

COURSE CATALOG

School Information
Policies & Procedures
Course Description



2024 - 2025

CHS 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.

Student Learner Outcomes ***We are CHS!***

Connected Citizens, *who*

- engage with issues of local, state, national, and international importance
- contribute to a positive school culture and community
- communicate purposefully, clearly, and respectfully
- foster healthy relationships and work collaboratively

High Level Thinkers, *who*

- embrace innovation and creative thought
- develop and apply problem-solving and critical thinking skills
- gather, analyze, evaluate, and synthesize information
- conceptualize, design, create, and revise

Successful Individuals, *who*

- are self-directed, reflective, adaptable, and resilient
- develop and maintain a healthy lifestyle
- prioritize, organize, and use time effectively to achieve short and long-term goals
- leverage technology to enhance life and learning

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2024 – 2025 IMPORTANT DATES

First Day of School	August 7
Car Week – Minimum Day	August 16
Back-to-School Night	TBD
Labor Day – No School	September 2
Minimum Day - Staff Development	September 6
End of First Quarter	October 4
October Break	October 7-11
Minimum Day - Staff Development	November 1
Veterans Day	November 11
Thanksgiving Break	November 25 - 29
Finals	December 16-19
End of First Semester	December 19
Winter Break	December 20 - January 3
Staff Development Day	January 10
M.L. King Jr. Day	January 13
Minimum Day - Staff Development	January 1
February Break	February 14-21
Minimum Day - Staff Development	March 14
End of Third Quarter	March 21
Spring Break	April 14-21
Open House	TBD
Memorial Day	May 26
Finals	June 3-6
End of Second Semester / Graduation	June 6

SCHOOL CONTACT INFORMATION

ADMINISTRATION

Principal	Libby Duethman	x2790
Principal's Secretary	Lisa Brazil	x2792
Assistant Principal	Ernesto Pacleb	x2791
Assistant Principal/CTE	Laurel Gast	x2788
Assistant Principal's Secretary	Lisa Jones	x2793

MAIN OFFICE

Clerk / CTE Coordinator	Monica Hernandez	x2789
Attendance	Sara Scanlon	x2781
Activities Director	Aubrey Powers	x3742
ASB Office/Community Service	Diana Vita	x2780
School Health Aide	Wilder Grummon	x2014

ATHLETICS

Athletic Director	Golden Anderson	x2796
Athletic Secretary	Tammy Waldman	x2797
Trainer	Matt Borek	x3766
Athletic Training Assistant	Brianna Balaam	x3766

COUNSELING

Students A-GA	Darren Johnston	x2784
Students GE-M	Yesel Von Ruden	x2794
Students N-Z	Jeff Rogers	x2783
Registrar	Linda Galuppo	x2782
College/Career Center	Chloe Kincaid	x3782

WELLNESS CENTER

LMF Therapist	Lorena Cruz-Rodriguez	
LMF Therapist	Tara Peterson	x2785
Wellness Center Coordinator	Stacey Profeta	x2745

LIBRARY

Librarian	Phillip Crawford	x2787
Library Assistant	Valerie Stack	x2786

Last Name	First Name	Department	Ext.	Email
Aronson	Kortney	Special Ed.	3714	karonson@carmelunified.org
Baglietto	Mia	ASL	2775	mbaglietto@carmelunified.org
Balistreri	Gracie	Drama	2729	gbalistreri@carmelunified.org
Barnett	Carli	English	3751	cbarnett@carmelunified.org
Aguirre	Kristine	Special Ed	3715	kbautista@carmelunified.org
Bean	Patricia	Spanish	3710	tbean@carmelunified.org
Benidettino	Kiera	Special Ed.	3714	kbenidettino@carmelunified.org
Borek	Matt	Sports Medicine	3766	mborek@carmelunified.org
Doyal	David	Automotive	3740	jbruestle@carmelunified.org
Buran	Kevin	Science	3703	kburan@carmelunified.org
Cambra	Leigh	Health	2746	lcambra@carmelunified.org
Clymer	John	Technology	3703	jclymer@carmelunified.org
DiGiralomo	Blaise	Social Science	3742	bdigirolamo@carmelunified.org
De Paolis	Maria	Spanish	3719	mdepaolis@carmelunified.org
DePalatis	Dale	English, Yearbook	3727	ddepalatis@carmelunified.org
Dini	Bruce	Social Science	3732	bdini@carmelunified.org
Dooner	Tom	Science	3741	tdooner@carmelunified.org
Freitas	Don	Science	3717	dfreitas@carmelunified.org
French	Debbie	P.E.	3761	dfrench@carmelunified.org
Galuppo	Linda	Registrar	2782	lgaluppo@carmelunified.org
Giacomelli	Adriana	Special Ed.	3709	agiacomelli@carmelunified.org
Gibaut	Vanessa	Spanish	3713	vgabaut@carmelunified.org
Gomez	Juan	Math	3731	jgomez@carmelunified.org
Grahl	Kurt	Math	3708	kgrahl@carmelunified.org
Grahl	Shelly	English/ELD	3722	sgrahl@carmelunified.org
Granbery	Brian	Video Production	3728	bgranbery@carmelunified.org
Handley	Brian	Instr. Music	3735	bhandley@carmelunified.org
Hatch	Dawn	Math	3744	dhatch@carmelunified.org
Hurley	Kevin	Science	3701	khurley@carmelunified.org
Johnston	Phil	PE	3760	cjohnston@carmelunified.org
Kincaid	Chloe	College/Career Coor	3782	ckincaid@carmelunified.org
Lederle	Holly	Photography	3716	hlederle@carmelunified.org
Lehmkuhl	Tom	Music	2770	tlehmkuhl@carmelunified.org
Liu	Joyce	Chinese	3730	jliu@carmelunified.org
Maas-Baldwin	Jason	Science	3702	jmbaldwin@carmelunified.org
McCarty	Joe	Social Science	3736	jmccarty@carmelunified.org
Marden	Suzanne	French	3726	smarden@carmelunified.org
McBride	Barbara	English/ PD Coach	2719	bmcbride@carmelunified.org
Mettler	Sandy	Spec. Ed	3712	smettler@carmelunified.org
Nacht	Steve	Math	3745	snacht@carmelunified.org
NewKirk-Smith	Mishele	Science	3718	mnewkirksmith@carmelunified.org
Owens	Lily	English	3721	lowens@carmelunified.org
Palshaw	Mike	English	3723	mpalshaw@carmelunified.org
Powers	Aubrey	ASB/AVID	3704	apowers@carmelunified.org
Randazzo	Bridget	AVID/Strategies	2746	brandazzo@carmelunified.org
Robel	Patrick	English	3730	probel@carmelunified.org
Roberts	Jody	Math	3747	jroberts@carmelunified.org
Roman	Heather	Math	3748	hroman@carmelunified.org
Russell	Steven	Art	3741	srussell@carmelunified.org
Schmidt	Hans	English	3739	hschmidt@carmelunified.org
Schrier	Bill	Social Science	3724	bschrier@carmelunified.org
Silva	Brent	Social Science	3720	bsilva@carmelunified.org
Smith	Andrea	Math	3738	asmith@carmelunified.org
Stafford	Marc	Social Science	3725	mstafford@carmelunified.org
Tarozzi	Kristine	Dance	3765	ktarozzi@carmelunified.org
Ward	Nora	Social Science	3737	nward@carmelunified.org
Ward	Ralph	Special Ed	3711	rward@carmelunified.org

