

**Salinas Union High School District  
High School Course Manual  
2018-2019**



*Alisal High School*

*Everett Alvarez High School*

*North Salinas High School*

*Salinas High School*

*Mount Toro High School*

*El Puente School*

*Regional Occupational Program*

*Salinas Education Center*

It is the aim of the schools to maintain close contact with the home on all matters pertaining to the students. Please do not hesitate to contact teachers, counselors, assistant principals, or the principal of the high school for more complete information on the program of studies, courses that will meet college admission requirements or enrolling in a Career Technical Education Program. Your inquiries are welcomed.

**Alisal High School**

**777 Williams Road**

**Salinas, CA 93905 (796-7600)**

Ernesto Garcia, Principal  
Tiffany Ayala, Assistant Principal  
Gloria Chaidez, Assistant Principal  
Rito Contreras, Assistant Principal  
Enrique Lopez, Assistant Principal  
Karyl Blalock, Interim Administrative Intern  
Natalie Richards, Student Activities Director  
Jose Gil, Athletic Director  
Anthony Avitia, Counselor  
Naomi Bobadilla, Counselor  
Sandra Echevarria, Counselor  
Laura Jimenez, Counselor  
Natalia Mariscal, Counselor  
Edith Nava, Counselor  
Roberto Ocampo, Counselor  
Atanacia Mares, ROP Coordinator

**Everett Alvarez High School**

**1900 Independence Boulevard**

**Salinas, CA 93906 (796-7800)**

Matthew Fleming, Principal  
Bao Nguyen, Assistant Principal  
Jessica Rodgers, Assistant Principal  
Ethelvina Sanchez-Vega, Assistant Principal  
Marc Tejeda, Assistant Principal  
Sky Becker, Student Activities Director  
Clovis Clinton, Athletic Director  
Ramon Anaya, Counselor  
Roxanne Becker, Counselor  
Diana Basurto, Counselor  
Yolanda Campos-Martin, Counselor  
Sylvia Miranda, Counselor  
Sandra Mondragon, Counselor  
Janet Betancourt, ROP Coordinator

**North Salinas High School**

**55 Kip Drive**

**Salinas, CA 93906 (796-7500)**

Barbara Lawrence-Emanuel, Principal  
Marciano Flores, Assistant Principal  
Jonathan Greene, Assistant Principal  
Marc Kollerer, Assistant Principal  
Rebecca Vivit, Assistant Principal  
Claudia Aguilar, Student Activities Director  
Jean Ashen, Athletic Director  
Linda K. Herrera, Counselor  
Maria Leyva, Counselor  
Brian Preble, Counselor

**North Salinas High School (continued)**

Nancy Saldana-Pimentel, Counselor  
Arlene Vargas, Counselor  
Michele Farley, ROP Coordinator

**Salinas High School**

**726 South Main Street**

**Salinas, CA 93901 (796-7400)**

Elizabeth Duethman, Principal  
Laurel Gast, Assistant Principal  
Hugo Mariscal, Assistant Principal  
Vivian Moises, Assistant Principal  
Ernesto Pacleb, Assistant Principal  
Mark Dover, Student Activities Director  
Patty Lamar, Athletic Director  
Leslie Bowling, Counselor  
Elvia Guzmán, Counselor  
Barbara Hobson, Counselor  
Art Hunsdorfer, Counselor  
Orlando Jaurequi, Counselor  
Kristin McCullough, Counselor  
Christina Pena-Macias, Counselor  
Allan Schooley, ROP Coordinator

**Mount Toro High School**

**10 Sherwood Place**

**Salinas, CA 93906 (796-7700)**

Richard Moreno, Principal  
Melissa Gonzalez, Counselor  
Fabian Pacheco, Counselor

**El Puente School**

**20 Sherwood Place**

**Salinas, CA 93906 (796-7770)**

Eric Deleissegues, Principal  
Dolores Christensen, Counselor  
Bryan Robinson, Counselor

**Mission Trails Regional Occupational Program**

**867 East Laurel Drive**

**Salinas, CA 93905 (753-4209)**

Ivonne Glenn, Director  
Nancy Renteria, Assistant Director

**Salinas Education Center**

**20 Sherwood Place**

**Salinas, CA 93906 (796-6900)**

Tatiana Roganova, Director  
Michelle Puga, Counselor

# **SALINAS UNION HIGH SCHOOL DISTRICT**

## **MISSION STATEMENT**

**The Salinas Union High School District  
Develops Educated Learners to the Highest Standards  
Preparing Them to Achieve Their Life's Aspirations and  
To Be Productive Citizens in a Global Society**

## **DISTRICT STUDENT GOALS**

- 1. Every student will complete a rigorous educational program.**
- 2. Every student will effectively, productively, and responsibly meet the challenges of a global society.**
- 3. Every student will graduate prepared to pursue any career to which he or she aspires.**

**SALINAS UNION HIGH SCHOOL DISTRICT**

**BOARD OF TRUSTEES**

**Lila Cann  
Evamarie Martinez  
Sandra Ocampo  
Patty Padilla-Salsberg  
Kathryn Ramirez  
Carlos Rubio  
Phillip Tabera**

**DISTRICT ADMINISTRATION**

**Dan Burns, Superintendent**

**Dr. Blanca Baltazar-Sabbah, Associate Superintendent**

\_\_\_\_\_, Assistant Superintendent, Human Resources

**Ana Aguillon, Manager - Business Services/CBO**

**Robert Cannon, Director, Research/Assessment/Accountability  
Irelia Dominguez, Director, Pupil Personnel Services  
Antonio Garcia, Director, Educational Services  
Ivonne Glenn, Director, Mission Trails Regional Occupational Program  
Steven Peters, Director, Information Technology Services  
Nancy Powers, Director, Student Support Services  
Tatiana Roganova, Director, Salinas Education Center  
Anthony Saucedo, Director, EL/Migrant Education & Special Projects  
Alberto Verduzco, Director, Human Resources**

# TABLE OF CONTENTS

(Alphabetical listing of courses follows Table of Contents)

