

Understanding the A-G Requirements

PREPARING FOR COLLEGE AND CAREER

WHAT IS A-G?

A series of 15 high school classes that are designed to help prepare students for college. Classes are in six subject areas, each represented by a letter from A to G.

WHO SHOULD COMPLETE A-G?

- Students wishing to attend a University of California or California State University must complete these 15 courses with a grade of C or better in order to be eligible to apply as a freshman.
- Students who aren't sure about their college plans are encouraged to pursue these requirements in order to keep their options open.
- Students pursuing a career pathway or career technical education (CTE) can benefit from taking these classes, which provide a strong base of general knowledge beneficial to any career. Many CTE classes count toward A-G requirements.
- Many school districts require that students complete these courses in order to graduate. Families should check with their high school to learn about the graduation requirements.
- Students learning English (English learners) may take sheltered or Specially Designed Academic Instruction in English (SDAIE) classes that satisfy A-G requirements.

"The intent of the 'A-G' subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study."
–University of California

*Students with special needs: Students with IEPs and their families are encouraged to talk with their counselor to learn what accommodations are available to help meet A-G requirements—as well as what alternatives to A-G might be available.

*Students wishing to attend Santa Rosa Junior College are encouraged to take A-G classes. These are not required for entry but can help prepare the student to take college-level classes.

STEPS FOR SUCCESS

- **Start early and create a four-year plan:** Talk to an advisor or counselor in middle school or the start of high school to create a plan to meet the A-G requirements.
- **Seek out challenging classes:** A-G classes are the minimum requirement to be eligible for a UC or CSU. Passing these classes does not guarantee admission to a state university. To really be prepared and competitive, talk to your counselor about other college preparatory classes you can take to strengthen college readiness. Try to strengthen the following 21st century skills for success in college and the modern workplace: Communication, collaboration, critical thinking, and creativity.
- **Consider a career pathway:** Ask a counselor about career pathway options. These integrated programs of core academic courses and services are centered around a career of interest to the student. They have proven success in helping students complete A-G requirements and be competitive for college.
- **Rebound from setbacks:** Students who fall behind should not be discouraged! An advisor or counselor can help develop a plan to catch up.



Helping Your Child Recover From Trauma

Emotional scars from the fires can take years to heal. That's why it's important to address the ongoing mental health of those who are most vulnerable: our children. Thankfully, any parent, teacher, or adult who works with children can be a possible source of healing when armed with the right tools.

Signs of Distress

All children grieve differently. Here are some common signs that a child could be struggling to adjust.

- Trouble sleeping
- Separation anxiety
- Fear of going to school
- Trouble concentrating
- Withdrawal
- Increased irritability or anxiety
- Loss of academic performance
- Regressive behaviors in young children (bedwetting, tantrums)
- Depression, lack of interest in activities they usually enjoy
- Substance abuse
- Physical symptoms such as headaches or fatigue
- No symptoms after experiencing a significant trauma



Learn more at
scoe.org/traumahelp



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What You Can Do

A supportive response can help a child heal and even grow after a traumatic experience. Here are a few tips:

- **Be there:** Perhaps the most important thing you can do is talk with—and listen to—your children. Be sure to let them know it is OK to ask questions and share their feelings.
- **Be flexible with expectations:** Patience, flexibility, and extra attention can all give children the room they need to heal. This can include gentle reminders or added help with chores or homework.
- **Be a role model:** Children take cues for how to handle stressful situations from their parents, according to the National Child Traumatic Stress Network. Do your best to model calm behaviors and healthy self-care.
- **Take care of yourself:** You may be familiar with the advice “put your own air mask on first.” You can’t be a good role model if you are struggling yourself. Take time to make sure you are eating and sleeping well, getting exercise, and receiving proper medical care.
- **Seek professional help:** If a child you care for has shown signs of distress after the fires, consider consulting with a mental health professional for an evaluation.



Trauma-Informed Arts Residencies Teaching Artist Roster 2018

**Using the Arts to Alleviate Trauma Impacts in
Students**

Funded in part by:

**Blatt Family Foundation
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And Individual Donors to the Creative Sonoma Recovery Fund

New artists may become available over the course of this project

5/23/2018



Brian Glenn Bryson

Theatre

Bio

Brian Glenn Bryson is the Founder and Artistic Director of the award winning Walking Elephant Theatre Company.

For the past ten years, Walking Elephant has been working with Sonoma County youth to create original documentary theatre pieces for social and ecological healing. Brian also developed and teaches Awakened Acting workshops for folks of all ages. He is the former Director of Education at Cinnabar Theater in Petaluma, Drama Teacher at Marin School of the Arts, and Resident Playwright and acting coach at 6th Street Playhouse in Santa Rosa. He received his BFA in Theatre from the University of Southern California.

