORTS IS A PRIVILEGE NOT A RIGHT.

• Teams practice 5 days a week for an average of 2 hours a day (times vary between sports/levels)

• You’re making a commitment: be on time, be prepared, be respectful, be supportive, BE A MUSTANG (this is your school, take pride in it)

• Violations of school rules in either academics or athletics may result in your removal from the team by your coaches (again, participation in sports is a privilege not a right, you’re a part of a team on and off the field)

For questions or Athletic Director/Coach contact information:

Visit our website to join our mailing list at www.sanmarinathletics.org

Follow us! @SMmustangs
High School Graduation and College Readiness Success List

Freshman Year

____ Schedule rigorous high school courses, *freshman year counts!*
____ Develop good study habits.
____ Develop a 4-year academic plan with your counselor that meets the A-G UC/CSU admission requirements.
____ Become familiar with college entrance requirements.
____ Learn about extra-curricular activities - many colleges consider talent and leadership.
____ Students begin working on Community Service requirement for graduation - 40 hours (see counseling office for additional information). Community Service hours must be tracked each semester and turned in to the College & Career Center for verification.
____ Throughout the fall semester: The College and Career Specialist meets with freshman in their Health/College and Career Readiness class to give an orientation to the College and Career center and services.
____ Research college costs, scholarships, and other forms of financial aid
____ Remember that you must get C's or better in A-G college prep courses
____ For students interested in possibly playing athletics in college, pay special attention to the NCAA requirements for high school. Freshman students need to take academic college-preparatory courses, preferably one in each of the following areas: English, math, science, social studies and foreign language. The student should compare course selection against the list of NCAA-approved core courses.

Sophomore Year

____ Continue to take challenging college prep courses.
____ Continue working on Community Service requirement for graduation.
____ Remember that you must get C's or better in A-G college prep courses.
____ Attend College Admission Rep visits in the College & Career Center throughout the year.
____ Update 4-year academic plan with your counselor.
____ Be certain you're fulfilling course requirements to graduate and meet the UC/CSU admission requirements.
____ Research the educational/training requirements of different careers that interest you?
____ Check out the College and Career Center for local, national and international summer programs.
____ Spring semester: The College and Career Specialist meets with sophomores.
____ Begin to research some college choices.
____ For students who are interested in being eligible to play athletics in college, continue working towards the NCAA eligibility criteria. Sophomore students should take academic college-preparatory courses, preferably one in each of the following areas: English, math, science, social studies and foreign language. The student should compare course selection against the list of NCAA-approved core courses.

Junior Year

____ Continue taking rigorous college prep courses (four years of math and science are recommended, even if you plan on attending a 2-year college.
____ Continue working on Community Service requirement for graduation.
____ Take the PSAT in October.
____ Start Your College Search: Make lists of your abilities, preferences and personal qualities. List things you may want to study and do in college. Jump-start your college planning by reading about majors and careers.
____ Begin thinking about Financial Aid- talk to your counselor about your college plans.
____ Attend college night and financial aid night at San Marin, usually in December. Use financial aid calculators to estimate your aid eligibility and college costs.
____ Get ready for the SAT and/or ACT-prepare by taking a full-length official practice test, then get a score and skills report. Learn which skills you need to improve. Be sure to sign up for “The Official SAT Question of the Day”™ on collegeboard.com for daily practice.
____ Register to take the ACT and/SAT this Spring. Most colleges accept both tests.
Register to take your AP exams in May. Do well on AP Exams and receive college credit, advanced placement or both at most colleges for qualifying scores.

For students who are interested in being eligible to play athletics in college, continue working towards the NCAA eligibility criteria including. For Juniors, pay special attention to the following requirements:

- Student continues to take college preparatory courses in the areas listed above;
- Student registers for the SAT and/or ACT, making sure to use code 9999 at the time of registration (using code 9999 will ensure the score is reported directly to the Eligibility Center)
- Student registers with the NCAA Eligibility Center and completes both the academic information and the amateurism questionnaire
- At the end of the student's sixth semester, the Registrar sends the student's transcript (or transcripts, if more than one high school) to the Eligibility Center

Plan Ahead for the Summer & Senior Year

Review your senior year class schedule with your counselor. Challenge yourself with AP classes.

Plan summer activities early. Enrich yourself by volunteering, getting an interesting job or internship, or signing up for special summer learning programs.

Keep Up Your Momentum

Visit colleges. Take campus tours and, at colleges you're serious about, schedule interviews with admission officers. Be sure to bring a campus visit checklist.

Research applications from the colleges where you're planning to apply. Check important dates; some colleges have early dates or rolling admission.

Complete a “Brag Sheet” needed for letters of recommendation.

Senior Year

Continue taking rigorous college prep courses (four years of math and science are recommended).

Make sure Community Service requirement for graduation is complete, documentation has been turned in to the College and Career Center, and posted on your transcript.

In September, begin pulling Your College Applications together. Most regular applications are due between Nov 30 and February 15. Keep copies of everything you send to colleges.

Narrow your list of colleges to approximately five to eight, and review it with your counselor. Get an application and financial aid info from each. Visit as many as possible.

Make a master calendar and note:

- Test dates, fees and deadlines
- College application due dates
- Required financial aid applications and their deadlines
- Recommendations, transcripts and other necessary materials
- Your high school’s deadlines for application requests, such as your transcript
- Ask teachers and counselor for recommendations early. Give your letter writer your Senior Brag Sheet, a stamped and addressed envelope (if it is not an online submission) and any required forms.

- Write application essays and ask teachers, family members and friends to read first drafts.

Attend the San Marin High School College Night in October - even if you are working with a private college counselor. It is important to learn how to request required college admission paperwork from the SMHS counseling office.

Decide whether to apply Early Action or Early Decision. For early admission, colleges may require test scores and applications in early November. Send your official SAT and ACT scores to your colleges.

Check your email and college admissions portals regularly. This is how colleges will let you know if they need anything from you.

Remember to keep your grades up! Colleges can rescind admission offers if your grades drop.

Second semester schedule changes and/or grades earned that are below a C- must be reported to your colleges.

Get Financial Aid Info-attend financial aid night at San Marin High School (usually in December). Learn about the CSS/Financial Aid PROFILE®.

Begin searching for scholarships.
Apply for Financial Aid. You and your family should save this year’s pay stubs to estimate income on aid forms that you’ll file early next year. Submit your FAFSA as soon after January 1 as possible. Men who are 18 years of age or older must register with Selective Service to receive federal financial aid. Many priority financial aid deadlines are in February. To get the most attractive award package, apply by the priority date. Keep copies of everything you send. Follow scholarship submission directions EXACTLY.

Review Acceptance Letters. You should get acceptance letters and financial aid offers by mid-April. Use Compare Your Aid Awards to compare awards from different colleges. Talk to financial aid officers at your college if you have questions about the award offered.

If you haven’t already, visit your final college before accepting.

Make Your final choice by May 1. You must inform every college of your acceptance or rejection of offers of admission or financial aid by May 1. Send a deposit to the college you choose.

Wait-listed? If you will enroll if accepted, tell the admission officer your intent and ask how to strengthen your application. Need financial aid? Ask if funds will be available if you’re accepted.

For students who are interested in being eligible to play athletics in college, continue working towards the NCAA eligibility criteria including:

- Student continues to take college preparatory courses in English, math, science, social studies and foreign language.
- Student registers for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration.
- On or after April 1 of the senior year, the student goes back into their Eligibility Center account to update their academic and amateurism information and request final amateurism certification.
- After graduation, the Registrar sends the student’s final transcript (which needs to include evidence and the date that the student graduated) to the Eligibility Center.

Take the Next Steps

Ask your high school to send a final transcript to your college at the same time you complete your senior survey.

Start preparing for the year ahead.
**POLICIES**

**CLASS CHANGE POLICY (ADD/DROP)**
A student may withdraw from a course during the first ten (10) days of the fall semester without any entry on her/his permanent record. After ten (10) days, course withdrawals will be permitted only after consultation with the teacher and with the approval of the principal or designee and the parent/guardian. Teacher and other staff-initiated course changes which transfer a student within a department, from one level to another as determined by the principal or designee provided that the change represents minimum level of disruption in the student's schedule and parents have approved the change. (NUSD Board Policy 5121)

**GRADING POLICY**
Grades will be based on the following: careful, impartial and consistent observation and measurement of the quality of the student's work; the mastery of course content and standards and the degree to which course outcomes are achieved; demonstrated class work and participation, homework, projects, course assignments, tests and other assessments of student performance.

Student behavior shall not be factored into a student's academic performance except as it relates to participation in class or in completing and turning in assigned work. Students and parents shall be notified about performance and progress both formally and informally. Formal reports of student progress are communicated in accordance with Board Policy 5124. The grade given to each pupil shall be determined by the teacher and, in the absence of clerical or mechanical mistake, fraud, bad faith including non-compliance with Policy 5124 or incompetence, shall be final.

Grades of A, B, C, D and F are used with the corresponding point values of 4, 3, 2, 1, 0, with the exception of Honors and Advanced Placement classes in the 11th and 12th grades which are assigned an additional Honor point for grades A, B, and C (5, 4, 3). An Incomplete ("I") is given only when a student's work is not finished because of illness or some other excused absence. If the work is not made up within six weeks, the incomplete will be replaced with an F (NUSD Board Policy 5121). For purposes of eligibility for participation in extra and co-curricular activities, an incomplete shall have no effect (NUSD Board Policy 6145). Note: The Marin County Athletic League treats an incomplete as an "F" grade, until the work is made up.

**GRADE REPORTS**
Grades will be reported twice each semester. Mid-semester progress reports will be available through the Aeries system. See district calendar for exact dates. Semester grades are recorded on student permanent records and transcripts and reflect work completed throughout the entire semester. Grades are available online approximately one week after the end of the grading period. These dates are noted on the school calendar.

**ATHLETIC GRADE POINT AVERAGE REQUIREMENT**
Per NCS CIF guidelines, students must be on track to graduate in order to be eligible to play sports. This is done in two ways. The first way is to ensure that the student has at least a 2.0 GPA throughout the entire season of the sport. The second way is to review total credits earned. Students must be within 20 credits of being on track to graduate (as indicated above), if there are any questions about eligibility in terms of credits, see your guidance counselor or the athletic director.

