

CARMEL HIGH SCHOOL  
2018 - 2019  
ACADEMIC INFORMATION  
AND  
COURSE DESCRIPTIONS

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[www.carmelunified.org/chs](http://www.carmelunified.org/chs)

CARMEL UNIFIED SCHOOL DISTRICT

# CARMEL HIGH SCHOOL

## MISSION STATEMENT

Our mission is to help all students reach their full potential as human beings, lifelong learners, and citizens of a global society. To that end, we foster creativity, teach critical thinking, and promote social skills and mastery of the basic skills necessary to lead healthy, productive lives.

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### Schoolwide Learner Outcomes (SLOs)

Our students are **CHS!**

**Connected citizens • High-level thinkers • Successful individuals**

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### **Carmel High School Administration and Counselors**

Rick Lopez	.....	Principal
Debbie Puente	.....	Assistant Principal
Craig Tuana	.....	Assistant Principal/CTE/ROP Coordinator
Darren Johnston	.....	College and Career Counselor (A-J)
Jeff Rogers	.....	College and Career Counselor (K-Z)
Yesel Von Ruden	.....	10 <sup>th</sup> and 11 <sup>th</sup> Grade Academic Counselor
Alison Francis	.....	9 <sup>th</sup> and 12 <sup>th</sup> Grade Academic Counselor

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### **Carmel Unified School District**

Dr. Barb Dill-Varga  
Superintendent

### **Board Of Education**

John Ellison  
Karl Pallastrini  
Rita Patel  
Annette Yee Steck  
Mark Stilwell

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**It is the intention of Carmel High School to offer courses listed in this catalog for the 2018-2019 school-year, however, under-enrolled and/or unnecessary courses, as identified by CHS Counseling and Administration, may not be offered.**

## **CHS Homework Statement:**

**Carmel High believes that homework serves many important purposes and is a reinforcement of classroom learning. Students should plan to spend a half hour per night, per class, on homework in an environment free from distraction. Students enrolled in AP classes may have more than one half hour of homework per night and should carefully plan their schedule and selection of courses accordingly.**

## Carmel High School Administration

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Rick Lopez	.....	Principal
Debbi Puente	.....	Assistant Principal (9 <sup>th</sup> & 12 <sup>th</sup> )
Craig Tuana	.....	Assistant Principal (10 <sup>th</sup> & 11 <sup>th</sup> )
Lisa Brazil	.....	Secretary ( <i>Principal</i> )
Lisa Jones	.....	Secretary ( <i>Assistant Principals</i> )

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## Counseling Department

Alison Francis	.....	Academic Counselor (9 <sup>th</sup> & 12 <sup>th</sup> )
Yesel Von Ruden	.....	Academic Counselor (10 <sup>th</sup> & 11 <sup>th</sup> )
Lauren Capano	.....	Student Support Counselor
Darren Johnston	.....	College & Career Counselor (A-J)
Jeff Rogers	.....	College & Career Counselor (K-Z)
Patricia Hunt	.....	College & Career Support
Linda Galuppo	.....	Registrar & Counseling Secretary

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## Activities & Athletics

Golden Anderson	.....	Athletic Director
Aubrey Powers	.....	Activities Director
Tammy Waldman	.....	Secretary ( <i>Athletic Department</i> )
Diana Vita	.....	ASB Clerk

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## Support Staff

Ann Berry	.....	Secretary ( <i>Front Office &amp; Attendance</i> )
Karen Marasco	.....	Secretary ( <i>Attendance</i> )
Amy Hurst	.....	School Nurse
Kristen Quilty	.....	Health Aid
Karen Neville	.....	School Psychologist
Valarie Seita	.....	Librarian
Valerie Stack	.....	Library Assistant

# CARMEL HIGH SCHOOL REQUIREMENTS FOR GRADUATION

*In order to graduate from Carmel High School it is necessary to:*

- I. Perform 60 hours of community service over four years at CHS (students must average 15 hours per year).**
- II. Pass the Carmel High School swim test.**
- III. Complete a total of 240 credits in the required subjects as listed below:**

Required Subjects	Credits	
<b>A. History/Social Science</b>		
World Geography/Cultures	1 semester	5
World History	1 year	10
United States History	1 year	10
Civics	1 semester	5
Economics	1 semester	5
<b>Total History/Social Science</b>	<b>3 ½ years</b>	<b>35</b>
<b>B. English</b>	<b>4 years</b>	<b>40</b>
<b>C. Mathematics</b>	<b>3 years</b>	<b>30</b>
<b>D. Science</b>		
Physical Science	1 year	10
Life Science	1 year	10
<b>Total Science</b>	<b>2 years</b>	<b>20</b>
<b>E. Languages Other Than English</b>	<b>1 year</b>	<b>10</b>
<b>F. Visual/Performing Art</b>	<b>1 year</b>	<b>10</b>
<b>Health</b>	1 semester	5
<b>Technology</b>	1 semester	5
<b>Physical Education</b>	2 years*	1-20**
<b>G. Elective Courses</b>		<b>60-70***</b>
<b>Total:</b>		<b>240</b>

\*Second year of P.E. waived if student passes the fitness exam.

\*\*Credit requirements vary based on participation in CHS-sponsored athletics.

\*\*\*Additional credits earned above the subject requirement will count towards elective credit.

Subjects	CHS Graduation Requirements	Minimum A to G Requirement for UC/CSU
History/Social Science	3.5 years	A - 2 years
English	4 years	B - 4 years
Math	3 years	C - 3 years through Integrated III
Science	2 years	D - 2 years of lab science (3 years recommended)
Language Other than English	1 year	E - 2 years (3 years recommended)
Fine Arts/VAPA	1 year	F - 1 year
Electives	60 credits	G - 1 year
Comp. Tech / Health	1 semester / 1 semester	
Physical Education	2 years	

Minimum Requirement to Earn Credit	
<b>Graduation Credit</b>	<b>A-G (4 Year College Eligible)</b>
“D-“ (60% or higher)	“C-“ (70% or higher)

# CALIFORNIA STATE UNIVERSITY • UNIVERSITY OF CALIFORNIA

## Entrance Requirements

College System	Minimum GPA	Recommended GPA*
California State University	2.0	2.8 - 4.2
University of California	3.0	3.9 - 4.6

\*CSU/UC GPA calculated using 10-12 Academic GPA. CHS-specific admissions data available on Counseling Moodle page.

The **University of California** system consists of 9 undergraduate campuses located throughout the state. Though the minimum GPA for the UC system is 3.0 GPA, acceptance is based on a 14-point evaluation system called *Comprehensive Review*, which considers extracurricular activities, student involvement and leadership, personal circumstances, and responses to (4) Personal Insight Questions .

The **California State University** system has 23 campuses located throughout the state. Though the minimum GPA for acceptance is 2.0, acceptance into the CSU system is based on the *Eligibility Index* which is calculated using GPA and SAT/ ACT scores.

### Courses Required to be UC/CSU Eligible (“A – G Eligible”)

#### **A. History/Social Science**

**2 years**

Two years of history/social science, including one year of world history, cultures, and geography; and one year of US history or one-half year of US history and one-half year of civics or American Government.

#### **B. English**

**4 years**

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ELD-type courses can be used to meet this requirement.

#### **C. Mathematics**

**3 years (4 years recommended)**

Three years of college-preparatory mathematics, that includes the topics covered in Integrated I, Integrated II and Integrated III. Math courses taken in the seventh and eighth grades may also be accepted if found to be equivalent to HS math courses.

#### **D. Laboratory Science**

**2 years (3 years recommended)**

Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement.

#### **E. Language Other than English (World Languages)**      **2 years (3 years recommended)**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.

#### **F. Visual and Performing Arts**

**1 year**

A single year-long approved arts course from a single VAPA discipline: dance, drama/theater, music, or visual art.

#### **G. College Preparatory Electives**

**1 year**

One year (two semesters) in addition to those required in A-F above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the E requirement or two years of another language).

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**CALIFORNIA STATE UNIVERSITY • UNIVERSITY OF CALIFORNIA**

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*CSU / UC Approved Courses (“A-G Courses”)*

**(A) HISTORY**

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AP Human Geography\*  
World Geography/Cultures  
World History  
AP World History \*  
US History  
AP US History \*  
Civics  
AP Government \*

**(B) ENGLISH**

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English I and II  
English I and II Honors\*  
American Literature  
AP English Lang & Comp \*  
English IV - Writing  
AP English Lit & Comp \*  
Expos. Read. Writ. & Comp  
Sports Literature

**(C) MATHEMATICS**

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Integrated I - III  
Accelerated Integrated II  
Accelerated Integrated III  
Adv. Math Decision Making  
Pre-Calculus  
AP Calculus AB \*  
AP Calculus BC \*  
AP Statistics \*

**(D) LABORATORY  
SCIENCE**

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Biology I  
Biology I Honors\*  
AP Biology \*  
Chemistry in the Earth System  
Chemistry Honors\*  
AP Chemistry \*  
Physics  
Physics Honors\*  
Anatomy & Physiology  
AP Environmental Science \*

**(E) LANGUAGE OTHER  
THAN ENGLISH (LOTE)**

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American Sign Lang. I - IV  
Chinese I – III  
Chinese IV Honors\*  
AP Chinese \*  
French I – III  
French IV Honors\*  
AP French \*  
Spanish I – III  
Spanish IV Honors\*  
AP Spanish \*  
Span for Heritage Spkr I-II

**(F) VISUAL &  
PERFORMING ARTS:**

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AP Studio Art 2D\*  
AP Studio Art Drawing\*  
Art I – III  
Chamber Singers  
Concert Band  
Concert Choir  
Dance I – III  
Digital Music  
Drama I – II  
Graphic Design  
Jazz Workshop  
Orchestra  
Photography I  
Photography II  
Video Prod I

**(G) ELECTIVE  
COURSES**

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AP Psychology\*  
AP Computer Science\*  
AVID Senior Seminar  
Economics  
Economics Honors\*  
Engineering  
Engineering II  
Philosophy  
Sports Medicine  
Video Production II

All “A-G Courses” taken after completion of a specific subject area qualify as G-Electives (*for example: after completion of World History & US History, AP Government or Civics would count as a G-Elective*)

**\* DENOTES EXTRA GRADE  
POINT FOR CARMEL HIGH  
GPA**

## 4-YEAR PLANNING GUIDE

	<b>9<sup>th</sup> Grade</b> (7 courses)	<b>10<sup>th</sup> Grade</b> (7 courses)	<b>11<sup>th</sup> Grade</b> (7 courses)	<b>12<sup>th</sup> Grade</b> (6-7 courses)
<b>History/ Social Science</b>	World Geo / Health or AP Geography	World History or AP World	U.S. History or AP US History	Civics-Econ or AP Government
<b>English</b>	English I or H. English I	English II or H. English II	American Lit. or AP Language	Eng IV Sports Lit ERWC AP Literature
<b>Mathematics</b>				
<b>Science</b>	Biology or H. Biology	Chemistry OTE or H. Chemistry	Physics or H. Physics	
<b>Language other than English (LOTE)</b>				
<b>Visual &amp; Performing Arts</b>				
<b>P.E.</b>	Freshman P.E.	*see below		
<b>Electives</b>		Computer Tech**		

*\*Second year of P.E. waived if student passes the fitness exam.*

### **\*\*Courses that fulfill Computer Technology Requirement:**

AP Computer Science

AP Computer Science Principles

AP Studio 2D

Digital Music

Engineering I

Engineering II

Graphic Design

Graphic Design II

Newspaper

Stagecraft

Video Production

Video Production II

Yearbook

## 4-YEAR ACADEMIC PLAN

<b>CARMEL</b> Graduation D- or better	<b>CSU/UC</b> Requirements C- or better UC Approved	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>HISTORY</b> 3.5 years	<b>(A) HISTORY</b> 3.5 years				
<b>ENGLISH</b> 4 years	<b>(B) ENGLISH</b> 4 years				
<b>MATH</b> 3 years	<b>(C) MATH</b> 3 years				
<b>SCIENCE</b> 2 years	<b>(D) SCIENCE</b> 2 years				
<b>LANGUAGE</b> 1 year	<b>(E) LANGUAGE</b> 1 year				
<b>VAPA</b> 1 year	<b>(F) VAPA</b> 1 year				
<b>ELECTIVE</b> 65 Credits	<b>(G) ELECTIVE</b> 60 Credits				
<b>OTHER REQUIREMENTS</b>					
<b>HEALTH</b> 1 Semester					
<b>COMPUTER TECH.</b> 1 semester					
<b>P.E.*</b> 2 years					
<b>COMMUNITY SERVICE</b> 60 hours					
<b>SWIM TEST</b>					
<b>TOTAL CREDITS NEEDED = 240</b>					

\*See page 2 for additional information

Goals: 4 year college \_\_\_\_\_ 2 year college \_\_\_\_\_ Other \_\_\_\_\_

# Course Selection Process

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1. In each subject area, students are presented with subject-specific information regarding their options for next year (*AP versus Honors versus College Prep, etc.*). Teachers then offer student-specific recommendations to help students make the most informed decisions.
2. Students are encouraged to take advantage of the Elective Fair and VAPA Show by using that time to gain exposure to various electives of interest and participate in classroom discussions to better understand the material, format, and style of the course.
3. Discuss preliminary course selections with your parents referencing information in the Course Catalog to make informed decisions.
4. Utilize the purple course selection form to assess the time demands of each class. Pay special attention to your daily schedule, activities, travel time, and any other personal issues that may impact your day. Make sure you factor in time for sleeping, eating, and spending time with family and friends.
5. Select your courses in the Aeries system during counselor “Pre-Reg” presentations,
6. Return the purple Course Registration form to your counselor with your signature and that of a parent/guardian on or before the deadline. Failure to go through the course selection process on time will limit opportunities for choice and flexibility in scheduling.
7. Review your course selections with your counselor in March/April via the tentative timeline below.