SECTION 2: ACADEMIC POLICIES

CHS GRADUATION REQUIREMENTS

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

1. Perform 60 hours of community service.
2. Pass the Carmel High School swim test (*typically administered during Freshman PE*)
3. Complete a total of 240 credits in the subject requirements listed below:

Required Subjects		Credits
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A. History/Social Science		
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World Geography/Cultures	1 semester	5
World History	1 year	10
United States History	1 year	10
United States Government	1 semester	5
<u>Economics</u>	<u>1 semester</u>	<u>5</u>
Total History/Social Science	3 ½ years	35

B. English	4 years	40
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C. Mathematics	3 years	30
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D. Science		
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Physical Science	1 year	10
<u>Life Science</u>	<u>1 year</u>	<u>10</u>
Total Science	2 years	20

E. Languages Other Than English	1 year	10
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F. Visual/Performing Art	1 year	10
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G. Elective Courses		60-70***
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Health	1 semester	5
Technology	1 semester	5
<u>Physical Education</u>	<u>2 years</u>	<u>20</u>

Total: 240

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

PHYSICAL EDUCATION POLICY

Students must complete 2 years of P.E. to fulfill the CHS Graduation Requirement. All 9th grade students shall participate in a full year of Physical Education in compliance with Board Policy 6142.7 (*Physical Education and Activity*), while 10th grade students must enroll in either Weight Training, Yoga or Dance to satisfy the second-year requirement. Athletes may opt for the 8th period Athletic PE class based on board policy 6146.11.

A – G ELIGIBILITY REQUIREMENTS

CALIFORNIA STATE UNIVERSITY (CSU) • UNIVERSITY OF CALIFORNIA (UC)

The table below outlines and compares CHS graduation requirements with four-year college eligibility requirements for both the California State University (CSU) and University of California (UC).

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 Math III
Science	2 years	D - 2 years of lab science (<i>3 years recommended</i>)
Language Other than English	1 year	E - 2 years (<i>3 years recommended</i>)
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	
Graduation Credit	A-G (4 Year College Eligible)
“D-“ (60% or higher)	“C-“ (70% or higher)

College System	Minimum GPA	Recommended GPA*
California State University	2.5	2.8 - 4.2
University of California	3.0	3.9 - 4.6

*CSU/UC GPA calculated using 10-12 Academic GPA

The [California State University](#) system has 23 campuses located throughout the state. Though the minimum GPA for acceptance is 2.5, acceptance into the CSU system, each CSU campus will determine the supplemental factors used with GPA to determine eligibility. See the Supplemental Factors by campus for campus details.

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 13-point evaluation system called *Comprehensive Review*, which considers extracurricular activities, student involvement and leadership, personal circumstances, and responses to (4) Personal Insight Questions.

COLLEGE-APPROVED COURSE LIST

*Courses that satisfy the entrance requirements for the
California State University (CSU) and University of California (UC) systems.*

(A) HISTORY

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

(B) ENGLISH

English I
English I Honors*
English II
English II Honors*
American Literature
AP English Lang & Comp *
Sports Literature
English IV
AP English Literature*

(C) MATHEMATICS

Integrated I - III
Accelerated Integrated II - III
Pre-Calculus
Statistics Applications
AP Statistics*
AP Calculus AB*
AP Calculus BC*
AP Computer Science A*

(D) LABORATORY SCIENCE

Biology I
Biology I Honors*
AP Biology *
Chemistry in the Earth System
Chemistry Honors*
AP Chemistry*
Physics in the Universe
Physics Honors*
Anatomy & Physiology
AP Environmental Science*
AP Comp Science Principles
Intro to Engineering Design

(E) LANGUAGE OTHER THAN ENGLISH (LOTE)

American Sign Lang I - IV
Chinese I – III
Chinese IV Honors*
French I – III
French IV Honors*
AP French *
Spanish I – III
Spanish IV Honors*
AP Spanish *
Spanish Heritage Speak I–II

(F) VISUAL & PERFORMING ARTS

Art I - III
AP Studio Art: 2D Design*
AP Studio Art: 3D Art/Design
AP Studio Art Drawing*
Chamber Singers
Concert Band
Concert Choir
Dance I – IV
Dance IV Honors
Digital Music
Drama I – II
Graphic Design I-II
Jazz Workshop
Orchestra
Photography I - II
Video Production I

(G) ELECTIVE COURSES

AP Psychology*
Auto Service I - II
AVID 9, 10, 11, 12
Economics
Economics Honors*
Philosophy
Principles of Engineering
Robotics
Sports Medicine I
Video Production II: Film
Video Production II: Broadcast
Video Production III

MPC Dual Enrollment Classes

MPC Business I*
MPC Business II*
MPC Sports Medicine*
MPC Statistics*
MPC US History*

**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)**

<p>*DENOTES EXTRA GRADE POINT FOR CARMEL HIGH</p>

4-YEAR COURSE PLANNING GUIDE

Subject Area	9th Grade (7 courses)	10th Grade (7 courses)	11th Grade (6-7 courses)	12th Grade (6-7 courses)
History / Social Science	World Geography + Health <u>OR</u> AP Human Geog. + online Health	World History <u>OR</u> AP World History	US History <u>OR</u> MPC US History	US Government + Economics <u>OR</u> AP US Government + Honors Econ
English	English I <u>OR</u> Honors English I	English II <u>OR</u> Honors English II	American Lit <u>OR</u> AP Lang & Comp	English IV <u>OR</u> Sports Literature <u>OR</u> AP Literature
Mathematics				
Science	Biology <u>OR</u> Honors Biology	Chemistry <u>OR</u> Honors Chemistry	Physics, Honors Physics, Anatomy, Sports Medicine, Adv. Sports Med, AP Environment Science AP Chemistry, AP Biology	
Language Other than English				
Visual & Performing Art				
P.E.	Freshman P.E.	Dance, Weight Training, Yoga		
Tech Class**				

****Courses that Fulfill Technology Requirement:**

AP Computer Science
AP CompSci Principles
AP Studio 2D/3D/Drawing
Biotechnology
Digital Music

Graphic Design I
Graphic Design II
Intro Engineering Design
Newspaper
Photography I

Photography II
Principles of Engineering
Video Production I
Video Production II
Yearbook

4-YEAR ACADEMIC PLAN

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

COURSE SELECTION PROCESS

1. Students are provided with graduation requirements, college entrance requirements, and grade-level course options to satisfy each.
2. Teachers explain and clarify differences between course offerings in their subject area and provide students with individual recommendations to help them make informed decisions.
3. Students participate in a school-wide Elective Fair and attend the annual Visual & Performing Arts Show to gain exposure and generate interest in various programs and elective opportunities.
4. Students are encouraged to discuss and review individual course selections with their parent(s) and/or guardian(s).
5. Student input their official course requests in AERIES following Pre-Reg presentations in the classroom.

CHANGING, ADDING OR DROPPING COURSES

CHS Counselors and Administrators have dedicated significant efforts to ensure students are enrolled in the most appropriate courses based on individual 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 presented students with detailed information on graduation and college admissions requirements while providing individualized assistance to students in selecting the most appropriate schedules based on their individual pursuits. 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:

1. Under no circumstance will counselors change schedules based on teacher requests.
2. During the first 10 days of school students may *request* class changes. Students interested in making changes during the first 10 days of school should submit their request to their counselor. If the change is possible, counselors will contact students promptly. 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.**
3. **WITHDRAW (W)** – Students dropping a course after the **11th 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.
4. **WITHDRAW/FAIL (W/F)** - Students dropping **after the 6th 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.

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".

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.