**GRADE POINT AVERAGE**
Grade Point Average (GPA) has two different uses. Academic GPA is computed using point values assigned to all classes except Physical Education and ROTC and is used to determine class ranking at the end of sixth and seventh semesters. Rank in the class is based upon grades received beginning in the ninth grade. More than one student may possess a given rank in class. Overall GPA is computed using all classes, including Physical Education and ROTC, is used for athletic eligibility and is reported on semester report cards. NUSD is ending the practice of ranking our high school students beginning with the class of 2021 Class Rank/ Distinguished Scholar section below.

**CLASS RANK/ DISTINGUISHED SCHOLAR**
Due to the tremendous differences in curricula and grading standards among high schools throughout the state and country, many college admission officers (especially at selective private colleges) have begun to discount the accuracy and importance of class rank as a factor in evaluating students. Many colleges that previously relied on class rank now use ACT/SAT® scores and GPA to gain a more holistic view of each applicant (College Board, 2017). In order to provide NUSD students with the best opportunity for college acceptance, NUSD is ending the practice of ranking our high school students beginning with the class of 2021. This shift will ensure that all high achieving students, which NUSD has many, are appropriately recognized for their achievement. In the current model, only a very few students are acknowledged due to the high number of students that share each GPA level. For example: 21 students earned 4.2, all are ranked 3. The next highest student, who earned a 4.18 is ranked 22. While there is a very slight difference in GPA, there is a significant difference in rank. In addition to the significant advantage it provides our students,
this will align us with similarly high achieving high schools in our region.

The honor of Distinguished Scholar will be awarded to all students that meet the criteria outlined in the Distinguished Scholar Formula. The formula for determination includes, but is not limited to, a non-weighted GPA, the total number of AP and Honors classes that a student has taken during their entire four years in high school, and successful completion of community service hours. This honor will take the place of valedictorian and salutatorian and bare the same weight in recognition.

NATIONAL MERIT SCHOLARSHIP
The PSAT/NMSQT test serves as an initial screen of more than one million entrants each year. Semifinalists are the highest scorers in each of the 50 states and represent less than one percent of each state’s high school seniors. Finalists may be considered for the $2,500 scholarship award.

PE WAIVER EXEMPTION
All students in grade 9 are required (Education Code 51225) to take physical education (PE), and students must complete a second year of PE in either grade 10, 11 or 12. Students in grades 10, 11, or 12 may complete an Exemption Request Form, and if approved, may exempt a student from a semester of the second year PE requirement. In order to be eligible for a Physical Education Exemption, all criteria below must be met. No retroactive requests for exemption will be approved. Sports played in grade 9 do not count towards a physical education exemption.

To be eligible to receive an exemption in grades 10, 11 or 12, students must complete one year of Physical Education and satisfactorily pass at least five out of six fitness areas of the grade nine California Physical Fitness Test administered in grade 9 (Education Code 51241). Ninth grade students are not eligible for the Physical Education Exemption. The semester of PE Exemption will be the semester the sport is played (Winter sports may be posted in either the Fall or Spring semester). If a student is requesting exemption from the entire second year of Physical Education, two seasons of a sport (any sport) must be played and the Physical Education Exemption Request Form must be completed and turned in on time. The same sport may be played two consecutive years to count towards the second-year exemption.

To apply for a Physical Education Exemption, obtain a copy of the Physical Education Exemption Request Form from the Counseling Office. Forms must be completed by June 1st of the year the sport was played.

Late Physical Education Exemption Request Forms WILL NOT BE ACCEPTED. Forms must be signed by the coach and athletic director to verify that the student has attended practice, participated in training exercises and completed the entire season of the sport. Parent/guardian permission to apply for an exemption is also required. Students who do not fulfill all of the requirements for a Physical Education Exemption Waiver will be required to enroll in a second year of Physical Education.

FEE POLICY
The Constitution of the State of California provides for a system of free public education. State law prohibits the charging of fees to public school students in grades K-12. Novato Unified School District Board policy requires the district to provide funding for all instructional activities. However, there are some elective classes that do request a donation for materials (see below). If a student cannot afford the materials, please contact a counselor for a waiver.

Activity Courses-Art, Industrial Arts, Technology
All materials necessary to complete any class with a grade of A (if earned) shall be provided. Students who wish to take projects home, to use more expensive materials or to pursue special projects may do so after paying for the actual cost of materials to be used.

Workbooks and Lab Materials
The district shall provide class sets of any workbooks or lab manuals used for instructional purposes. These materials will be available to the students during class for a reasonable amount of time after school and can be checked out overnight for home use. Students may be forbidden to write in these workbooks or manuals. Students who wish to have a personal copy of a workbook or lab manual may purchase them from the school or from private sources. No student shall be penalized in any way for not having a personal copy of a workbook or a lab manual.
Advanced Placement (AP) and Honors Classes Offered at SMHS

Advanced Placement
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science Principles
- AP Economics (Micro and Macro)
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP French Language Culture (French 5)
- AP Government and Politics
- AP Human Geography
- AP Physics 1
- AP Spanish Language Culture (Spanish 5)
- AP Statistics
- AP Studio Art: 2-D Design
- AP Studio Art: Drawing
- AP U.S. History

Honors
- Drama 4 Honors
- French 4 Honors
- Introduction to Philosophy Honors
- Journalism 2 Honors
- Journalism 3 Honors
- Musical Theater 4 Honors

Honors classes, according to the University of California, are those, which “must have distinctive features that set them apart from regular college preparatory high school courses in the same subject. These courses should be viewed as comparable in terms of workload and emphasis to introductory college courses in the subject.”

Advanced Placement courses are those developed by the College Board, which allow high school students to undertake college-level academic learning in AP courses, and prepares students to take the AP Exams. Students may receive credit from many colleges and universities. Students enrolled in AP courses are strongly encouraged and expected to take the AP exam. Grades for honors and AP classes in grades 11-12 (AP European History taken in grade 10 included) shall be weighted to reflect the rigorous nature of courses in accordance with Board policy and administrative regulations.

To enroll in an Advanced Placement (AP) course, students must complete an AP contract and take the AP readiness assessment for the course(s) they are interested in enrolling in for the following year.

Each spring a readiness assessment is offered to all students interested in taking AP courses. These readiness assessments are given for each subject area and take place during the school day.
# University of California a-g

## COURSES OFFERED 2020-2021

**COURSE AVAILABILITY SUBJECT TO CHANGE BASED ON ENROLLMENT.**  
UC admission requirements include a grade of C- or higher in all UC approved courses.  
*Italicized courses are pending approval from UC. Only underlined courses will be assigned extra honors credit: (A=5, B=4, C=3).*

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<tr>
<th>a. HISTORY/SOCIAL STUDIES</th>
<th>f. VISUAL AND PERFORMING ARTS</th>
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<tbody>
<tr>
<td>AP European History</td>
<td>Art &amp; Design</td>
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<tr>
<td>US History</td>
<td>Advanced Art</td>
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<tr>
<td>AP United States History</td>
<td>Concert Band</td>
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<tr>
<td>American Government</td>
<td>Concert Band 2</td>
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<td>(semester)</td>
<td>Concert Choir</td>
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<tr>
<td>AP Government and Politics US (semester)</td>
<td>Concert Choir 2</td>
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<tr>
<td>World History</td>
<td>Contemporary Music Performance*</td>
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<td>Drama 1*</td>
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<td>Drama 2, 3, &amp; 4</td>
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<td>Drama 4: Honors</td>
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<td>Drawing &amp; Painting 1</td>
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<td>Jazz Band</td>
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<td>Jazz Band Advanced</td>
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<td>Jazz Choir*</td>
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<th>b. ENGLISH</th>
<th>g. ELECTIVE COURSES</th>
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<td>English 9: Freshman English</td>
<td>AVID 1, 2, &amp; 3</td>
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<td>English 10: World Literature</td>
<td>AVID Seminar</td>
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<td>English 11: American</td>
<td>College and Career Readiness</td>
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<tr>
<td>Literature</td>
<td>AP Human Geography</td>
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<td>Expository Reading &amp; Writing Course (English 12)</td>
<td>CISCO Networks (CTE Pathway)</td>
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<td>AP English Language &amp;</td>
<td>CISCO IT Essentials (CTE Pathway)</td>
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<td>Composition</td>
<td>CISCO Cyber Security Essentials (CTE Pathway)</td>
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<td>AP English Literature &amp;</td>
<td>Economics (semester)</td>
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<td>Composition</td>
<td>Environmental Economics (concurrent college enrollment)</td>
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<td>Introduction to Philosophy</td>
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<td>Introduction to Philosophy Honors</td>
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<td>Journalism 1, 2, &amp; 3</td>
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<td>Journalism 2 &amp; 3 Honors</td>
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<td>AP Macroeconomics or</td>
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<td>Microeconomics</td>
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<td>Photojournalism</td>
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<td>Psychology</td>
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<td>Principles of Engineering</td>
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<td>STEM (STEM Program)</td>
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<td>Algebra 1*</td>
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<td>Algebra 2*/2+*</td>
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<td>Geometry*</td>
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<td>Pre-Calculus</td>
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<td>Biology (lab)</td>
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<td>(Biotech Program)</td>
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<td>Chemistry</td>
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<td>AP Chemistry</td>
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<td>Marine Biology</td>
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<td>AP Environmental Science</td>
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<td>AP Physics 1</td>
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<td>Principles of Biotechnology</td>
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<td>French 1-3</td>
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<td>French 4: Honors</td>
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<td>AP Spanish Language Culture</td>
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San Marin High School (CEEB Code - 052-172)  
2020-2021 COURSE CATALOG
COURSE DESCRIPTIONS BY TOPIC

The following pages provide general information of courses offered at SMHS for 2020-21 school year. Additionally, flowcharts for subject areas required for graduation precede descriptions to assist in developing a four-year graduation plan.