Brian was Story Editor on the reality TV show "Beauty and the Geek" (WB) and "Biggest Loser" (NBC). He also worked on several others including "For Love or Money", "My Life is a Sitcom" and "Endurance." He was a stuntman at Old Tucson Studios, was Benicio Del Toro's Stand-In in the Academy Award winning film "Traffic" directed by Steven Soderbergh, and acted in commercials for Maxwell House coffee, Sega Saturn, Jack-in-the-Box, and Toyota.

Residency Description

Awakened Acting: How do you show up in the world?

Whether onstage, in your living room, or in the checkout line at the grocery store, every moment is an opportunity to either ease suffering or cause it. This acting class helps students develop a greater awareness of how they are affecting each other, and gives them the opportunity to practice affecting each other in a compassionate environment. Through exercises, improvisations, and scene work, students explore the power of intention, the importance of choosing an action, and the fundamentals of improvisation.

This workshop gives students an experiential understanding of mindfulness, nonviolent communication, and the nature & purpose of drama.

If desired, this workshop can culminate with a performance.



Christina Klauenburch

Visual Art

Bio

Christina Klauenburch has been sharing her love for art with children for the past fifteen years. Throughout the years, she has spent countless hours volunteering as an art teacher at Cali Calmecac Language Academy. Christina has also worked as an assistant art teacher at the Luther Burbank's Summer Visual Arts Camp for the past two years. In her free time, she enjoys photography, gardening, and spending time with her family.

Residency Descriptions

1. Students will explore Dia de Los Muertos and its history through visual arts. Students will learn about a colorful holiday celebrated by one ethnic culture while integrating math, language arts, and social studies, all while being creative and having fun.
2. Students will engage in mask making and/or create portraits. Mask casting materials are applied directly to students' faces. Students will consider "Who am I on the outside? Who am I on the inside?" This residency could be for smaller groups of 5-6 students unless parental help is available.



Bridget Palmer

Theater



Bio

Bridget Palmer has directed theater projects with youths ages 4 -14 for 19 years through her Santa Rosa Children's Theater and Show Biz Kidz programs and her role as Drama Specialist in Sonoma County schools. She enjoys "play"ing with hundreds of children each year and loves the excitement of leading performance projects which culminate within 6-10 sessions. Bridget has extensive training in the performing arts including graduate work at U.C. Berkeley in Theater Directing. She also completed the LBC's pilot Kennedy Center Teaching Artist professional training, and several other Arts Integration professional development trainings related to drama, movement, and storytelling. Bridget focuses on helping children develop into high performers through drama based activities that hone courage, creativity, collaboration, and concentration skills. Visit www.artoflivinginstitute.org for more information.

Residency Descriptions

1. Drama, Not Trauma: Empowering the Inner Superhero

Can be adapted for Grades 1 - 8

A powerful array of acting FUNdaMENTALS are integrated with Social Emotional Learning (SEL) pillars, to inspire students to be kind and to take action if they see someone suffering or overwhelmed. Bullying is specifically addressed, and students will also consider other challenges. Through embodied and imaginative strategies, like a Superhero role-playing game, students will practice transforming feelings of fear into courage. The residency concludes with students using imagination, gesture, and voice, to create and perform "Courageous Kindness" narratives, as well as a ritual when students create their own Justice League, pledging to act according to the heroic principles of a bully-free classroom.

2. Story Ninjas Improvised Tales: A Costumed Approach to Narrative Creation

Can be adapted for Grades K - 8

Ignite your students' imagination with evocative props and costumes that will have them jumping out of their seats and into the action, creating funny, fantastical, and poignant stories and adventures. In this exciting residency, students will collaborate, imagine, improvise, plan, revise, and perform their original narratives according to grade appropriate ELA standards. Every story has a conflict or challenge and students have the opportunity to weave themes of their choice, like the October wildfires or bullying, etc. into their creations. Younger students will present their stories in action and older students will write narratives or scripts.

3. Reflections on the Wildfires through Shadow Puppetry

Can be adapted for Grades 3 - 8

Help your students process emotions sparked by the October wildfires by putting them in control of the narrative! With its play of darkness, color, and light, shadow puppetry provides a stimulating container for the students' self-expression, imagination, empathy, and creativity. In this collaborative residency, students work in small groups to choose an aspect of the wildfires they want to explore. Then through improvisation and dialogue, they will invent puppet characters to play, create a script, and make the artistic decisions necessary to craft their puppets and scenery and choose elements like music, rap, or poetry to enhance their stories. This residency will undoubtedly leave a lasting visual and emotional impression, and hopefully help the students release some of the lingering anxiety and sadness still smoldering inside of them.