Clearing Incompletes for students **NOT seeking athletic eligibility** – If, after 6 weeks, the work is not made up, the Incomplete automatically becomes an “F”.

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.

SUMMER SCHOOL

In-person summer remediation courses are available to CHS students for the following reasons:

- to make up a failed course to remain on-track to graduate
- to replace a D grade to maintain college eligibility.
- to make up a D or F in math to continue in the math sequence.

Students may earn a total of 20 credits through summer school.

CONCURRENT ENROLLMENT

Students may supplement their high school experience by taking additional courses at Monterey Peninsula College (MPC) or additional universities. CHS may grant up to 10 credits (un-weighted) for high school credit (3 college units = 10 CHS credits) over the course of a student’s high school academic career. Concurrent Enrollment form (requires counselor signature) and instructions are available on the Academic Counseling page of the CHS website.

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

- the course must first be approved by a CHS counselor & administration **prior** to enrolling
- the course must be one that is not offered at Carmel High School.
 - EXCEPTIONS: students may use community college concurrent enrollment courses for grade remediation (to replace a “D” or “F” on their CHS transcript) OR if for course advancement in math or foreign language.

DUAL ENROLLMENT

Students may take advantage of college courses on campus during the school day. Students are not limited on the number of college courses they can take on campus. Dual enrollment credits fulfill high school graduation credits (3 college units = 10 high school credits). Dual enrollment classes offered at CHS take care of the approval process through the enrolled class directly. (Current classes offered at CHS: Sports Medicine, Statistics, US History, Business I and Business II) Here is the link for more information: <https://www.mpc.edu/academics/dual-enrollment>

REDUCED SCHEDULE CONTRACT

Seniors who are currently on-track to graduate, in good academic standing and have completed a minimum of 190 credits by the start of senior year, may be eligible to be on a 5-period school day. Criteria: Seniors need to be enrolled in at least 3 units of college-level coursework in the fall or demonstrate employment working more than 10 hours per week. Pick up a Reduced Schedule Contract from your counselor.

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.

INTERNATIONAL COURSES & 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.

VALEDICTORIAN CRITERIA

This protocol requires that our most distinguished students make rigorous course choices throughout their high school career, yet still provides for the flexibility to include enriching course choices, such as music, art, technology, etc. It is our desire that the CHS Valedictorian is representative of both a distinguished academic student and a well-rounded individual.

Valedictorian criteria: Students who demonstrate completion of a rigorous high school load by:

1. completing 13 Honors, Advanced Placement, and/or Dual Enrollment courses at CHS (or other accredited high school).
2. earn an “A” grade in all courses on CHS transcript by graduation date (a minimum of an A- grade)
3. All students who meet these two criteria will be designated as Valedictorian.

Speaking Valedictorian: each student who fulfills the requirements for valedictorian will have the opportunity to audition for the role of “speaking valedictorian” before the Valedictorian Selection Committee, consisting of the principal, assistant principal, counselor, and the prior year’s Teacher and Mentor of the Year. After auditioning their speech, the student garnering the most votes from the committee will be named speaking valedictorian. valedictorian speaker will be the student garnering the most votes from the committee after auditioning with their speech

General Speaker: in addition to the speaking valedictorian, each graduation ceremony includes another student speaker selected from outside the pool of valedictorians. Any student on- track to graduate in June may audition before the principal, assistant principal, and ASB Coordinator for the opportunity to represent their class as a student speaker.

INTERSCHOLASTIC SPORTS

CHS Athletics

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

MPC 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
MPC STATISTICS
STATISTICAL APP.
BIOLOGY 1
BIOLOGY 1/H
ANATOMY & PHYS

AP BIOLOGY
CHEM OF THE EARTH
AP CHEMISTRY
CHEMISTRY/H
ENVIRONMENTAL
SCIENCE AP
PHYSICS
PHYSICS/
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
PHILOSOPHY I

SPANISH 3
SPANISH 4

SPANISH FOR HERITAGE
SPEAKERS I-IV/H
AP SPANISH

LIST OF SCHOOL-SPONSORED CLUBS & ORGANIZATIONS

**Clubs are subject to change based on interest and enrollment*

** Students who are interested in starting their own club should contact ASB*

**For the most updated club list visit [CHS Student Center](#)*

Anime Club
Art Club
ASL Club
Be Yourself Club
Beach Volleyball Club
Biology Club
Book Club
Comic Book Club
Crochet Club
Drama Club
Dungeons and Dragons Club
Environmental Club
Ethics Bowl
Ethnic Awareness
Feminism club
Film and Video Club
Finance Club
Firefighter Club
Free Food Club
French Club
Full Belly Brazil
Garden Club
Great Outdoors Club
Interact Club

Jewish Food & Culture Club
Mock Trial
Model United Nations
Model United Nations (Model UN)
Our Voices
PickleBall Club
Poetry Club
Pottery Club
Public Policy Club
Puzzle Club
Robotics
Rock Climbing and Bouldering Club
Science Olympiad
Singer Songwriters Guild
Swing Dance Club
TEDx
Theater Tech Club
This Club Saves Lives
Tutoring Club
Tutoring Club
Wellness Club
Writing Club
XHBTR Art Magazine

YMRA Club

SECTION 3: COURSE OFFERINGS BY DEPARTMENT

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: Less than 30 minutes (unfinished classwork and readings)

Prerequisites: 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 depending on their AP Exam score and the college they are attending. Meets the Health graduation requirement.

WORLD GEOGRAPHY/CULTURES

UC/CSU: Fulfills A requirement

Grade: 9

Credits: 5

Est. Daily Homework: Minimal to none (only what is not finished in class)

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, culture, world political figures and movements, art, and music.

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: Less than 30 minutes (unfinished classwork and readings)

Prerequisites: None.

Content: The 10th Grade course begins with a review of the democratic ideas of ancient Greece and Rome and a quick overview of the Renaissance, Reformation and Scientific Revolution. Then, students will examine various transitions in European systems of governance from divine monarchies to more modern examples of nation-states organized around principles of the Enlightenment.

As the course moves through the late 17th century to the present, students will learn how modern systems of communication, travel and economic exchange draw societies into an increasingly complex network of relationships. The course reinforces the notion that history is an investigative discipline, one that is continually reshaped based on

primary-source research and on new perspectives. Students will study the rise and fall of empires, the legacy of colonial rule, and the impact of totalitarian regimes. They will explore the devastation of war, the hope of peace, and creative expression in art, music, and literature. As students learn more about modern world history, they will be encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. Throughout the course students will be encouraged to make connections to current events, particularly as the course concludes with discussions on Globalization, Environmentalism, and Extremism. Finally, students will be encouraged to demonstrate mastery of the subject matter through a variety of assessment tools, collaborative work, analysis, and presentations that reinforce 21st century skills.

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: 30 minutes (nightly reading)

Prerequisites: None.

Content: This course examines the history of the human experience from a global perspective. It covers the time period from 1200 CE 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, 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 depending on their AP Exam score and the college they are attending.

UNITED STATES HISTORY

UC/CSU: Fulfills A requirement

Grade: 11

Credits: 10

Est. Daily Homework: Minimal to none (only what is not finished in class)

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.

MPC US HISTORY

UC/CSU: Fulfills A requirement

Grade: 11

Credits: 10 per semester w/weighted GPA

Est. Daily Homework: Approximately 30 minutes (daily reading)

Prerequisites: None.

Content: This course is two Monterey Peninsula College (MPC) courses offered in one high school class at Carmel High. The MPC courses are Hist 17 - US History to 1877 (3 units) and Hist 18 - US History from 1877 (3 units).