When considering courses, please keep in mind your college/career interests and goals, preparation and readiness for the classes, and your time commitment to both academic and extracurricular activities. It is important for you to continue to work hard, challenge yourself with courses that interest you and prepare you for your plans after high school. However, remember to maintain a healthy balance.

While SMHS strives to provide various course options, course selections are not guaranteed. Choose courses carefully as course change requests are not guaranteed. Please note that COURSE AVAILABILITY IS SUBJECT TO CHANGE BASED ON ENROLLMENT AND STAFFING.
**American Government**

Grade 12

*No course prerequisite*

Semester Course - UC/CSU approved (a)

**Description:** This semester course is centered on American government at the federal, state, and local levels. Students study current problems, issues, and events in order to understand the three branches of government. In addition to understanding the structure of the federal government, the responsibilities and privileges of citizenship are also emphasized. Students are taught the importance of exercising their basic freedoms and the right to vote.

**AP Government and Politics US**

Grade 12

*Successful completion of U.S. History required*

Semester Course - UC/CSU approved (a)

**Description:** This semester course provides an analytical perspective on government politics in the United States. This course involves both the study of general concepts used to interpret politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. There is special emphasis on the origins of American political thought, the philosophy of American government and how that has changed, and the institutions of American government.

**Economics**

Grade 12

*No course prerequisite*

Semester Course - UC/CSU approved (c)

**Description:** The content of this semester course includes understanding how microeconomic and macroeconomic economic systems operate. Students participate in simulations and discussions as well as study about major economic issues and challenges, such as supply and demand, gross domestic product and inflation.

**Environmental Economics (ECON 120)**

Grade 12

*3.0 non-weighted GPA*

Semester Course - UC/CSU approved (c)

**Description:** This is a college course taught by College of Marin at the SMHS campus. Students can earn high school graduation credit and 3 units UC/CSU transferable college credit. Students learn 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. The course examines analytical tools of economics, such as cost-benefit analysis and welfare analysis.

**AP European History**

Grades 10-12

*Year-long Course - UC/CSU approved (a)*

**Description:** Students are introduced to the role that European history has played since 1450 in shaping the world in which they live. The course
includes intellectual and cultural history, political and diplomatic history, and social and economic history. The course is the equivalent of an introductory college course in World/European History.

AP Macroeconomics or Microeconomics  Grade 12
Successful completion of US History required
Semester Course - UC/CSU approved (g)
Description: Macro: The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Micro: students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

US History  Grade 11
No course prerequisite
Year-long Course - UC/CSU approved (a)
Description: The course content begins with a review of American foundations and continues with Reconstruction. Units developed include the Gilded Age, Progressive Era, Jazz Age, World Wars, the Depression, the Cold War, the Civil Rights Movement, the Vietnam War, the end of the Cold War, and contemporary events. Students write analytical essays and papers throughout the year. Students are expected to work in groups and to make oral presentations.

AP United States History  Grade 11
Successful completion of World History or equivalent
Year-long Course - UC/CSU approved (a)
Description: The course content is an in-depth study of a 400-year chronological history of the United States. Due to the amount of content covered in this course, students are expected to study and do more independent research than in other history courses. There is a major emphasis on reading, reviewing primary documents and essay writing. This course will prepare students for the Advanced Placement Test.

World History  Grade 10
No course prerequisite
Year-long Course - UC/CSU approved (a)
Description: The course content begins with a review of our Judeo-Christian and Greco-Roman heritage and continues with the Enlightenment and World History before the French Revolution. The course continues through Modern World History themes: industrialization, imperialism, World Wars, and the fall of Communism. The major emphasis is on modern world history in order to build an understanding of concepts and ideologies such as democracy, industrialization, and world conflicts. Students are expected to look at political, economic, and cultural issues and understand the contemporary challenges facing the world today. Students are exposed to learning techniques such as factual writing, organization and comprehension skills. The theme of this course is to connect the “past to the present.”
ENGLISH COURSE DESCRIPTIONS

English 9: Freshman English
Grade 9
Successful completion of 8th Grade English or equivalent required
Year-long Course - UC/CSU approved (b)
Description: Students read and respond to historically and culturally significant works of literature, analyzing in depth the structural features and literary devices of various genres, especially fiction and drama. Students also write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument, using clear, precise language. Essays include narrative, response to literature, exposition, persuasion, business letter, and technical documentation. Students develop research skills and write a research paper using MLA format. Students write and speak with a command of standard English conventions, and they also do extensive work in vocabulary and independent reading.

English 10: World Literature
Grade 10
Successful completion of 9th Grade English or equivalent required
Year-long Course - UC/CSU approved (b)
Description: Students read and respond to historically or culturally significant literature that complements their study of world history in the sophomore year. Themes explored include the rise of democratic ideals, the rise of imperialism and colonialism, the Industrial Revolution, and twentieth century world cultures. In addition, students research a controversial issue and prepare and deliver a speech to their class. Throughout the year, students continue to develop their skills in reading, writing, listening, and speaking.

English 11: American Literature
Grade 11
Successful completion of 10th Grade English or equivalent required
Year-long Course - UC/CSU approved (b)
Description: Students read and respond to historically or culturally significant literature that complements their study of American history in the junior year. In the fall semester, the focus is on the pre-Colonial and Colonial experience, the young republic, and the nineteenth century. In the second quarter, students begin research on a cross-curricular project in conjunction with U. S. History, and in the third quarter they write a research paper on that topic. In the spring semester the focus is also on the study of twentieth century American literature. Throughout the year, students read independently and study vocabulary and English conventions as they prepare for the PSAT and SAT tests. Reading, writing, listening, and speaking continue to be important elements of student work.
**AP English Language and Composition**  Grade 11  
*Successful completion of English 10  
Year-long Course - UC/CSU approved (b)  
*Description:* This course is for juniors who plan to take the AP test in Language and Composition in the Spring. It follows the curriculum of the College Board and focuses on the rhetorical and stylistic analysis of expository prose by genre: autobiography, biography, history, literary criticism, journalism, politics, and science and nature. Enrollment is required the previous spring, for students are given a rigorous summer reading and writing assignment that is due the first day of school. A consistently high standard of academic achievement is required.

**Expository Reading & Writing Course**  Grade 12  
*Successful completion of 11th Grade English or equivalent required  
Year-long Course - UC/CSU approved (b)  
*Description:* ERWC is designed to prepare seniors for the literacy demands of higher education. Through a sequence of instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing.

**AP English Literature and Composition**  Grade 12  
*Successful completion of English 11  
Year-long Course - UC/CSU approved (b)  
*Description:* This course is for seniors who plan to take the AP test in Literature and Composition in the spring. It follows the curriculum of the College Board and focuses on rhetorical and stylistic analysis of British literature. Units are based around historical periods from the Anglo-Saxons to the modern era. Offerings are very diverse including poetry, epic, plays, and novels. Enrollment is required the previous spring, as students must complete a rigorous summer reading and writing assignment. A consistently high standard of academic achievement is required.

**English Language Development (ELD)** Grades 9-12  
*Placement based on ELPAC Assessment results  
Year-long Course - UC/CSU non-approved  
*Description:* These courses emphasize building content vocabulary and conversation, grammar and writing, and conversation skills in English. Students will be prepared to be successful in their other academic classes through a program which focuses on form, function, and meaning.
MATH COURSE PROGRESSION

8th Grade
- 8th Grade Math

9th Grade
- Algebra Fundamentals
- Algebra 1

10th Grade
- Geometry
- Algebra 1

11th Grade
- Algebra 2 / 2+
- Geometry
- Algebra 2 / 2+

12th Grade
- AP Calculus AB
- Pre-calculus
- AP Calculus BC

8th Grade Math

Algebra 1

Geometry

Algebra 2 / 2+

Pre-calculus

AP Calculus AB

AP Calculus BC

Pre-calculus

AP Calculus AB

AP Calculus AB

AP Statistics

Pre-calculus

AP Statistics

Pre-calculus

AP Calculus AB

AP Calculus BC

Pre-calculus

AP Statistics

AP Calculus AB

AP Calculus AB

AP Statistics

Pre-calculus
MATHEMATICS COURSE DESCRIPTIONS

Algebra Fundamentals
Grade 9
Placement based on NUSD math placement process
Year-long Course - UC/CSU non-approved
Description: All students have different levels of mathematical skill. This enhancement course is designed to fill the gap of foundational mathematical skills and student’s knowledge for success in Algebra 1. This course is a blended learning environment that includes both an individualized technology-based learning and instruction portion, as well as a collaborative learning piece that will incorporate the eight common core mathematical practices.

Algebra I
Grades 9-12
Successful completion of CCSS 8th Grade Math (Course 3) or recommendation required
Year-long Course - UC/CSU approved (c)
Description: Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Algebra 2
Grades 10-12
Successful completion of Algebra 1 or 1B and Geometry with a grade of “C” or higher required
Year-long Course - UC/CSU approved (c)
Description: The second-year course in algebra reviews and expands upon the ideas and concepts taught in Algebra 1 and then begins a serious investigation of advanced algebraic concepts, including: quadratic equations, systems of equations, complex numbers, conic sections, exponential and logarithmic functions, probability and statistics.

Algebra 2+ (Plus)
Grades 10-12
Successful completion of Algebra 1 or 1B and Geometry with a grade of “B” or higher required
Year-long Course - UC/CSU approved (c)
Description: This Algebra 2 compacted course is designed to present the elements of Algebra 2 at an advanced level. The content of this course includes the study of linear functions, quadratic functions, quadratic equations and complex numbers, polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, rational functions, sequences and series, trigonometric rations and functions, probability, data analysis and statistics. Taking Algebra 2+ will allow you to move directly to AP Calculus AB.

AP Calculus AB
Grades 11-12
Successful completion of Pre-Calculus or Algebra 2+ with a grade of “B” or higher (“C” with teacher recommendation) required
Year-long Course - UC/CSU approved (c)
Description: Roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representation throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. It is intended to be challenging and demanding, and is designed to be taught over a full academic year.

