

Redwood Coast Montessori High School

A Project Based Learning Program

Handbook & Course Catalog For Students and Parents

2025-2026



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INTRODUCTION

Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of students (TK-12) in the Humboldt County area by providing a high quality educational option based on the Montessori and Project Based Learning approach to teaching and learning.

Vision Statement

Redwood Coast Montessori is committed to providing a Montessori and Project Based Learning environment where students are guided to become intrinsically motivated learners who understand and value their work and their role in the community.

Redwood Coast Montessori will achieve this vision through authentic, rigorous, and individualized instruction that supports students to pursue their passions, address real-world problems, and engage in work that matters.

Redwood Coast Montessori students build their own educational path by developing a growth mindset and engaging in meaningful work that demonstrates persistence, creativity, and critical thought.

Schoolwide Learner Outcomes

Peaceful

- Cultivate peaceful interactions, empathy and compassion
- Advocate for peaceful resolution, understanding our connection to each other
- Build a cohesive school community

Engaged

- Explore what kind of learner am I
- Evaluate how I see myself in the larger world
- Honor our environment and our place in the global community

Active

- Demonstrate a desire to learn, to be helpful, and to contribute
- Encourage habits of curiosity, initiative and persistence
- Operate with a growth mindset

Communicative

- Develop ability to communicate with self and others
- Reach out to the community outside the school to provide opportunities for connection
- Build academic, discipline specific vocabulary

Educated

- Build habits of concentration and organization for lifelong study skills
- Plan for how I will succeed in diverse disciplines
- Create and pursue original thought across academic disciplines

ATTENDANCE

Attendance Hours

Students are welcome to arrive at school each day beginning at 7:45 a.m. and may stay as late as 5:30 p.m. every day. The regular school hours begin at 9 a.m. each day, with an optional advisory period from 8:30 – 9 a.m. for students wanting the opportunity to check in with teachers or the administrator. Dismissal on Tuesday through Friday is at 3:30 p.m. with an early dismissal at 2:30 each Monday.

Absences

Every student is expected to attend school for a full day on a daily basis unless there is valid justification for their absence. Moreover, student attendance is vital for student achievement. The project-based nature of the RCM program makes daily attendance extremely important. Significant absences, repeated absences or tardiness may lead to academic and disciplinary consequences. In the event of a necessary absence, please email or leave a voicemail with RCM's school office (707-630-5018).

Class absences/tardies

Every student is expected to arrive to class on time, be prepared for class, remain on-task, and stay in class unless permission for breaks is given or until dismissal. Teachers will track daily attendance that will be included as a portion of the student's final grade (typically 10% of the final grade)

Independent Study

Although, RCM does not offer a "full time" or regular independent study as part of its curriculum, we do expect families to notify the school office if you plan to be absent from school. Please provide this information to the office at least one week in advance so that we can develop and independent study contract and gather the needed assignments and materials for your student.

Off Campus Policy

High school student may leave campus during the lunch period if a signed Off Campus Contract has been submitted. In part, the contract outlines the following guidelines:

- Return on time from lunch
- Behave in an appropriate manner off campus
- Grades, in any class, must be passing
- Satisfactory school/class attendance

Work Study

RCM supports students who work or volunteer off campus during school hours. A signed work-study contract must be submitted that outlines the times of work and the purpose for being off campus.

Grading

Beginning in high school, RCM uses letter grades to track student progress and to communicate student accomplishments as part of the college application process. Students and parent/guardians can set up their own RCM portal through Schoolwise – the program used for tracking class grades and assignments. If you have questions about setting up an account, contact the school office.

SCHOOL FUNCTIONS

Exhibitions

Each year, Redwood Coast Montessori hosts three major exhibitions to allow students the opportunity to curate some of their work. Exhibitions are mandatory events for all students. Exhibitions are the “final exam” for authentic project based learning.

Fall Open House: The fall open house typically takes place in October and is designed to provide a glimpse into the PBL process. You may see work in progress and you may see work designed to highlight specific elements of project-based learning.

Winter and Spring Exhibitions: The winter and spring exhibitions take place towards the end of the first and second semesters. These exhibitions typically entail long term project work.