Hist 17 offers a historical survey of the European colonization of North America and of the United States through Reconstruction. It presents ethnic, physical, economic, social, and cultural influences on development of the United States from pre-Colonial times to the Reconstruction Era. Emphasis is placed on legacies derived from this earlier period of U.S. history. Hist 18 offers a historical survey of the United States from the end of the Civil War to the present. The course themes include America's rise to global power, changing ideas of freedom following the Civil War, and the creation of new boundaries of the nation and its citizens.

Successful Completion: Meets the U.S. History graduation requirement. To meet the *History-Social Studies Content Standards for California Public Schools*, 2 semesters of United States History are required to fulfill graduation requirements. Students may receive 6 units (college credit hours) at MPC if they pass each semester with a C or above. Both courses satisfy the CSU American History requirement.

Credit Recovery - For students who fail MPC HIST 17 or HIST 18, they will be allowed to take the failed course directly from MPC for credit-recovery purposes only. Students will not be allowed to take these courses directly from MPC for reasons other than credit-recovery, such as graduating early. Students would have until the 1st week in June of their Senior year to complete the MPC course and replace their grade on their high school transcript. Students may choose to take summer school through the high school to replace their F with a better grade in CPUSH, but this will not impact their college transcript.

US GOVERNMENT

UC/CSU: Fulfills A requirement

Grade: 12

Credits: 5

Est. Daily Homework: Approximately 30 minutes

Prerequisites: None.

Content: Throughout the course, students will discuss government and its role in their life as well as their responsibilities as a citizen. Students will learn about the philosophy of government, different forms of government, and contemporary issues. The emphasis of this course will be placed upon the understanding of the American governmental system, the politics of American democracy, the three branches of our national government, and civil liberties and civil rights. This class is designed to help students understand, and prepare them to participate in, the United States form of government. This class is designed to encourage students to become more informed citizens.

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: Minimal (nightly reading)

Prerequisites: None

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. Students may receive college credit depending on their AP Exam score and the college they are attending.

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: This is an economics class designed to prepare the student to be aware of the financial world in which they are about to enter. The topics covered will include Personal Finance – budgeting, credit, etc.; defining economics and basic economic systems with a spotlight on American free enterprise; supply and demand along with prices and market structure; money, banking, and finance; taxes and government spending

Successful Completion: Meets economics graduation requirement.

ECONOMICS - HONORS

UC/CSU: Fulfills G requirement

Grade: 12

Credits: 5 w/weighted GPA

Est. Daily Homework: Minimal (nightly reading)

Prerequisites: 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: Minimal to none (only what is not finished in class)

Prerequisites: None

Content: Western Philosophy confronts 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.

AP PSYCHOLOGY

UC/CSU: Fulfills G requirement

Grades: 11 - 12

Credits: 10 w/weighted GPA

Est. Daily Homework: 45 - 60 minutes

Prerequisites: None

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 that addresses the California State Standards for 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 argumentative, 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 engages students in a balanced curriculum addressing the California State Standards for reading, writing, speaking, listening, grammar, and vocabulary development at an accelerated pace. 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; and 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 and contemporary literature that focuses on the development of one's identity and values within the broader context of family and society while also addressing the California State Standards for 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 using a variety of digital tools. 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 a variety of challenging literary works while addressing the California State Standards for reading, writing, speaking & listening, and language. Students will examine novels, plays, and nonfiction texts, not only for their plot, character, and thematic development, but also in light of their biographical, historical, and cultural context. Students will also learn poetry terminology and the skill of poetic analysis. In addition, students will continue to develop expository and argumentative writing and speaking skills and will learn to skillfully utilize a variety of digital media, responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. Grammar and vocabulary study will enhance oral and written communication assignments.

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 or Honors English II

Content: This course exposes students to the major movements and works of American literature while addressing the California State Standards for reading, writing, speaking, listening, and language. Emphasis will be placed on the intricate relationship between literary and cultural development. Students will receive an overview of American literature from the founding of the nation to contemporary pieces. 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 argumentative, informative, and narrative writing techniques, with an emphasis on enhancing structure, analysis, and style, as well as create and deliver dynamic 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: 45-60 minutes

Prerequisite: Completion of English II or English II Honors; summer reading recommended

Content: AP Language and Composition is a rigorous, college-level course in reading, writing, and communication in which students have the opportunity to develop their analytical, rhetorical, and creative skills. Of primary concern will be student mastery in writing for a variety of purposes and audiences; skillful use of both written and spoken English and rhetoric to achieve a desired effect; ability to self-assess and edit; and attentiveness as a critical thinker, reader, viewer, and listener. To achieve these goals the class will explore the various modes of writing, develop solid research skills, read both classic and contemporary American literature (both fiction and nonfiction), analyze media and images as text, learn and apply advanced English grammar and vocabulary, and deliver oral presentations. In addition, students will have ample opportunity to practice the specific reading and writing tasks needed to be successful on the AP English Language and Composition exam. Success in this class and on the test demands a high level of commitment, including approximately 45 minutes to an hour of nightly homework as well as extended time to work on large assignments and projects. 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.

AP ENGLISH LITERATURE & COMPOSITION

UC/CSU: Fulfills B requirement

Grade: 12

Credits: 10 w/weighted GPA

Est. Daily Homework: 45 - 60 minutes

Prerequisites: AP English Language & Composition or American Literature; 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

Content: Students will study various aspects of writing for multiple purposes and audiences. Units will include Research and Workplace Writing, Crafting Voice in Essays, Narrative Writing, and the Writing Capstone, in which students will use their writing skills to develop an original culminating project. Students will write 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.

SPORTS LITERATURE

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

Content: Sports in Literature will examine the role of sports in our society. How do sports impact or reflect our culture? How do they reveal it? What power comes from sports and the idolization of athletes? To explore these questions, we will use short stories, nonfiction, novels, and poems as a guide. This course will also examine how sports can be an agent for social change, for breaking social barriers, and for teaching tolerance. Through discussion, writing, and film analysis, students will develop new awareness of the relationship between athletics and society, both contemporary and historical, and come to recognize sports as a metaphor for the human condition.

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: Zero

Prerequisite: Non-native speakers of English (EL) grades 9-12. All entering non-native English speakers will take the Initial English Language Proficiency Assessments for California (ELPAC) to determine placement, if they have never taken the test before. Progression between levels of fluency is measured on the student's annual Summative ELPAC score, classroom grades, and teacher recommendations. The Summative ELPAC is only given in the spring. This course may be repeated as needed.

Content: ELD employs the California 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 across disciplines. 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 reclassification. Even after reclassification, RFEP students may take the class for continued support.

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 by building the academic skills necessary to be successful in the college preparatory English curriculum. Students will focus on building skills to meet the Common Core anchor standards for literacy, writing, speaking and listening, and language. The purpose of the course is to reinforce and review concepts, strategies, and texts that are concurrently being taught in the student's English course. In addition to lessons on reading and writing strategies relevant to their current coursework, students will practice strong organizational and study habits, practice academic goal setting, 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.

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 8th 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 8th grade teacher. A graphing calculator (TI-84 Plus CE) is required.

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.

INTEGRATED MATH III

UC/CSU: Fulfills C 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.

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 Plus CE) is required.

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.

ADVANCED MATHEMATICAL DECISION MAKING (AMDM)

UC/CSU: Fulfills C requirement

Grades: 11 - 12

Credits: 10

Est. Daily Homework: Approximately 30 minutes

Prerequisites: Grade of C or better in Integrated Math III. A graphing calculator (TI-83 or 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 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-84 Family) 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.