<b>GENERAL INFORMATION</b> .....	1	<b>ENGLISH LANGUAGE DEVELOPMENT</b> .....	12
CLASSIFICATION.....	1	ACADEMIC LANG & LITERACY A-D .....	12
SUBJECT REQUIREMENTS .....	1	ENGLISH LANG DEVELOPMENT 1-3 .....	12
ENROLLMENT REQUIREMENTS .....	1	ENG LANG DEVELOPMENT SUPPORT .....	12
ATTENDANCE REQUIREMENTS .....	1	JOURNALISM .....	12
GRADE POINT AVERAGE .....	2	JOURNALISM ADVANCED.....	13
COMMUNITY SERVICE.....	2	MEXICAN-AMERICAN LITERATURE.....	13
SUBJECT RESTRICTIONS .....	2	SPEECH .....	13
COMPULSORY ATTENDANCE.....	2	<b>VISUAL &amp; PERFORMING ARTS DEPT</b> .....	14
ALTERNATIVE EDUCATION .....	2	<b>ART</b> .....	14
VOCATIONAL EDUCATION.....	2	ART 1-2 .....	14
SALINAS ADULT SCHOOL.....	2	ART 3-8 .....	14
CITIZENSHIP/BEHAVIOR .....	3	ART HISTORY AP .....	14
VARIABLE CREDIT .....	3	DIMENSIONAL ART 1-8.....	14
CREDIT BY DEMO. PROFICIENCY .....	3	ART DESIGN 1-4.....	14
CONTRACT STUDY (on campus) .....	3	ART SURVEY .....	14
REGISTRATION .....	3	CERAMICS 1-2 .....	14
HONORS/ADV PLACEMENT CLASSES .....	3	CERAMICS 3-4 .....	15
SUMMER SCHOOL.....	3	ART STUDIO AP.....	15
<b>DISTRICT TESTING INFORMATION</b> .....	4	GENERAL ART .....	15
<b>PLANNING FOR COLLEGE</b> .....	5	<b>DANCE</b> .....	15
CONCURRENT ENROLLMENT .....	5	FOLKLORICO (BEG & INTERMED) .....	15
FOUR-YEAR CALIF STATE COLL/UNIV .....	5	<b>THEATRE ARTS</b> .....	15
PRIVATE UNIVERSITIES .....	5	THEATRE ARTS 1-2 .....	15
FINANCIAL AID .....	5	THEATRE ARTS 3-4 .....	15
DUAL ENROLLMENT.....	5	THEATRE ARTS 5-8 .....	15
ARTICULATION (Credit by Exam).....	5	REPERTORY THEATRE .....	16
<b>CA HIGHER ED OPPORTUNITIES</b> .....	6	TECHNICAL THEATRE 1-8.....	16
<b>COURSE OFFERINGS</b> .....	7	<b>MUSIC</b> .....	16
<b>SPECIAL CLASSES</b> .....	8	BEGINNING BAND 1-4 .....	16
AG LDRSP & COMMUNICATION .....	8	INTERMEDIATE BAND 1-4.....	16
AVID .....	8	ADVANCED BAND 1-8.....	16
CRT (Crisis Intervention Training) .....	8	VOCAL MUSIC 1-2 .....	16
CROSS-AGE TUTORING .....	8	VOCAL MUSIC 3-4 (CHORALE).....	16
FRESHMAN SEMINAR.....	8	VOCAL MUSIC 5-6 (ADV ENSEMBLE).....	16
HEALTH EDUCATION.....	8	VOCAL MUSIC 7-8 .....	17
LEADERSHIP (1-8).....	8	GUITAR 1-2 .....	17
NNDCC - NAVAL SCIENCE .....	9	GUITAR 3-4 .....	17
PHILOSOPHY AP.....	9	MULTIMEDIA .....	17
SPECIAL EDUCATION.....	9	MUSIC APPRECIATION 1 & 2 .....	17
STUDENT AIDE 1-4 .....	9	MUSIC THEORY/TECH 1-2 .....	17
WORK EXPERIENCE .....	10	MUSIC THEORY/TECH 3-4 .....	17
YEARBOOK 1-8 .....	10	ORCHESTRA 1-8.....	17
<b>ENGLISH DEPARTMENT</b> .....	11	JAZZ STUDIES 1-8.....	17
ENGLISH 9 TRANSITIONAL.....	11	<b>FOREIGN LANGUAGE DEPARTMENT</b> .....	18
ENGLISH 10 TRANSITIONAL.....	11	AMERICAN SIGN LANGUAGE 1.....	18
ENGLISH 9-11 .....	11	AMERICAN SIGN LANGUAGE 2.....	18
ENGLISH 11 AMER EXPERIMENT .....	11	AMERICAN SIGN LANGUAGE 3.....	18
ENGLISH 12 P .....	11	CHINESE 1 .....	18
ENGLISH 12 AP.....	11	CHINESE 2 .....	18
READING, LANG & LEARNING 9.....	12	FRENCH 1 .....	18
		FRENCH 2 .....	18
		FRENCH 3 .....	19
		FRENCH 4 AP .....	19
		JAPANESE 1.....	19
		JAPANESE 2.....	19