AP Calculus BC
Grades 11-12
Successful completion of AP Calculus AB with a grade of “B” or higher (“C” with teacher recommendation) required
Year-long Course - UC/CSU approved (c)
Description: This course is intended to be challenging and demanding, and is designed to be taught over a full academic year. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytical geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric functions at the numbers and their multiples. Students who take AP Calculus BC should have a basic familiarity with sequences and series, as well as some exposure to polar equations.
**Geometry**  
Grades 9-12  
Successful completion of Algebra 1 with grade of “C” or better or “B” or better in compacted 8th grade mathematics required  
Year-long Course - UC/CSU approved (c)  
**Description:** This course is designed to teach the student the basic properties of polygons and circles, including area and perimeter/circumference. Surface area and volume of geometric solids is also included. This course will also include the writing of deductive proofs in a geometric setting.

**Pre-Calculus**  
Grades 10-12  
Successful completion of Algebra 2 with a grade of “B” or higher (“C” with teacher recommendation) required  
Year-long Course - UC/CSU approved (c)  
**Description:** This course is designed to give the student a fundamental grounding in the mathematics necessary in the study of calculus and advanced sciences such as physics. Students will study polynomials, exponentials, logarithmic, and trig functions. The graphing calculator will be used as a tool in the study of the functions. A full three units will be devoted to giving the student a firm understanding of the principles of trigonometry. Additional topics will include vectors, polar coordinates, and an introduction to limits and rates of change.

**Statistics**  
Grade 12  
Successful completion of Algebra 2 with a grade of “C-” or higher (Grade 11 with teacher recommendation)  
Year-long Course - UC/CSU approved (c)  
**Description:** This course introduces students to the use of data to make decisions in daily life and in their careers. This course addresses the basic principles of statistics from exploring and understanding data to drawing justifiable inferences and conclusions about the world. The course provides a strong base of mathematical methodology; however, it will not approach the mathematical rigor of the AP Statistics course. The emphasis is on using data to understand the social context in which to interpret and judge what is presented as information in our daily lives. Understanding statistics will allow a student to be more knowledgeable about data, be a more effective communicator, and an informed professional and citizen. Junior students are strongly encouraged to consult with the Statistics teacher prior to signing up for this course.

**AP Statistics**  
Grade 12  
Successful completion of Algebra 2 with a grade of “B” or higher or completion of Pre-Calculus with a grade of “C” or higher required. Grade 11 with teacher recommendation.  
Year-long Course - UC/CSU approved (c)  
**Description:** A college level course in statistics that covers the topics delineated in the advance placement course description booklet for Statistics AP (Advanced Placement) examination. Topics include one and two-variable statistics, regression, probability, correlation, sampling, distributions, and statistical inference. Students will be expected to take the Advanced Placement examination at their expense. It is strongly recommended that students have a graphing calculator, such as TI-83, which is necessary for taking the AP examination. Junior students are strongly encouraged to consult with the Statistics teacher prior to signing up for this course.
SCIENCE COURSE DESCRIPTIONS

Biology

Grade 9
No prerequisite
Year-long Course - UC/CSU approved (d-biology)
Description: Biology is a lab oriented, concept building course that provides important basic information for students. Biology covers cells, all processes, body systems, anatomy and physiology, genetics, evolution and ecology.

Chemistry

Grades 11-12
Successful completion of Biology and Algebra required or concurrent enrollment of Algebra 2 in 10th grade
Year-long Course - UC/CSU approved (d-chemistry)
Description: Chemistry is the study of the properties and structure of matter. Topics include atomic theory, atomic structure, organization of the periodic table, writing chemical formulas and naming compounds, chemical reactions, states of matter, thermodynamics, kinetics, electrochemistry, acid/base chemistry, and nuclear and organic chemistry. Course includes lecture and lab components.

AP Chemistry

Grades 11-12
Successful completion of Chemistry, Algebra 2 and Pre-calculus with a grade of “B” or higher
Year-long Course - UC/CSU approved (d-chemistry)
Description: Designed as a first-year college chemistry course, AP Chemistry proceeds at an accelerated rate. The course emphasizes quantitative experimentation, observation and interpretation as the basis for developing the concepts of chemistry. The major concepts covered in the course include: stoichiometry, atomic and molecular theory, qualitative and quantitative analysis of chemical behavior, thermodynamics, equilibrium, solubility, kinetics, acids and bases, oxidation and reduction.

AP Computer Science Principles

Grades 10-12
No course prerequisite
Year-long Course - UC/CSU approved (g)
Description: AP Computer Science Principles introduces students to the central ideas of computer science through engaging and creative projects. Students learn to program in Python and to apply computational thinking in a range of contexts.
computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field.

**Conceptual Physics** Grades 10-12

*Successful completion of Biology required*

*Year-long Course - UC/CSU approved (d-physics)*

**Description:** This course provides a conceptually-based study of the fundamental principles and processes of the physical world. Topics include basic concepts of motion, force, energy, heat, electricity, magnetism, and the structure of matter and the universe. Students learn essential concepts of physics through discussions, laboratory work, and labs. Careful gathering and analysis of quantitative data is stressed.

**Marine Biology** Grades 11-12

*Successful completion of Biology and co-requisite of Geometry or higher-level math required*

*Year-long Course - UC/CSU approved (d-biology)*

**Description:** Students will study the diversity of marine animals including protozoans, invertebrates and vertebrates, and ocean communities. Basic biological, chemical, and ecological concepts will be reviewed. The relationship of humans and the sea will be studied in terms of ocean exploration, resources, pollution, and environmental change. Hands-on activities including dissections, field studies, drawing, and presentations and maintaining an aquatic habitat are integral to the course.

**AP Biology** Grades 11-12

*Successful completion of Biology with a grade of “B” or higher and Chemistry with a grade of “C” or higher required*

*Year-long Course - UC/CSU approved (d-biology)*

**Description:** AP Biology is designed as a first-year college course. The course proceeds at an advanced pace, and therefore students are expected to study and work more on their own. By incorporating concepts from Biology and Chemistry, students will gain a greater understanding of the chemistry of life, cellular biology and genetics, human anatomy, physiology, and ecology.

**AP Physics 1** Grades 11-12

*Successful completion of Algebra 1 with a grade of “B” or higher and a grade of “B” or higher in Chemistry or Conceptual Physics required*

*Year-long Course - UC/CSU approved (d-physics)*

**Description:** Physics AP is a rigorous course that is paced at the college level. Physics AP covers the same topics as Physics, but with the addition of Thermodynamics, Rotational Motion and topics in modern Physics. Highly developed understanding of mathematics and strong work ethics are integral to success.

**AP Environmental Science** Grades 11-12

*Successful completion of a life science and physical science required*

*Year-long Course - UC/CSU approved (d-biology)*

**Description:** AP Environmental Science is an interdisciplinary course that focuses on ecological processes, human impacts on the Earth, and how to resolve or prevent natural and human-made environmental problems.

**Principles of Biotechnology 1** Grade 11

*Successful completion of Biology/Technology of Biology with a grade of “C” or higher*

*Year-long Course - UC/CSU approved (d)*

**Description:** This one-year Biotechnology course will cover relevant topics in the field of Biotechnology. Students will learn laboratory skills and techniques used in the field and study topics such as bioethics, careers in Biotechnology, uses of databases and other resources, scientific record keeping, communication of data and the process of product research and development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course can be the first of an optional two-year Career Technology Education (CTE) program that leads to a certification to work in the Biotechnology industry.

**Principles of Biotechnology 2** Grade 12

*Successful completion of Principles of Biotechnology 1 with a grade of “C” or higher*

*Year-long Course - UC/CSU approved (d)*

**Description:** This one-year Biotechnology course is the second of a two-year Career Technical Education (CTE) program that would lead to a certification to work in the Biotechnology industry. Students will learn advanced laboratory skills and techniques used in the field and study topics such as plant reproduction, manipulating and studying plants and discovering new medicines, genomics, DNA studies, proteomics and protein studies, careers in Biotechnology, uses of databases and research development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course will include four components, lecture, lab, current research article discussion groups and a work-site based research projects.
**WORLD LANGUAGE COURSE PROGRESSION**

### French
- **French 1**
  - Grades 9-12
  - Successful completion of English with a grade of “C” or higher required
  - Year-long Course - UC/CSU approved (e)
  - **Description:** French 1 teaches students the vocabulary and structures that enable them to communicate about things in their personal surroundings: themselves, their houses, families, friends, classes and food. Listening and reading materials provide interaction with authentic voices and stories from the target language and culture. Students learn to respond orally and in writing to comprehensible, practiced input, while learning about French-speaking cultures.

- **French 2**

- **French 3**

- **French 4**

- **AP French**

### Spanish
- **Spanish 1**
  - Grades 9-12
  - Successful completion of English with a grade of “C” or higher required
  - Year-long Course - UC/CSU approved (e)
  - **Description:** Spanish 1 teaches students the essential vocabulary and structures of the language through a combination of strategies, including physical response to comprehensible cues and the telling and reading of personalized stories. The focus is on comprehension. Speaking and writing skills emerge as the student’s store of acquired language grows. Awareness and appreciation of Spanish-speaking cultures is an integral part of this course.

- **Spanish 2**

- **Spanish 3**

- **Spanish 4**

- **AP Spanish**

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**WORLD LANGUAGE COURSE DESCRIPTIONS**

**French 1**
- Grades 9-12
- Successful completion of English with a grade of “C” or higher required
- Year-long Course - UC/CSU approved (e)
- **Description:** French 1 teaches students the vocabulary and structures that enable them to communicate about things in their personal surroundings: themselves, their houses, families, friends, classes and food. Listening and reading materials provide interaction with authentic voices and stories from the target language and culture. Students learn to respond orally and in writing to comprehensible, practiced input, while learning about French-speaking cultures.

**Spanish 1**
- Grades 9-12
- Successful completion of English with a grade of “C” or higher or teacher recommendation required
- Year-long Course - UC/CSU approved (e)
- **Description:** Spanish 1 teaches students the essential vocabulary and structures of the language through a combination of strategies, including physical response to comprehensible cues and the telling and reading of personalized stories. The focus is on comprehension. Speaking and writing skills emerge as the student’s store of acquired language grows. Awareness and appreciation of Spanish-speaking cultures is an integral part of this course.