## Pre-Registration Timeline

### January

- CHS teacher conversations with students
- CHS student Elective Fair
- 8th Grade Parent Night (CHS Theatre)
- AP/Honors Parent Night (CHS Theatre)
- Counselor pre-registration presentations & student course selection

### February

- CHS Academic Counselor meetings with 8th grade students (CMS Library)

### March/April

- CHS Academic Counselor individual meetings with 9th-11th grade students

### May

- **Deadline to submit final requests for a schedule change for the following school year is the last day of the 2017-2018 school year\*.**

*\*Considerable effort has gone into developing the scheduling process and timeline to ensure students make informed and conscientious decisions when selecting their courses. Because significant master schedule and staffing decisions are made based on student course requests, it's important for students and parent(s)/guardian(s) to understand that only students with extenuating circumstances, incomplete schedules, or scheduling conflicts will be able to make changes.*

# SCHEDULING POLICIES

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## Changing, Adding, and Dropping Courses

CHS Counselors and Administrators have dedicated significant efforts to ensure students are enrolled in the most appropriate courses upon consideration of the student's post-secondary goals. Prior to selecting their courses, each student has met with a teacher from each academic discipline to discuss individual course recommendations. Additionally, counselors have given classroom presentations detailing both graduation requirements and college admissions requirements/expectations to assist students in selecting the most appropriate schedules based on their individual pursuits. Finally, counselors meet one-on-one with each student to review their course selection. Significant Master Schedule and Staffing decisions have been made based on Spring course selection of CHS students. Therefore, our policy regarding the changing, adding, and dropping of courses is as follows:

## Dropping Courses

There will be **no schedule changes during the first 3 days of school**. Only students with missing period(s) or a SEE COUNSELOR notice on their schedule will be able to meet with a counselor to change their schedules. *Under no circumstance will counselors change schedules based on teacher requests.*

During the first 10 days of school students may *request* class changes **for special circumstances only**. Exceptions and special circumstances must be recommended by a counselor and approved by administration. Students interested in making changes during the first 10 days of school should request a meeting with their counselor. If the change is possible, counselors will contact students as soon as possible. Students are expected to continue attending their original classes until their counselor notifies them of a change. **After the 10 day period, students are required to stay in the class(es) for the remainder of the semester.**

## Dropping a course after the first 10 days

**WITHDRAW (W)** – Students dropping a course after the **11<sup>th</sup> day through the first 6 weeks** of instruction will earn a W (withdraw) on their transcript. A Withdraw does **not** affect a student's GPA. Only students who demonstrate an extenuating circumstance will be able to drop a course and earn a W. When moving from one class to another, the current grade will carry into the new class.

**WITHDRAW/FAIL (W/F)** - Students dropping after the 6<sup>th</sup> week of instruction will earn a Withdraw/Fail (W/F) on their transcript. A Withdraw/Fail affects the GPA the same as an F and will make students ineligible to compete in athletics.

## Adding Courses

Courses may be added after the initial scheduling process under the following conditions:

- During the designated scheduling days, a student may add a class **if space is available**.
- Select courses may be added after the designated scheduling days only with recommendation of a counselor and approval by administration.

## Academic Waiver Process

Students may request a waiver when he/she desires to enroll in a course for which he/she is not recommended. See your counselor to apply for a waiver.

## Important Grading Information

\*AR 5121: An Incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete shall become an "F".

- A. Clearing Incompletes for students seeking athletic eligibility - Students receiving an "Incomplete" as a semester grade, have 10 school days to make up the work. If, after 10 school days, the student does not receive a passing grade that replaces the Incomplete, the student remains ineligible for athletics. Pending

replacement of the Incomplete grade - the student may be allowed to practice but will not be allowed to compete.

- B. Clearing Incompletes for **students not seeking athletic eligibility** – If, after 6 weeks, the work is not made up, the Incomplete automatically becomes an “F”.
- C. Grades and Credits for Repeated Courses - If a student repeats a course after earning a “D” or “F”, the credits for the first course will be eliminated. The grade, however, will remain on the transcript but will not factor into the GPA.

## Returning from Independent Study/Home Schooling

Students returning from Independent Study or home schooling must **complete the second semester of their senior year as full time students at Carmel High School** in order to participate in the Carmel High School Graduation Ceremony.

## Courses Taken Outside of CHS

Students may supplement their high school experience by taking additional courses at MPC or additional universities. CHS **may** grant up to 10 credits (un-weighted) per year for high school credit (3 college units = 10 high school credits). *To sign up for an MPC course, please visit the MPC website to download the necessary forms.*

Students may only apply **10 credits of Cyber High** (summer school) to their total graduation credits during the course of their entire high school career. **Please note** – Cyber High credits can only be used to replace a course in which a student earned a “D” or “F” grade.

To receive CHS credit, the non-CHS course must meet the following criteria:

- A. The course must be approved by a CHS counselor and administration **prior** to the student enrolling in the class.
- B. The course taken must be one that is not offered at Carmel High School. A remedial course taken to replace an “F” or “D” on the transcript is an exception. In this case, the student has the option to re-take the class at CHS or in summer school. If a student wishes to take a course for advancement, they must have counselor and administrative approval.
- C. Online courses will not be accepted by CHS - with the exception of programs offered through CUSD or pre-approved by administration.

## Awarding Credit to Students for International Academic Credits

Carmel High School (CHS) students must inform their counselor of any intent to temporarily attend a high school outside of the United States prior to enrolling in a foreign high school or exchange program if they expect to receive credit on their CHS transcript upon their return.

CHS may award credit for work done at other educational and cultural institutions. The decision to award transfer credit for work done at educational institutions other than United States registered high schools shall be based on whether the record indicates that the work is consistent with CHS commensurate learning standards and is of comparable scope and quality to that which would have been done at CHS.

Students, and their families, should understand that courses and marks will appear on their CHS transcript exactly as they appear on the official secondary record issued by the foreign educational institution. CHS will not, however, indicate any foreign issued grades on the transcript, regardless of interpretation; courses will only be awarded “Credit” or “No Credit” using *Evaluating Foreign Transcripts: The A-Z Manual* (2006). New York City Department of Education.

## INTERSCHOLASTIC SPORTS

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*Carmel High School offers a wide range of interscholastic sports and encourages all students to participate in interscholastic sports and extracurricular activities. Cheerleading is an activity that spans the Fall and Winter Athletic Seasons, but is not a CIF Interscholastic Sport. Each athlete must meet the district eligibility standards and agree to the CHS-Student Athlete Code. No student may participate in athletics with a grade point average lower than 2.0 or with a grade of F, INC, W/F in any class*

### **FALL SEASON** (Aug-Nov)

Cross Country (boys and girls)  
Field Hockey (girls)  
Football (coed)  
Golf (girls)  
Tennis (girls)  
Volleyball (girls)  
Water Polo (boys and girls)

### **WINTER SEASON** (Nov-Mar)

Basketball (boys and girls)  
Soccer (boys and girls)  
Wrestling (coed)

### **SPRING SEASON** (Feb-May)

Baseball (boys)  
Golf (boys)  
Lacrosse (boys and girls)  
Softball (girls)  
Swim/Dive (boys and girls)  
Tennis (boys)  
Track & Field (boys and girls)  
Volleyball (boys)

## **NCAA Approved Course List**

BASIC ENGLISH  
AMERICAN LIT  
ENGLISH 1  
ENGLISH 1/H  
ENGLISH 2  
ENGLISH 2/H  
ENGLISH IV (WRITING)  
AP ENGLISH LIT  
ERWC  
AP LANG  
LITERATURE OF SPORT

BASIC CIVICS  
BASIC ECONOMICS  
AP HUMAN GEOGRAPHY  
AP PSYCHOLOGY  
AP WORLD HISTORY  
CIVICS  
ECONOMICS  
ECONOMICS/H  
AP GOVERNMENT  
AP US HISTORY  
US HISTORY  
WORLD GEOGRAPHY  
WORLD HISTORY

ACC.INTEG MATH II  
ACC.INTEG MATH III  
ADV. MATH DECISION  
MAKING  
AP CALCULUS AB  
AP CALCULUS BC  
INTEGRATED MATH I  
INTEGRATED MATH II  
INTEGRATED MATH III  
PRE-CALCULUS  
AP STATISTICS

BIOLOGY 1  
BIOLOGY 1/H  
ANATOMY & PHYS  
AP BIOLOGY  
CHEM OF THE EARTH  
AP CHEMISTRY  
CHEMISTRY/H  
ENVIRONMENTAL  
SCIENCE AP  
PHYSICS  
PHYSICS/H

AMER SIGN LANG 1  
AMER SIGN LANG 2  
AMER SIGN LANG 3  
AMER SIGN LANG 4  
CHINESE 1  
CHINESE 2  
CHINESE 3  
CHINESE 4  
FRENCH 1  
FRENCH 2  
FRENCH 3  
FRENCH 4  
AP FRENCH  
SPANISH 1  
SPANISH 2  
SPANISH 3  
SPANISH 4  
SPANISH FOR HERITAGE  
SPEAKERS I-IV/H  
AP SPANISH  
PHILOSOPHY I

## **LIST OF SCHOOL-SPONSORED CLUBS & ORGANIZATIONS**

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Adventurers Guild/ Dungeons and Dragons	Diversity Club	Mock Trial
Amnesty	E-Sports	Model UN
Art Club	Ethics Bowl	Moody's Mathematical
Chess Club	Environmental Club	Modeling Club (M3)
Chinese Lang. & Culture Club	FCA	Philosophy
Comic Book Club	Frisbee	Red Cross
Comedy Club	Future Teachers	Robotics
Creative Writing	Great Outdoors Club	Singer/Songwriters
CSF	Interact	Slam Poetry
Current events	Investment Club	Spike Ball
Cyber Patriots	K-Pop	This Club Saves Lives
Dessert Club	Legacy Club	
	Math Club	

\*Clubs are subject to change from year to year based on interest and enrollment.

\*\*Students who are interested in creating a new club should contact the ASB office.

# HISTORY/ SOCIAL SCIENCE

## UC/CSU APPROVED COURSES

### A REQUIREMENT

Two years to include US and World History, required for UC/CSU.

#### AP HUMAN GEOGRAPHY (Blended Health Course)

**UC/CSU: Fulfills A requirement**

**Grade: 9**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** Placement by Counselor with Parental Consent. This course is a college-level freshman class with restricted enrollment.

**Content:** AP Human Geography is an introductory course involving the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and the application of geographical analysis to contemporary world problems. The course utilizes a college-level textbook and is taught with the rigor of a college freshman level course. Students should expect one hour of homework every night. Students are also required to take the AP exam in May. **Health is a blended (online with some access to content during APHUG class and also Office Hours) course connected to APHUG** which deals with such matters as self-esteem, drugs, nutrition and exercise, physical health, and sex, which may be useful, interesting and often controversial. The course also deals with such matters as stress management, suicide prevention, first aid, CPR, decision-making, and analysis.

**Successful Completion:** Meets the world geography graduation requirement. Students may receive college credit if they pass the AP exam with a score of 3 or above. Meets the Health graduation requirement.

#### WORLD GEOGRAPHY/CULTURES

**UC/CSU: Fulfills A requirement**

**Grade: 9**

**Credits: 5**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None.

**Content:** A survey course of the cultural, environmental, and physical factors that comprise the regions of the world. Physical geography themes will include a discussion of physical landscape, climate and weather patterns, and natural resources. Cultural geography themes will include world religions, world political figures and movements, art, and music. Embedded into this course are the major strands of the Freshman Focus program, which is a multi-faceted, transition program to help all freshmen get off to an excellent start in high school.

**Successful Completion:** Meets the world geography graduation requirement and provides a general understanding of geography and culture of the regions studied.

#### WORLD HISTORY

**UC/CSU: Fulfills A requirement**

**Grade: 10**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None.

**Content:** Students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with a review of world history up to the mid-eighteenth century, continues with an introduction to current world issues, and then focuses on the expansion of the west and the growing interdependence of the people and cultures throughout the world.

**Successful Completion:** Meets the world history graduation requirement and provides a general understanding of the geography, politics, and culture of the various areas studied.

#### AP WORLD HISTORY

**UC/CSU: Fulfills A requirement**

**Grade: 10**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** Grade of C or better in English I and Global Studies; parental consent.

**Content:** This course examines the history of the human experience from a global perspective. It covers the time period from 8,000 BC to the present. The focus will be on the impact of interactions among major societies; change and continuity over time; the impact of technology and demography on people and the environment; systems of social structure and gender structure cultural and intellectual developments among and within societies; and changes in functions and structures of states. The

course emphasizes critical thinking and the analytical and writing skills necessary for success in a college level history course. Considerable time will be dedicated to the evaluation of primary documents, successful writing of document based questions (DBQs), analysis of historiography, College Board essay strategies, and the development of analytical and critical thinking skills. Students will be required to take the AP exam in May.

**Successful Completion:** Meets the world history graduation requirement and provides a general understanding of the geography, politics, and culture of the various areas studied. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **UNITED STATES HISTORY**

**UC/CSU: Fulfills A requirement**

**Grade: 11**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None.

**Content:** Students examine major turning points in American History in the twentieth century, beginning the year with a review of the political foundations of America and an overview of the nineteenth century. Certain themes will be emphasized: the expanding role of the federal government; the role of the U.S. as a major world power; the impact of innovation and technology on American society; the move toward equal rights for minorities and women. In each unit, students will evaluate American history, culture and politics through the examination of political cartoons, primary source documents, data, and literature excerpts. Critical thinking, analysis, and evaluation of information, readings, and sources will be emphasized in the class through formal research projects and writing assignments.

**Successful Completion:** Meets the U.S. History graduation requirement.

## **AP U.S. HISTORY**

**UC/CSU: Fulfills A requirement**

**Grade: 11**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** Grade of C or better in English and World History.

**Content:** A rigorous college level course that examines the major events of American history, beginning with colonization and continuing to the present. "The AP U.S. History course focuses on the development of historical thinking skills

(chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world" (College Board). Intensive reading, along with frequent essays and writing assignments and stimulus multiple-choice assessments are part of each unit of study. Students will be required to take the AP exam.

**Successful Completion:** Meets the United States history graduation requirement. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **CIVICS**

**UC/CSU: Fulfills A requirement**

**Grade: 12**

**Credits: 5**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None.

**Content:** This course is based on the assumption that it is absolutely essential for all Americans to know and understand the nature of the American system of government. The course emphasizes the Constitution, civil liberties, the three branches of the federal government, political parties, citizenship, suffrage, foreign policy and local and state government.