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

AP CALCULUS AB or BC

UC/CSU: Fulfills C 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-84 Plus CE) is required.

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. To be eligible for the grade boost, students will be required to take the AP exam 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 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 C or higher or Integrated II with an A or higher. AP Statistics and Integrated Math III can be taken concurrently as recommended by the Integrated Math II teacher. 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 and uses an activity-based approach to experience statistics. 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. To be eligible for the grade boost, 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 courses.

STATISTICS APPLICATIONS

UC/CSU: Fulfills C requirement

Grades: 12

Credits: 5

Est. Daily Homework: 45 - 60 minutes

Prerequisite: Must be a senior who has completed Integrated III with a grade of C- or higher. A graphing calculator (TI-84 higher) is required and available.

Content: Statistics is a one-semester introductory course to the basics and fundamentals of statistics and probability. It is designed to teach students the process of statistical analysis, from collecting data, to organizing the data using graphs, analyzing the data using statistical measures, the basics of probability, and an

introduction to using probability toward an understanding of inference. Technology will be utilized with the TI-84 graphing calculator and computer software throughout this course and all learning will be conducted through events and projects.

Successful Completion: Satisfies the prerequisite to take the dual credit course Math 16 the following semester. Meets one semester of the mathematics graduation requirement and prepares students for a college-level statistics course.

MPC STATISTICS

Prerequisite: Must be a senior who has completed the Statistics Applications course and obtained a grade of C- or higher

Grades: 12

Credits: CHS – 5 with weighted GPA, MPC - 4

Est. Daily Homework: 60 minutes

Content: This course covers the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis, including the interpretation of the relevance of the statistical findings.

Successful Completion: Course is CSU and UC transferable

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: N/A. Limited to Integrated Math I and Integrated Math II

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

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 Integrated Math 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 Integrated Math II

Content: This is a personal finance class. Students will learn about banking, credit cards, saving, loans, budgeting, investing, taxes and the basic consumer math skills needed to make financial decisions.

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

SCIENCE

UC/CSU APPROVED COURSES D REQUIREMENT

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

- See additional courses that meet the UC/CSU “D” requirements in the CTE Handbook

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 subunits 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 following the completion of each unit.

Successful Completion: Meets the life 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.

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

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.

Introduction to Biotechnology (CTE)

UC/CSU: Fulfills D - Life Science requirement

Grades: 10 - 12

Credits: 10

Est. Daily Homework: 30 minutes

Prerequisites: Successful completion of Biology

Content: Biotechnology I is a two-semester, lab-based course that reinforces and extends students' understanding of scientific concepts previously encountered in their general biology course. In addition, it allows students to develop laboratory, analytical, and communication skills integral to the practice of science, in general, and, in particular, to the field of biotechnology. Students introduced to Biotechnology will learn and practice Standard Lab Operating Procedures, keep a legal scientific notebook of their laboratory experiences, and engage in biotechnology protocols, including identifying biological macromolecules, cell culturing, manipulating DNA, and studying proteins. Students will explore the history of biotechnology, participate in biotechnology career exploration, and consider the ethical issues involved in biotechnology.

Successful Completion: Meets the life science graduation requirement.

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 to interpret processes that shape the Earth system. The goal of this course is to provide students an informative, engaging and dynamic approach to learning about how Earth's processes occur and how the interplay between matter and energy shapes 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.

HONORS CHEMISTRY

UC/CSU: Fulfills D – Physical Science 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.

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 Anthrosphere. 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.

PHYSICS IN THE UNIVERSE

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 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

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 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 (CTE)

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

Credits: 5, Fall Semester Course only

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.

MPC SPORTS MEDICINE - KINS 41: Prevention and Care of Athletic Injuries

Grades: 10 – 12

Credits: CHS – 10, MPC – 3, Spring Semester Course only

Est. Daily Homework: 60 minutes

Course Description: Students Learn modern athletic training principles. Course covers procedures and techniques for prevention, recognition, treatment, and rehabilitation of athletic injuries.

Successful Completion: Course is CSU and UC transferable

SPORTS MEDICINE II (CTE) - Advanced Sports Medicine

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.

WORLD LANGUAGES

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: 10 minutes

Prerequisites: None

Content: A Sign Language curriculum will be used to teach vocabulary, grammar, fingerspelling, to build 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 presentations, skits, stories 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: 10 minutes

Prerequisites: Successful completion of ASL 1

Content: This course continues to build basic ASL vocabulary, grammar, fingerspelling, and expressive and receptive skills. The curriculum will teach the students the uniqueness of ASL as a language, Deaf culture, and Deaf history. Students will be required to sign presentations, skits, and stories. Participation in the Deaf community is encouraged in order to directly experience the target language and improve understanding of Deaf 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: 10 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. Deaf social attendance each semester is required. 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: 12

Credits: 10

Est. Daily Homework: 10 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.

Classroom activities are designed to further develop students' understanding of the Deaf culture while reinforcing their grammar skills to prepare 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: 15 minutes

Prerequisites: Successful 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. At the end of Chinese III, students should be able to travel comfortably to Chinese speaking countries and be able to maintain short conversations in Chinese on a variety of topics. Upon completion of Chinese 3, those students who successfully completed the sequence at Carmel Middle School receive high school credit for Chinese I, II, and III.

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: 20 minutes; weekly journal writing.

Prerequisites: Successful Completion of Chinese III

Content: 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 and in composing essays in the intermediate level as well as deepen their understanding of Chinese language and culture. At the end of the course, students will be able to use extended language to talk about different topics.

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

FRENCH I

UC/CSU: Fulfills E requirement

Grades: 9-12

Credits: 10

Prerequisites: None.

Content: This is an introductory course in French language and Francophone culture. The emphasis in this class is communicating at the novice-low/mid-level through listening, speaking, reading and writing. We use a variety of materials to best acquire the French language (vocabulary, grammar, useful expressions and pronunciation) and to learn about Francophone culture. In level 1, we build the foundation for second language acquisition

Successful Completion: Meets the World Language graduation requirement.

FRENCH II

UC/CSU: Fulfills E requirement

Grades: 9-12

Credits: 10

Prerequisites: Successful completion of French I

Content: In French II, students continue to grow in their French language communication skills. The goal of French II is to improve from the novice-mid level to the novice high level in proficiency. Our structures for literacy naturally become more advanced. We continue to focus on Francophone cultures and connecting and comparing to known topics in our own cultures. Upon completion of French II, those students who successfully completed French 1 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

Prerequisites: Successful completion of French II

Content: In French III, students advance from novice-high to intermediate-low proficiency through a variety of real-world situations and cultural topics. The course continues to emphasize all forms of communication through listening, speaking, reading and writing at the appropriate levels. At the end of French III, students should be able to travel comfortably to French speaking countries and be able to maintain short conversations in French on a variety of topics. Upon completion of French 3, those students who successfully completed 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 and CULTURE

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 other work completed in class and daily in class assignments are monitored.

Content: AP French prepares for the AP Exam and the SAT II in French while focusing on the main AP themes of global challenges, personal and public identities, science and technology, daily life, family and community and beauty and aesthetics. Additional work is given on improving interpretive listening comprehension, interpersonal and presentational speaking, grammar review, interpretive reading comprehension, and interpersonal email writing and very short persuasive essay writing. 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 depending on individual university standards and requirements.

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, in all modes of communication (interpersonal, interpretive, and presentational) to deal with practical situations often encountered in the Spanish-speaking world, and to learn about cultural differences.