**French 2 or Spanish 2**
- Grades 9-12
- Successful completion of French 1/Spanish 1 with a grade of “C” or higher required
- Year-long Course - UC/CSU approved (e)
- **Description:** Students of Year 2 begin with a review of course content from Year 1, and then are introduced to the structures and vocabulary that enable them to communicate about past activities, as well as those of the present and future. Listening and reading materials appropriate to this level helps students expand their ability to speak and write about themselves and others, while furthering their understanding of the French/Spanish-speaking worlds.

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San Marin High School (CEEB Code - 052-172)  
2020-2021 COURSE CATALOG
French 3 or Spanish 3  Grades 9-12
Successful completion of French 2/Spanish 2 with a grade of “C” or higher required
Year-long Course - UC/CSU approved (e)
Description: Year 3 is designed to give students intermediate level training in listening, reading, writing and speaking. Content from Years 1 and 2 are reviewed. Students are introduced to more complex and varied grammatical structures and a richer vocabulary. Listening and reading materials provide interaction with authentic voices and stories from the target language and culture.

Spanish 4  Grades 11-12
Successful completion of Spanish 3 with a grade of “C” or higher required
Year-long Course - UC/CSU approved (e)
Description: Spanish 4 is a rigorous course for students who wish to further their Spanish studies. The course develops skills for communicating in a wide variety of spoken and written contexts. Students continue the study of literature through the readings of short stories, plays, poems and selections from novels. Cultural literacy and appreciation are further incorporated into the course work by sampling Spanish-language film and television, recordings, newspapers, magazines and through discussion. This course is instructed exclusively in Spanish.

French 4 Honors  Grades 11-12
Successful completion of French 3 required
Year-long Course - UC/CSU approved (e)
Description: French 4 Honors is designed for the college-preparatory students who have successfully completed French 3 and wish to further their French studies. The course emphasizes conversational and grammatical skills at an advanced level. Cultural literacy and appreciation are further incorporated into the course work by sampling French-language film and television, recordings, newspapers, magazines and through discussion. Students will develop critical, creative and collaborative projects that interact with the French-speaking world.

AP French or Spanish Language Culture (French/Spanish 5)  Grades 11-12
Successful completion of French 4/Spanish 4 with a grade of “B+” or higher required
Year-long Course - UC/CSU approved (e)
Description: This course is designed to provide additional practice at an advanced level of mastery. Students focus on and strive for a complete and thorough understanding of: sentence construction, (grammar and verbs), vocabulary mastery, and an awareness of the idiomatic expressions necessary for everyday living. Written and oral reports are required along with individual and group recordings. This course prepares students for the Advanced Placement Exam in May.
San Marin Arts and Technical Arts is an integrated group of University of California approved classes which include: Visual Arts, Performing Arts, Creative Writing, Journalism, and Technical Arts. Through these unique course offerings (many of which are taught at night and after school in the format of college classes), students are able to take AP classes during regular school hours and fit other UC approved electives into their schedule. Students can choose to do many different electives at the same time such as drama, music, journalism, art and tech theatre.

**Visual Arts Course Descriptions**

**Art & Design**
Grades 9-12
No course prerequisite
Year-long Course - UC/CSU approved (f)
Description: This course is for both beginning students and students who have taken art previously from any grade level. The course focuses, but is not limited, to the academic understanding of the elements of art and the principle of design. Both concepts are taught through the use of different mediums such as pencil, charcoal, acrylic, watercolor, clay, and more. Students are introduced to many different applications of art and encouraged to learn about their personal styles and skillsets. Students are also introduced to art through cultures, art history, and creative careers that are available.

**Drawing and Painting 1 (2-D)**
Grades 10-12
Successful completion of Art Design with a grade of “C” or higher or 8th grade teacher recommendation, portfolio, or test required
Year-long Course - UC/CSU approved (f)
Description: This course is designed to provide a more in-depth focus in the use of drawing materials such as charcoal pencils, chalk, oil pastels, dry pastels, ink, colored pencils, etc., as well as painting media like acrylics and watercolor. Students will work with these mediums and a variety of others to develop 2-D creative problem-solving skills, personal expression, and refine technical abilities.

**Sculpture and Ceramics 1 (3-D)**
Grades 10-12
Successful completion of Art Design and Painting 1 (2-D) or Sculpture & Ceramics 1 (3-D) with a grade of “C” or higher
Year-long Course - UC/CSU approved (f)
Description: This course provides an in-depth focus in the use of 3-D materials such as ceramics, plaster, wood, paper machete, etc. The course promotes creative problem-solving skills, personal expression, and refining technical abilities in 3-D work.

**Advanced Art**
Grades 10-12
Successful completion of Art & Design and Drawing & Painting 1 (2-D) or Sculpture & Ceramics 1 (3-D) with a grade of “C” or higher
Year-long Course - UC/CSU approved (f)
This course may be repeated for credit.
Description: Students select to continue to develop their art work in either the 2-D or 3-D format. This course focuses on and further supports students preferred medium, preparing them for their individual AP portfolios. Individual student goals include developing a personal style, refining skillsets, and overall enhanced presentation of work.

**AP Studio Art: 2-D Design**
Grades 11-12
Successful completion of Art & Design and Drawing & Painting 1 (2-D), or Sculpture & Ceramics 1 (3-D), or Advanced Art with a grade of “C” or higher
Year-long Course - UC/CSU approved (f)
Description: Students focus on developing 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Students submit portfolios for evaluation at the end of the school year demonstrating their artistic skills and ideas.

**AP Studio Art: Drawing**
Grades 11-12
Successful completion of Drawing and Painting 1, Advanced Art, or Art Design with a grade of “C” or higher or teacher recommendation required
Year-long Course - UC/CSU approved (f)
Description: This course addresses a very broad interpretation of drawing issues and media such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making. Students create a drawing portfolio for evaluation at the end of the year that demonstrates their understanding of drawing issues.
Multimedia Design (CTE Pathway)  Grades 9-12
No course prerequisite
Year-long Course - UC/CSU approved (f)
Description: This is the first of three courses in the CTE Pathway. This is an introductory course to multimedia design and production. The course provides fundamental knowledge of visual design as it applies to multimedia and graphic design. Students will be introduced to graphic design and basic animation using industry standard software. Students will analyze, evaluate, and identify practical and creative strategies for creating each of the course projects. Design skills are developed through projects, research, and critiques. The research components are part of the objectives so that students learn the most effective means to visually communicate their idea as individuals and as a group. General topics include illustration, logo design, packaging, photo processing, photo correction, and visual design for websites. Assignments involve the creation of original work using current digital software tools.

Multimedia Design & Production (CTE Pathway)  Grades 10-12
Successful completion of Multimedia Design with a grade of “B” or higher (“C” with teacher recommendation) required
Year-long Course - UC/CSU approved (f)
Description: This is the second of three courses in the CTE Pathway. Students work on projects using relevant skills such as new design techniques and are exposed to visual composition strategies for print, web and dynamic media (animation, motion graphics and video, and sound production). Students use a wide range of technical skills, equipment and software to create original graphic compositions using industry standard digital tools necessary to communicate their ideas. Emphasis is on industry practices for career possibilities as they learn about current media design and production trends; the various styles that impact the design industry. Projects aim to demonstrate competence and understanding of design principles through aesthetics, creative possibilities, and artistic choices using clear and effective communication in critiques, writings, image choices and original well-formed, compositionally diverse work.

Multimedia Portfolio Development (CTE Pathway)  Grades 10-12
Successful completion of Multimedia Production & Design with a grade of “B” or higher (“C” with teacher recommendation) required
Year-long Course - UC/CSU pending (f)
Description: This course is the culmination of the three course Multimedia Design Studies CTE Pathway certificate program and will focus on the development of student portfolios for the purpose of presentation for the web. A web portfolio will showcase a repository of creative media works, graphic design and layout, animation, embedded videos, and résumé. Students will be able to demonstrate technical skills in encoding and rendering media for digital presentation and learn about the “cultures” of the multimedia industry. Topics covered include creating a digital portfolio for the Web, evaluation of student work, resources in multimedia, preparing a résumé, designing and producing business cards, exploring the job market, and preparing for a job interview.
PERFORMING ARTS COURSE DESCRIPTIONS

MUSIC CLASSES LISTED BELOW ARE OFFERED DURING THE REGULAR SCHOOL DAY

Concert Band
Grades 9-12
Previous musical experience or teacher approval required
Year-long Course - UC/CSU approved (f)
Description: Concert Band is open to all students from 9th through 12th grade. Concert Band rehearses daily and performs music from all time periods and styles. Students perform at a number of concerts and festivals throughout the year. Students also have the opportunity to perform in small groups and solos. Students will work to understand the concert band genre through listening, playing and performing. Students will have the opportunity to work on instrumental technique, sight-reading, ear training and music reading using a variety of musical styles. Students will be expected to perform in festivals and concerts throughout the school year. Note: Teacher permission required for students to be eligible for Independent Study Concert Band.

Concert Band 2
Grades 10-12
Successful completion of Concert Band 1 and teacher approval required
Year-long Course - UC/CSU approved (f)
Description: Students will continue to develop their musicianship and facility on their chosen instrument. Students will be expected to demonstrate a more in-depth knowledge of band music through reading, technique, sight-reading, ear training and composing/arranging, as well as act as section leaders or student conductors.

Concert Choir 1
Grades 9-12
No course prerequisite
Year-long Course - UC/CSU approved (f)
Description: Concert Choir is open to all students from 9th-12th grade. Concert Choir rehearses daily and performs music from all time periods and styles. Students perform at a number of concerts and festivals throughout the year. The goal of the Concert Choir is to provide each individual musician with the opportunity to actively participate in the creation of art through the medium of choral music. Students will work to understand this idiom through listening, singing and performing. Students will have an opportunity to work on vocal technique, sight singing, melodic dictation and music reading using a variety of musical styles. In the choral groups, students will be expected to perform at concerts and festivals throughout the year.