**Successful Completion:** Meets the civics graduation requirement.

## **AP GOVERNMENT & POLITICS**

**UC/CSU: Fulfills A requirement**

**Grade: 12**

**Credits: 5 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** A grade of C or better in previous social science courses or recommendation of teacher. Must be taken in conjunction with Economics-Honors.

**Content:** AP Government and Politics is a survey course of the American political system, including political theory, federalism, political beliefs and behaviors, party politics, the role of the media and interest groups, electoral dynamics, and the constitutional underpinnings of the American republic. Students will also study the presidency, Congress, the judiciary, and the bureaucracy, with an eye towards understanding the tensions between and among the major institutions of government. The course includes a unit on civil liberties and civil rights, including analysis of the First, Second, Fourth, Fifth, Sixth and Eighth Amendments, the right to privacy, and 14th Amendment concepts such as

substantive due process and equal protection. Students will critically read primary sources, including the Constitution, The Federalist Papers, and scholarly writings, and analyze visual images, such as political cartoons. Students develop argumentation skills during weekly seminars. Students should expect an hour of homework every night. All students must take the AP exam in May.

**Successful Completion:** Meets the civics graduation requirement.

## UC/CSU APPROVED COURSES G REQUIREMENT

One year of approved elective courses is required for UC/CSU.

### ECONOMICS

**UC/CSU: Fulfills G requirement**

**Grade: 12**

**Credits: 5**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None

**Content:** Students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

**Successful Completion:** Meets economics graduation requirement.

### ECONOMICS - HONORS

**UC/CSU: Fulfills G requirement**

**Grade: 12**

**Credits: 5 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** A grade of C or better in previous social science courses. Must be taken in conjunction with Government-AP.

**Content:** The goal of this high-intensity one-semester course is to give students the capability of analyzing and critiquing past, present, and future economic policies. Students will also be able to synthesize information gleaned from previous social studies courses, such as the Great Depression and Reaganomic policies, in a manner that allows for

greater understanding of current governmental plans. This course is for those students who seek to find further meaning behind the perceived 'dismal science', as well as how our country's economic decisions affect our everyday lives. This course serves as a foundation for further studies in the social science and/or business realm.

**Successful Completion:** Meets the economics graduation requirement.

### PHILOSOPHY

**UC/CSU: Fulfills G requirement**

**Grades: 11-12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None

**Content:** Philosophy, we will confront the essential questions of existence, such as What is real? Can we really be certain of anything? What is right? Is there a soul separate from the body? What is the meaning of life? Exploration of these topics will be conducted through personal inquiry, meaningful discussion, and reading the theories of the Western world's most respected and influential philosophers. Philosophy will be organized into eight units, each spanning approximately three weeks. Drawing mainly on the primary text, *Western Philosophy*, students will read authentic excerpts from renowned philosophers on the topics of epistemology, metaphysics, philosophy of mind, ethics and morality, government and politics, theology, philosophy of science, and aesthetics. Students will participate in weekly Socratic seminars as a means of discussing and debating the ideas articulated in the readings, and they will demonstrate their understanding both informally and formally in writing. Students will also conduct philosophical inquiry into a topic of their own choosing and present their findings in a project.

### PSYCHOLOGY - AP

**UC/CSU: Fulfills G requirement**

**Grades: 11 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** A grade of C or better in previous English and/or Social Science course, or teacher/counselor approval

**Content:** This rigorous year-long class introduces the systematic and scientific study of the behavior and mental processes of humans and animals. Psychological facts, principles and phenomena associated with the subfields within psychology are studied. The biological, behavioral, cognitive,

humanistic, psychodynamic, trait, developmental, and sociocultural approaches to psychology are examined and assessed. Students will achieve an appreciation of the critical analysis used in the field of psychology and will be expected to take the AP exam in May. **Successful Completion:** Meets one year of elective credit for graduation. Students may receive college credit if they pass the AP exam with a score of 3 or above.

# ENGLISH

## UC/CSU APPROVED COURSES

### **B** REQUIREMENT

Four years of English, required for UC/CSU

#### **ENGLISH I**

**UC/CSU: Fulfills B requirement**

**Grade: 9**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None

**Content:** English I has a balanced curriculum addressing the California State Standards of reading, writing, speaking, listening, grammar, and vocabulary development. Students will be introduced to the genres of literature, including the novel, short story, drama, poetry, mythology, and nonfiction. They will also develop their writing process and gain practice writing argument, narrative, and informative compositions. Grammatical study will emphasize parts of speech, phrases, clauses, punctuation, and usage.

**Successful Completion:** Meets one year of the English graduation requirement.

#### **ENGLISH I HONORS**

**UC/CSU: Fulfills B requirement**

**Grade: 9**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** None

**Content:** English I Honors has a balanced curriculum addressing the California State Standards of reading, writing, speaking, listening, grammar, and vocabulary development. Students will be introduced to the genres of literature, including the novel, the short story, drama, poetry, mythology, and nonfiction. They will also develop their writing process, emphasizing evaluation and synthesis of sources and incorporation of evidence; students will gain practice writing

argumentative, narrative, and informative compositions. Grammatical study will emphasize parts of speech, phrases, clauses, punctuation, and usage. Literature and informational reading will be challenging, and the extensive use of rhetorical strategies in writing will be expected.

**Successful Completion:** Meets one year of the English graduation requirement.

#### **ENGLISH II**

**UC/CSU: Fulfills B requirement**

**Grade: 10**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Completion of English I

**Content:** Students will be exposed to classic literature that focuses on the development of one's identity and values within the broader context of family and society while addressing the California State Standards of reading, writing, speaking, listening, and language. The class will examine novels, plays, short stories, poems, and nonfiction texts not only for their plot, character, and thematic development, but also in light of their biographical, historical, and cultural context. In addition to the study of literature, students will continue to develop their skills in using writing as a means of self-expression, reflection, and analysis. Emphasis will be placed on argumentation, and students will learn to formulate positions on controversial topics and to defend their ideas with clear reasoning and detailed evidence. Additional attention will be given to the development of voice and style. Grammar and vocabulary will be studied in order to enhance oral and written communication skills.

**Successful Completion:** Meets one year of the English graduation requirement and prepares students for upper division coursework.

#### **ENGLISH II HONORS**

**UC/CSU: Fulfills B requirement**

**Grade: 10**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Grade of C or higher in English I.

**Content:** English II Honors students will be exposed to literature from around the world while addressing the California State Standards of reading, writing, speaking, listening, and language. Novels, plays, short stories, poems, and nonfiction texts will be closely examined, not only for their plot, character, and thematic development, but also in light of their biographical, historical, and cultural context. Students

will learn poetry terminology and the skill of poetic analysis. Students will begin to see literature as a vehicle for understanding global issues. In addition students will continue to develop their expository and argumentative writing and speaking skills. Emphasis will be placed on format, organization, content, and stylistic development. Students will also learn to skillfully utilize computer technology; responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. Grammar and vocabulary study will be used to enhance oral and written communication.

**Successful Completion:** Meets one year of the English graduation requirement and prepares students for upper division coursework.

## AMERICAN LITERATURE

**UC/CSU:** Fulfills B requirement

**Grade:** 11

**Credits:** 10

**Est. Daily Homework:** Approximately 30 minutes

**Prerequisites:** Completion of English II.

**Content:** This course exposes students to the major movements and works of American literature while addressing the California State Standards of reading, writing, speaking, listening, and language. Emphasis will be placed on the intricate relationship between literary and cultural development. Beginning with a study of Puritans, the course will continue chronologically, and the second semester will be devoted to modern, postmodern, and contemporary literature. Students will develop their argument, informative, and narrative writing techniques, with an emphasis on enhancing structure, analysis, and style, as well as create and deliver multimedia presentations.

**Successful Completion:** Meets one year of the English graduation requirement.

## AP ENGLISH LANGUAGE & COMPOSITION

**UC/CSU:** Fulfills B requirement

**Grade:** 11

**Credits:** 10 w/weighted GPA

**Est. Daily Homework:** 60-90 minutes

**Prerequisite:** Completion of English II or English II Honors, as well as completion of the summer reading and writing assignment.

**Content:** AP Language and Composition is a rigorous, college level course in which students read and write prolifically in a variety of genres in order to develop their creative, analytical, and rhetorical skills. The course also addresses the California State Standards of reading, writing, speaking, listening, and

language. In order to prepare for the AP exam, students will study extensive vocabulary, advanced grammar, challenging American literature, and various writing techniques in fiction, exposition, research, and persuasion. The goal of this class is to create outstanding writers, critical readers, and articulate speakers. Students are required to take the AP exam in May.

**Successful completion:** Meets one year of the English graduation requirement. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## EXPOSITORY READING & WRITING COURSE (ERWC)

**UC/CSU:** Fulfills B requirement

**Grade:** 12

**Credits:** 10

**Est. Daily Homework:** Approximately 30 minutes

**Prerequisites:** None

**Content:** The ERWC class is designed primarily to assist students who have been identified by the California State University as “Ready-Conditional” on the Early Assessment Program (EAP) test that is taken in the spring of junior year. Passing the ERWC class with a C or better allows those students to bypass the CSU placement test for college level English. Course assignments, organized into 14 modules and based mainly on non-fiction texts, emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

**Successful completion:** Meets one year of the English graduation requirement.

## AP ENGLISH LITERATURE & COMPOSITION

**UC/CSU:** Fulfills B requirement

**Grade:** 12

**Credits:** 10 w/weighted GPA

**Est. Daily Homework:** 45 - 60 minutes

**Prerequisites:** Grade of C or higher in previous English class; summer reading recommended.

**Content:** AP English Literature and Composition is designed to deepen students’ understanding of the ways writers use language to provide meaning and pleasure for readers. Readings include poetry, drama, short stories, and novels from a variety of historical periods. Students will learn to read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition, there is an essential writing component to this course. Both in and out of class,

students will write to extend and articulate their understanding of what they have read. Much of this writing will prepare students both for the kinds of challenging writing expected at the university level and for the AP English Literature & Composition exam. Homework typically involves reading between 30-40 pages per night and may also include working on extended writing assignments. Students are required to take the AP exam in May.

**Successful completion:** Meets one year of the English graduation requirement. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **ENGLISH IV - WRITING**

**UC/CSU: Fulfills B requirement**

**Grade: 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Completion of American Literature or AP English Language and Composition

Students will study various aspects of writing for multiple purposes and audiences. Units will include Workplace Writing, Academic Writing, Creative Writing, and Media Writing. Students will write news, research, résumés, literary journals, essays, criticism, opinion, fiction, memoirs, and more. The focus will be on the process of writing, primarily adjusting content, tone, style, and format for the appropriate forum; source evaluation and fluid integration of evidence will also be emphasized. Students will be assessed through writing development and finished works, responses to reading, support skills, and class participation.

**Successful Completion:** Meets one year of the English graduation requirement.

## **NON UC/CSU APPROVED COURSES GRADUATION CREDIT ONLY**

Four years of English are required for graduation.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisite:** Non-native speaker of English, grades 9-12. All entering non-native English speakers will take the California English Language Development Test

(CELDT) to determine placement. Progression between levels is based on the student's annual CELDT score and teacher recommendation. These courses may be repeated as needed.

**Content:** ELD employs the Next Generation ELD standards to tailor English instruction to the needs of each student. The four domains of language (speaking, listening, reading, and writing) are taught with a focus on academic uses. Students learn to use English effectively in both social and academic settings.

**Successful completion:** Students will progress through the proficiency levels until they meet criteria for re-designation. Two years of ELD may be used to fulfill 20 units of English credit. Thereafter, ELD may be used as elective credit.

## **WRITING STRATEGIES**

**Grades: 9 - 11**

**Credits: 5 per semester (may be repeated)**

**Est. Daily Homework: 0**

**Prerequisites:** Counselor assigned only

**Content:** This course is designed to support students with academic writing for the college preparatory curriculum. Students will focus on building skills to meet the Common Core anchor standards for literacy, including the following: organizing complex ideas; developing claims and counterclaims; supporting arguments with reasons and evidence from reputable sources; creating flow through the skilled use of formatting, transitions, vocabulary, and grammar; enhancing style and voice to engage the reader. In addition to engaging in daily lessons on writing strategies, students will practice strong organizational and study habits, work on personal responsibility and advocacy, and have ample time to work on English and other academic assignments with the support of a credentialed and experienced English teacher.

**Successful completion:** Meets one year of the elective requirement for graduation.

## **READ 180**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisite:** Teacher/counselor recommendation or student assessed as below proficient in reading

**Content:** Read 180 is a scientific research-based reading intervention program to help improve reading proficiency for students who need help with reading comprehension, reading fluency, vocabulary, spelling and writing skills.

**Successful Completion:** Students earn general elective credit.

# MATHEMATICS

## UC/CSU APPROVED COURSES

### C REQUIREMENT

Three years of Mathematics, through Algebra II/Integrated Math III, required for UC/CSU.

### INTEGRATED MATH I

**UC/CSU: Fulfills C requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** A grade of C or better in eighth grade mathematics and/or recommendation of teacher.

Appropriate scores on qualifying tests required for non-Carmel Unified School District students.

**Content:** This course will help students understand the basic structure of algebra and more specifically the in depth study of linear functions with one and two variables. Students will be expected to extend their thinking through the idea of modeling with functions. This course will also explore geometric constructions and the basic principles that make up the concept of congruence. Through basic rigid motions, students will explore congruence. As well, this course will explore basic descriptive statistics where students will summarize, represent and interpret data containing one or two variables.

**Successful Completion:** Meets one year of the mathematics graduation; prepares students for Integrated II.

**Note:** Community College courses for Algebra 1 are not acceptable as replacement for this course.

Freshmen in this course who earn below a “C” grade for both semesters, must repeat the entire course; this can be achieved through CHS in the sophomore year.

### INTEGRATED MATH II

**UC/CSU: Fulfills C requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** A grade of C or better in Integrated I (or appropriate course from outside the district) or recommendation of 8<sup>th</sup> grade teacher. A handheld scientific calculator is recommended but not required.