How to make the most of Exhibitions:

- Talk with students.
- Ask students about their learning targets connected with each project.
- Ask students to explain their challenges so far and goals for completion or future work.

How to help your student:

Discuss with your student Exhibition Grace & Courtesy expectations:

- 1) Serve as an ambassador for your work and your school
 - Welcome all visitors to the exhibition
 - All food, drinks, and cell phones are put away until after the exhibition
- 2) Present yourself as a professional
 - Make eye contact
 - Stand unless your exhibit requires you to sit
 - Answer questions to the best of your ability (it is o.k. to say “I don’t know”)
- 3) Thank all visitors for coming to the exhibition

Student Led Conferences

Student led conferences (SLC) are a shift on the more traditional parent/teacher conference. With SLCs *students* are put at the center of reflecting on their work and the discussion of their successes and challenges. SLCs foster a growth mindset and provide an ideal way for students to help bridge gaps between school and home by allowing them to explain their learning process.

Prior to the SLC each student will be reviewing their progress with academic concepts and learning targets for each class and their progress with RCM's character learning targets. This process of review and reflection will allow for a deeper conversation between student and guardian beyond the mere showing of assignments.

Presentations of Learning

Presentations of Learning (POLs) are designed to teach important critical thinking skills. POLs are an opportunity for students to present a collection of their work from within and outside of school. During the POL, students present evidence of what they know, what they have done, how they learn best, and their goals for the future. Audience members for the POLs should include parents/guardians, at least one teacher, school administration, and anyone else students want to invite. The POL is more than a presentation, a good POL includes involvement from the panel of attendees and includes Socratic questioning, open discussion, and a debrief. In the ideal presentation of learning, discussion is a central element of the process, which promotes critical thinking.

GRADUATION REQUIREMENTS

Course Sequence & Graduation Requirements

Redwood Coast Montessori High School Graduation Requirements & Possible Sequence									
Grade	Connections	ELA	Social Studies	Science	Math	Health/ Fitness	World Languages	Fine Art	Graduation Requirements (includes UC/CSU a-g requirements)
9	Connections (College & Career Prep.)	English 1	U.S. History	Scientific Practices	Integrated Math I (Fulfills Algebra I)	PE	Spanish 1	Beginning Art - or - Wood Design I	A minimum of 220 credits in grades nine through twelve including UC/CSU a-g requirements. 40 credits – Language Arts 30 credits – Social Studies 30 credits – Math 20 credits – Lab Science 5 credits – Health 15 credits – PE 20 credits – Fine Arts/Lang. 10 credits - Connections 35 credits – Electives 5 credits - On Course
10*		English 2	World History	Chemistry of the Earth	Integrated Math II (Fulfills Geometry)	PE/Health	Spanish 2	Intermediate Art - or - Wood Design II	
11*		English 3	Diplomacy & Debate - or - Ethnic Studies	Biology and the Living Earth	Integrated Math III (Fulfills Algebra II)	Optional PE	Spanish 3	Advanced Art or Ceramics	
12*		English 4	U. S. Government / Economics	Engineering - or - Anatomy/ Physiology	Statistics / Precalculus	Optional PE	Spanish 4	Senior Art or Ceramics - or - Senior Shop Project	
*Honors Classes: All Core 10th - 12th grade classes may be taken as an honors class.									

4-Year Planning Document

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
History/Social Science (a)					
English (b)					
Mathematics (c)					
Lab Science (d)					
LOTE (e) Language other than English					
VPA (f) Visual & Performing Arts					
Electives (g)					
Physical Education					
PCS Electives					
TOTAL CREDITS (220 required)					

4 Year UC/CSU College Entrance Course Requirements				RCM Graduation Requirements		
Subject	Required	Recommended		Subject	Required	Credits
History/Social Science (a)	2 years	2 years		History/Social Science	3 years	30
English (b)	4 years	4 years		English	4 years	40
Mathematics (c)	3 years	4 years		Mathematics	3 years	30
Lab Science (d)	2 years	3 years		Lab Science	3 years	30
LOTE (e) Language other than English	2 years	3 years		World Languages	1 year	20
VPA (f) Visual & Performing Arts	1 year	1 year		Visual & Performing Arts	1 year	10
College Prep Elective (g)	1 year	1 year		Physical Education	2 years	20
TOTAL	15	18 UC (15 CSU)		Electives		40
				TOTAL		220