Completion: Meets the World Language high school 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 I

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 preterite, imperfect, and progressive tenses. The focus is on learning through communicative and real-world interactive activities including situations, skits, games, 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: 15 minutes

Prerequisites: Successful completion of Spanish II

Content: The emphases of this course are to learn to understand and speak Spanish on an intermediate level, in all modes of communication (interpersonal, interpretive, and presentational). 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.

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: 9-12

Credits: 10 w/weighted GPA

Est. Daily Homework: 15-20 minutes

Prerequisites: Successful completion of Spanish III

Content: The emphasis of this course is to communicate in Spanish in all modes of communication (interpersonal, interpretive, and presentational) on an intermediate high level. The class format is full immersion in the Spanish language. In Spanish IV students are introduced to authentic Spanish literature through plays and short stories. Students explore the music, entertainment, travel, and health and wellbeing of the Hispanic world through guest speakers, field trips, and a variety of opportunities for contact with native speakers from various countries. This course teaches students how to read for content and how to write fluently, as well as familiarizes them with a variety of writers from the Spanish speaking world. Field trips are cultural in focus.

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

AP SPANISH LANGUAGE and CULTURE

UC/CSU: Fulfills E requirement

Grades: 9-12

Credits: 10 w/weighted GPA

Est. Daily Homework: 15-25 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, 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 depending on individual university standards and requirements.

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 and culture of different Spanish speaking countries, grammar, vocabulary, and orthography, including accents.

Successful completion: Meets World Language (LOtE) graduation requirement.

SPANISH FOR HERITAGE SPEAKERS II

UC/CSU: Fulfills E requirement

Grades: 10-12

Credits: 10

Est. Daily Homework: Approximately 15 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 advanced Spanish literature, geography, culture, grammar, vocabulary, and orthography, including accents. This class incorporates some Spanish Language and Culture AP Exam practice activities to ease the transition into the Spanish AP class.

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

VISUAL and PERFORMING ARTS (VAPA)

UC/CSU APPROVED COURSES F REQUIREMENT

- See additional courses that meet the UC/CSU “F” requirements in the CTE Handbook

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 students' 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 visual art. Students investigate and develop a drawing and painting portfolio according to the College Board specifications. Students will investigate and develop a portfolio of artwork that addresses the two sections of the Studio Art portfolio. Student portfolios will reflect two areas of concern: **Sustained Investigation** (60% of exam score), and **Selected Works** (40% of exam score). Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision as well as submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. Students work in a rich variety of materials in order to extend their techniques of visual experiences. Students expand their aesthetic perception and appreciation. Students develop mastery of expressing themselves in concept, composition, and execution of personal ideas and specific thematic elements. They achieve the skills that encourage more sensitive decision-making in aesthetic valuing, analysis, and interpretation and critical judgment of their art making process including those contributions of other artists, contemporary or historic in all forms of mark making. Students will make a physical portfolio and be given a sketchbook to compile their work for the year.

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

AP ART & DESIGN: 3D

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 art student who is seriously interested in the study of sculpture and three-dimensional design. Students investigate and develop a three-dimensional body of work according to the College Board specifications. Students will investigate and develop a portfolio of artwork that addresses the two sections of the Studio Art portfolio. Student portfolios will reflect two areas of concern: **Sustained Investigation** (60% of exam score), and **Selected Works** (40% of exam score). Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision as well as submit works of sculpture, design and writing to demonstrate skillful synthesis of multiple materials, processes, and ideas. They will explore in-depth a personal, central interest in a particular visual concern. Students develop mastery of expressing themselves visually, verbally, and literally in concept, composition, and execution of personal ideas. They achieve the skills that encourage more sensitive decision-making in aesthetic valuing, analysis, and interpretation and critical judgment of their art making process including those contributions of other artists, contemporary or historic in sculpture and three-dimensional design. Students will be given a sketchbook to compile their design work for the year.

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

GRAPHIC DESIGN I (CTE)

UC/CSU: Fulfills F requirement

Grades: 10-12

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, Illustrator and After Effects) 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 digital art

competitions. 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.

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 (CTE)

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, print, building simple games, and creating animated shorts. 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 with a focus on working with clients and the design cycle.

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

PHOTOGRAPHY I (CTE)

UC/CSU: Fulfills F requirement

Grades: 10 – 12

Credits: 10

Est. Daily Homework: 0-30 minutes

Prerequisites: None

Content: This course is an introduction to the art and science of photography. Students will learn the basics of camera operation, composition, and image editing. They will also explore the history and theory of photography. Through hands-on projects, students will develop their creativity and critical thinking skills, to communicate their ideas through visual media. The course will cover the technical skills, industry standards, trends, and technologies that are essential for a career in visual media. Students will also have the opportunity to use digital imaging software to edit and enhance their photographs and create a portfolio. The course is designed for students with little or no prior experience in photography. Meets 1 year Career Pathway.

Successful Completion: Meets 5 credits (per semester) of the Visual/Performing Arts graduation requirement. Meets **TECH** requirement.

PHOTOGRAPHY II (CTE Capstone)

UC/CSU: Fulfills F requirement

Credits: 10

Grades: 10–12

Prerequisites: Completion of Photo I

Est. Daily Homework: 0-30 minutes

Content: *This course is designed for students who have completed Introduction to Photography or have equivalent experience. The course will focus on advanced techniques in photography, including lighting, composition, and digital post-processing. Students will explore different photography genres, such as portrait, landscape, documentary, and fine art. The course will also cover the latest industry standards, trends, and technologies in visual media production. Students will work on independent projects, and will be expected to produce a final project that demonstrates their mastery of the skills and knowledge learned in the course. The course will prepare students for entry-level positions in the industry, including photography, graphic design, and digital media.*

Successful Completion: Meets 5 credits (per semester) of the high school Visual / Performing Arts, Career Pathway. May be repeated up to four semesters. Meets **TECH** requirement.

AP ART & DESIGN: 2D (CTE Capstone)

UC/CSU: Fulfills F requirement

Grades: 11–12 (or instructor approval)

Credits: 10

Est. Daily Homework: 0-30 minutes

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

Content: AP Studio Art 2D Design students work with diverse media, styles, subjects, and content to build a portfolio of work. Portfolio development will be centered on investigating a specific concept through art-making. 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 concrete exploration of their thoughts and ideas. Students are required to participate in off campus shows/events and submit the AP portfolio in May.

Successful Completion: Meets ten credits per 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 (CTE)

UC/CSU: Fulfills F Requirement

Grades: 10 – 12

Credits: 10

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: BROADCAST (CTE)

UC/CSU: Fulfills G requirement

Grades: 10 – 12

Credits: 10

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

Prerequisites: Video Production I or Teacher Approval

Content: This is a hands-on advanced course in digital media broadcasting. In this course, students will refine their skills as a producer, director, and writer and be immersed in the field of TV production. Students will be introduced to the area of Broadcast journalism to write, produce and edit a daily and weekly news show broadcasted at the High School. In addition, students will get a chance to assume every role within a studio setting including but not limited to, director, producer, anchor, cameraman, technical director, audio technician, and teleprompter operator. Students will work in groups and crews and collaborate on several projects throughout the year. Most projects will be geared to the field of broadcast journalism and students will spend time between the field, inside the studio and the computer lab.

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

VIDEO PRODUCTION II: FILM (CTE)

UC/CSU: Fulfills G requirement

Grades: 10 – 12

Credits: 10

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

Prerequisites: Video Production 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 and film. This course is designed for students who have a deep interest in cinema studies. 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. Students will work on larger projects than in Video Production 1. These projects will be highlighted in an end-of-year film festival. Students will be required to assist in filming school-related activities that will require additional time out of class.