**Content:** This course will help students further understand the basic structure of algebra and more specifically the in depth study of quadratic functions

through modeling and construction. Students will be expected to extend their thinking abstractly by performing arithmetic operations with complex numbers. The students will also be expected to write expressions that represent relationships, rewrite expressions in equivalent forms and solve systems of equations. As well, students will study and recognize independence and conditional probabilities. Through modeling, they will evaluate outcomes of probability situations. Geometrically, this course will prove all concepts related to similarity and congruence of shapes. Students will use algebra and coordinate geometry to prove theorems. This course will analyze all theorems of circles and relate this content to that of conic sections as well as require students to explain volume formulas and apply them to a variety of shapes.

**Successful Completion:** Meets one year of the mathematics graduation; prepares students for Integrated III.

**Note:** Community College courses for Geometry are not acceptable as replacement for this course.

### ACCELERATED INTEGRATED MATH II

**UC/CSU: Fulfills C requirement**

**Grades: 9**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** A grade of an A in Integrated I (or appropriate course from outside the district), passing a competency exam, and recommendation of 8<sup>th</sup> grade teacher. A graphing calculator (TI-84 family) is required and available.

**Content:** This course is designed to be a very fast paced, rigorous math course that will prepare students for Accelerated Integrated III. The course will help students further understand the basic structure of algebra and more specifically the in depth study of quadratic functions through modeling and construction. Students will be expected to extend their thinking abstractly by performing arithmetic operations with complex numbers. The students will also be expected to write expressions that represent relationships, rewrite expressions in equivalent forms and solve systems of equations. As well, students will study and recognize independence and conditional probabilities. Through modeling, they will evaluate outcomes of probability situations. Geometrically, this course will prove all concepts related to similarity and congruence of shapes. Students will use algebra and coordinate geometry to prove theorems. This course will analyze all theorems of circles and relate this

content to that of conic sections as well as require students to explain volume formulas and apply them to a variety of shapes. Students will further their studies of functions including representing them in different ways, applying them in context and building new functions. Linear, quadratic and exponential functions will be explored in depth and applied to three-dimensional objects.

**Successful Completion:** Meets one year of the mathematics graduation requirement; prepares students for Accelerated Integrated Math III.

**\*Note: Community College courses for Geometry are not acceptable as replacement for this course.**

### **ACCELERATED INTEGRATED MATH III**

**UC/CSU: Fulfills C requirement**

**Grades: 10**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** A grade of an A or B in Accelerated Integrated II and the recommendation of the teacher. A graphing calculator (TI-84 family) is required and available.

**Content:** Accelerated Integrated III is the second year of a two year sequence which prepares students for AP Calculus AB. Through this course, students will further their studies of functions including representing them in different ways, applying them in context and building new functions. Linear, quadratic and exponential functions will be explored in depth and applied to three-dimensional objects. Deeper analysis of abstract concepts will include complex numbers, polynomials, rational expressions and inequalities. This course will also further studies of probability such that students will understand and evaluate random processes, make inferences, and evaluate outcomes of experimental designs. In this course, students will delve deeper into the mathematics presented in Integrated Math II. They will continue to learn higher mathematical topics. They will be taught to understand and perform mathematical concepts graphically, numerically, algebraically and verbally. This course will push students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Additionally, the students will learn, radian measure, arc length and sector area; the six trigonometric functions, their inverses and their graphs; triangle trigonometry, trigonometric identities and their proofs; polar coordinates, complex numbers and complex coordinates; vectors and parametric

equations, along with practical applications for many of these topics.

**Successful Completion:** Meets one year of the mathematics graduation requirement; prepares students for AP Calculus AB.

### **INTEGRATED MATH III**

**UC/CSU: Fulfills C or G requirement**

**Grades: 9 – 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Grade of C or better in Integrated I and II (or appropriate courses from outside the district) A handheld graphing calculator is required and available.

**Content:** Through this course, students will further their studies of functions including representing them in different ways, applying them in context and building new functions. Linear, quadratic and exponential functions will be explored in depth and applied to three-dimensional objects. Deeper analysis of abstract concepts will include complex numbers, polynomials, rational expressions and inequalities. This course will also further studies of probability such that students will understand and evaluate random processes, make inferences, and evaluate outcomes of experimental designs.

**Successful Completion:** Meets one year of the mathematics graduation requirement; prepares student for AMDM AP Statistics and PreCalculus.

**Note:** The MPC course Math 263 (or equivalent from other colleges) may be used as a suitable replacement to Integrated III. Those students who have earned A's and B's in Integrated I and II and who are seeking to accelerate their math may do so by taking Math 263 in the summer after Integrated II.

### **ADVANCED MATHEMATICAL DECISION MAKING**

**UC/CSU: Fulfills C or G requirement**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Grade of C or better in Integrated Math III. A graphing calculator (TI-83 higher) is required and available.

**Content:** The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. AMDM is an engaging and rigorous course that prepares students for a range of

future options in non-mathematics intensive college majors or for entering the workforce training programs. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

**Successful Completion:** Meets one year of the mathematics graduation requirement.

## **PRE-CALCULUS**

**UC/CSU: Fulfills C or G requirement**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Grade of C or better in Integrated Math III. A graphing calculator (TI-83 higher) is required and available.

**Content:** This is a college preparatory course aimed at the education of the student in the nature of mathematics as a logical system. The subject matter includes sets, algebra of numbers as a logical system, inequalities; functions (circular, linear, quadratic and higher degree, polynomial, exponential, and logarithmic) and function symmetries; conic relations, radian measure, arc length and sector area; the six trigonometric functions, their inverses and their graphs; triangle trigonometry, trigonometric identities and their proofs; polar coordinates, complex numbers and complex coordinates; vectors and parametric equations, along with practical applications for many of these topics. Introductory derivatives and their relation to slope will also be covered.

**Successful Completion:** Meets one year of the mathematics graduation requirement; prepares students for AP Calculus.

## **AP CALCULUS AB or BC**

**UC/CSU: Fulfills C or G requirement**

**Grades: 11 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** For AB, a grade of C or better in Pre-Calculus or permission of the teacher. For BC, a grade of "C" or better in AB Calculus or permission of the teacher (for exceptional Pre-Calculus students). A graphing calculator (TI-83 higher) is required and available.

**Content:** The courses follow the course guidelines for AP Calculus, AB or BC. It includes axioms of real numbers and definition of limits, differential calculus and applications, integral calculus and applications, and plane and solid analytic geometry. If time permits,

additional topics will be covered, such as calculus of vectors in two and three dimensions, sequences, series and approximations, and elementary differential equations. Students will be required to take the AP exams in the spring.

**Successful Completion:** Prepares the student for taking the Advanced Placement Calculus AB or Advanced Placement Calculus BC tests.

## **AP STATISTICS**

**UC/CSU: Fulfills C or G requirement**

**Grades: 10 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 45 - 60 minutes**

**Prerequisites:** Any student who has completed Integrated Math III with a grade of B in both semesters may take this course. Students having completed Pre-Calculus or Trigonometry with a grade of C in both semesters may also take this course. Prerequisite waivers will only be available to eligible seniors. A graphing calculator (TI-84 higher) is required and available.

**Content:** This course follows College Board AP guidelines. This includes data collection planning and modeling; use of probability theory to anticipate the distribution of data in a given model; and analysis of data using graphical and numerical techniques to study patterns and departures from patterns. Students will be required to take the AP exam in the spring.

**Successful Completion:** Prepares the student for taking the Advanced Placement Statistics test, which if passed with a score of 3 or better may give up to one semester of college credit for college level statistics.

**Successful Completion:** Meets one year of the mathematics graduation requirement and prepares students for college-level statistics course.

## **NON UC/CSU APPROVED COURSES GRADUATION CREDIT ONLY**

Three years of Mathematics, including Algebra 1, required for graduation.

## **Math – SUPPORT**

**UC/CSU: Does Not Meet-Graduation Credit Only  
Meets Elective requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** These courses may be taken only through teacher/counselor recommendation.

**Content:** These courses are intended to assist students in successful completion of the Integrated Sequence of core courses and must be taken in conjunction with the appropriate class. The grade issued for these classes is separate from the grade issued for the math content classes. The purpose is to reinforce and review what is concurrently being taught in the student's Integrated math course.

**Successful Completion:** Meets one year of the elective graduation requirement.

## **CONSUMER MATH/ PROBLEM SOLVING**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Meets 1 year of Math requirement**

**Grade: 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** D in Algebra I with a total of two years of previous math credit. This class is NOT an elective and can only be taken by seniors that need a third year of math credit and have not met the prerequisites for Algebra II.

**Content:** This is a problem-solving course, which will encourage students to utilize their logic and previous Algebra skills. Some content areas included are: diagramming, basic probability, number sequences, unit conversions, Venn diagrams, and linear and quadratic functions. Also, basic consumer math skills will be taught, such as: computing percentages, banking skills, budget analysis, and purchasing.

**Successful Completion:** Meets one year of the mathematics graduation requirement.

# SCIENCE

## UC/CSU APPROVED COURSES

### **D REQUIREMENT**

1 year Life Science and 1 year of Physical Science are required for UC/CSU, 3 years of the NGSS aligned science sequence are strongly recommended.

### **ANATOMY/PHYSIOLOGY**

**UC/CSU: Fulfills D - Life Science requirement**

**Grades: 10-12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisite:** Successful completion of Biology.

**Content:** Human Anatomy and Physiology is a rigorous science course for students interested in

biology, medicine and health care professions. Students will gain an understanding of the essentials of how the human body functions and will also become very practiced in correct laboratory procedures. This course is based on three thematic units of study: Homeostasis, Energy and Growth and Development. As sub-units of these themes, the 11 human body systems will be investigated in detail. Each subunit has clear objectives that include specific major skills or understandings that the students will be able to demonstrate follow the completion of each unit.

**Successful Completion:** Meets the life science graduation requirement.

### **AP BIOLOGY**

**UC/CSU: Fulfills D – Life Science requirement or G - Elective requirement**

**Grades: 11 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 60 minutes (normally assigned on a weekly basis)**

**Prerequisites:** Successful completion of Biology and Chemistry. Successful completion of an additional science course such as Physics, Anatomy, or AP Environmental Science strongly recommended.

**Content:** AP Biology is a challenging college-level introductory Biology course which provides students with the foundational knowledge and skills to be successful in college coursework in the biological sciences. Major topics include biochemistry, the cellular basis of life, cellular communication, metabolism, cell division, Mendelian and population genetics, gene expression, evolution by natural selection, ecology, and animal systems. Students will be required to consistently engage with a college-level textbook, perform laboratory and inquiry-based investigations, and use quantitative and statistical techniques to analyze phenomenon and life processes. Students will be required to take the Advanced Placement examination in Biology in the spring.

**Successful Completion:** Students may be awarded college credit with an AP score of 3 or more, dependent upon their college and major.

### **AP CHEMISTRY**

**UC/CSU: Fulfills D - Physical Science req. or G - Elective requirement**

**Grades: 11 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 60 minutes**

**Prerequisites:** Successful completion of Chemistry.

**Content:** Advanced Placement Chemistry is a university level laboratory science course designed for those

students who have an interest in a science related major and would like to begin their college careers while still in high school. This inorganic chemistry course includes both the lecture and laboratory components of a two-semester college program. Students will be prepared for the Advanced Placement Chemistry Examination in May. Passing the AP Exam with a 3, 4, or 5 (out of 5) may earn the student university credit, placement in an Honors Program, or both. Topics covered in AP Chemistry (the study of matter and its changes) include: chemical change, energy, stoichiometry, quantum mechanics, periodicity, bonding, molecular structure, gas laws, nuclear physics, solutions, kinetics, thermodynamics, equilibrium, chemical reactions, and electrochemistry. A university level text and lab curriculum is employed and students can expect at least an hour of homework daily. Students will be required to take the AP exam in May.

**Successful completion:** Meets the physical science graduation requirement and prepares students for AP Biology, the AP Chemistry exam, and for subsequent chemistry offerings in college. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **AP ENVIRONMENTAL SCIENCE**

**UC/CSU: Fulfills D – Life Science requirement or G - Elective requirement**

**Grades: 11 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Successful completion of 2 years of Science.

**Content:** This course provides students with the scientific principles, concepts, and methodology required to understand the inter-relationships of the natural world. Students will identify and analyze environmental problems both natural and human made. Students will perform research and energy audits in the “Green Building”. Students will gain an understanding of alternative sources of energy, the use of sustainable building materials, and the impact of water conservation and recycled products. Students will be required to take the AP exam in May.

**Successful completion:** Meets the life science graduation requirement. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **EARTH SCIENCE**

**UC/CSU: Does Not Meet-Graduation Credit Only - Meets Physical Science graduation requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: Approximately 0-15 minutes**

**Prerequisites:** None

**Content:** Earth Science is a central part of the California Next Generation Science Standards (NGSS) and this course will address the new standards. There are five broad Earth and Space Science (ESS) standards covered in this course: Space Systems, History of Earth, Earth’s Systems, Weather and Climate, and Human Sustainability. The emphasis within the CA NGSS is on the processes that shape our Earth. These processes are best understood when thinking about the Earth as a “system of systems.” Each of the following five systems is shaped by its own internal workings and its interactions with the other systems: Atmosphere, Hydrosphere, Geosphere, Biosphere, and Anthroposphere. Many of the phenomena under study in this course illustrate California’s Environmental Principles and Concepts (EPC’s) which are an essential part of the CA NGSS.

**Successful Completion:** Meets the Carmel High School physical science graduation requirement.

## **BIOLOGY**

**UC/CSU: Fulfills D - Life Science requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Completion of Integrated Math I, concurrent enrollment in Integrated Math I or teacher recommendation.

**Content:** Students in high school develop understanding of key concepts that help them make sense of life science. The ideas build upon students’ science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. In addition to life science, several Earth science performance expectations will also be taught in this course to examine the simultaneous coevolution of Earth’s systems and life on Earth as well as the effects of humans on the Earth and its biota.

**Successful Completion:** Meets the life science graduation requirement and is a prerequisite for Geology, Honors Chemistry or Anatomy.