Concert Choir 2, 3, 4
Grades 10-12
Successful completion of Concert Choir 1 and teacher approval
Year-long Course - UC/CSU approved (f)
Description: Continuation of the study begun in Concert Choir 1. See course description of Concert Choir 1. Students will continue to develop their musicianship and vocal technique. As students progress through years 2, 3, and 4 students will be expected to demonstrate a more in-depth knowledge of vocal music through reading, technique, sight-singing, and melodic dictation. Students will be expected to act as section leaders, as well as student conductors. Students will also have the opportunity to sing in small groups and perform solos.

Jazz Choir
Grades 9-12
Audition and acceptance of director and 2.0 GPA or higher required
Year-long Course - UC/CSU approved (f)
Description: Jazz Choir will familiarize the student with a broad range of choral literature and develop his or her voice to its full potential. The student will learn the correct way to produce a vocal sound that is both properly supported and pleasing to the ear. Many young students have the incentive, but lack the...
conceptual knowledge or the “know how” to produce a healthy tone. That will be our first and foremost goal. The students will learn skills in sight-reading, music theory, and ear training and music history. These skills will be acquired at a pace that is both challenging and conducive to learning. The student is obligated to several activities, performances, and rehearsals outside the regular class time. Students will also learn how to take musical dictation and write original music.

**MUSIC CLASSES BELOW ARE OFFERED OUTSIDE THE REGULAR SCHOOL DAY**

**Contemporary Music Performance (Rock Band)**  
Grades 9-12  
*Previous musical experience or teacher approval required*  
*Year-long Course - UC/CSU approved (f)*  
**Description:** The Contemporary Music Class is a comprehensive and sequential course for students who want to study in a small group setting. This course is designed for musicians who play keyboards, guitar, bass, drums, or vocalists who wish to study the art of Rock Music. Students enrolled in this course will form small groups to rehearse and will perform a variety of styles from all historical periods. Students will perform at a number of concerts throughout the year. **NOTE:** These classes meet after school. The schedule is subject to change based on the availability of the students and the teacher.

**Musical Theater 1,2,3**  
Grades 9-12  
*Audition and some acting or singing experience or teacher approval required*  
*Year-long Course - UC/CSU approved (f)*  
**Description:** This is a study and performance class. This class will encompass multiple aspects of producing a musical, using a variety of musical theater styles from opera to Broadway. Students interested in being part of the musical cast will study the on-stage aspects of a musical such as singing, dancing and acting. Those students wishing to study the backstage aspects of the theater may be part of the musical theater tech crew. These students will learn how to be prop managers, run lights, sound, and design sets. Other students may be interested in the pit orchestra. These students will learn the music associated with the chosen musical. Two full-length musicals are produced each year. **NOTE:** These classes meet outside the regular school day. Specific rehearsal schedules will be made available prior to the start of the class.

**Musical Theater 4: Honors**  
Grade 12  
*Successful completion of Musical Theater 1-3, teacher approval and audition required*  
*Year-long Course - UC/CSU approved (f)*  
**Description:** Continuation of the study begun in Musical Theater 1,2,3. See course description of Musical Theater 1,2,3. Students will act as student leaders. Some will be in charge of choreography, or costuming. Some may be assistant directors. Others may be in charge of set-design. Additional hours outside of the normal rehearsal schedule will be required.

**Show Choir**  
Grades 9-12  
*Teacher approval required*  
*Year-long Course - UC/CSU non-approved*  
**Description:** Students will sing and dance to a variety of songs in diverse styles, which might include pop, jazz, Broadway, classical and multi-cultural. Students have the opportunity to choreograph and also to learn from professional choreographers. This class meets after school or in the evening once per week.

**String Orchestra**  
Grades 9-12  
*Previous musical experience or teacher approval required*  
*Year-long Course - UC/CSU approved (f)*  
**Description:** This course is designed for String Players or Wind Players who wish to explore their instruments in a “chamber” style setting. Students will perform at a number of concerts throughout the year. **NOTE:** This class meets after school. This schedule is subject to change based on the availability of the students and the teacher.
THEATRE ARTS COURSE DESCRIPTIONS

Drama 1  
Grades 9-12  
No course prerequisite  
Year-long Course - UC/CSU approved (f)  
**Description:** This is a foundation course for the student who is interested in learning about acting, directing, and the dramatic form. The course focuses on finding the student’s own source of dramatic inspiration and teaching the basics of theatre - which include: voice, stage presence, communication, blocking and much more. The class incorporates a variety of theatre “games” to help teach students these basics. Students will perform monologues, dialogues, and scenes, as well as writing and directing original pieces. Students will study classical, Elizabethan, and modern dramatic styles in depth, to better understand the dramatic tradition.

Drama 2, 3, 4  
Grades 10-12  
**Successful completion of Drama 1 OR audition required**  
Year-long Course - UC/CSU approved (f)  
**Description:** Drama 2, 3, 4 is a continuation of the curriculum studied in Drama 1. This course will focus more intensely on characterization, movement and motivation as well as writing and directing original pieces, and creation of a professional acting materials. Further, the students will study various works of theatre to achieve an understanding of craft and theatre history as well as voice over and acting for the camera. Students will participate in competitions, study acting methods, and will participate in audition film production.  
**NOTE:** May require minimal after school attendance.

Drama 4: Honors  
Grade 12  
Teacher approval required  
Year-long Course - UC/CSU approved (f)  
**Description:** This is an advanced drama class for senior students who have completed Drama 3. Honors students will choose one area of advanced specialization for each production from the following options: Dramaturgy, Assistant Directing (including design), Advanced Character Study, Playwriting, Movement and Breathwork. Students will have practice in choosing professional material for auditions, auditioning for theatre and film, and creating a professional headshot and resume. In addition to the regular Drama 4 curriculum, Honors students complete a summer play-reading assignment.  
**NOTE:** Requires after school attendance.

Technical Theater 1  
Grades 9-12  
No course prerequisite required  
Year-long Course - UC/CSU approved (f)  
**Description:** Students will learn and apply the principles of set designs and construction, lighting, sound, costumes, props, hair and make-up, house management, public relations, theatre management, film production and explore career opportunities. Participation NOT REQUIRED for each production.  
**Note:** Technical Theatre meets after school for three hours one day per week except during the production schedule which will require various weekday and weekend attendance.

Technical Theater 2  
Grades 10-12  
Successful completion of Technical Theater 1 and teacher approval required  
Year-long Course - UC/CSU approved (f)  
**Description:** Students in this course will continue to develop stagecraft techniques introduced in Technical Theatre 1. This includes constructing sets, hanging and focusing lighting instruments, light board operation, sound cue production and operation, prop and costume gathering and storage, and house management for school productions and film production. Students at this level will become crew chiefs for props, costumes (depending on production), sound (depending on production), hair/make-up and house management. Tech 2 students will mentor Tech 1 students. Students at this level will continue to study theatre history but with an emphasis on the history of technical theatre elements. This course prepares students to collaborate and resolve real-world design challenges. Participation REQUIRED for each production.  
**Note:** Technical Theatre meets after school for three hours one day per week except during the production schedule which will require various weekday and weekend attendance.
HEALTH AND PHYSICAL EDUCATION COURSE DESCRIPTIONS

Health  Grade 9
No course prerequisite required
Semester-long Course - UC/CSU non-approved
Description: This is a course designed to empower students with the knowledge necessary to make decisions to enhance the quality of their lives and their relationships with family and others. An emphasis will be placed on helping students learn about healthy living and avoidance of behaviors that place them at risk.

Physical Education 1  Grade 9
No course prerequisite
Year-long Course - UC/CSU non-approved
Description: This course is required for all freshman students. PE 1 is required course for ALL 9th grade students. PE 1 focuses on fitness, individual and dual sports. Students will also learn muscular and skeletal anatomy, hypokinetic diseases, fitness components, and create a personal fitness plan.

Physical Education 2  Grades 10-12
Successful completion of Physical Education 1
Year-long Course - UC/CSU non-approved
Description: Students will demonstrate teamwork and skill building through participation in a variety or individual, dual and team sports as well as cardiovascular and weight training activities. Students will also review skill- and health-related components of fitness and how they correspond with various activities.

Physical Education 3 - Weight Training  Grades 10-12
Successful completion of PE 1 with a grade of “B” or higher OR teacher approval required
Year-long Course - UC/CSU non-approved
Description: This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Physical Education 3 - Yoga  Grades 10-12
Successful completion of PE 1 with a grade of “B” or higher OR teacher approval required
Year-long Course - UC/CSU non-approved
Description: This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve stress, learn to relax, and ultimately get more built up out of day-to-day life. Students will also benefit from cardiorespiratory endurance activities.
ADDITIONAL ELECTIVES COURSE DESCRIPTIONS

CISCO IT Essentials (CTE Pathway)  Grades 9-12
See Small Learning Environments and Programs section of the catalog, page 44 for more information.

CISCO Networks (CTE Pathway)  Grades 10-12
See Small Learning Environments and Programs section of the catalog, page 44 for more information.

CISCO Cyber Security Essentials
(CTE Pathway)  Grades 11-12
See Small Learning Environments and Programs section of the catalog, page 45 for more information.

College and Career Readiness  Grade 9
No course prerequisite
Semester-long Course - UC/CSU approved (g)
Description: College and Career Readiness is a one-semester course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches research assignments, online portfolio, and essay papers. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

AP Human Geography  Grade 10-12
No course prerequisite
Year-long Course - UC/CSU approved (g)
Description: This course introduces students to the rigorous expectations and advanced level of study expected in an AP class. Students in AP Human Geography will learn to use research methods and analytic tools to describe and understand how our social, economic, cultural, and environmental decisions impact our planet. Specific topics of study include industrialization, cities and urban land use, agriculture and rural areas, population and migration. Issues of public health, gender, equity, and politics all are discussed.

Introduction to Philosophy  Grades 11-12
(Honors Option available)
Recommend strong showing in English Literature and Language Arts
Year-long Course - UC/CSU approved (g)
Description: This course provides a general introduction to the major concepts and thinkers within the history of western philosophy. Students are introduced to issues in ethics, ontology, and epistemology through a reading of primary and secondary philosophical texts. Other aspects of the history of philosophy that are covered are existentialism, the problem of free will, and arguments for the ideal form of government and economic systems. Emphasis is placed on the understanding of major ideas within the history of philosophy as well as the ability to think, speak, and write critically about these ideas in order to prepare students for college-level classes. The course is divided into an honors and a regular section; the honors section is taught at a college level and provides a weighted grade, while the regular section is taught at a regular high school level and does not have a weighted grade. Relevant films, such as The Matrix, Groundhog Day, The Dark Night, and Donnie Darko are watched to support the arguments of the philosophers read.