CURRICULUM

Redwood Coast Montessori is committed to providing an equitable learning environment in which all students have the option of pursuing their passions and talents and to demonstrate their learning in intrinsically significant ways. By adopting the approach, RCM has included an **Honors option** in all core classes beginning during the sophomore year. Students that choose the honors option promote greater learning among all students and create an opportunity for increased depth and breadth of their own learning in specific areas of study.

English

English 1

1 year, 10 credits

English 1 designed with 3 guiding premises: the common core standards, college preparedness, and questions at issue. Each part of the course helps the students create connection between what they are reading, their conceptions of themselves as individuals, the world within in the text, and the world outside of the text. The course has 2 overarching questions: 1) To what extent does the environment shape who we are and how we think of ourselves? 2) To what extent does binary thinking limit and enable our ability to address issues in our environment?

English 2

1 year, 10 credits

English 10 Honors is year long course designed with 3 guiding premises: the common core standards, college preparedness, and questions at issue. The questions at issue serve to help the students engage and synthesize different types of text as they develop their ability to think, read, and write critically. The Common Core State Standards provide another level of questions that guide lesson planning and assessment in order that students can develop as thinkers, readers and writers. Backwards design is another principle used to create course content with the end product serving as a starting point to help dictate what steps need to be implemented in order to reach that goal. Each part of the course helps the students create connection between what they are reading, their conceptions of themselves as individuals, the world within in the text, and the world outside of the text. Teaching reading and writing as an integrated process allows students to become more self-critical and self-directed in their development. Because college and career readiness in the core standards depends on key ideas and details, craft and structure, integration of knowledge and ideas, and a range of reading, the course has a world literature focus as well as a strong non-fiction element.

English 3

1 year, 10 credits

The Self and Society -- In this class students read and respond to a variety of works in different genres. The broadest questions at issue involve fundamental pressures. How does an individual respond to forces in society? What do those forces demand of the individual? What does society teach us and how do we learn what it teaches? Fate, Technology, Love, and Complementary Opposition are the main forces or themes that students engage in the literature. Having a focus in each part of the course helps the students create connections between the parts so that they can become better critical readers and writers. Common Core Standards provide another level of questions that guide lesson planning and assessment.

English 4

1 year, 10 credits

Times of social and cultural upheaval destabilize cultural norms. The upheaval also upsets boundaries people establish in order to create stability. Reading and analyzing literature is one way to examine how individuals relate to the myriad of forces making up life. The Canon itself contains an inherent paradox -- the stabilizing force can be and often is oppressive. However, the opposite also has merit -- the Canon can and should be read in terms of innovation and freedom.

In the course, students respond to a wide range of fiction, drama, poetry, and non-fiction. They discover and create questions at issue in the work under consideration, creating personal connections (reader response) as well as developing critical abilities to connect the work to broader issues specific to the genre and to other disciplines such as history and psychology. Students engage in rich class discussions, write several papers, and emulate the writers styles of the author's to which they have read. They identify patterns of writing and manipulate those patterns effectively for specific purposes. They also write for a variety of purposes in this class. Writing will range in categories of expository, persuasive, narrative, analytical and reflective in nature.

Journalism (elective)

1 year, 10 credits

This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook, literary magazine or school newspaper. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process.

Mathematics

Algebra 1 (a & b)

1 year, 10 credits

This is a two-year algebra course designed to meet high school graduation requirements. The main purpose of Algebra 1 is to develop students' fluency with linear, quadratic, and exponential functions. The critical areas of instruction involve deepening and extending students' understanding of linear and exponential relationships by comparing and contrasting those relationships and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using exponential and quadratic functions. Some of the overarching elements of the Algebra 1 course include the notion of function, solving equations, rates of change and growth patterns, graphs as representations of functions, and modeling.