## **HONORS BIOLOGY**

**UC/CSU: Fulfills D - Life Science requirement**

**Grades: 9 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Completion of Integrated Math I, concurrent enrollment in Integrated Math I or teacher recommendation.

**Content:** Students in high school develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. In addition to life science, several Earth science performance expectations will also be taught in this course to examine the simultaneous coevolution of Earth's systems and life on Earth as well as the effects of humans on the Earth and its biota.

**Successful Completion:** Meets the life science graduation requirement and is a prerequisite for Geology, Honors Chemistry or Anatomy.

## **HONORS CHEMISTRY**

**UC/CSU: Fulfills D – Physical Science requirement or G - Elective requirement**

**Meets Physical Science requirement**

**Grades: 10 – 12**

**Credits: 10 w/ weighted GPA**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Successful completion of Integrated Math I and Biology or Honors Biology

**Content:** This NGSS-aligned honors-level chemistry course is meant to serve as a prerequisite for advanced level science courses while also satisfying NGSS chemistry and earth science performance expectations. The storyline of the course looks at high school level chemistry concepts through the lens of Earth's internal, surface, atmospheric, and oceanic processes. The course will also focus on the complex chemistry and implications of anthropogenic driven changes in Earth's atmosphere, oceans, and surface processes. Students will be challenged to create and critically analyze competing design solutions to the local and global issues that impact multiple scopes of the human population.

Ultimately, students will come away from the course with a deep foundation and understanding of chemical processes and their relevance to earth science. This knowledge base and these skills aim to prepare students for studies in Honors Physics, AP science courses, college chemistry, and science and engineering careers. **Successful Completion:** Meets the physical science requirement for graduation and is a prerequisite for Astronomy (Physics of the Universe), Honors Physics, AP Chemistry, AP Biology, and AP Environmental Science.

## **CHEMISTRY in the EARTH SYSTEM**

**UC/CSU: Fulfills D - Physical Science requirement**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Successful completion of Integrated Math I and Biology or Honors Biology

**Content:** This course explains how chemical processes help drive the Earth system. Scientists require a strong background in the fundamentals of matter and chemistry in order to interpret processes that shape the Earth system. The goal of this course is provide students an informative, engaging and dynamic approach to learning about how Earth's processes occur and how the interplay between matter and energy shape the world around us. Topics in this course include the history of Earth, Earth materials, plate tectonics, oceanography and climate. While investigating the processes that shape Earth, students will learn about the chemistry behind each of these processes. This course is designed to provide students with an overview of the Chemistry and Earth Science California NGSS performance expectations. The performance expectations of this course blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines.

**Successful Completion:** Meets the physical science requirement for graduation and is a prerequisite for Astronomy (Physics of the Universe), Honors Physics, AP Biology, and AP Environmental Science.

## **Physics in the Universe**

**UC/CSU: Fulfills D - Physical Science requirement (pending UC approval)**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Successful completion of Integrated Math I and successful completion or concurrent enrollment in Chemistry in the Earth System or Honors Chemistry.

**Content:** This is an introductory course in the foundations of physics and the physical processes that govern everything in the Universe. The instructional segments of this course are based on the CA's Next Generation Science Standards including forces and motion, forces at a distance, energy conversion, nuclear processes, waves and radiation, and the origin of the universe. The laboratory work will provide students with sound laboratory techniques and engineering practices. Students will develop critical thinking and apply physics principles to solve real world problems in preparation for their college and career experiences.

**Successful Completion:** Meets the Carmel High School physical science graduation requirement.

### **Honors Physics**

**UC/CSU: Fulfills D - Physical Science requirement (pending UC approval)**

**Grades: 10 - 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Successful completion of Integrated Math I and successful completion or concurrent enrollment in Chemistry in the Earth System or Honors Chemistry.

**Content:** This is a fast-paced introductory course in the foundations of physics and the physical processes that govern everything in the Universe. The instructional segments of this course are based on the CA's Next Generation Science Standards including forces and motion, forces at a distance, energy conversion, nuclear processes, waves and radiation, and the origin of the universe. Each of these topics is explored in significantly more depth than the in the non-honors equivalent course. This deeper exploration is reflected in the rigor and frequency of assessments. The laboratory work will provide students with sound laboratory techniques and engineering practices. Students will develop critical thinking and apply physics principles to solve real world problems in preparation for their college and career experiences.

**Successful Completion:** Meets the Carmel High School physical science graduation requirement.

### **SPORTS MEDICINE I (ROP)**

**UC/CSU: Fulfills G – Life Science Elective Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None, completion of Biology is recommended

**Content:** This course provides students with skills, knowledge, and experience in the areas of physical

fitness, physical therapy, and athletic training. This course will focus on anatomy and physiology, theory of exercise, athletic injuries, training management, physical therapy, and athletic training.

**Successful Completion:** Provides skills for entry level employment and/or advanced training. Meets 1 year of science or elective graduation requirement.

### **SPORTS MEDICINE II (ROP)**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Grades: 11– 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Sports Medicine I.

**Content:** The focus of this course is to allow each student to obtain hands-on experience at local physical therapy clinics, health clubs, athletic training rooms, and doctors' offices. The goal is to educate the student about career choices and colleges/universities that offer these health career choices. Students serve as interns in business and put their classroom skills to work in the professional world. Seventy (70) hours of application are required.

**Successful Completion:** Meets five credits per semester of life science or elective graduation requirement. May receive credit for four semesters.

# LANGUAGES

## Other than English

### UC/CSU APPROVED COURSES

#### **E REQUIREMENT**

Two years of the same language other than English (LOtE) required for UC/CSU. Three years is highly recommended for UC.

#### **AMERICAN SIGN LANGUAGE I**

**UC/CSU: Fulfills E requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** None

**Content:** This course will teach basic ASL vocabulary, ASL grammar, fingerspelling and expressive and receptive skills. The curriculum will introduce the uniqueness of ASL as a language, Deaf culture and Deaf history. Students will be required to

participate in signed skits, stories and expressive and complete class projects.

**Successful Completion:** Meets the World Language graduation requirement for graduation.

## **AMERICAN SIGN LANGUAGE II**

**UC/CSU: Fulfills E requirement**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: 15 - 30 minutes**

**Prerequisites:** Successful completion of ASL 1

**Content:** This course continues to build basic ASL vocabulary, ASL grammar, fingerspelling, and expressive and receptive skills. The curriculum will also focus on the uniqueness of ASL as a language, Deaf culture, Deaf history, and Deaf educational options for the Deaf and their practices. Students will be required to sign skits, stories and signed expressives. This class includes a mandatory research project highlighting a Deaf individual who has made a significant contribution to the Deaf, their culture and/or to the hearing community. Participation in the multilingual community is encouraged in order to experience language usage with the Deaf and better understand the culture. Class is primarily taught in the target language.

**Successful Completion:** Meets the World Language graduation requirement and the 2 year language other than English requirement for CSU.

## **AMERICAN SIGN LANGUAGE III**

**UC/CSU: Fulfills E requirement**

**Grades: 11-12**

**Credits: 10**

**Est. Daily Homework: 15 - 30 minutes**

**Prerequisites:** Successful completion of ASL 2

**Content:** This course will continue the more advanced learning of ASL vocabulary, ASL grammar, and further develop communication skills. The curriculum will also focus on the uniqueness of ASL as a language, Deaf culture, Deaf history and technical advances which impact the Deaf community. Students will be required to sign skits, stories and signed expressives. A mandatory research project focusing on deafness / Deaf culture will be assigned. Participation in the multilingual community is strongly encouraged in order to engage with the Deaf using ASL and better understand the culture. The class is taught with full language immersion.

**Successful Completion:** Meets the World Language graduation requirement and meets the third year of world language (LOtE) recommended for UC.

## **AMERICAN SIGN LANGUAGE IV**

**UC/CSU: Fulfills E requirement**

**Grades: 11-12**

**Credits: 10**

**Est. Daily Homework: 15-30 minutes**

**Prerequisites:** Successful completion of ASL 3

**Content:** This course furthers the development of expressive and receptive skills in American Sign Language. Emphasis will be on Deaf culture, syntax, consistent use of non-manual markers, conceptual accuracy, continued vocabulary building, including signs used in specialized areas and the ability to demonstrate abstract ideas and concepts. Creativity and the beauty of ASL will be evidenced through poetry and storytelling. This course extends the skills acquired in the first three years of study. Interaction in the Deaf community is required; expressive skills are strongly evaluated by instructor and Deaf community members. A variety of literature will be read and analyzed. Course fully conducted in target language.

**Successful Completion:** Classroom activities are designed to further develop students' understanding of the francophone world while reinforcing their grammar skills in the optic of preparing for the rigorous challenge of higher level and more specialized American Sign Languages courses.

**Successful Completion:** Meets the World Language graduation and exceeds the third year of world language (LOtE) recommended for UC.

## **CHINESE III**

**UC/CSU: Fulfills E requirement**

**Grades: 9 - 12**

**Credits: 10**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Completion of Chinese II

**Content** Chinese III continues to build on the language competencies established in both Chinese I and II. Students will continue to practice their listening, speaking, reading, and writing skills. Students will add to their knowledge of Chinese through literature and history. The course will include relevant dialogues, allowing students to express their opinions in such areas as school life, college study planning, social life, media impact, shopping, and other events of daily life. Students will continue to study Chinese culture, with Chinese history embedded in the lessons. At this level it is expected that students will be able to compare and contrast their world with the world of their Chinese-speaking counterparts. It is also expected that students enrolled at level III will successfully complete practice and prepare for the Chinese SAT II exam, as well as get ready to advance

to the AP Chinese level in high school, with the ultimate goal of continuing Chinese in college. The course is guided by the California State Foreign Language Framework for California Public Schools K-12 and the Standards for Foreign Language Learning (SFL): Preparing for the 21st Century. **Successful Completion:** Meets the World Language graduation requirement and meets the third year of world language (LOtE) recommended for UC.

## **CHINESE IV HONORS**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 30 minutes;** weekly journal writing.

**Prerequisites:** Completion of Chinese III with a C or better

**Content:** This course is an accelerated course which uses a college-level text and is conducted almost exclusively in Chinese. The course provides students with in-depth critical thinking, readings from a variety of authentic text, frequent writing experiences and a rigorous pace. It continues to build on the language competencies established in Chinese III, Chinese II and I. Students will use increasingly complex grammar with improving accuracy, practice in the appropriate use of idiomatic expressions, further develop skill in reading contemporary Chinese literature, and in composing essays in the intermediate level as well as deepen their understanding of the history, literature, and life-styles of Chinese language and culture. Evaluation is based on homework assignments, exams, class participation, and daily performance. At the end of the course, students will be able to use extended language to talk about school life, after-school life, the technological world, part – time work, relationships, environmental issues, social issues, etc. They will be able to hold conversation freely, to make comments and to express themselves with confidence. The course is guided by the Foreign Language Framework for California Public Schools K-12 and the Standards for Foreign Language Learning (SFL): Preparing for the 21st Century. **Successful Completion:** Meets the World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC.

## **AP CHINESE LANGUAGE**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Prerequisites:** Successful Completion of Chinese IV Honors

**Est. Daily Homework: 30 minutes average or more**

**Content:** (Possible that this will only be taught as Independent Study – see your counselor) AP Chinese prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. This course focuses on language proficiency while interweaving level-and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Students will be prepared to take AP Exam in May.

**Successful Completion:** Meets the World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC. Students may receive college credit if they pass the AP exam with a score of 3 or above.

## **FRENCH I**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** None.

**Content:** This course is an introduction to the French language and culture through the use of textbooks, workbooks, and a multitude of other print, audio and video resources. The emphasis in this class is on learning correct pronunciation, everyday expressions and vocabulary, and three main topics in basic grammar on which to build a solid language foundation.

**Successful Completion:** Meets the World Language graduation requirement.

## **FRENCH II**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** Successful completion of French I

**Content:** In French II, students continue the skill building process begun in French I. Students speak French in class and concentrate on their reading, pronunciation, writing and communication skills. The course will increase a student's ability to use French as a means of communication and a heightened awareness of France, as a country. Upon completion of French II, those students who began the sequence at Carmel Middle School receive high school credit for French I and II.

**Successful Completion:** Meets the World Language graduation requirement and meets the 2 year world language (LOtE) requirement for CSU/UC admissions.

### **FRENCH III**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** Successful completion of French II

**Content:** The course will deal with a variety of practical and cultural subjects. Class will be predominantly conducted in French, and the emphasis will be on speaking and understanding French in a variety of situations. This course builds self-confidence in dealing successfully with those situations studied and prepares students for projected travel abroad to French speaking countries. In addition, there will be a grammar review, selected reading, and practice in writing compositions to prepare students for subsequent advanced classes in French. Upon completion of French 3, those students who began the sequence at Carmel Middle School receive high school credit for French I, II, and III.

**Successful Completion:** Meets the World Language graduation requirement and meets the third year of world language (LOtE) recommended for UC.

### **FRENCH IV HONORS**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 20 minutes maximum, study time is extra – quizzes weekly**

**Prerequisites:** Successful completion of French III

**Content:** This advanced course is designed for students who want to become proficient in the French language. At this level, predominant use of the target language is expected with continued review of grammatical structures. Students are introduced to great works of French literature as well as readings on a variety of topics and genres used as a focus for

conversation. Classroom activities are designed to further develop students' understanding of the francophone world while reinforcing their grammar skills in the optic of preparing for the rigorous challenge of the AP college course.

**Successful Completion:** Meets the World Language graduation and exceeds the third year of world language (LOtE) recommended for UC. Depending on the university, may fulfill university language requirement.

### **AP FRENCH LANGUAGE**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Prerequisites:** Successful Completion of French IV; senior standing from French III and teacher recommendation

**Est. Daily Homework: 20 minutes average or less based on student progress on the one weekly homework assignment; most work completed in class**

**Content:** AP French prepares for the AP Exam and the SAT II in French. Additional work is given on improving listening comprehension, speaking, grammar, reading, and composition. As the focus of this level is to prepare for the French Language and Culture AP exam, students are required to take the AP exam in May.

**Successful Completion:** Meets the World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC. Students may receive college credit if they pass the AP exam with a score of 3 or above.