Chalkboard Players

Residency Descriptions

We design creative arts residencies to address the needs – especially those emerging from childhood or community trauma – of students and school or group environments. We build curricula around the goals of each site, with the flexibility to integrate specific topics, art forms, class subjects, and/or common core standards. Group sizes are flexible, as our teaching artists are available individually, or in teams of two to three.

Chalkboard Players artists residencies:

- help provide tools to address the impacts of trauma, fear, and stress on our minds and bodies
- help grow students' social and emotional skills, while boosting self-esteem and positive self-expression
- deepen students' understanding of themselves and each other
- demonstrate fun, simple activities that students and staff can adapt and integrate in the classroom or at home to continue connecting and relating in new and positive ways

Below is a list of potential art forms students explore. We're happy to help create a custom mix of these and/or other elements to center on a theme or topic. Unless otherwise noted, options may be adapted for all ages.

Improv for Life: Interactive theatre games and activities help students learn to deal with change, be present in the moment, and feel more comfortable when situations feel out of their control. Laughter heals!

Rhythm and Rhyme: Percussion meets creative writing as students collaborate to create, record, and share original songs centered on a theme that promotes resilience.

Visual Arts: From a focus on mindful creative practices to group murals, we offer an array of individual or collaborative visual arts projects, promoting the role of art in our personal lives and communities.

Storybook Theatre: Actors and puppets bring to life the stories *Once I Was Very, Very Scared* and/or *Trinka and Sam: The Big Fire*, and guide related creative activities to support students in sharing their own experiences and feelings. This option is best suited for grades K-6.



Teaching Artist Residencies for Schools Available No Cost to Schools Using the Arts to Address Trauma

Creative Sonoma is offering **free** teaching artist residencies to Sonoma County public schools who have students, teachers, or administrative staff affected by the fires – directly or indirectly. The arts have many benefits in a learning environment and ameliorating the effects of trauma is key among them. Creative Sonoma hosted an intensive training session for local teaching artists to help enhance their skills in providing arts residencies with students impacted by trauma. Residencies are tailored to the needs of the students.

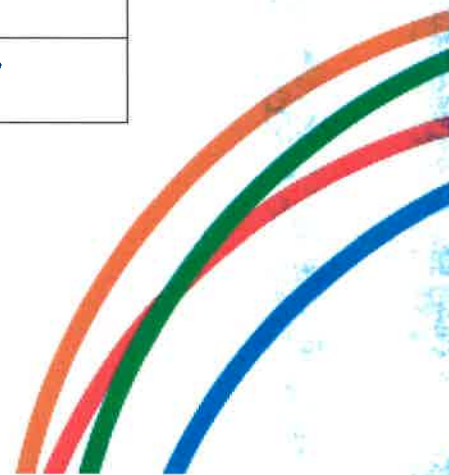
Residencies with these teaching artists are available through September 30, 2018. For the purpose of this program, residencies are defined as 8 hours: 6 hours of student contact time with the same group of students and 2 hours of prep for the teaching artist.

School Responsibilities include:

- Provide students for the residency – the same corps of students throughout each individual residency
- Work with the teaching artist to plan the residency content – including letting the teaching artist know any core skills to be addressed, if any
- Be flexible with the artist in planning the residency to achieve the best possible result for the students
- Provide all agreed upon venue related gear, i.e., classroom, a/v, tables, etc.
- Be present on-site through the duration of the residency
- Complete a post-event evaluation

Arts and Trauma Residency Menu			
Residency = 6 hours of student contact time plus 2 hours of prep			
	Length	Frequency	Duration
Option 1 – Intensive	70 mins/day	5 days/week	1 week
Option 2 – Immersion	1 hour/day	2 days/week	3 weeks
Option 3 – Enrichment	1 hour/day	3 days/week	2 weeks
Option 4 – Recurrent	1 hour/day	1 day/week	6 weeks
Option 5 – FLEX	Pick the length, frequency and term of the residency ensuring 6 hours of student contact time.		
Participating schools may request no more than 4 residencies during the period, while funds last.			
Teaching artists genres include: dance, music, theater, visual, literary arts, and storytelling.			

If you are interested, please visit-
<https://www.creativesonoma.org/arts-education/atr/>
 OR contact Debbie@Yarrow@sonoma-county.org.
Deadline to apply is Friday, August 17, 2018.





Creative Sonoma is offering free teaching artist residencies to Sonoma County K-12 schools who have students, teachers, or administrative staff affected by the fires, either directly or indirectly. Available now through September 30, 2018. Apply at creativesonoma.org/arts-education/atr