Integrated Math 1

1 year, 10 credits

This course emphasizes formal development of the skills and concepts from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry and Statistics and Probability. Some of the standards in this course are repeated in higher mathematics courses, but are learned in greater depth.

Integrated Math II

1 year, 10 credits

Integrated Math II is the second of a three-year sequence of courses designed to prepare students for a rigorous math program. It is a problem-based program with concrete models. The course is aligned to the Common Core State Standards for high school mathematics and supports Common Core Standards for "Mathematical Practices." Students will develop multiple problem solving strategies and recognize connections between concepts; all of these are skills they will need to succeed in both school and in life.

Integrated Math III

1 year, 10 credits

Students will integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time in class will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

Statistics**1 year, 10 credits**

This course is an introduction to the study of statistics and probability. Students will learn how to collect, analyze, and draw conclusions from data. Specific topics in statistics will include tables and graphs (frequency tables, histograms, line and bar graphs, stem and leaf displays, and box and whisker plots), univariate statistics (mean, median, mode, variance, standard deviation, and skewness), and bivariate statistics (correlation, line fitting and least squares). Topics in probability will include independence, random variables, probability functions, standard distributions (normal, binomial, and exponential), and the Central Limit Theorem. The ultimate focus of the course will be statistical inference, covering the links between statistics, probability, sampling, tests of significance, hypothesis testing, type I and type II errors, and experimental design. Data sets from games of chance, business, medicine, policy making, and the natural and social sciences will be explored. Use of the graphing calculator will expose students to the power and simplicity of statistical software for data analysis. The primary emphases of this course are critical thinking and educated interpretation of results.

Precalculus**1 year, 10 credits**

By the completion of this course, students will have developed a comprehensive understanding of trigonometry, analytic geometry, automaticity in algebraic skills and the conceptual foundations for differential and integral calculus. The topics covered in Precalculus include functions and their inverses, composite functions, transformation of functions, continuity, exponents and logarithms, area under a curve, trigonometry, vectors, binomial expansion, average and instantaneous rates of change, finite and infinite sequences and series, limits and conic sections. Through inquiry-based activities, students further develop the Eight Common Core Mathematics Practices.

Science**Scientific Practices****1 year, 10 credits**

This project based course will explore the scope and beauty of modern science including the history of science as it has evolved over the last ~2500 years across many different cultures. Students will develop an understanding of the principles behind the scientific method, scientific thinking and design, and how the modern, international system of science works (e.g. research standards, peer review, publishing and funding, ethics). Students will be able to determine whether a question can be answered scientifically and, if it can, be able to design a hypothetical experiment that could be performed to gather data on it. Students will also be able to critically investigate the future of science, technology, and humanity.

Biology**1 year, 10 credits**

Biology of the Living Earth will explore standard biological concepts from a phenomenon-based and project-based learning approach. Students will apply their knowledge of biology and earth science content to various real-world phenomena such as marine pollution, impact of climate change on redwood forests, invasive species, and patterns of fossil distribution. Students will view these phenomena through the lenses of the crosscutting concepts, such as energy and Matter (ecology, biochemistry) or structure and function (cells, mitosis, adaptations). Students will have opportunities to conduct authentic research that relates to their local ecosystem.

Chemistry**1 year, 10 credits**

Chemistry of the Earth gives students a foundation in chemistry with related earth science phenomena and engineering applications. Students will connect chemistry to earth system and ecological processes. For example, students will not only investigate the chemical reaction that

unfolds during combustion, but also relate combustion to the increasing forest fire danger and to how organisms metabolize. Thermal energy transfer will connect to climate change and the carbon cycle. Acid & base reactions will be applied to understanding the impact of ocean acidification. As a foundation, students will engage in a variety of hands-on, collaborative, literacy-rich activities to understand the basics of chemistry, including: atoms, elements, and molecules (scientific measurements, atomic structure and bonding, periodic table, stoichiometry, solutions), and chemical reactions.

Engineering

1 year, 10 credits

A creative engineering and media production course, with an emphasis on projects that contribute to society and/or the environment in a meaningful way. The program areas will include audio and video production, computer coding and electrical engineering, and computer assisted drafting and manufacturing. Projects can cover a large range of potential concepts, from documentary style filmmaking to the customized design and manufacturing of musical instruments, electronic devices, or countless other imaginative possibilities.