JAPANESE 3 .....	19	EARTH SCIENCE .....	30
JAPANESE 4 AP .....	19	SCIENCE STUDENT AIDE.....	30
SPANISH 1 .....	19		
SPANISH 2 .....	19	<b>SOCIAL SCIENCE DEPARTMENT .....</b>	<b>31</b>
SPANISH 3 .....	19	AGRICULTURAL ECONOMICS .....	31
SPANISH 4 AP .....	20	AGRICULTURAL GOVERNMENT .....	31
SPANISH FOR HERITAGE SPEAKERS .....	20	ECONOMICS .....	31
HERITAGE SPEAKER/BILINGUAL.....	20	ECONOMICS AP (MICRO) .....	31
SPANISH BASIC SKILLS .....	20	ECONOMICS AP (MACRO) .....	31
		ETHNIC STUDIES .....	31
<b>MATHEMATICS DEPARTMENT .....</b>	<b>21</b>	EUROPEAN HISTORY AP .....	32
AP COMPUTER SCIENCE.....	21	MARRIAGE AND FAMILY .....	32
AP COMPUTER SCIENCE PRINC.....	21	MEXICAN-AMERICAN STUDIES.....	32
CALCULUS AB (AP).....	21	PSYCHOLOGY 1-2 .....	32
CALCULUS BC (AP).....	21	PSYCHOLOGY AP .....	32
CONSUMER MATH .....	21	UNITED STATES GOVERNMENT.....	32
MATH ANALYSIS.....	21	UNITED STATES GOVERNMENT AP.....	32
MATH SHADOW.....	22	UNITED STATES HISTORY .....	32
STATISTICS .....	22	UNITED STATES HISTORY AP .....	33
STATISTICS AP.....	22	UNITED STATES HISTORY-AMER EXP ....	33
TRIGONOMETRY P.....	22	WORLD HISTORY & GEOGRAPHY.....	33
<b>COMMON CORE MATHEMATICS .....</b>	<b>22</b>	WORLD HISTORY HONORS .....	33
HIGH SCHOOL MATHEMATICS 1.....	22		
HIGH SCHOOL MATHEMATICS 2.....	22	<b>CAREER TECHNICAL EDUCATION (CTE)</b>	
HIGH SCHOOL MATH 2 HONORS.....	23	<b>PATHWAYS &amp; ACADEMIES.....</b>	<b>34</b>
HIGH SCHOOL MATHEMATICS 3.....	23		
HIGH SCHOOL MATH 3 HONORS.....	23	<b>AGRICULTURE &amp; NATURAL</b>	
INTEGRATED MATH IA .....	23	<b>RESOURCES .....</b>	<b>35</b>
INTEGRATED MATH IB.....	23	ADV AG BUSINESS.....	35
TRANS TO COLLEGE MATH .....	23	ADV INTERDISC SCI FOR SUST AG ....	35
		AG BUSINESS FLORAL DESIGN .....	36
<b>PHYSICAL EDUCATION .....</b>	<b>24</b>	AG BUSINESS OCCUPATIONS .....	36
PHYSICAL ED COURSE I, II.....	24	AG EARTH SCIENCE .....	36
P.E. LEADERSHIP – COURSE III .....	24	AG MECHANICS 1/2 .....	36
P.E. LEADERSHIP II – COURSE III .....	24	AG MECHANICS 3/4 .....	36
ADVANCED P.E. COURSE III .....	25	ANIMAL CARE .....	36
AQUATICS – COURSE III .....	25	ART HISTORY OF FLORAL DESIGN ....	36
		BIOLOGY & SUSTAINABLE AG.....	37
<b>SCIENCE GRADUATION REQUIREMENTS .....</b>	<b>26</b>	CHEMISTRY & AGRISCIENCE .....	37
<b>SCIENCE DEPARTMENT .....</b>	<b>27</b>	ENVIRONMENTAL HORTICULTURE...37	
<b>INTEGRATED SCIENCES .....</b>	<b>27</b>	HYDRO, LANDSCAPE, SUST ENVI DES37	
NEXT GENERATION SCIENCE 1.....	27		
<b>BIOLOGICAL SCIENCES .....</b>	<b>27</b>	<b>ARTS, MEDIA &amp; ENTERTAINMENT.....</b>	<b>38</b>
INTRODUCTION TO LIFE SCIENCE .....	27	ART IN THE DIGITAL AGE.....	38
BIOLOGY AP.....	27	CINEMA ARTS PRODUCTION .....	38
BIOLOGY LAB 1-2 .....	27	GRAPHIC DESIGN.....	38
BIOLOGY LAB 3-4 .....	27	THEATRE TECHNOLOGY .....	38
MARINE BIOLOGY .....	28	TV MEDIA PRODUCTIONS.....	38
<b>PHYSICAL SCIENCES .....</b>	<b>28</b>		
APPLIED PHYSICS.....	28	<b>BUILDING TRADES &amp; CONSTRUCT.....</b>	<b>39</b>
PHYSICS (P) .....	28	PRE-ENGINEERING .....	39
PHYSICS AP 1 .....	28	CONSTRUCTION TECHNOLOGY 1/2....	39
PHYSICS AP 2 .....	28	CONSTRUCTION TECHNOLOGY 3/4....	39
ASTRONOMY (H).....	28	MILL CABINET CONSTRUCTION .....	40
PHYSICS-BASED ASTRONOMY.....	29	MULTICRAFT CORE CONSTRUCT .....	40
APPLIED CHEMISTRY .....	29		
CHEMISTRY (P) .....	29	<b>EDUCATION &amp; CHILD DEVELOP .....</b>	<b>41</b>
CHEMISTRY (H) .....	29	CAREERS IN EDUCATION .....	41
CHEMISTRY (AP).....	29	CHILD DEVELOPMENT .....	41
INTRODUCTION TO EARTH SCIENCE 29			

<b>ENGINEERING DESIGN</b> .....	42	<b>INFORMATION &amp; COMM TECH</b> .....	47
DIGITAL ELECTRONICS .....	42	CISCO NETWORKING II .....	47
ENGINEERING DESIGN & DEVELOP...42		COMPUTER SCIENCE II.....	47
PRE-ENGINEERING .....	42	INTRO TO COMPUTER SCIENCE .....	47
PRINCIPALS OF ENGINEERING.....	42	INTRO TO NETWORK CABLING.....	47
		ROBOTICS TECHNOLOGY .....	48
<b>FINANCE &amp; BUSINESS</b> .....	43	ROBOTICS ENGINEERING TECH II .....	48
BUSINESS TECHNOLOGY 1/2.....	43		
COMPUTER BUSINESS APP.....	43	<b>MANUFACTUR/PRODUCT DEVELOP</b> ....	49
		DRAFTING TECHNOLOGY 1/2 .....	49
<b>HEALTH SCI &amp; MEDICAL TECH</b> .....	44	DRAFTING TECHNOLOGY 3/4 .....	49
DENTAL CAREERS .....	44	IND WELDING & METAL FAB.....	49
FOUNDATIONS OF NURSING ASST.....	44	PRE-ENGINEERING .....	49
HEALTH OCCUPATIONS.....	44		
INTRO TO SPORTS MEDICINE .....	44	<b>MARKETING/SALES &amp; SERVICES</b> .....	50
MEDICAL ASSISTING .....	45	RETAIL CO-OP.....	50
PHYSICAL THERAPY AIDE .....	45	RETAIL SALES & MARKETING.....	50
PHYSICAL THERAPIST AIDE 1/2 .....	45		
SPORTS MEDICINE.....	45	<b>PUBLIC SERVICES</b> .....	51
SPORTS MEDICINE 1/2.....	45	INTRO TO FIREFIGHTER.....	51
SPORTS MEDICINE ATHLETIC TRAIN	45	INTRO TO PUBLIC SERVICE.....	51
		EMERGENCY MEDICAL TECH.....	51
<b>HOSPITALITY, TOURISM &amp; REC</b> .....	46	FIRE SCIENCE & TECHNOLOGY .....	51
ADVANCED CULINARY ARTS.....	46		
ADV CULINARY ARTS – FOOD SVC....	46	<b>TRANSPORTATION</b> .....	52
CULINARY 1/2.....	46	AUTO SERVICE 1/2.....	52
RESTAURANT SALES .....	46	ENGINE MAINTENANCE & REPAIR.....	52





---

## GENERAL INFORMATION

This student manual contains all course offerings, a list of District graduation requirements, information pertaining to the college entrance, career pathways and academies, and opportunities available in vocational occupational classes and work experience. In an attempt to meet individual needs of students, the District offers a full range of special services. Services of a psychologist, a speech language therapist, and a drug resource specialist are available to students in need. Students who qualify for Migrant Education Compensatory Education, and/or Bilingual Education are eligible for the services provided by these programs.

## GRADUATION REQUIREMENTS

### CLASSIFICATION - Progress toward Graduation

Students are classified as demonstrating normal progress towards graduation based on the following earned credits. Students must earn a total of 220 credits to graduate, as indicated below.