### **SPANISH I**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** None

**Content:** The emphases of this course are to learn to understand and speak Spanish on a basic level, to deal with practical situations often encountered in the Spanish-speaking world, and to learn about cultural differences, vocabulary, correct sentence structure, and grammar.

**Completion:** Meets the World Language graduation requirement.

### **SPANISH II**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

### **UC/CSU: Fulfills E requirement**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** Successful completion of Spanish 1

**Content:** Students continue the skill building process begun in Spanish I. Students are encouraged to speak Spanish in class and practice their speaking, listening, reading and writing skills. Students are introduced to the past and learn the preterit, imperfect and past progressive tenses. The focus is on learning through communicative and interactive activities such as games, situations, skits and technology that engage students.

**Successful Completion:** Fulfills second year of World Language requirement.

### **SPANISH III**

**UC/CSU: Fulfills E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 20-30 minutes**

**Prerequisites:** Successful completion of Spanish II

**Content:** The focus of the course is on speaking and understanding Spanish in different situations and exploring various cultural subjects and traditions. All skills are enhanced through written and oral projects that prepare students for further language study, travel abroad and becoming bilingual. The class includes HOTS and CCCS reading activities that enhance reading across the curriculum.

**Successful Completion:** Meets the World Language graduation requirement and meets the third year of world language (LOtE) recommended for UC.

### **SPANISH IV HONORS**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 30 minutes**

**Prerequisites:** Successful completion of Spanish III

**Content:** In Spanish IV students are introduced to authentic Spanish literature through plays and short stories. The history of Spain, Mexico and Latin America is also explored. The class format is full immersion in the Spanish language. Students explore the food, culture, and background of the Latin world through guest speakers, field trips, and a variety of opportunities for contact with native speakers from various countries. There is expansion of vocabulary and grammar and reading novels independently in the second semester is required. This course teaches students how to read for content, as well as familiarizes them with a variety of writers from the Spanish speaking world.

**Successful Completion:** Meets the World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC.

### **AP SPANISH LANGUAGE**

**UC/CSU: Fulfills E requirement**

**Grades: 10-12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: 15-45 minutes**

**Prerequisites:** Successful completion of Span IV

**Content:** This course is a continuation of Spanish IV with additional preparation for the AP Spanish language exam. We explore the six themes covered on the test: families and communities, world challenges, science and technology, personal and public identities, beauty and esthetics, and contemporary life. In doing so, we create world citizens. There is enhancement of higher level speaking, listening, reading and composition. Students expand their vocabulary to include a variety of social topics, along with a deeper exploration of everyday vocabulary. Field trips and class projects are vocabulary-centered, in order to assist with long term retention of the words studied. The class format is full immersion in the Spanish language. Students will be required to take the AP exam in May.

**Successful Completion:** Meets the World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC. The class prepares students for the AP Spanish Language Examination and for living in a foreign country. Students may receive college credit if they pass the AP exam with a score of 3 or above.

### **SPANISH FOR HERITAGE SPEAKERS**

#### **I**

**UC/CSU: Fulfills 2 years of E requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 15 minutes**

**Prerequisites:** Home language of Spanish or significant exposure to Spanish language.

**Content:** This class meets the needs of the heritage speaker by focusing on literacy skills. The students will build their reading, writing, speaking and listening skills while studying Spanish literature, geography, culture, grammar, vocabulary, and orthography including accents.

**Successful completion:** Meets the 2 year World Language (LOtE) graduation requirement.

## **SPANISH FOR HERITAGE SPEAKERS**

### **II**

**UC/CSU:** Fulfills 2 years of E requirement

**Grades:** 10-12

**Credits:** 10

**Est. Daily Homework:** Approximately 15-30 minutes

**Prerequisites:** Home language of Spanish or significant exposure to Spanish language and have successfully completed Spanish for Heritage Speakers level I or Spanish II.

**Content:** This class continues to meet the needs of the heritage speaker by focusing on literacy skills. The students will further their reading, writing, speaking and listening skills while studying more advanced Spanish literature, geography, culture, grammar, vocabulary, and orthography including accents. This class incorporates some Spanish Language AP Exam practice activities to ease the transition into the Spanish AP class.

**Successful completion:** Meets the 2 year World Language graduation requirement and exceeds the third year of world language (LOtE) recommended for UC.

# VISUAL and PERFORMING ARTS (VAPA)

## UC/CSU APPROVED COURSES

### **F** REQUIREMENT

#### **ART I**

**UC/CSU:** Fulfills F requirement

**Grades:** 9-12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** None

**Content:** Do you want to learn how to draw, paint or sculpt? In this introductory class you will learn the skills to express yourself visually. You will experience a dynamic and fun studio art environment that engages your creative spark. This course is designed to provide students with a wide variety of experiences with art media including instruction in

drawing, painting, color theory, sculpture, ceramics, composition, design, printing, and printmaking. This is an introduction to visual fine arts and is a prerequisite to take Art 2/3, which is similar to this class but expands the beginning student's range of art techniques and concepts. Critiques use written and/or oral analysis of aesthetics, historical art and cultural perspectives as per UC/CSU requirements. Students will create a bound art book to show sequential progress throughout the year in expressive art making. **Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement

#### **ART II/III**

**UC/CSU:** Fulfills F Requirement

**Grades:** 10-12 (or instructor approval)

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** Successful completion of Art 1 or instructor approval

**Content:** In this advanced art class is a course for the more dedicated art student who wishes to further develop his/her drawing, painting, and sculpting abilities and artistic voice. Composition, design and technical skills will be taught in conjunction with more advanced art concepts in the art process. This fun but rigorous class will include further training in drawing with various materials, leading to individual work in painting (acrylics, pastel and watercolor). Independent thinking and a personal style in artistic expression are encouraged on this advanced level. Art history, aesthetics, critiques and portfolio development are encompassed in the class throughout the course.

**Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement

#### **AP STUDIO ART DRAWING**

**UC/CSU:** Fulfills F Requirement

**Grades:** 11-12 (or instructor approval)

**Credits:** 10

**Est. Daily Homework:** 0-60 minutes

**Prerequisites:** Successful completion of Art 2/3 or instructor approval

**Content:** The Advanced Placement Studio Art course is for the highly motivated advanced student who is seriously interested in the study of art. Students investigate and develop a portfolio according to the College Board specifications, artwork that addresses the three sections of the Studio Art portfolio. Student portfolios will reflect three areas of focus; 1) Quality, 2) Concentration, 3) Breath. Final evaluation of the student portfolio is done by the College Board.

Students work in a rich variety of means and materials in order to extend their repertoire of visual experiences. They will explore in-depth a personal, central interest in a particular visual concern. Students expand their aesthetic perception and appreciation. Students develop mastery of expressing themselves visually, verbally, and literally in concept, composition, and execution of personal ideas and specific thematic elements. They achieve the skills that encourage more sensitive decision-making in esthetic valuing, analysis, and interpretation and critical judgment of their art making process including those contributions of other artists, contemporary or historic. These skills they obtain and use will enable them to complete and submit a visual portfolio to the College Board at the end of the academic period.  
**Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement

### **GRAPHIC DESIGN (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 9–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** Design is art and technology working together! This class builds the beginning skills needed to work in the worlds of graphic design, illustration, and digital art for video/gaming. The course emphasizes creativity and problem solving. Students will learn the basics of Adobe Creative Cloud software (Photoshop, InDesign, Illustrator and Animate) to complete fun and real world design projects. In this course, students create an online portfolio to share their work. They will have the opportunity to gain industry certification in Photoshop and to enter into national digital art competitions. I The skills and problem-solving in this course can be used every day for personal and/or academic projects. All assignments will be completed in class. Meets one year of a Career Pathway. Students are expected to attend one after school Art or VAPA show in the spring.

**Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement. May be repeated up to four semesters. Meets Tech requirement.

### **GRAPHIC DESIGN II (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 10–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Completion of Graphic Design I or permission of instructor

**Content:** This class broadens and advances the skills learned in Graphic Design I. Students will improve their skills in Adobe CC software and collaborate with nonprofits to answer design challenges in the real world. Major projects will include designing images for the web, building simple games, and creating animated cartoons. Students will continue to improve their online portfolio of design work. This class is a chance to deepen skills and work on both teacher assigned and independent projects for both print and the web.

**Successful Completion:** Meets 1 year of the high school Visual/Performing Arts, Career Pathway. Meets Tech requirement.

### **PHOTOGRAPHY I (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** This course is designed to offer the student, with little or no photographic experience, a sound basis for becoming a competent technician in black and white photography. Areas to be covered are: choosing the appropriate camera, handling and maintenance, lens selection, pinhole cameras, film processing, printing, and mounting. There will be extensive laboratory experience, with a focus on composition and art fundamentals. Meets 1 year Career Pathway.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts graduation requirement

### **PHOTOGRAPHY II (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 10–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Completion of Photo I

**Content:** This level II course will continue to expand on the skills covered in Photography I with added emphasis on developing a student photographic portfolio. This course will also explore in depth: studio lighting, medium-format cameras and film, use of digital technology, alternative and advanced printing. Digital/computer imaging will be introduced, and there will be a focus on building Adobe Photoshop skills. Meets one year of a Career Pathway.

**Successful Completion:** Meets five credits per semester of the high school Visual / Performing Arts, Career Pathway. May be repeated up to four semesters.

## **AP STUDIO ART 2D**

**UC/CSU:** Fulfills F requirement or G elective

**Grades:** 10–12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** Completion of Photo I, Graphic Design, or Art II

**Content:** AP Studio Art 2D students work with diverse media, styles, subjects, and content to build a portfolio of work. Students will relate their individual practices to the larger art world. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making. Students are required to submit the AP portfolio in May.

**Successful Completion:** Meets ten credits per of the high school Visual / Performing Arts, Career Pathway. Students may receive college credit if they pass the AP portfolio with a score of 3 or above. Meets tech requirement.

## **VIDEO PRODUCTION I (ROP)**

**UC/CSU:** Does Not Meet-Graduation Credit Only.

**Meets Visual/Performing Arts**

**Grades:** 10 – 12

**Credits:** 10 (May Be Repeated)

**Est. Homework:** Required Filming Projects Outside of Class 0-30 minutes

**Prerequisites:** None

**Content:** In this yearlong hands-on project based course, students study the fundamentals of art and design in video and television media. Students will learn the history of the discipline and how different artists expressed their vision from early still images, to the moving picture, to today's digital imaging. Students will learn the three fundamental stages of video and TV production; pre-production, production and postproduction, as well as the vocabulary to describe its technical characteristics and aesthetic qualities. In pre-production, students will learn how to conceptualize a story, write a script, storyboard their vision, plan their vision and pitch their projects to audiences. In the production phase students will learn proper techniques for lighting, camera operation, audio mixing, cinematography, art design, and scene direction. In the post-production phase students will learn how to use editing to shape their stories for the

desired effect and audiences. Students are expected to create projects that involve many genres including narrative, documentary, and experimental as well as produce commercials, news stories and interviews for a daily or weekly television news broadcast. Students will learn the impact of video and TV on society as well as learn how it transcends cultures and societies in other parts of the world. Students will participate both in front of and behind cameras and will work both independently and collaboratively. Students will learn how to improve their work from project to project to further their artistic skill.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts graduation requirement. Meets tech requirement.

## **VIDEO PRODUCTION II (ROP)**

**UC/CSU:** Fulfills F requirement

**Grades:** 10 – 12

**Credits:** 10 (May Be Repeated)

**Est. Homework:** Required Filming Projects Outside of Class 0-30 minutes

**Prerequisites:** Video and Television Arts I or Teacher Approval

**Content:** This is an advanced course for students who want to further their knowledge of the elements of art and principles of design as they relate to video, film and broadcast. This course is designed for students who have a deep interest in visual arts or broadcast journalism and will prepare students for careers in these fields. Students will work on individual and group projects that demonstrate their ability to script, storyboard, film, edit and distribute high quality videos. Students will view and critique each other's works as well as that of industry professionals in order to improve their skills. A large part of this course will be dedicated to producing a high quality video broadcast called the "Friday Show". This show will highlight events and activities on the CHS campus and present them in a fun, exciting and professional format. Students will produce news stories, field recordings, interviews and live studio recordings in preparation for this show. Students in this course will be required to create a capstone project highlighted in an end of the year film festival.

**Successful Completion:** Meets 1 year of the high school Visual/Performing Arts, Career Pathway. Meets tech requirement.

## **PERFORMING ARTS**

### **CONCERT CHOIR**

**UC/CSU: Fulfills F requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Ability to match pitch, as determined by the teacher, is a requirement for participation in concert choir.

**Content:** Concert Choir is a performance-based class designed to refine and further develop the singer's individual vocal technique and ensemble performance skills. Through carefully selected vocal exercises and choral repertoire, students will develop their ability to effectively breathe for singing and sing with beautiful tone quality. Music reading skills will be developed using solfege, Curwen Hand Signs, and other tools designed to develop independent musicians. Emphasis is placed on participation, both in and out of the classroom, as we prepare and present public performances throughout the school year at CHS and beyond.

**Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement. Class may be repeated for credit.

**CHAMBER SINGERS**

**UC/CSU: Fulfills F requirement**

**Grades: 10 - 12**

**Credits: 10**

**Prerequisites:** Successful completion of concert choir, audition required.

**Content:** Chamber Singers is a small, select, vocal ensemble of intermediate to advanced singers who are committed to creating outstanding choral performances. Similar to Concert Choir, Chamber Singers is a performance-based class that seeks to refine the singer's individual vocal technique and ensemble performance skills while studying repertoire that is significantly more complex and more vocally and technically demanding than the Concert Choir repertoire. Students will build on their previous knowledge of solfege, Curwen Hand Signs, and other musical literacy tools to become fluent sight-readers. Emphasis is placed on participation, both in and out of the classroom, as we prepare and present public performances throughout the school year at CHS and beyond.