Anatomy & Physiology

1 year, 10 credits

Human Anatomy and Physiology focuses on a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in learning anatomy for an artist, holistic health and meditation, the medical field, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Students will learn through group work, projects, and labs. Laboratory activities will include dissections.

Social Studies

U.S. History

1 year, 10 credits

In this course students learn by exploring the ideas of justice, liberty and equality in the context of the Constitution and the conflicts, which form the history of the United States. They use issues from the present that radiate/connect to the past in order to expand their knowledge of history. They analyze how change happens at different rates and at different times. They evaluate major debates by analyzing sources, context, historical causation, and change vs. continuity. Students work with various premises to understand bias in historical interpretations, developing their critical thinking in essays, panel discussions, debates, and position papers/statements.

World History

1 year, 10 credits

In this course the study of World History occurs in a variety of scales, from broad, global changes to developments that occurred within regions, civilizations, or nations. In order to reveal the different scopes, driving or essential questions will serve to focus the students. How do people develop strategies to live in their environments? What disruptions to those strategies force change and what is that change?

Upon completing the course, students will have developed their critical reading and writing skills by doing assignments that focus on the following: Critical reading and annotating of primary and secondary resources, evaluating resources and improving research skills, constructing and evaluating historical interpretations/frameworks, essay writing, giving presentations, identifying cause and effect relationships, evaluating causes and effects, analyzing comparisons, making historical analogies, and improving time management, organization and study skills.

Diplomacy & Debate**1 year, 10 credits**

International Studies Diplomacy and Debate is designed to get students to build on and respond to their interests in conflicts that shape our world today. They learn about current foreign affairs by examining the social, political, economic and historical contexts of different policies and topics. Student learning is enhanced in a course structure that emphasizes real world applications in how they are assessed and self-direction in the choices they make to supplement class materials through more focused research. Debate, Public Policy Position Papers, and Panel discussions open to the public are assignments that serve as assessments and triggers for the students to imagine solutions that transition ideologies and norms from conflict to resolution. Ultimately, students will integrate local, regional, and global viewpoints to develop a more complex and engaged understanding of the forces at work in shaping history.

Ethnic Studies**1 semester, 5 credits**

Students in ethnic studies will study the foundational histories and cultures of ethnic minorities in the United States. The class will also focus on how people of color and immigrants have influenced and shaped what we recognize today as "American culture." Students will analyze pop culture, literature, and media representations of key cultures through various lenses including (but not limited to) African American, indigenous, Asian American, and Latin American cultures. By the end of the class, students should have a strong grasp of what constitutes a nuanced and respectful representation of various groups of people, as well as understanding how privilege and colonialism contribute to power imbalances within social, cultural, and economic spheres.

Civics**1 semester, 5 credits**

Course Overview: Students engage in research, discussion and debate about the creation, development and relations of the three branches of American government. By connecting the major historical developments in establishing constitutional democracy, students connect how issues in our society today were also contentious and partially resolved in the creation of the Constitution. The course is structured around a series of questions about the executive, legislative and judicial branches of government. Particular attention is paid to local government issues as they relate to state and federal government.

Economics**1 semester, 5 credits**

This course introduces students to fundamental economic concepts, institutions, and systems. Its purpose is to develop among students a way of thinking and problem solving that can be used in their lives as consumers, savers, members of the workforce, responsible citizens, and effective participants in the global economy. Students will practice applying economic concepts in real-world scenarios, as well as analyzing economic data in order to make decisions and draw conclusions. This course will emphasize current events, projects and debates in order to illustrate how economic principles are applied in the real world and used to inform public policy, political ideology and personal choices.

Visual and Performing Arts

Beginning Art**1 year, 10 credits**

This course is a project-based course allowing students to apply basic art concepts to the creation of art projects using a variety of materials and techniques including: paint, ceramics, metal, pencil, and design. This course will help develop the students' competencies and creative skills in observation, problem solving, communication and management of time and resources that contribute to life long learning and career skills.