0 – 54	Semester Credits	Freshman
55 – 109	Semester Credits	Sophomore
110 – 164	Semester Credits	Junior
165 - 220	Semester Credits	Senior

## SUBJECT REQUIREMENTS

A student must satisfy certain subject requirements before graduating. They are as follows:

### ENGLISH: **40 Credits**

English Language Learner students may use maximum of 20 credits of English Language Development (ELD) classes toward the English requirement

### MATHEMATICS: **30 Credits**

20 credits must be high school math, including Math I

### SCIENCE: **20 Credits**

20 credits Lab/Applied Science Biological Science 10 and Physical Science 10

### SOCIAL SCIENCE: **30 Credits**

World History/Geography 10; U.S. History 10; U.S. Government 5; Economics 5

### HEALTH EDUCATION: **10 Credits**

### FIRST AID: **must pass** (no credit allowed)

### PHYSICAL EDUCATION: **20 Credits**

Required in Grade 9, remaining credits in Grades 10, 11, and 12. Mount Toro students exempt from P.E.

### VOCATIONAL EDUCATION: **10 Credits**

### VISUAL AND PERFORMING ARTS: **10 Credits**

### FOREIGN LANGUAGE **20 Credits** (must be in same language)

### ELECTIVE CLASSES **30 Credits** Minimum required to graduate: **220 Credits**

## ENROLLMENT REQUIREMENTS

Students must enroll in at least six courses (or three blocks) offered only on their campus or in courses offered off-campus through the Regional Occupational Program. Under certain circumstances, a student may enroll in courses offered at other high schools within the District and Community Colleges. For more information see your counselor.

## ATTENDANCE REQUIREMENTS

Students must maintain at least 85% attendance of days enrolled for each year as requirement for graduation.

## **GRADE POINT AVERAGE**

Students must have at least a 2.0 high school graduation requirement grade point average (GPA) as a requirement for graduation.

## **COMMUNITY SERVICE**

Sixty hours of designated community service must be completed as a graduation requirement.

*In addition to requirements established by state law or by a ruling of the Board of Trustees, instruction in safety, accident prevention, fire prevention, conservation, and health, including the effects of alcohol, narcotics, drugs, and tobacco on the body must be included in the four-year program. These areas of instruction are included in one or more of the regularly established subjects.*

## **SUBJECT RESTRICTIONS**

Courses may not be repeated for credit (Administrative Regulation 5121.2).

## **COMPULSORY ATTENDANCE**

Students will be enrolled in six classes (three blocks). Students enrolled in ROP or Work Experience must also be enrolled in sufficient regular classes on campus. Students enrolled concurrently at Hartnell must be enrolled full time on campus.

## **ALTERNATIVE EDUCATION**

The Salinas Union High School District has alternative education programs. These programs offer academic courses that are required for graduation on an individualized basis with variable credit available. These programs include Independent Study, Opportunity Classes, Mount Toro High School and others.

Mount Toro High School is a continuation high school where students can earn high school diploma. Students attend a regular school day and are enrolled in 5 classes. Upon earning the required credits to be on track for graduation students may petition to return to their original school. To graduate from their original school. To graduate from their original school they must enroll at the start of the second semester.

El Puente School is an independent study school. It serves as one of the District's educational options for students whose needs are not being met in the comprehensive school program. Independent Study is a program in which students meet with their teachers on a daily basis and complete much of their assigned work independently at home.

Students enrolled in the El Puente School must possess the academic skills and learning styles that would enable them to work successfully in an individualized learning environment at either the middle school or high school level. Students will earn a diploma in the independent study school.

Online Learning – Students enrolled in the SUHSD have the opportunity to enroll in online classes through the Graduation Plus, Credit Recover and independent study programs. Students can enroll in online learning through their assigned counselor.

Additional information on alternatives to the regular high school program can be obtained at the local high school.

## **CAREER TECHNICAL EDUCATION**

Career and Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Our courses teach high school students to succeed in careers and college in a professional, hands-on environment. Courses are offered within a variety of industry sectors where students can explore and develop technical skills that will lead them to higher education or into the workplace.

## **SALINAS ADULT SCHOOL**

Students 18 years of age or older may enroll in the Salinas Adult School to earn their high school diploma. The requirements are identical to the District's comprehensive high school graduation requirements except that there is no physical education requirement; reading is required (10 credits); and 50-60 units of elective credits are required.

## **CITIZENSHIP/BEHAVIOR**

See Student Behavior Manual.

## **VARIABLE CREDIT**

Variable credit is possible in some approved classes. This means students may earn and receive a number of credits other than the usual five credits granted in a regular semester class. School counselors can provide additional information.

## **CREDIT BY DEMONSTRATED PROFICIENCY**

The Salinas Union High School District allows students to receive credit by demonstration examination, or other means, that they have accomplished the minimum objectives required for a class or subject. Where minimum standards have been met, appropriate credits and grades will be awarded regardless of the time actually spent in class.

## **CONTRACT STUDY (on campus)**

Students may receive credit for courses through Contract Study under the direction of a qualified, credentialed, district employee. Contract study allows a student to study a subject in greater depth than is offered in the regular class or to study subject areas not included in the curriculum. Students must petition a teacher for a Contract Study project. Together, the student and teacher will prepare a contract covering the objectives of the project, the learning activities involved, and the deadline for the activities. The contract must be approved by the student's counselor, the department chairperson of the subject, an administrator, and the student's parent/guardian. Contract Study is not to be confused with regular placement to Independent Study as an alternative.

## **REGISTRATION**

Registration takes place two weeks before school begins. To register you must have your completed immunization records. Class schedules may be picked up at school the week prior to the start of school. In order to receive your schedule you must return the following forms (with appropriate signatures) that you will receive in advance through mail:

1. Student Data Transmittal Form
2. Homeless/Residency Affidavit and Student Behavior Manual Signature Page
3. Health History Emergency Form
4. Food Service Letter and Home Access/Student G-Mail and FAFSA GPA Opt-out

**Only students with the above forms signed will receive their schedules!**

## **HONORS AND ADVANCED PLACEMENT CLASSES**

California State Colleges (CSU) and The University of California (UC) encourage students to take demanding advanced courses in all fields while in high school. Accordingly, grades earned in up to a maximum of eight semester courses that are certified by the high school as offered at the honors level and taken in the last two years of high school will be counted on a scale of A equals 5 grade points, B equals 4, and C equals 3 for a weighted GPA. Computation will be done by the college of university.

## **SUMMER SCHOOL**

State supported summer school programs are available for pupils in grades 9-12 who need remediation in meeting the District's content standards, twelfth graders in need of credits for graduation, students who need to repeat a course and cannot take the course the next regular school year, students who wish to take courses for initial credit; and other programs, i.e., Migrant Education, Mission Trails Regional Occupational Programs (ROP), and Special Education extended year. (Ninth grade is defined as promotion from the eighth grade.)

---

## DISTRICT TESTING INFORMATION

Tests are given each year to specific groups of students.