Journalism 1, 2, & 3  Grades 10-12
Requires a 3.0 GPA in English, completion of application, teacher recommendation, and teacher approval
Year-long Course - UC/CSU approved (g)
Description: Journalism 1, 2, 3 students meet as one class which reinforces the reading, writing and collaboration skills taught in regular English classes. The class is essentially project-based and student-led, since the focus is the publishing of our award-winning student newspaper, the Pony Express, throughout the year. Students in Journalism 1 learn the basics of journalistic writing and photography.

Journalism 2 & 3 Honors  Grades 10-12
Requires successful completion of Journalism 1 and teacher approval
Year-long Course - UC/CSU approved (g)
Students who do not complete the honors requirement will receive UC/CSU credit for g course in journalism.
Description: Journalism 2 and 3 students are eligible for editorial positions, which teach leadership skills. Journalism 2 and 3 students may be selected by the instructor for Honors Journalism, which requires additional assignments, including a summer assignment,
and more commitment in leadership positions throughout the year. Other leadership opportunities involve business aspects of the paper: circulation and advertising. During the year, students read a variety of non-fiction pieces including articles from professional news publications.

**Leadership**

Grades 9-12

*Requires application due May 1st (see guidance counselor for details)*

*Year-long Course - UC/CSU non-approved*

**Description:** Students who are elected as officers or who are selected as representatives for each of the four grades are enrolled in this class. Students learn the importance of working as a team and the value of communication to the public they serve. Students are involved in many activities which help develop the skills needed to: develop action plans based on priority goals and strategic planning; develop quarterly reports; construct a working budget and estimate projected income and costs; delegate effectively; and work collaboratively with staff, students, parents and administration. Students are responsible for developing opportunities for student involvement and for helping to build a strong positive school atmosphere. Students are required to participate in activities outside of school time.

**Photojournalism**

Grades 10-12

*Requires application (see Guidance Counselor for details) and successful completion of English 9*

*Year-long Course - UC/CSU approved (g)*

**Description:** Editing, Design & Management is a course that combines high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of the most common forms of journalistic stories; read and analyze relevant literature through expository writing; learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use of state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students’ thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

**Psychology**

Grade 12

*Requires senior standing with parent approval*

*Year-long Course - UC/CSU approved (g)*

**Description:** This twelfth grade elective course includes the study of human behavior including development, family, personality, dreams, major psychologists, abnormal behavior, and prejudice and discrimination. Students are expected to actively engage in class activities and discussion. The class explores emotions, stress, perceiving, sensation and different conceptions of intelligence. The students write papers and make oral and visual presentations.

**Student Assistant**

Grades 11-12

*Requires a 2.0 GPA and teacher approval*

*Year-long Course - UC/CSU non-approved*

**Description:** A program by which a student works as an assistant to a teacher/administrator/counselor (includes: Administration, Attendance, Counseling Offices and the Library). The work can be varied to provide the student with additional learning in a department through close association with a teacher. The student will be assigned to a specific certificated staff person during a specified period in the school day. Students will complete a contract with specific criteria that will determine if they receive Credit/No Credit or a Grade Option.
AVID PROGRAM COURSE DESCRIPTIONS

AVID 1  
Grade 9  
Application required (see guidance counselor for additional information)  
Year-long Course - UC/CSU approved (g)  
Description: AVID stands for Advancement Via Individual Determination and it is our goal that students will take advantage of the skills and lessons of AVID to help prepare students to be successful in attending a four-year university. AVID is designed to support students in their academic classes by increasing their academic skills, through student-centered tutorials, weekly organization tasks, binder checks and support in their other college prep classes, including test prep. Finally, students will set goals for college and career plans and then work hard to achieve these goals. Joining AVID is a 4-year commitment.

AVID 2  
Grade 10  
Successful completion of AVID 1 or application required (see guidance counselor for additional information)  
Year-long Course - UC/CSU approved (g)  
Description: Students will take advantage of the skills and lessons of AVID to help prepare students to be successful in attending a four-year university.

AVID 3  
Grade 11  
Successful completion of AVID 2 or application required (see guidance counselor for additional information)  
Year-long Course - UC/CSU approved (g)  
Description: Students will take advantage of the skills and lessons of AVID to help prepare students to be successful in attending a four-year university.

AVID Seminar  
Grade 12  
Successful completion of AVID 3 or application required (see guidance counselor for additional information)  
Year-long Course - UC/CSU approved (g)  
Description: Students will take advantage of the skills and lessons of AVID to help prepare students to be successful in attending a four-year university.
### Biotech Program Course Progression

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*Program specific courses.  ** Science Electives Include: Marine Biology, AP Biology, AP Physics, AP Computer Science, CISCO CTE courses, Science Course at College of Marin or Santa Rose Junior College that is UC/CSU transferable and not offered at SMHS.

*Beginning with the Class of 2022, students are required to complete two science classes per year.*
BIOTECH PROGRAM COURSE DESCRIPTIONS

Technology of Biology & Biology. Grade 9

Requires approved application for Biotech Program
Year-long Course - UC/CSU approved (d)

Description: This is a combined two-period course. It is a project-based, concept building course that covers the four Next Generation Science Standards for High School Life Science. Students will master concepts through projects and labs, literature research, presentations and discussion. Students will learn and use basic laboratory skills and techniques used in the biotechnology field to study DNA and proteins, genetically engineer DNA and organisms to produce products useful to humans, and use design and engineering software to design and build working models of organelles and organs. Students will have work-based learning experiences (guest speakers, field trips, job shadowing) and learn about biotechnology lab techniques and practices, the biotech industry, biotech products and how biotechnology affects their lives every day. The course will meet the Next Generation Science Standards for High School Life Science, be a UC Lab D class and integrate Biotechnology CTE and Engineering principles and practices into the curriculum. This course is for students in the Pre-Biotech Academy.

Applied Chemistry & Biotechnology and Conceptual Physics STEM Grade 10

Successful completion of Biology/Technology of Biology, Algebra 1 with a grade of “C” or higher, and enrollment in Biotech Program
Year-long Course - UC/CSU approved (d)

Description: This is a combined two-period course that allows students to investigate and apply chemistry and biotechnology concepts and methods to understand and address issues related to five essential human needs -- Water, Food, Health, Waste Management, and Energy -- as Chemistry and Biotechnology complement each other in addressing these essential needs. Students will study the methods necessary to test, clean, and protect our water resources, understand the molecular components and energy in their food, research genetically modified foods and their role in relation to health issues, environmental issues and farmer and consumer rights, investigate a human disease, evaluate common food and environmental substances that cause disease, analyze local flora for a potential drug develop to cure diseases, develop solutions to waste management problems and produce a usable fuel from a waste product produced by human activity.

The conceptual physics portion of the two-period block emphasizes a firm conceptual understanding of the laws of physics through the fundamental themes of motion and forces, energy and momentum, heat and thermodynamics, waves, and electricity and magnetism. Through Project-Based Learning, students will apply their physics knowledge in concert with their “Applied Chemistry and Biotechnology” class.

Principles of Biotechnology 1 Grade 11

Successful completion of Biology/Technology of Biology with a grade of “C” or higher and enrollment in Biotech Program
Year-long Course - UC/CSU approved (d)

Description: This one-year Biotechnology course will cover relevant topics in the field of Biotechnology. Students will learn laboratory skills and techniques used in the field and study topics such as bioethics, careers in Biotechnology, uses of databases and other resources, scientific record keeping, communication of data and the process of product research and development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course can be the first of an optional two-year Career Technology Education (CTE) program that leads to a certification to work in the Biotechnology industry.

Principles of Biotechnology 2 Grade 12

Successful completion of Principles of Biotechnology 1 with a grade of “C” or higher and enrollment in Biotech Program
Year-long Course - UC/CSU approved (d)

Description: This one-year Biotechnology course is the second of a two-year Career Technical Education (CTE) program that would lead to a certification to work in the Biotechnology industry. Students will learn advanced laboratory skills and techniques used in the field and study topics such as plant reproduction, manipulating and studying plants and discovering new medicines, genomics, proteomics and protein studies, careers in Biotechnology, uses of databases and research development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course will include four components, lecture, lab, current research article discussion groups and a work-site based research projects.
### STEM Program Course Progression

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<td>Physical Education 2</td>
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*Program specific courses.  ** STEM Electives Include: Marine Biology, Biotechnology 1 & 2, AP Biology, AP Physics, AP Computer Science, CISCO CTE courses, additional upper-class math, Science Course at College of Marin or Santa Rose Junior College that is UC/CSU transferable and not offered at SMHS.
Conceptual Physics (STEM)  Grade 9
Requires approved application for STEM Program
Year-long Course - UC/CSU approved (d)
Description: This ninth-grade course is offered as part of the STEM program at San Marin High School. This course emphasizes a firm conceptual understanding of the laws of physics through the fundamental themes of motion and forces, energy and momentum, heat and thermodynamics, waves, and electricity and magnetism. Through Project-Based Learning, students will apply their physics knowledge in concert with their “Principles of Engineering” class.

Biology (STEM) & Technology of Biology  Grade 10
Enrollment in STEM Program required
Year-long Course - UC/CSU approved (d-biology)
Description: This is a combined two-period course. Students will learn and use basic laboratory skills and techniques used in the biotechnology field to study DNA and proteins, genetically engineer DNA and organisms to produce products useful to humans, and use design and engineering software to design and build working models of organelles and organs. Students will have work-based learning experiences (guest speakers, field trips, job shadowing) and learn about biotechnology lab techniques and practices, the biotech industry, biotech products and how biotechnology affects their lives every day. The Biology portion of this course is a lab oriented, concept building course that provides important basic information for students. Biology covers cells, all processes, body systems, anatomy and physiology, genetics, evolution and ecology. This course can be the first of an optional two-year Career Technology Education (CTE) program that would lead to a certification to work in the Biotechnology industry.