Intermediate Art**1 year, 10 credits**

This course is designed for intermediate art students as a portfolio skill-building class. Students will further their course of study by participating and applying advanced concepts that build on what was learned in Beginning Art. They will design individual artworks based on responses to historical, philosophical and cultural prompts as well as elements and principles of design. This includes continuing their exploration of artistic perception, art production, and valuing art. Students will explore the concept of personal style through design choices. To help guide them in this discovery, students are presented with the concept of a project series in portraiture, landscape, figure, and still-life, etc. Direct observation studies indoors and outdoors (recorded in their sketch books) will be implemented throughout the course as opportunities for skill building. This course will allow students to gain a greater understanding of their strengths and weaknesses, while mastering major media and styles. Learning and improving on new art techniques will be a focus of this course, including further experimentation with graphite, charcoal, oil and chalk pastels, combination of ink and watercolor, color pencils, acrylic and oil paint.

Advanced Art**1 year, 10 credits**

Advanced Art students will follow the format of “breadth” and “concentration” that is based on the College Board AP studio courses. In this course students will complete twelve artworks that show mastery in a range of media, design principles and techniques. In the breadth section students will be expected to complete six artworks based on teacher assignments that cover a range of media, skill and concepts. In the concentration section students will explore ideas to promote their own personal expression in creating a series of six pieces showcasing a single theme of their choosing. Students will learn to recognize, analyze and create intentional compositions in art by studying art history and utilizing the design principles in their own compositions. The purpose of the class is to also develop a greater understanding of what it means to be an artist and to improve skills and techniques and to create a cohesive body of work.

Ceramics**1 year, 10 credits**

Advanced Ceramics is a year long course that is intended to build upon students prior knowledge of building techniques and procedures for working with clay. Students will work with a variety of ceramic techniques and will focus on a self-study of artistic development. Students participate in learning the history of art and how to critically evaluate art by aesthetic qualities and specific techniques.

Wood Design I & II**1 year, 10 credits**

This two-year pathway course offers students an opportunity to develop safe woodworking skills for students at all levels of experience. Students learn about the safety, use, and maintenance of basic wood shop tools including the CNC router and laser engraver. Students will research, identify, and use specific wood products in their project designs and will demonstrate competence in the construction process.

World Languages

Spanish 1**1 year, 10 credits**

Students will gain familiarity with the history, culture, and language of native speaking countries. Students will review the basic concepts of first-year language and then build on that foundation to develop increased skills and fluency in reading, writing, speaking, and listening. Students will develop their vocabulary and be able to talk about things that happened in the past, present, and future.

Spanish 2

1 year, 10 credits

This second-year Spanish course builds upon the content covered in Spanish 1. In this course students will gain increased familiarity with the history, culture, and language of Spanish speaking countries. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to this course. Students will review the basic concepts of first-year Spanish and then build on that foundation to develop increased skills and fluency in reading, writing, speaking, and listening. Students will develop a vocabulary of 750 words and be able to talk about things that happened in the past, present, and future. Students will be able to write paragraphs in all studied tenses, read simple stories and articles, and have conversations on known topics with familiar vocabulary. The goal of this course is to meet the World Language Content Standards for California Public Schools.

Spanish 3

1 year, 10 credits

This course is a continuation and expansion of skills students mastered in the second year, expanding on communicative functions in the three modes of communication and developing further writing and reading skills. The class is conducted in Spanish, and students will have opportunities to exchange information, engage in conversations, express feelings and emotions, and persuading, expanding from the familiar situations of second year to more global topics such as environment, volunteer and job opportunities, or travelling. Topics are connect to the Advanced Placement themes to prepare students for some of the content of the AP course and Exam. Learners are provided language-use activities that enable them to: function in most informal and some formal settings, understand the main ideas and most supporting details in uncomplicated concrete and factual texts; produce simple narration, description and explanation; deal with uncomplicated concrete and factual topics related to the external environment; comprehend and oral and written paragraphs and produce strings of sentences; comprehend and be understood by non-sympathetic natives.