### CAASPP Testing

Each spring, students take a series of state-mandated tests. Students in grades 7, 8, and 11 take the Smarter Balanced assessments for English Language Arts/Literacy and Mathematics. The California Science Test will be given to all students in grade 8 and to any high school student who will be in the process of completing their last year of their science course requirements for graduation. A few students in those same grade levels will take the California Alternate Assessments for English Language Arts/Literacy, Mathematics, and Science.

### English Language Proficiency Assessments for California (ELPAC)

Students whose home language is other than English are given oral/written tests to measure English Language proficiency and to identify appropriate placement into either bilingual or mainstream classes.

### Other Testing

A number of other tests are available throughout the year. Some are given once a year, while others are given several times each year. Information about each test, registration deadlines, eligibility rules, and fees are announced in the student bulletin.

- **ACT** – American College Tests
- **AP** – Advanced Placement Tests
- **ASVAB** – Armed Services Vocational Aptitude Battery. Students can take the test to identify interests and personal characteristics and use scores to match their backgrounds to possible careers in the U.S. Military.
- **ATP** – Admissions Testing Program Tests:
  - **SAT I** – Scholastic Aptitude Test
  - **SAT II** – Achievement tests in specific content areas
- **CHSPE** – California High School Proficiency Exam
- **District Benchmark Tests** – District common assessments given in core content classes
- **G.E.D.** – General Educational Development Tests: administered four days a week and some nights each week by the Salinas Adult School. (Students must be 17 years of age or older.)
- **PHYSICAL FITNESS TEST** – A student may be exempt from any two years of physical education courses during grades 10 – 12 provided that the student has satisfactorily met any five of the six standards of the state's physical fitness test in grade 9. (Education Code 51241)
- **PSAT/NMSQT** – Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.
- **Reading Lexile** – Assessments (STAR, RI, etc.) to determine student reading levels
- **OTHERS** – A wide variety of diagnostic/evaluative tests related to placement into specific training programs and trainability are administered through the Counseling Offices and the Mission Trails ROP/C.

---

## PLANNING FOR COLLEGE

A chart follows entitled CALIFORNIA HIGHER EDUCATION OPPORTUNITIES that lists admission requirements for California colleges.

### CONCURRENT ENROLLMENT

Community Colleges accept all individuals of good character and serious purpose, regardless of their previous training. The Community College Accuplacer test must be completed prior to enrolling for six or more units (or a math, English or other course having this as a prerequisite).

Salinas Union High School District students may attend college on a part-time basis with principal permission. **Students must be enrolled full time on their high school campus** in addition to the college class (es). Credits may remain at the college or be applied to the high school transcript. Students register at Community Colleges for classes and provide their own transportation.

### FOUR YEAR CALIFORNIA STATE COLLEGES/UNIVERSITIES

Information on specific admission requirements is available in booklets published by the California State University and the University of California. This information is available through the Counseling Offices and the Career Centers at the high schools.

### PRIVATE UNIVERSITIES

Some private colleges and universities in California are more flexible in their requirements than University of California. Most of them, however, require the same pattern of subjects and many are highly selective. Admission is usually determined by grade point average, scores from Scholastic Aptitude Test or American College Test scores, personal recommendations, and extra-curricular activities.

### FINANCIAL AID

All college-bound students contemplating applying for financial aid (grants or loans) must file a financial aid form (see your counselor for information). Students going to Hartnell or other community colleges should check with their counselors, and/or the financial aid officer of the campus they plan to attend.

**NOTE:** All students should be aware that beginning in Grade 9, subject grades will be averaged to establish their rank in class. Rank in class is very important at the time students apply for college/university admission and scholarships.

### DUAL ENROLLMENT

Select college courses will be offered at the high school campuses for students to enroll in. Students can earn both high school and college credits in these courses. Credit is free. Please see your counselor for additional information.

### ARTICULATION (CREDIT BY EXAM)

Select CTE/ROP courses are eligible for students to apply for college credit upon completion of the high school course with a grad of 'B' or better. Credit is free. Please see your counselor for additional information.

The Salinas Union High School District complies with the following federal and state regulations: Title V and VII of the Civil Rights Act of 1964; California State Equal Opportunity Act: Chapter IV (starting with Section 30) of the 1<sup>st</sup> Division of Title V, Administrative Code of California; Title IX (does not discriminate on the basis of sex, sex orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability) the Education Amendments of 1972. English language skills will not be a barrier to admission and participation in vocational education programs. Parents and students who feel they are not being treated fairly in the light of the regulations may contact the Assistant Director, ROP/C, 867 East Laurel Drive, Salinas, Telephone (831) 753-4209.

**CALIFORNIA HIGHER EDUCATION OPPORTUNITIES**

	<b>Community College</b>	<b>California State University (CSU)</b>	<b>University of California (UC)</b>	<b>Private University</b>
<b>Nature of Programs</b>	Two year colleges	Four year colleges with graduate programs	Four year colleges with graduate programs	Four year colleges with graduate programs
<b>Curricula</b>	<ol style="list-style-type: none"> <li>Career/ job entry majors</li> <li>Transfer programs Transfer Admission Agreements (TAA)</li> <li>Associate Degrees</li> <li>Certificate Programs</li> <li>Personal Enrichment</li> </ol>	<ol style="list-style-type: none"> <li>Various majors</li> <li>Pre-professional training</li> <li>Bachelor's Degrees (4yrs)</li> <li>Master's Degrees</li> <li>Teaching credentials</li> </ol>	<ol style="list-style-type: none"> <li>Various majors</li> <li>Teaching Credentials</li> <li>Bachelor's Degrees (4 yrs)</li> <li>Master's Degrees</li> <li>Doctorates/professional degrees (e.g., medicine, law, dentistry)</li> </ol>	<ol style="list-style-type: none"> <li>Various majors</li> <li>Pre-professional training</li> <li>Bachelor's Degrees</li> <li>Master's Degrees</li> <li>Doctorates &amp; professional degrees (e.g., medicine, law, dentistry)</li> </ol>
<b>Estimated Costs: (Subject to increase)</b>	\$48 per unit, plus books and personal expenses	Approximately \$20,000 per year which includes books, personal & housing expenses	Approximately \$26,000 per year which includes books, personal & housing expenses	Approximately \$45,000 per year which includes books, personal & housing expenses
<b>Entrance Requirements</b>	Must be 18 years of age or High School Graduate	<b>CSU a-g Subject Requirements</b> <ol style="list-style-type: none"> <li>History/Social Science – 2 yrs</li> <li>English – 4 yrs</li> <li>Mathematics – 3 yrs</li> <li>Laboratory Science - 2 yrs (1 biological and 1 physical)</li> <li>Foreign Language - 2 yrs (same language)</li> <li>Visual/Performing Arts - 1 yr</li> <li>College Prep Elective - 1 yr</li> </ol> Check your school's specific course offerings: <a href="http://www.ucop.edu/doorways/">http://www.ucop.edu/doorways/</a>	<b>UC a-g Subject Requirements</b> <ol style="list-style-type: none"> <li>History/Social Science – 2 yrs</li> <li>English – 4 yrs</li> <li>Mathematics – 3 yrs (4 yrs recommended)</li> <li>Laboratory Science - 2 yrs (1 biological and 1 physical; 3yrs recommended)</li> <li>Foreign Languages - 2 yrs (same language; 3 yrs recommended)</li> <li>Visual/Performing Arts - 1 yr</li> <li>College Prep Elective - 1 yr</li> </ol>	Most prefer students who have met the UC or CSU entrance requirements with a 3.0 GPA
<b>A-G Subject Requirements</b>	No subject requirements			
<b>Entrance Exam Requirements</b>	CAASPP Test required for proper placement in English and math courses	SAT Reasoning Test or the ACT	SAT Reasoning Test or the ACT and a minimum of two SAT Subject Tests	SAT or ACT. Some required achievement tests. Check university admission websites for specific entrance exam requirements.
<b>GPA</b>	No GPA required	Minimum 2.0 GPA required for eligibility See high school counselor regarding Eligibility Index	Minimum 3.0 GPA required for eligibility See high school counselor regarding Eligibility Index	Private campus GPA requirements vary. Consult with university admissions websites.
<b>Available Resources</b>		<a href="http://www.CaliforniaColleges.edu/">www.CaliforniaColleges.edu/</a>		