Chemistry (STEM)  Grade 11
Enrollment in STEM Program and successful completion of Biology and Algebra 1 with a grade of “C” or higher
Year-long Course - UC/CSU approved (d-chemistry)
Description: Chemistry is the study of the properties and structure of matter. Topics include atomic theory, atomic structure, organization of the periodic table, writing chemical formulas and naming compounds, chemical reactions, states of matter, thermodynamics, kinetics, electrochemistry, acid/base chemistry, and nuclear and organic chemistry. Course includes lecture and lab components.

Principles of Engineering STEM  Grade 9
Requires approved application for STEM Program
Year-long Course - UC/CSU approved (g)
Description: This course is offered as part of the STEM program at San Marin High School. In this course, students will apply scientific knowledge in the creation of a variety of products using the engineering design cycle. This will involve conceptualization, design, building, and debugging a product in collaboration with other students. This course is centered on problem-solving, critical, and creative thinking.

Senior Engineering STEM Marin  Grade 12
Enrollment in STEM Program required
Year-long Course - UC/CSU approved (g)
Description: This senior level course offered to students in the STEM Marin program, is comprised of two components. The first component is the Senior Engineering Project. This project will require students to formalize their understanding of the engineering design process, including learning project management strategies such as the use of Gantt charts for time and resource management, and the creating of business plans. This project is driven by student interest and students will be required to acquire a non-school site mentor, an expert in their field of inquiry. The second component of the class involves in-depth investigation of mechanical and electrical engineering with a hands-on laboratory approach.
SMHS welcomes all students to Career Technical Education (CTE) Pathways who have the drive to achieve at high levels. CTE Pathways are a series of rigorous courses that prepare students for both college and career in a specific area of industry, often with the option to receive college credit and/or earn an industry certification. The course of study forms a powerful and positive integrated link with all other disciplines. Knowledge and skills across disciplines are enhanced and reinforced through the practical application of technology. A strong understanding of the benefits of technology helps students realize how the world of work is rapidly changing with the increased use of computers and related technology. Some classes offer credit with the College of Marin. The option to earn an industry specific certification is available after the final course in most CTE Pathways. CTE courses must be taken in sequence for certification eligibility.

**BIOTECH CTE PATHWAY**

**Principles of Biotechnology 1**
Grade 11
*Successful completion of Biology/Technology of Biology with a grade of “C” or higher*
*Year-long Course - UC/CSU approved (d)*
**Description:** This one-year biotechnology course will cover relevant topics in the field of biotechnology. Students will learn laboratory skills and techniques used in the field and study topics such as bioethics, careers in Biotechnology, uses of databases and other resources, scientific record keeping, communication of data and the process of product research and development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course can be the first of an optional two-year Career Technical Education (CTE) program that leads to a certification to work in the Biotechnology industry.

**Principles of Biotechnology 2**
Grade 12
*Successful completion of Principles of Biotechnology 1 with a grade of “C” or higher*
*Year-long Course - UC/CSU approved (d)*
**Description:** This one-year Biotechnology course is the second of a two-year Career Technical Education (CTE) program that would lead to a certification to work in the Biotechnology industry. Students will learn advanced laboratory skills and techniques used in the field and study topics such as plant reproduction, manipulating and studying plants and discovering new medicines, genomics, DNA studies, proteomics and protein studies, careers in Biotechnology, uses of databases and research development. The course will prepare students to work in the Biotechnology environment and pursue the study of Biotechnology at the college level. The course will include four components, lecture, lab, current research article discussion groups and a work-site based research project.

**CISCO CTE PATHWAY**

**CISCO IT Essentials** (CTE Pathway)
*Grades 9-11*
*No course prerequisite*
*Year-long Course - UC/CSU pending (g)*
**Description:** This is the first of four courses in the CISCO Pathway. The IT Essentials course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. Other topics include mobile devices such as tablets and smartphones and client-side virtualization. Students will learn about internet include security, networking, and troubleshooting. Hands-on lab activities are essential elements that are integrated into the curriculum. Students will have the opportunity to use virtual software to disassemble and reassemble desktop and laptop computers. It is designed for students who want to pursue careers in ICT and students who want to gain practical knowledge of how a computer works. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a networked environment.

**CISCO Networks** (CTE Pathway)
*Grades 10-12*
*Successful completion of CISCO IT Essentials with a “C” or higher or AP Computer Science with a “B” or higher required*
*Year-long Course - UC/CSU approved (g)*
**Description:** This is the second of four courses in the CISCO Pathway. The Cisco CCNA Discovery curriculum helps students prepare for entry-
level career opportunities, continuing education, and globally recognized Cisco certifications. CCNA Discovery teaches networking concepts within the context of environments ranging from small office and home office (SOHO) networks to more complex enterprise and theoretical networking models. Critical thinking, problem solving, collaboration, and the practical application of skills are emphasized. Rich multimedia content includes Flash-based interactive activities, videos, games, and quizzes to address a variety of learning styles, help stimulate learning, and increase knowledge retention. This is a hands-on course.

**CISCO Cyber Security Essentials**  
(CTE Pathway)  
Grades 11-12  
Successful completion of CISCO IT Essentials and Networks with a “C” or higher or CISCO Networks + AP Computer Science with a “B” or higher required  
Year-long Course - UC/CSU approval pending (g)  

**Description:** This is the third of four courses in the CISCO Pathway. Students will gain an understanding of security controls for networks, servers and applications; learn valuable security principles and how to develop compliant policies; implement proper procedures for data confidentiality and availability. Students will learn the core concepts of securing information and networked systems; respond to security events; plus, protect systems from cybersecurity risks, threats and vulnerabilities. As part of the course, students prepare for the Cisco CCNA® certification exams, networking related degree programs, and entry-level networking careers.

**MULTIMEDIA DESIGN**  
**CTE PATHWAY**

**Multimedia Design**  
(CTE Pathway)  
Grades 9-12  
No course prerequisite  
Year-long Course - UC/CSU approved (f)  

**Description:** This is the first of three courses in the CTE Pathway. This is an introductory course to multimedia design and production. The course provides fundamental knowledge of visual design as it applies to multimedia and graphic design. Students will be introduced to graphic design and basic animation using industry standard software. Students will analyze, evaluate, and identify practical and creative strategies for creating each of the course projects. Design skills are developed through projects, research, and critiques. The research components are part of the objectives so that students learn the most effective means to visually communicate their idea as individuals and as a group. General topics include illustration, logo design, packaging, photo processing, photo correction, and visual design for websites. Assignments involve the creation of original work using current digital software tools. Subsequent courses in this CTE pathway will be offered in 2019-20 and 2020-21 school years.

**Multimedia Design & Production**  
(CTE Pathway)  
Grades 10-12  
Successful completion of Multimedia Design with a minimum grade of “B”  
Year-long Course - UC/CSU approved (f)  

**Description:** This is the second of three courses in the CTE Pathway. Students will work on projects using relevant skills such as new design techniques and be exposed to visual composition strategies for print, web and dynamic media (animation, motion graphics and video, and sound production). Students will be able to use a wide range of technical skills, equipment and software to create original graphic compositions using industry standard digital tools necessary to communicate their ideas. Emphasis is on industry practices for career possibilities as they learn about current media design and production trends; the various styles that impact the design industry. Projects aim to demonstrate competence and understanding of design principles through aesthetics, creative possibilities, and artistic choices using clear and effective communication in critiques, writings, image choices and original well-formed, compositionally diverse work.

**Multimedia Portfolio Development**  
(CTE Pathway)  
Grades 10-12  
Successful completion of Multimedia Production & Design with a grade of “B” or higher (“C” with teacher recommendation) required  
Year-long Course - UC/CSU pending (f)  

**Description:** This course is the culmination of the three course Multimedia Design Studies CTE Pathway certificate program and will focus on the development of student portfolios for the purpose of presentation for the web. A web portfolio will showcase a repository of creative media works, graphic design and layout, animation, embedded videos, and résumé. Students will be able to demonstrate technical skills in encoding and rendering media for digital presentation and learn about the “cultures” of the multimedia industry. Topics covered include creating a digital portfolio for the Web, evaluation of student work, resources in multimedia, preparing a résumé, designing and producing business cards, exploring the job market, and preparing for a job interview.
**ALTERNATE CREDIT OPTIONS**

**College Courses**
Students in the district with highly specialized needs and interests may avail themselves of the opportunity to earn credit toward graduation for successful completion of courses taken in a community college, state university, state college, or accredited private college. Any interested student must make a written application to his/her counselor. Such credit may be granted only under the following conditions.

1. The student must make written application and receive approval for credit from the current high school and community college prior to beginning the course.


3. Student may not enroll in a college course for high school credit if a similar course is offered during the current year at the student’s high school, except under unusual circumstances as determined by the Director of Secondary Programs.

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

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

Credits taken in college during concurrent enrollment in high school shall not exceed nine units (transferable as 15 high school credits) during a student’s high school career.

BYU Online courses and courses taken online through APEX may not be used for NCAA eligibility purposes. (Please check with your counselor for exceptions to this policy).

**School to Career**
Schools to Career (STC) activities prepare students for entry into college and careers by making classroom learning more relevant and meaningful. It provides structured opportunities for students to learn in professional and business environments and connect that experience to learning in the classroom. School to Career opens up the world of career choices by introducing students to the world of work through career speakers, job shadows, internships, workplace tours, and career-mentoring opportunities.

For more information, please contact the STC liaison at San Marin High School.

**Internship/Workplace Learning**
The Internship/Workplace Learning course is intended to give students the opportunity to link academic work, career interests, and real-world workplace experience by:

- Integrating work-based and school-based learning
- Providing students with broad instruction in all aspects of the industries they are preparing to enter
- Integrating occupation and academic learning
- Linking secondary and post-secondary educational opportunities

The course may be repeated for up to a total of 20 elective credits. Students repeating the course will be expected to meet increasingly higher evaluation standards on the learning outcomes and may not repeat identical projects although they may continue in the same work placement.
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