Spanish 4

1 year, 10 credits

The curriculum of this course is designed to meet the needs of students who are interested in learning to communicate in a world language at an advanced level. Additionally, students will be exposed to the cultural similarities and differences as they relate to Spanish-speaking countries. The class focuses on four content areas: speaking, listening, reading, and writing. Students will acquire a working knowledge of thematic vocabulary and advanced grammatical structures to enhance their ability to communicate in all four content areas of a second language. Students taking Spanish at this level are encouraged to pursue the Seal of Biliteracy.

On Course

Questions at Issue: What can I change and how I can change in order to better face challenges that arise from learning? What are my habits of mind? On Course is a one-semester course taken during the junior year. **(1 semester, 5 credits)**

Physical Education

This is the first year of a two-year graduation requirement. Each semester equals 5 credits for a total of 20 credits of PE typically taken during the 9th and 10th grade years. The spring semester of either the 1st or 2nd year of PE includes health class based on CA standards. **(1 year, 10 credits)**

Connections

Connections is a four year class designed to connect students with the right opportunities.

Each year the student takes part in curriculum and projects in which they gain more self-awareness and self-empowerment. Whether their intentions are to go to college or enter the workforce after graduating, the goal is to help them discover who they are and how they can succeed.

(1 year, 5 credits)

Connections 1 – 9th Grade-- Growth Mindset, What kind of learner am I? Students start to develop the learning habits (e.g. growth mindset) that will carry them through high school and beyond.

Connections 2 – Begin to develop your goals for after high school. Explore options including college and career.

Connections 3 - Refine your goals. Develop your plan towards college and career. Take a trip to San Francisco to visit colleges.

Connections 4 – Your final preparation for life after high school. Apply for college, learn about financial aid, polish your resume and set yourself up for employment.

Student Leadership Council

Student Leadership Council is a class designed to bring students together and a staff advisor with the intended purpose of enhancing the RCM community. Student members work together to promote student voice and school unity and to provide opportunities for leadership and service to our community. **(1 year, 5 credits)**

Clubs and Enrichment Activities

Cooking Club

Love to cook? Cooking club is a time to share your enjoyment of baking and cooking with other students. This student inspired club develops recipes, shops for ingredients, and bonds over the creation of yummy treats. Baked goods are typically sold on Friday afternoons and at school-wide events.

Open Mic Night

Open Mic Night is held the last Friday of the month throughout the school year. During these events there is music, karaoke, stand up comedy, and games. The cooking club provides home cooked snacks at each event. Open Mic Night is a safe and welcoming environment for high school students.

Aesthetic Adventures Club

Aesthetic: “Having a sense of the beautiful”

The Aesthetic Adventures club is a place for students to explore their creativity through making and selling their own hand-made products, appreciating and giving back to our community and the world by facilitating aesthetic experiences for others, and engaging in aesthetic experiences through local and world travel. Meetings will involve brainstorming and creating hand-made products for sale, planning and facilitating creativity-based fundraising activities and events, and ultimately working towards aesthetic-based trips. Travel possibilities might include opportunities for art-based backpacking trips, museum and gallery visits in San Francisco, and international trips. The focus of the 2023-2024 Aesthetic Adventures Club will be to plan and fundraise for an art, culture, and service-learning trip to Greece in spring of 2025.

Game (D&D) Club

If sitting down to a game with a group of friends seems like a fun and relaxing way to spend an afternoon, Game Club is a great option for an alternative high school class. Share your love of games and comradely with other gamers. Learn strategy and the joy of completing a game with friends.

Aviation Club

Aviation club focuses on the many aspects of aviation and serves to inspire students to pursue post-secondary education and careers in the field of aviation. Students will learn about the principles of flight and aviation knowledge related to piloting, use a professional level flight simulators to fly airplanes, practice flying RC airplanes on a flight simulator, build model aircraft, and fly and maintain remote control airplanes and drones. The club serves to expose students to the many aspects of aviation.

Other Clubs

Students are encouraged to work together and with staff to develop new clubs based on their interests.

Sports

Redwood Coast Montessori participates in the Coast League, which is a co-ed league for smaller high schools and charter high school. Typical sport seasons that take place each year include:

Volleyball (Fall)

Cross Country (Fall)

Futsal (Winter)

Basketball (Winter/Spring)

Track and Field (Spring)