---

## COURSE OFFERINGS

Courses are offered at all high schools unless indicated otherwise, i.e., (AHS) = Alisal; (EAHS) = Everett Alvarez; (NSHS) = North Salinas; (SHS) = Salinas; (MTHS) = Mount Toro

Certain courses may not have direct instruction of educational content. These courses will require parent consent for placement in these courses. This is noted under the courses that fit in this criteria.

Course designations may be indicated following certain courses. Following are the explanations of these designations:

### **H/AP (Honors/Advanced Placement)**

Students should be self-motivated, have a research background, and must have a B or better and teacher recommendation from the previous year. There will be a screening process for selection, and a comprehensive final. Students in "AP" classes will receive specific preparation for the Advanced Placement Exam offered by the College Board.

### **P (College Prep)**

Students will be prepared to meet rigid academic requirements of colleges and universities

### **G (General Prep)**

Students will complete course work geared towards non-college preparatory work

### **GATE**

Gifted and Talented Education Program

### **SHL (Sheltered)**

Classes designated are open only to English Language Learners. All classes designated are taught in English using sheltered English methodology to intermediate level ELD students. Placement is based on language test scores and/or teacher recommendation.

### **TR (Transitional)**

Open only to English Language Learners. All classes designated TR are taught in English using sheltered English Methodology to advanced level ELD students. Placement is based on language test scores and/or teacher recommendation.

### **SP (Spanish)**

Open daily to English Language Learners. All classes are taught in Spanish and are designated primarily for beginning or intermediate level ELD students who are proficient in Spanish. Placement is based on language test scores and/or teacher recommendation.

---

## SPECIAL CLASSES

### AG LEADERSHIP AND COMMUNICATIONS

Credits: 10

This course provides students the opportunity to develop leadership skills in the areas of public speaking, parliamentary procedure, organization, delegation, oral communication, conflict resolution, business etiquette and community service. Opportunities are provided for students to participate in supervised activities of the North Salinas Chapter of the Future Farmers of America.

### AVID 1, 2, 3, 4

Credits: 10/40

(Advancement Via Individual Determination)

The Advancement Via Individual Determination (AVID) Program is motivational and academic program with two major components: Student skills for lifelong learning and academic instruction. Students maintain an AVID notebook, learn and practice time management strategies, communication skills and personal organization and planning. AVID curriculum focuses on development of students' writing abilities so that they will be successful in completing college preparatory courses.

### CRT 1 - 4

Credits: 1/20 (Variable credits)

(Crisis Resolution Training – AHS)

Open to students who have an interest in peer counseling. Students must be recommended by the staff or self-referral and are selected by a committee to participate on the team. The course involves a two- or three-day training session to prepare students to serve as peer counselors on campus. Upon completion of course, the student will utilize skills learned to assist school staff in the reduction and elimination of student conflicts. Credits are earned for participation in training and working as a facilitator for conflict resolution on campus. Typically, credits are issued as follows: 1st year: 0-2 credits per semester; 2nd year: 0-3 credits per semester, 3rd year: 0-4 credits per semester; 4th year: 0-5 credits per semester. There is a 20 credit maximum. Requires parent consent for enrollment.

### CROSS-AGE TUTORING

Credits: 1/10

(Variable Credit)

Open to students in grades 10-12 who have a 2.0 GPA and have an interest in helping students improve their skills in Reading, English, Math, Science, Social Studies or other course. Students are accepted through an application process. Students may be assigned tutoring positions at an elementary, middle or high school. Training is done by the school, department, or instructor for whom the student is tutoring. Students enrolled in the peer tutoring course are trained to work with one or two individuals. Each tutor is trained in techniques and strategies which will allow them to reinforce and teach the curriculum. Tutors receive feedback and evaluations from their supervising teachers. Requires parent consent for enrollment.

### FRESHMAN SEMINAR

Credits: 10

A unique course designated to facilitate students' transition from middle to high school. The course enhances students' skills for academic success, develops students' understanding of the culture of the schools, provides individualized academic advising, and fosters students' meaningful educational engagement through active participation in the school culture.

### HEALTH EDUCATION

Credits: 10

(SH) (TR) (SP)  
(Required for Graduation)

Health Education is a required year course. The following subjects will be covered: Disease prevention (HIV/AIDS, STD's), Family Health, Mental/Emotional Health (Suicide Prevention), Physical Fitness, Safety, Nutrition, First Aid, CPR, and Drug Prevention.



## **LEADERSHIP (1-8)**

Credits: 5/40

This class is designated for student body and class officers. Students learn leadership skills and apply those skills to their assigned position. Group dynamics, school finances, parliamentary procedure, and problem solving are among the things discussed and studied by the Leadership Class. Other students may be accepted into this class at the discretion of the teacher.

## **NNDCC-NAVAL SCIENCE 1, 2, 3, 4**

Credits: 10/40

The Naval National Defense Cadet Corps provides an alternative for students. The program teaches students self-discipline and self-reliance, enhances students' abilities to work cooperatively and fosters students' abilities to plan their futures. There is no requirement for students to commit to a career in the Navy after high school to be a part of the program. Naval Science is taken as an elective and covers maritime history, introduction to leadership, geography, sea power, health, first aid, and more. Instructors are retired Navy officers and enlisted personnel. (EAHS - elective credit only)

## **PHILOSOPHY AP**

Credits: 10

This elective course is open to sophomores, juniors, and seniors. The class is a systematic introduction to Philosophy from ancient India and China through early Greece to the present. Included in this introductory course are both the people who represented major historical ideas and the main issues that resulted from the various traditions of philosophical thought. (SHS)

## **SPECIAL EDUCATION**

Special Education is a special program for students selected according to test scores and individual psychological examination. Credits are granted as earned in appropriate subject areas.