**Successful Completion:** Meets one year of the Visual/Performing Arts graduation credit.

**CONCERT BAND**

**UC/CSU: Fulfills F requirement**

**Grades: 9-12**

**Credits: 10**

**Prerequisites:** Beginning band; one or more years of playing experience or instructor/counselor approval

**Content:** The CHS Concert Band/Pep Band is a wonderful opportunity for experienced wind and percussion students to make quality music in a variety of settings. Individual technical development and musicianship are addressed, as well as ensemble skills. This is your opportunity to learn and have fun while representing the school in musical performance locally and throughout the state.

**Successful Completion:** Meets one year of the Visual / Performing Arts graduation requirement.

**JAZZ WORKSHOP**

**UC/CSU: Fulfills F requirement**

**Grades: 9-12**

**Credits: 10**

**Prerequisites:** Proficiency with instrument and ability to read music or instructor approval.

Wind and percussion musicians must be concurrently enrolled in Concert Band, with exceptions by teacher approval.

**Content:** This course is designed to foster the development of student musicians interested in jazz styles and improvisation. Coursework includes music theory, solo transcriptions, development of technique and reading abilities, listening to and analyzing recordings, and the preparation of tunes for performance. Instruction takes place in small group, lecture, and individual lesson formats.

**Successful Completion:** Meets one year of the Visual/ Performing Arts graduation requirement.

**ORCHESTRA**

**UC/CSU: Fulfills F requirement**

**Grades: 9 - 12**

**Credits: 10**

**Prerequisites:** Beginning orchestra; one or more years of playing experience or instructor/ counselor approval.

**Content:** The CHS Chamber Orchestra is available for experienced string students to make quality music in a variety of settings including string orchestra, full orchestra and small ensembles. Individual technical development and musicianship are addressed, as well as ensemble skills. This is a wonderful opportunity to learn and have fun while representing the school in musical performance locally and throughout the state.

**Successful Completion:** Meets one year of the Visual/Performing Arts graduation requirement.

**DANCE I**

**UC/CSU: Fulfills F requirement**

**Grades: 9-12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None.

**Content:** This is an introductory course in technique, genres of dance, choreography, stage etiquette, stage terminology, and performance skills. A variety of dance genres are taught along with a small group choreography project. Students develop flexibility, coordination, and kinesthetic awareness. Two semesters or more will prepare a student for Dance II. Choreography will be set for performance but participation in the performance is optional (students that choose to perform will have a small time commitment outside of class). Meets 1 year of a Career Pathway.

**Successful Completion:** Meets one year of the Visual/Performing Arts, elective or physical education graduation requirement. This class may be repeated for credit.

## **DANCE II: INTRODUCTION TO DANCE COMPANY (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 9–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Completion of Dance I or instructor approval.

**Content:** This is an intermediate course in technique, dance composition, performance, and stage terminology. Students will further develop their dance technique and performance skills. Students will learn the tools of choreography and staging. Each student will learn to choreograph a dance from beginning to end. Choreography will be set for performance. This course requires some time commitment outside of class for performances.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts, elective or physical education graduation requirement.

## **DANCE III: DANCE COMPANY (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 10–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Completion of Dance II and **instructor approval.**

**Content:** This is an intermediate/advanced course in choreography and performance. This course includes a variety of production techniques, including lighting, costuming, make-up, and performance for the stage. Students are involved in multiple performances. This

course requires time outside of class for performances. Students choreograph dance compositions, which further develop their choreographic skills. Students run Dance III as a pre-professional dance company. Professional guest choreographers set dances on the class every semester and teach master classes throughout the year. Students will learn leadership, time management, marketing, budgeting, public relations, and dance company development skills.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts, elective or physical education graduation requirement. This class may be repeated for credit.

## **DANCE IV: ADVANCED DANCE COMPANY (ROP)**

**UC/CSU: Fulfills F requirement**

**Grades: 10–12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Completion of Dance III and instructor approval.

**Content:** This is an advanced course in choreography, teaching, and performance. Students at this level will choreograph a dance with artistic intent each semester to live music, music created through the digital music course, or to a spoken word piece. Students will be asked to choreograph in a variety of dance genres to help expand and develop their choreographic artistry. Students will be required to teach at least two dance classes throughout the year at a variety of technique skill levels. Dance IV students are also required to work with guest choreographers each semester. Students will develop stagecraft skills that are essential in the production of dance performances. Students are involved in multiple performances. This course requires time outside of class for performances. Dance IV is a course to prepare students for dance at the collegiate level.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts, elective or physical education graduation requirement. This class may be repeated for credit.

## **DRAMA I**

**UC/CSU: Fulfills F requirement**

**Grades: 9-10**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Desire to learn about acting and theater production.

**Content:** This course is designed as an introduction to theater and acting on stage. Students will study

improvisation, monologues, and scenes, and introduction to scene analysis, basic acting technique and theater terminology as well as basic stage make-up use. Although there are only a few written assignments, most homework requires memorization of lines and blocking and adequate preparation for presentation of monologues and scenes. Students are also required to attend at least one play per semester and give a written review of the performance. This is a performance based class where participation on stage is mandatory.

**Successful Completion:** Meets 1 year of the Visual/Performing Arts graduation requirement.

## **DRAMA II (ROP)**

### **Professional Acting Training**

**UC/CSU:** Fulfills F requirement

**Grades:** 10–12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** Complete Drama I or Audition

**Content:** Focus will center on in-depth acting technique and scene analysis for the experienced actor, incorporating monologues for use as audition material, scene work with emphasis on building a character, and directing with attention given to blocking, pacing, and theme development. More advanced make-up technique will be introduced. Although there are only a few written assignments, most homework requires memorization of lines and blocking and adequate preparation for presentation of monologues and scenes. Students are also required to attend at least one play per semester and give a written review of the performance. Students are required to participate in special out of the classroom and after school projects that may include directing other drama students in scenes, and/or working in a Padre Production. This course prepares students for auditions for regional theater and colleges. Meets 1 year Career Pathway.

**Successful Completion:** Meets five credits per semester of the Visual/ Performing Arts or elective graduation requirement. Prepares students for auditions for regional theater and colleges.

## **DIGITAL MUSIC (ROP)**

**UC/CSU:** Fulfills F requirement

**Meets Visual/Performing Arts Requirement**

**Grades:** 10– 12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** None. Prior experience in music is desirable, particularly in reading music notation.

**Content:** Students in his course will be introduced to a variety of digital music software programs and recording techniques. Topic covered include working with MIDI instruments, sequencing, composing, arranging, music notation, basic music theory, recording and working with live sound reinforcement. Students will produce a variety of fun and interesting projects including drum loops, podcasts, remixes, audio file collages and original compositions. Examples of software used include Garageband, Reason, Sibelius, Cubase and ProTools.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts graduation requirement. Meets tech requirement.

## **PHOTOGRAPHY I (ROP)**

**UC/CSU:** Fulfills F requirement

**Meets Visual/Performing Arts Requirement**

**Grades:** 10 – 12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** None

**Content:** This course is designed to offer the student, with little or no photographic experience, a sound basis for becoming a competent technician in black and white photography. Areas to be covered are: choosing the appropriate camera, handling and maintenance, lens selection, pinhole cameras, film processing, printing, and mounting. There will be extensive laboratory experience, with a focus on composition and art fundamentals. Meets 1 year Career Pathway.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts graduation requirement

## **NON UC/CSU APPROVED VAPA COURSES**

### **GRADUATION CREDIT ONLY**

## **Beginning Guitar**

**UC/CSU:** Does Not Meet-Graduation Credit Only.

**Meets Visual/Performing Arts requirement**

**Grades:** 9 – 12

**Credits:** 10

**Est. Daily Homework:** 0-30 minutes

**Prerequisites:** None

**Content:** Students in this course will be introduced to the foundations of guitar playing. Students will learn to tune their instruments, read music and tablature and play the guitar. Topics covered will include playing single note melodies, open chords, power chords, bar chords, strumming and picking patterns and

improvisation. A variety of musical styles will be discussed and explored along the way.

**Successful Completion:** Meets five credits per semester of the Visual/Performing Arts graduation requirement.

# PHYSICAL EDUCATION

## FRESHMAN CORE PHYSICAL EDUCATION

**UC/CSU: Does Not Meet-Graduation Credit Only  
Meets P.E. requirement**

**Grade: 9**

**Credits: 10 / Variable**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Required course for all freshman.

**Content:** This course meets the PE requirements for graduation for the first year of physical education. Instruction is in the basic fundamentals of a variety of individual and dual sports, aquatics, dance and physical fitness. Emphasis is on cooperation, skill development, physical fitness and teamwork. Individual and dual activities may include badminton and archery. This course is designed to improve and maintain the level of physical fitness of students. The CHS swim requirement for graduation and the physical performance testing are included in the course. Students will take the State Physical Fitness Standards test and must pass five out of six. If a student does not pass five of six and the mile run (Vo2 max) – they will be enrolled in PE their sophomore year. Units will vary in length. Various activities will be performed with the goals of establishing a lifelong appreciation for movement activities, developing high levels of physical fitness, and knowledge of psychological and sociological benefits of physical activity.

**Successful Completion:** Meets ten units of the physical education requirement for graduation.

## WEIGHT TRAINING AND LIFETIME FITNESS

**UC/CSU: Does Not Meet-Graduation Credit Only  
Meets P.E. requirement**

**Grades: 9-12**

**Credits: 5**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites: none**

**Content:** This course is designed to improve the level of physical fitness of students by guiding them through a progressive weight training exercise program. It will include weight training exercises. Olympic lifting techniques may be utilized for athletic training in addition to movement based resistance training. A computerized daily program developed to constantly vary exercises as well as intensity the student is led through a sixteen week workout designed to increase and maintain muscular strength, tone, and endurance may also be used. Various forms of exercise will be performed in hopes of establishing a lifelong appreciation for fitness and resistance training. Special attention will be paid to safety and proper execution of weight training techniques.

**Successful Completion:** Meets five units per semester of the physical education requirement for graduation.

## YOGA

**UC/CSU: Does Not Meet-Graduation Credit Only  
Meets P.E. requirement**

**Grades: 9 - 12**

**Credits: 5**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** This course will cover a variety of fitness disciplines including yoga, pilates, and cardio workouts. This class is designed to enhance physical fitness by relieving stress, promoting relaxation, increasing flexibility and strength, and improving cardiovascular endurance. The class is graded on work ethics, participation, personal progress and journal reflections.

**Successful Completion:** Meets five credits per semester of the physical education requirement for graduation. This class may be repeated for credit.

## HEALTH

**UC/CSU: Does Not Meet-Graduation Credit Only  
Meets Elective requirement**

**Grades: 9-12**

**Credits: 5**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** This course is one that deals with such matters as self-esteem, drugs, nutrition and exercise, physical health, and sex, which may be useful, interesting and often controversial. The course also deals with such matters as stress management, suicide prevention, first aid, CPR, decision-making, and analysis.

**Successful Completion:** Meets the health graduation requirement.

# ELECTIVES

## ELECTIVE COURSES

### UC/CSU APPROVED COURSES

### G REQUIREMENT

One year of an approved elective course is required for UC/CSU.

Advanced Mathematical Decision Making  
American Sign Language III  
American Sign Language IV  
Any English above the 4 years  
Any History above the 2 years  
AP Biology  
AP Calculus AB or BC  
AP Chemistry  
AP Chinese  
AP Computer Science  
AP Computer Science Principles  
AP Environmental Science  
AP French  
AP Psychology  
AP Spanish  
AP Statistics  
Art II and III  
AVID Senior Seminar  
Broadcast/Video Prod II  
Chamber Singers  
Chemistry  
Chemistry Honors  
Chinese III  
Chinese IV Honors  
Dance Company  
Digital Music  
Drama II  
Economics  
Economics Honors  
French III  
French IV Honors  
Intro to Engineering

Philosophy  
Photography II  
Photography II  
Physics  
Physics Honors  
Pre-Calculus  
Principles of Engineering  
Spanish III  
Spanish IV Honors

## COMPUTERS and TECHNOLOGY

### AP Computer Science Principles-Mobile

**UC/CSU: Fulfills G requirement**

**Meets Technology or Elective requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** In this course students will learn key computer science concepts by building socially useful mobile apps on school issued Android tablets. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity.

**Successful Completion:** Meets the Computer Technology graduation requirement and/or elective credit.

### ENGINEERING I

**UC/CSU: Articulated with MPC**

**Grade: 10<sup>th</sup>**

**Credit: 10**

**Est. Daily Homework: Approximately 0-30 minutes**

**Prerequisites: Concurrent enrollment or completion of Computer Science**

**Content:** This course contains curriculum from the nationally recognized Project Lead the Way curriculum. It is an introductory course that concentrates on project based learning, where students will learn Computer Automated Design (CAD) and engineering principles. Students will learn to work in teams and begin to think like an engineer. This course will explore careers in

engineering, STEM, and the role and function of engineering in modern society. This course is highly collaborative and project based. Problem solving and open ended projects are incorporated throughout the year. Upon completion, students will be allowed to move onto Robotics Engineering/ Principles of Engineering which is the Capstone of the engineering pathway.

**Successful Completion:** Completes one year of graduation elective credit. Meets tech requirement.

## **ENGINEERING II/ROBOTICS (ROP)**

**UC/CSU: Fulfills G requirement Articulated with MPC Engineering**

**Meets Technology or Elective requirement**

**Grades: 11 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Intro to Engineering

**Content:** This is the Capstone Course in the Engineering Pathway. It uses the Project Lead the Way curriculum which is a nationally recognized engineering and STEM program. This course will include a deeper understanding of CAD and incorporate more advanced aspects of the engineering field. This course will study the connection between applied physics principles and several branches of engineering: mechanical, electronic, industrial, and materials. Students will design and build a competition robot and that will compete in the nationally recognized FIRST ROBOTICS program. This course is articulated with MPC and upon completion of this course, students will be eligible to enroll in Engineer Design Graphics at MPC which transfers to multiple CSU programs as well as UC Berkeley, Davis, Santa Barbara and Irvine Engineering programs.

**Successful Completion:** Meets one year of the elective graduation requirement; also granted 3 units of MPC credit transferable to MPC upon enrollment at MPC.