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

VIDEO PRODUCTION III (CTE)

UC/CSU: Does Not Meet – Graduation Credit Only

Grades: 10 – 12

Credits: 10

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

Prerequisites: Video Production I or Teacher Approval

Content: Video III is the video culminating course in which students act as advanced videographers and mentors for other video students. This course is designed for students who have a deep interest in digital media and wish to further their experience by independent and collaborative work. Students will work on a variety of video projects from start to finish to develop a portfolio of material to be used for a job or college program in Film, Video or Broadcast Journalism. Students will become proficient in Final Cut Pro and Adobe After Effects software to make exemplary works. Students will work as campus videographers to highlight school activities for display on the school website. Students apply skills and methods learned in the prerequisite courses to the development of their own creative work.

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

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 and meets 1 year of a Career Pathway.

DANCE II (CTE)

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. This course requires some time commitment outside of class for performances. Students will create an online dance portfolio and learn how to critique dance through oral and written projects.

Successful Completion: Meets five credits per semester of the Visual/Performing Arts, elective or second year physical education graduation requirement. Meets half of the Dance Career Pathway.

DANCE III (CTE)**UC/CSU: Fulfills F requirement****Grades: 10–12****Credits: 10****Est. Daily Homework: 0-30 minutes****Prerequisites:** Completion of Dance II or 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. This course requires some time commitment outside of class for performances. Students choreograph dance compositions for either fall or spring dance concerts, which further develop their leadership and choreographic skills. Students run Dance III as a pre-professional dance company. Professional guest choreographers set dances for the class every semester and teach master classes throughout the year. Students will learn leadership, time management, marketing, budgeting, public relations, music editing, fundraising and collaborate with others in the performing and visual arts.

Successful Completion: Meets five credits per semester of the Visual/Performing Arts, elective or second year physical education graduation requirement. Meets half of the Dance Career Pathway.

DANCE IV (CTE)**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 will be asked to choreograph in a variety of dance genres to help expand and develop their choreographic artistry. 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 including developing and setting lighting cues for their work.. Students are involved in multiple performances. This course requires some 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, Career Pathway, elective or second year physical education graduation requirement. This course may be repeated for credit. Meets half of the Dance Career Pathway.

DANCE IV HONORS (CTE Capstone)**UC/CSU: Fulfills F requirement****Grades: 11–12****Credits: 10****Est. Daily Homework: 0-30 minutes****Prerequisites:** Completion of Dance III and one year of Dance IV, 11th and 12th grade only.

Content: Students will be exposed to dance utilizing a wide variety of styles including Ballet, Jazz, Modern Contemporary, Tap, Hip Hop, Musical Theater, and World Dance. Student original composition and choreography is explored in depth through dance compositions and student choreography for both fall and spring semester

performances. Research projects run concurrently throughout the year and may focus on dance history, study of individual dance artists, cultural dimensions, wellness for dancers, and critical assessment. Students develop their teaching skills through dance teaching experiences at the high school, a local elementary school and/or dance studio. Students perform in many events including collaboration with the school music department, musical theater, and art programs, various community events and school dance performances. Classes are a combination of dance rehearsals, historical research, analysis, critique, and group work. The course includes a capstone project that is presented in the fall or spring. This course requires some time commitment outside of class for performances and rehearsals.

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. Meets half of the Dance Career Pathway.

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 (CTE)

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 techniques 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

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. Topics 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.

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 freshmen.

Content: This course meets the PE requirements for graduation for the first year of physical education. Instruction is in the 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. 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 (must be taken in conjunction with PE 9 if taken during 9th grade year)

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 may be developed to constantly vary exercises as well as intensity as the student is led through a sixteen-week workout designed to increase and maintain muscular strength, tone, and endurance. 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. Team activities may include basketball, touch football and softball. Sophomore PE standards will be addressed

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 (must be taken in conjunction with PE 9 if taken during 9th grade year)

Credits: 5

Est. Daily Homework: 0

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. Sophomore PE standards will be addressed. The class is graded on personal work ethic, 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: A one-semester health education course is required for graduation. This course will emphasize the themes of health literacy and decision-making skills. The unifying ideas included in the California State Health Framework are, "Acceptance of personal respect for lifelong health, respect for and promotion of the health of others, and an understanding of the process of growth and development." Students will focus on making healthy choices, personal safety, mental and emotional health, social and family health, nutrition and fitness, prevention of substance abuse, and comprehensive sexual education as directed by the California Healthy Youth Act.

Successful Completion: Meets the health graduation requirement.

ATHLETIC PE

UC/CSU: Does Not Meet; Graduation Credit Only

Meets P.E. requirement

Grades: 10-12 (must be taken in the 10th grade year to satisfy graduation requirements)

Credits: 5

Est. Daily Homework: 0

Prerequisite: Participation in extracurricular team sports; permission of coach

Content: For students who are on interscholastic athletic teams to provide advanced training in team and individual sports. Students will be provided standards aligned instruction in the Sophomore PE state curriculum while participating in a CIF sanctioned sport.

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

ELECTIVES

ELECTIVE COURSES

UC/CSU APPROVED COURSES G REQUIREMENT

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

BUSINESS and FINANCE SECTOR

BUSINESS I

UC/CSU: Fulfills G requirement

Grades: 9 – 12

Credits: Credits: CHS – 10, MPC – 3,

Est. Daily Homework: 0-30 minutes

Prerequisites: None

Content: This course offers a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization’s policy and practices within the U.S. and a global society. Fundamentals of management theory, marketing practices, business ethics, human resources, quality management, financial markets, and entrepreneurship are covered along with career exploration and opportunities in each field. The course includes work based learning opportunities, including mentorship, job shadowing and micro-internships. This is a dual enrollment course with Monterey Peninsula College (BUSI 20 Introduction to Business)

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

BUSINESS II

UC/CSU: Fulfills G requirement

Grades: 9 – 12

Credits: Credits: CHS – 10, MPC – 3

Est. Daily Homework: 0-30 minutes

Prerequisites: Business I

Content: This course introduces strategic marketing and the marketing environment, including emphasis on customer-centric marketing and technology. Actionable tools such as marketing research and target marketing are learned through study and application. The course includes work based learning opportunities, including mentorship, job shadowing and micro-internships. This is a dual enrollment course with Monterey Peninsula College (BUSI 50 Introduction to Marketing). This is the capstone course of the CTE Business Pathway.

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

COMPUTERS and TECHNOLOGY

AP COMPUTER SCIENCE PRINCIPLES

UC/CSU: Fulfills D requirement

Meets Technology or Elective requirement

Grades: 9 – 12

Credits: 10

Est. Daily Homework: 0-30 minutes

Prerequisites: None

Content: In this course, students will learn basic programming skills like conditionals, loops, functions, and lists through the Python programming language. In addition, the course will introduce students to the creative aspects of programming, learning to work collaboratively towards projects and various applications. Such applications might include Python turtle art, game design, graphic user interfaces (using Tkinter), or the application of computation and data management. Students will also learn about the importance of communication and collaboration, troubleshooting, ethics, computers, and the internet. While this is an introductory course, it is also an AP course and is designed to prepare students for the AP exam.

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

INTRODUCTION TO ENGINEERING DESIGN (CTE)

UC/CSU: Fulfills D requirement

Grade: 9-12

Credit: 10

Est. Daily Homework: Approximately 0-30 minutes

Prerequisites: None

Content: This course contains curriculum from the nationally recognized Project Lead the Way (PLTW) curriculum. It is a course that concentrates on project-based learning. Students will learn how to use a 3D Modeling tool (Fusion360) and elements of engineering design to create and 3D print various designs and solutions to problems. This course is primarily focused on creating and fabricating structures, but elements of electronics, microcontrollers and basic programming will be included as well. Students will work in teams and will learn what it means 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.