## **STUDENT AIDE 1-4**

Credits: 5/20

A semester or year course open to juniors, seniors and selected sophomores. A maximum of twenty credits can be earned towards graduation. Students may not enroll as a student aide for more than four semesters during grades 7-12. Requires parent consent for enrollment.

### **Attendance Office**

Teacher/supervisor recommendation required. Students assist the attendance office clerk in general attendance office procedures, such as filing, alphabetizing, and delivering messages to classrooms.

### **Audio Visual**

Trains students to deliver, set up, and operate A/V equipment throughout the school.

### **Cafeteria**

Training in the food service area is provided to those who are interested in learning while working at serving food and helping out in the lunchroom. (AHS and NSHS)

### **Library**

Students assist the librarians by checking books in and out, shelving returned books, being responsible for keeping books orderly in an assigned section, and assisting in special projects. Requirements are good attendance, ability to alphabetize, and willingness to help.

### **School Offices**

Enables students to receive practical training in office procedures in available school offices. Teacher/supervisor recommendation required.

### **Teacher**

Students are assigned to work with teachers in various departments. Student performs assigned duties under the direction of the teacher.

## **WORK EXPERIENCE**

Credits: 10/40 (Variable Credits)

(Does not fulfill the vocational Education requirement)

Work Experience is an elective course open to juniors, seniors, and selected underclassmen. Students are given an opportunity to earn credits for their work on the job as part of their course of study. A realistic school and work experience program is provided through the cooperative efforts of the Salinas Union High School District and local businesses and industries. Meetings are held with the teacher to fortify the job survival techniques learned on the job. No more than ten credits may be earned per semester with a maximum of 40 total credits. Requires parent consent for enrollment.

## **YEARBOOK 1-8**

Credits: 10/40

A year-long class for mature students who are serious and responsible. The student staff in Yearbook creates a professional product that meets several strict yearbook company deadlines. Each student is expected to meet every deadline. It does require work outside class hours at events throughout the year. Also, each student may be required to contact fellow students and community members to obtain ads for the yearbook. Students who sign up for the class are screened by the advisor. Prerequisites are good grades, excellent attendance, and good citizens.

---

## ENGLISH DEPARTMENT

Forty (40) units are required graduation (All courses meet the English graduation requirements for English unless specified otherwise).

### **ENGLISH 9 TRANSITIONAL (P)**

Credits: 10

(Meets UC Requirement)

This course, for English Language Learners, integrates listening, speaking, writing and reading, and use of information. This course is taught in English using sheltered English methodology. Students are placed in this class based on language test scores and/or teacher recommendation.

### **ENGLISH 10 TRANSITIONAL (P)**

Credits: 10

(Meets UC Requirement)

This course integrates listening, speaking, writing and reading, and the use of information. Ninth and tenth grade core literature is studied. This course is taught in English using sheltered English strategies. Students are placed in this class based on language test scores and/or teacher recommendations.

### **ENGLISH 9-11 (P)**

Credits: 10/40

(Meets UC requirement)

Focus is on the Common Core State Standards (CCSS) as measured by the Smarter Balanced Assessment System. Each class studies the core literary and informational texts chosen. Reading, writing, speaking and listening, and language skills are taught through the texts studied. Students learn critical thinking and the academic English needed to be successful.

### **ENGLISH 11 American Experiment (P)**

Credits: 20

(\*Ten credits English 11 and ten credits U.S. History (Meets UC Requirement))

A two-period block, year-long English/Social Science course for juniors. American Experiment is structured to the culture of the United States. Equal emphasis is placed on the study of American literature and history as one related to the other. History is studied topically and the four American novels that are read each semester reflect and illuminate the history topics. The course emphasizes grammar skills, speaking and listening, and requires quarterly projects, including research papers. Students should have completed English 3 - 4 or possess at least average reading and writing skills.

### **ENGLISH 12 (P)**

Credits: 10

(Meets UC Requirement)

This course focuses on the Common Core State Standards (CCSS) with emphasis on expository writing in preparation for college level writing. This is an approved ERWC course with CSU/UC to meet conditional English placement. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

### **ENGLISH 12 AP**

Credits: 10

(Meets UC Requirement)

This college-level English course prepares students for the College Board Advanced Placement Exam. (Students who receive a grade of three, four, or five on the AP exam may earn up to six semester or nine quarter units of college credit.). The course includes writing research papers, college applications, and various types of analytical writing.

## **READING, LANGUAGE, AND LEARNING 9 (R180)**

Credits: 10/40

(Elective credit - does **not** meet English graduation requirements)

This year-long course is designed for identified students who have difficulty in reading and learning from grade level texts. After diagnostic testing, an individualized reading plan is created for each student in order to develop reading proficiency as quickly as possible. Instruction is intensive, systematic, and structured with students working individually and in small groups.

---

## **ENGLISH LANGUAGE DEVELOPMENT**

Students are tested on the English Language Proficiency Assessments for California (ELPAC) before they are enrolled in the appropriate level of ELD. Students are assigned two (2) periods of ELD so that they may make sufficient progress. One year or ten credits of Transitional English is accepted by the UC or CSU systems as meeting one unit of the English entrance requirements. A maximum of twenty (20) credits of ELD is applied to satisfy the English graduation credit requirement.

## **ACADEMIC LANGUAGE AND LITERACY A-D**

Credits: 5/40

(Elective credit - does **not** meet English graduation requirements)

The Academic Language and Literacy courses provide designated ELD instruction for long-term English Learners or those exiting ELD III. There are four courses. The classes are intended to serve students with their grade level peers. The classes use research-based pedagogy to provide designated ELD instruction at students' proficiency level. The courses are backward planned from meaningful application tasks that build to grade level standards. The tasks are sequenced to grow in complexity over the course of the year and are used to determine the specific linguistics forms and high leverage vocabulary that students need to continue to develop their English proficiency and be successful in their content area classes. The goal is to provide the instruction necessary for students to successfully reclassify as expeditiously as possible.

## **ENGLISH LANGUAGE DEVELOPMENT 1-3**

Credits: 20/60

The primary goal of English Language Development 1-3 is to teach students English – functions, forms, and fluency – for the purpose of increasing communicative competence in listening, speaking, reading, writing, and thinking for both social and academic purposes. Instruction is delivered in the target language. English Language Development 1-3 is aligned with the California English Language Development Standards (2012).