## **AP COMPUTER SCIENCE**

**UC/CSU – Fulfills G requirement**

**Meets Technology or Elective requirement**

**Grades: 10 – 12**

**Credits: 10 w/weighted GPA**

**Est. Daily Homework: Approximately 30 minutes**

**Prerequisites:** Completion (or concurrent enrollment in Integrated III) of Algebra 2 or consent of the instructor

**Content:** The course is designed to prepare students to pass the Computer Science – AP Exam. It is the equivalent of a first-year college course in computer science. The class uses the Java programming

language to examine object-oriented programming methodology and algorithm development. The class also includes the study of data structures and abstraction. Specific topics covered in the course include top down design, iteration, functions, user-defined data types, classes, arrays, files, sets, linked data structures, stacks, queues, binary trees, searching and sorting algorithms. Students will be required to take the AP exam in May.

**Successful Completion:** Prepares students for the AP Computer Science Exam and fulfills one year of the technology or elective graduation requirement.

# INDUSTRIAL TECHNOLOGY

## **AUTOMOTIVES (ROP)**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Meets Elective requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Successful completion of Basic Car Care

**Content:** This course is designed to give the student a basic understanding of the automobile and its function. Through assigned reading, class discussion, and lab activity, each system of the automobile is covered: engine nomenclature, electrical, fuel, cooling, lubrication, power train, brakes, and accessories. About two-thirds of the time is spent in ‘live’ work in the automotive laboratory. Students develop skills in the proper use of automotive repair tools and equipment. It provides basic knowledge of skills, which allow entrance into a technical/vocational-level training program

**Successful Completion:** Meets five units per semester of the elective graduation requirement may be taken for four semesters.

## **INTRODUCTION TO INDUSTRIAL ARTS**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Meets Elective requirement**

**Grades: 9 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisite:** None

**Content:** This course is designed to provide introduction and experience in the safe utilization of the tools and techniques to work with wood, metal,

basic electrical, drafting, and motor vehicles.  
**DRAFTING:** Students will be able to sketch ideas and create properly scaled mechanical drawings for various wood, metal, and electrical projects. **WOOD:** Students will be able to safely use hand tools, hand power tools, and stationary power tools to produce projects in wood, such as tables and small cabinets. **METAL:** Students will be able to safely use hand tools, hand power tools, and welding equipment to produce projects in metal, such as tables and small cabinets, and sculpture.  
**ELECTRICITY:** Students will be able to create and read simple wiring diagrams and actual circuits in 110VAC and 12VDC.  
**AUTOMOTIVE:** Students will be exposed to basic automotive mechanical/electrical systems and control  
**Successful completion:** Meets elective graduation requirement.

## **STAGECRAFT TECHNOLOGY**

**UC/CSU: Does Not Meet-Graduation Credit Only**  
**Meets Elective requirement**

**Grades: 9 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisite:** Approval of the Instructor

**Content:** Stagecraft and Design will introduce to the student, both novice and experienced a practical approach to the technical and production aspects of musical theatre and drama. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, implement a sound system for effects and reinforcement, and scenic artistry, all in a variety of techniques. In conjunction with the Music and Drama Departments, students will take an active role in each of the major productions at CHS. Additionally, students will be introduced to theatrical design, and will be given an opportunity to draft their own designs for scenery and/or lighting of a theatrical production.

**Successful completion:** Meets elective graduation requirement. Meets tech requirement.

# OTHER ELECTIVES

## **STUDENT LEADERSHIP**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Meets Elective requirement**

**Grades: 9 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Required for elected student body and class officers. Recommended for class representatives and other interested students with instructor approval.

**Content:** Student leadership is for those interested in learning leadership skills, improving their school and community, and representing student interests. This course will assist in acquiring excellent leadership abilities through the organization and coordination of proposed activities, which will make Carmel High School an enjoyable and meaningful experience for the entire student body and staff.

The objective is; to develop responsibility, initiative, creativity, leadership, and school pride; to allow students the opportunity to participate in and plan activities; to successfully run an effective and democratic government; to better understand the importance of good leadership; to become familiar with parliamentary procedures; to appreciate and implement legally required ASB policies.

**Successful Completion:** Meets one year of elective requirement for graduation. Class may be repeated for credit.

## **YEARBOOK (ROP)**

**UC/CSU: Does Not Meet-Graduation Credit Only**  
**Meets Elective requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Instructor's consent before enrollment. Introduction to Computer Science, Photography and/or Graphic Design recommended.

**Content:** Students in this course carry the responsibility for producing the school yearbook. Elements of production include graphic design, photography, copywriting, advertising, sales, and contract negotiations for publications.

**Successful Completion:** Meets one year of elective requirement for graduation. Class may be repeated for credit. Meets tech requirement.

## **NEWSPAPER (ROP)**

**UC/CSU: Does Not Meet-Graduation Credit Only -**  
**Meets Elective requirement**

**Grades: 10 - 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** None

**Content:** This yearlong course is designed to provide students with a general understanding of the reporting, writing, editing, and publishing processes involved in creating a newspaper, as well as practical experience in print journalism. Initial emphasis will be placed on journalism ethics/libel laws, writing instruction, and familiarity with varied types of articles. Once students have grasped the basics of news writing, audience, purpose, and ethical reporting, the course's emphasis will shift to the production of Carmel High School's news publication, *The Sandpiper*. Students will gain skill in writing in Associated Press style for a variety of journalistic purposes, including profile, features, news reports, reviews, sports, and opinion. Students will read and analyze news from a variety of sources, including daily newspapers (New York Times, USA Today, Monterey Herald), online sources (CNN, MSNBC), and weekly news magazines (Time, Newsweek). Above all else, students will produce and publish a school newspaper every three weeks. To do so, students will determine what constitutes school news, conduct interviews, attend and report on school events, create layouts using In Design and Photoshop, write and revise articles in AP style that conform to layout restrictions, meet deadlines, solicit advertisements, print and distribute the paper. Each student will share in the responsibility of creating the paper itself, with some students taking on leadership roles for greater experience in the craft.

**Successful Completion:** Meets one year of the elective graduation requirement. Class may be repeated for credit. Meets tech requirement.

### **AVID I (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**

**UC/CSU: Does Not Meet-Graduation Credit Only Meets Elective requirement**

**Grades: 9 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Student Application and Interview, AVID Team recommendation

**Content:** AVID I is designed to prepare students, in an academic context, for entrance in and success at four-year colleges/universities. The emphasis will be on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, and research. Students will receive two hours of instruction per week in college entry level skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. AVID is not designed as a study hall or for students who have a discipline problem. All AVID

students must abide by the AVID contract. This course supplements the student's progress through a college prep curriculum.

**Successful completion:** Meets one year of the elective requirement for graduation.

### **AVID II**

**UC/CSU: Does Not Meet-Graduation Credit Only Meets Elective requirement**

**Grades: 10 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Student Application and Interview, AVID Team recommendation

**Content:** AVID II is designed to prepare students, in an academic context, for entrance in and success at four-year colleges/universities. The emphasis will be on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, and research. Students will receive two hours of instruction per week in college entry level skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. Students will participate in the *Road Trip Nation* curriculum in which students are guided through career exploration activities and personal reflections. AVID II is not designed as a study hall or for students who have a discipline problem. AVID II is designed for sophomores pursuing current high school success and college entrance. All AVID students must abide by the AVID contract. This course supplements the student's progress through a college prep curriculum.

**Successful completion:** Meets one year of the elective requirement for graduation.

### **AVID III**

**UC/CSU: Does Not Meet-Graduation Credit Only Meets Elective requirement**

**Grades: 11 – 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Student Application and Interview, AVID Team recommendation

**Content:** AVID III is designed to prepare students, in an academic context, for entrance in and success at four-year colleges/universities. The AVID III curriculum focuses on research and writing skills, as well as, college preparedness through college admission test preparation, financial aid and admission information and paperwork. Students will receive two hours of instruction per week in college entry level skills, two hours per week in tutor-led

study groups, and one hour per week in motivational activities and academic survival skills. AVID III is not designed as a study hall or for students who have a discipline problem. AVID III is designed for juniors pursuing current high school success and college entrance. All AVID students must abide by the AVID contract. This course supplements the student's progress through a college prep curriculum.

**Successful completion:** Meets one year of the elective requirement for graduation.

### **AVID SENIOR SEMINAR**

**UC/CSU: Fulfills G requirement**

**Meets Elective requirement**

**Grade: 12**

**Credits: 10**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** AVID Team recommendation and at least one previous year in AVID.

**Content:** AVID Senior Seminar is designed to prepare students, in an academic context, for entrance in and success at four-year colleges/universities. The emphasis will be on the college application process, as well as, college study skills, test taking preparation, and academic research. Students will receive two hours of instruction per week in college entry level skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic survival skills. Included in the course is assistance with financial aid paperwork and scholarship searches. All AVID students must abide by the AVID contract. This course supplements the student's progress through a college prep curriculum.

**Successful completion:** Meets one year of the elective requirement for graduation.

### **STRATEGIES FOR SUCCESS**

**Grades: 9 – 12**

**Credits: 5 per semester (may be repeated)**

**Est. Daily Homework: 0-30 minutes**

**Prerequisites:** Counselor assigned only

**Content:** Strategies for Success is a support class designed for students who possess the ability to master content standards in academic classes, but often do not achieve that level of proficiency. Students receive individual attention, instruction and monitoring to ensure academic progress. The Strategies for Success teacher monitors grades, instructs students on essential organizational, planning and study skills, maintains a homework completion log, and communications with other teachers regarding students' academic progress.

**Successful completion:** Meets one year of the elective requirement for graduation.

### **GENERAL STUDY HALL**

**Grades: 9 – 12**

**Credits: 0**

**Prerequisites:** Requires parent/guardian permission.

**Content:** Students have a period for studying and will be removed if they are not using the period for that purpose. Students may enroll for a semester or a year. Students may not be enrolled in more than one section of SH. Students may not enroll in SH in addition to any other non-academic or support/ intervention offering, including Teacher Aide or Office Aide.

### **TEACHER'S ASSISTANT/ OFFICE**

#### **AIDE/LIBRARY AIDE**

**UC/CSU: Does Not Meet-Graduation Credit Only**

**Grades: 11 – 12**

**Credits: 5 (may be repeated for a maximum of 10)**

**Prerequisites:** Permission of teacher or counselor. This offering may not be taken concurrently with General Study Hall.

**Content:** Students can work as an assistant to a teacher, office personnel, or Librarian. Students can only be a TA, OA or LA for two semesters total during their entire high school career.

**Successful Completion:** Meets up to ten credits of the graduation elective requirement, but does not count toward eligibility for athletics or other eligibility requirements.

## **STUDENT SERVICES**

The Student Services Department (Special Needs) provides a continuum of services to individuals with identified exceptional needs as defined by Federal and State mandates. CUSD is committed to ensuring the best education in the least restrictive environment that Carmel High School has to offer. Each student with exceptional needs must have an Individualized Education Plan (IEP) written by an IEP team comprised of the student, parents, teachers, counselor, school psychologist, site administrator, and other specialists as appropriate. The team meets at least once per year to review progress toward achieving set goals and the placement; revisions are made if necessary. Development of a class schedule is guided by the needs and strengths described in the IEP and are done by the IEP team.

# PROGRAM (CTE/ROP)

The Student Services Department has four full time Resource Specialist teachers, four full time instructional assistants, and one Behavioral Specialist. Special Education services are offered in levels of support. Co-teach courses involve Resource Specialist teachers teaching with general education teachers, thus assuring Special Education students full access to the core subject matter standards. In addition, Resource Specialist teachers offer multiple sections of Academic Support, which provide targeted instruction to support academic success in general education courses as well as support IEP goals. Students whose needs cannot be met within the general education program have access to basic classes which provide a greater level of support.

Resource Specialists also provide consultation with general education, and act as liaisons for students to successfully meet high school educational goals.

## Classes offered:

Co-teach English 1	Basic Eng Lang Arts I
Co-teach English 2	Basic Eng Lang Arts II
Co-teach Am Lit	Basic Social Studies
Co-teach Integrated I	Basic Math
Co-teach Biology	Basic Science
Co-teach Integrated II	Basic Life Skills
Co-teach Chemistry in the Earth	

All Academic Study Hall

\*Note: this list will be updated as needed to address current student needs.

CHS provides an **English Language Learner (ELL)** teacher to support academic growth with students learning English as their second language. The ELL teacher coordinates with counselors to closely monitor student placement, assessment, and academic success.

# CAREER TECHNICAL EDUCATION / REGIONAL OCCUPATIONAL

Courses designated with “ROP” after the course title are part of the Regional Occupational Program which provides specialized training in entry-level job skills or advanced training for college entrance. All ROP courses are open to all students’ **grade 10 and up**. ROP and CTE (**Career Technical Education**) courses, like all courses at CHS, are open to students regardless of race, color, national origin, sex or disability.

Per Board and State policy, students may take a CTE course instead of a World Language course for graduation purposes. Two years of a World Language are still required for admittance to a UC/CSU institution.

Carmel High has developed Career Pathways to further assist students to make educated choices regarding future employment. Please reference the following CTE/ROP Pathways with your counselor to gain an understanding of the sequences of courses that may interest you and that may guide you toward either a post-secondary education or vocational training.

## CTE/ROP Pathways

### **Video Production**

1. Video Production I
2. Video Production II

### **Graphic Design**

1. Graphic Design
2. AP Stu Art 2D

### **Photography**

1. Photography I
2. AP Stu Art 2D

### **Dance**

1. Dance II
2. Dance III/IV

### **Automotive**

1. Automotive I
2. Automotive II

### **Engineering**

1. Engineering I
2. Engineering II

**Sports Med**

1. Sports Med I
2. Advanced Sports Med

**Drama**

1. Drama I
2. Drama II

## **NONDISCRIMINATION NOTICE**

District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The district provides equal access to the Boy Scouts and other designated youth groups.

The district's coordinator for nondiscrimination manages the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies, as well as policies related to sexual harassment, Special Education, 504 Plans, and the National School Lunch Program. The coordinator may be contacted at:

Paul Behan, Chief Technology Officer  
[4380 Carmel Valley Road](#)/P.O. Box 222700  
Carmel CA 93922  
[831-624-1546, ext 2040](tel:831-624-1546)  
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