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

PRINCIPLES OF ENGINEERING (CTE)

UC/CSU: Fulfills G requirement

Meets Technology or Elective requirement

Grades: 9 – 12

Credits: 10

Est. Daily Homework: 0-30 minutes

Prerequisites: None

Content: This course contains curriculum from the nationally recognized Project Lead the Way (PLTW) curriculum. It is a course that concentrates on project-based learning. Students will study the connection between applied physics and its relationship to mechanical and electrical engineering. In addition, this course has a strong emphasis on robotics. This course uses the Tetrix Robotics Platform and students will get a chance to design and build solutions to various real-world problems. Topics will include mechanical advantage, gear ratios, circuits, sensors, and control systems. 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.

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

AP COMPUTER SCIENCE A

UC/CSU – Fulfills C requirement

Meets Technology or Elective requirement

Grades: 10 – 12 or Teacher Recommendation

Credits: 10 w/weighted GPA

Est. Daily Homework: Approximately 30 minutes

Prerequisites: AP Computer Science Principles or instructor approval

Content: The course is designed to prepare students to pass the Computer Science A – AP Exam. It is the equivalent of a first-year college course in computer science. It is assumed that students come into this course with a solid foundation of basic programming. This class will build on that foundation by using 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 Objects, Writing Classes, Arrays, 2D Arrays, ArrayLists, Inheritance, and Recursion.

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

INDUSTRIAL TECHNOLOGY

AUTOMOTIVE I (CTE)

UC/CSU – Fulfills G requirement

Meets Elective requirement**Grades: 10 – 12****Credits: 10****Est. Daily Homework: 0-30 minutes****Prerequisites:** None

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.

AUTOMOTIVE II (CTE)**UC/CSU: Fulfills G requirement****Meets Elective requirement****Grades: 10 – 12****Credits: 10****Est. Daily Homework: 0-30 minutes****Prerequisites:** Automotive I

Content: This course is designed as the second course that continues instruction in automobile service and repair, shop safety, engine repair, automatic transmissions and transaxles, manual drive train and axles, suspension and steering, brakes, electrical and electronic systems heating and air conditioning, and engine performance. After completion of this course, students will be prepared for postsecondary automotive education, an entry level position in today's automotive services industry.

Successful Completion: Meets elective graduation requirement. May be taken for four semesters.

INTRO 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.

OTHER ELECTIVES

UNIFIED PE**UC/CSU: Fulfills G requirement****Meets Elective requirement**

Grades: 11 – 12

Credits: 10

Prerequisites: Teacher recommendations and Parent approval

Content: Unified PE is a fully inclusive course that combines students with and without disabilities. The course provides all students the ability to participate in developmentally appropriate activities, including lifetime activities (performed individually or in groups that are low impact →dance, fitness walking, biking, swimming, etc.), physical fitness (cardiovascular endurance, flexibility, muscular strength and endurance, and body composition) and sport (improve activity specific skills through skill practice and acquisition→basketball, soccer, bocce, etc.). Unified PE promotes student achievement so those students can develop, improve, and maintain gross motor and physical fitness skills. Unified PE is designed to make ALL students successful by adapting equipment, modifying rules, and pairing students together to foster a success oriented physical education course. The focus of the Unified PE curriculum is to provide the students with the skills and knowledge that are needed to maintain a physically active and healthy lifestyle. Additionally, the class supports the development of leadership skills for ALL students, and the empowerment of ALL students to encourage an inclusive class and schoolwide environment. Students will explore fitness activities designed to improve all areas of fitness. They will be exposed to activities designed to increase their likelihood of continuing to be physically active throughout their lifetime. Additionally, students will gain knowledge of the benefits of regular physical exercise and how it can impact a person's mental, physical, and social health.

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

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 learn and implement best practices and functions of organizations; to successfully run an effective and democratic government; 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

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

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

Grades: 10 - 12, 9th grade upon teacher recommendation

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 each month. To do so, students will determine what constitutes school news, conduct interviews, attend and report on school events, create layouts using Indesign and Photoshop, write and revise articles in AP style that conform to layout restrictions, meet deadlines, solicit advertisements, 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: Fulfills G requirement

Meets Elective requirement

Grades: 9

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, study skills and test taking preparation, and research. Students will receive two hours of instruction per week in AVID Curriculum level skills, two hours per week in study groups with tutors when available, and one hour per week in motivational activities and academic survival skills. The AVID Curriculum focuses on writing, inquiry, collaboration, organization and reading. 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: Fulfills G requirement

Meets Elective requirement

Grades: 10

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, college study skills and test taking, and research. Students will receive two hours of instruction per week in the AVID Curriculum, two hours per week in study groups with tutors when available, and one hour per week in motivational activities and academic survival skills. The AVID Curriculum focuses on writing, inquiry, collaboration, organization and reading. Students will participate in 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: Fulfills G requirement

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 the AVID Curriculum, two hours per week in study groups with tutors when available, and one hour per week in motivational activities and academic survival skills. The AVID Curriculum focuses on writing, inquiry, collaboration, organization and reading. 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 the AVID Curriculum, two hours per week in study groups with tutors when available, and one hour per week in motivational activities and academic survival skills. The AVID Curriculum focuses on writing, inquiry, collaboration, organization and reading. 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 communicates with other teachers regarding students' academic progress.

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

TEACHER'S ASSISTANT/ OFFICE AIDE/LIBRARY AIDE

UC/CSU: Does Not Meet-Graduation Credit Only

Grades: 10 – 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 Education) 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 composed 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.

The Student Services Department has six full time Resource Specialist teachers and 1 full time Special Day Class teacher, along with full time Instructional Assistants, a part-time Speech and Language Therapist and a part-time School Psychologist. 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.

Possible Course Offerings:

Co-teach English 1	Basic English I
Co-teach English 2	Basic English II
Co-teach Am Lit	Basic Math
Co-teach Integrated I	Basic Science
Co-teach Integrated II	Basic Social Studies
Co-teach Biology	Basic Life Skills
Co-teach Chemistry in the Earth System	Academic Study Hall

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

Dual Enrollment Partnership with MPC (Monterey Peninsula College)

Dual enrollment with Monterey Peninsula College offers a stellar opportunity for students to **increase college and career readiness** while in high school. By adding college courses to their high school schedule, students receive an early college experience designed to better illustrate what is expected in college and career, while sharpening necessary academic and nonacademic skills and cultivating the confidence and know-how required to achieve educational, professional, and personal goals. Students will receive both credit for high school and college. Students enrolled in an MPC Dual Enrollment course shall receive the equivalent of an Honors point on their GPA Calculation.

MPC DUAL ENROLLMENT COURSES OFFERED AT CHS

- MPC Business I and II (BUSI 20 and 50)
- MPC Prevention and Care of Athletic Injuries (PHED 41)
- MPC Statistics (Math 16)
- MPC US History (Hist 17 & 18)

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 the CUSD District Office at 831-524-1546

CAREER TECHNICAL EDUCATION (CTE)

Please see the [CTE Handbook](#) for more detailed information.

Courses designated with “CTE” after the course title are part of the Career Technical Education Program, which provides specialized training in entry-level job skills or advanced training for college entrance. Most CTE courses are open to all students' grade 9 and up. CTE 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 [CTE Handbook](#) 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.