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

Credits: 10

This year-long course is designed for students who are English Language Learners in ELD 1, 2, and 3. This class offers an additional period of language support that emphasizes listening, speaking, reading and writing in English. Curriculum is set according to individual student needs.

## **JOURNALISM**

Credits: 10/40

(Elective credit - does **not** meet English graduation requirements) (Meets UC elective requirement)

Students learn the fundamentals of writing in journalistic style. It is a prerequisite for advanced journalism and for writing for the school newspaper. Students study the nature of news, techniques of newspaper writing, mechanics of newspaper production, functions of the editorial staff, varieties of school publications, and journalism in mass communications.

## **JOURNALISM ADVANCED**

Credits: 10/40

(Elective credit - does not meet English graduation requirements)

Open to students who have had beginning journalism. This course is designed to develop further journalistic style. The production of the school newspaper is the result of the student's participation in this course.

## **MEXICAN AMERICAN LITERATURE**

Credits: 5

(Elective credit - does not meet English graduation requirements)

Open to juniors and seniors. A critical and in-depth study of Mexican American Literature highlighting history, culture, and community issues. The course includes stories, poems, essays, drama, art, and music from Aztec times to the modern Chicano era.

## **SPEECH**

Credits: 5

(Elective credit - does not meet English graduation requirements) (NSHS)

The course provides students with a speech background that includes a variety of speaking situations including general persuasive speaking, small and large group discussions, and debates on controversial topics of vital interests.

---

## VISUAL AND PERFORMING ARTS DEPARTMENT

Ten (10) units of Visual and Performing Arts and twenty (20) units of Foreign Language are required for graduation.

Courses meet Visual and Performing Arts graduation requirements unless specified otherwise. Classes may involve shop card fees for materials needed for projects.

### ART

#### **ART 1-2**

(Meets UC Requirement)

Credits: 5/10

Students create art using a variety of drawing, painting, printmaking and sculpture media, featuring landscape, still-life, portrait, the human figure, abstraction and design. The creation of art is combined with the study of Art History, analyzing art, and connecting art to careers.

#### **ART 3-8 (P)**

(Meets UC Requirement)

Credits: 5/30

Open to students who have completed a course in art. The course offers advanced instruction in design, drawing, painting, and digital media in a variety of subject matters. Students create a portfolio of artwork. The creation of art is combined with the study of Art History, analyzing art, and connecting art to careers.

#### **ART HISTORY AP**

(Meets UC Requirement)

Credits: 10

Students are given the opportunity to understand a variety of art forms including architecture, sculpture, and painting past and present as well as from many cultures.

#### **DIMENSIONAL ART 1-8**

(Meets UC Requirement)

Credits: 5/40

Students work with a variety of materials, which may include paper, cardboard, clay, wax, fibers, metals, mosaic, wire, wood, glass and found objects to make dimensional artworks. Skills developed may include modeling, building, sculpting, weaving, etc. Creative projects are combined with the study of Art History, analyzing art, and connecting art to careers.

#### **ART DESIGN 1-4**

(Meets UC Requirement)

Credits: 10/20

Open to all students. This course offers fundamentals of lettering and basic concept of design. Students develop abilities such as technical excellence, consistency, neatness, craftsmanship, discipline, knowledge, and use of line spacing. Second semester can include beginning and continuing students. The advanced level includes an in-depth study of letterforms and advanced study of calligraphy, illumination and illustration.

#### **ART SURVEY**

(Meets UC Requirement)

Credits: 10

A survey course emphasizing the history of styles and art techniques of world civilizations. Students analyze prehistoric through modern day art visually, verbally and in written form and apply this understanding to their own life and culture.

#### **CERAMICS 1-2**

(Meets UC Requirements)

Credits: 5/10

Open to all students to fulfill their art requirement and who want some hands-on experience working with clay. The course covers design and construction of art pieces doing pinch pots, coil, additive/subtractive methods and slab work to bring out our students self-expression and creative abilities. The course includes coloring techniques, glazing, and firing with possible wheel work. The creation of art is combined with the study of Art History, analyzing art, and connecting art to careers.

## **CERAMICS 3-4**

(Meets UC Requirements)

Credits: 5/10

Open to all students who passed Ceramics 1-2 or with the consent of the instructor. Emphasis is on design and construction of ceramics pieces. Wheel work and mold making may be included. More advanced methods of self-expression will be explored. The creation of art is combined with the study of Art History, analyzing art, and connecting art to careers.

## **ART STUDIO AP**

(Meets UC Requirement)

Credits: 10

Studio Art AP is for serious Visual and Performing Arts students interested in creating a portfolio of work to submit for credit from the College Board. All artwork is photographed and submitted to College Board for evaluation. Students will do additional reading and writing about works of art to complete their portfolio.

## **GENERAL ART**

Credits: 10

This course will focus on art careers and vocational art skills. Elements of art will be linked with principles of design through experience in such things as drawing, painting, architecture, sculpture, collage, textiles, and printmaking. This course will not meet the UC "F" requirement but will fulfill 5 credits of the District Visual and Performing Arts requirement.

## **DANCE**

### **FOLKLORICO BEGINNING & INTERMEDIATE**

(Meets UC Requirements) (AHS, EAHS)

Credits: 5/20

Open to all students interested in learning regional dances and culture from Mexico. The emphasis is on Mexican traditional dance and its related disciplines. Students are fully exposed to the tradition and culture of Mexico. The course includes performances planned, promoted, and produced by students.

## **THEATRE ARTS**

Theatre Arts 1-8 meets UC elective requirements

### **THEATRE ARTS 1-2**

Credits: 10

Open to all students, Theatre Arts 1-2 introduces what it means to be an actor, designer technician and audience member. Students learn basic acting, movement and vocal techniques for the theatre. At the end of the year, students will create, produce, and perform their own show.

### **THEATRE ARTS 3-4**

Credits: 10

Open to all students who have completed 1-2 or by teacher approval. Students hone their acting skills through scene work and improvisation. They will expand their production skills by researching and designing sets, lights, props, costumes, and sound for children's shows. Students will learn the fundamentals of directing. Taking on production roles, students will mount productions of young audiences.

### **THEATRE ARTS 5-8**

Credits: 10/20

Open to all students who have completed 3-4 or by teacher approval. This course emphasizes acting, directing, and design styles from various periods of theatre history. Among these include classical Greek, Eastern theatre, Shakespeare, American musical theatre and contemporary theatre. Students will learn how to audition for college as well as for the professional stage. Design students will create and maintain a portfolio and learn how to present it to college representatives and theatre professionals.

## **REPERTORY THEATRE**

Credits: 10/40

(Repertory Theatre meets UC elective credit requirement) (SHS)

Open to all students who have completed 3-4 or by teacher approval. The course emphasizes advanced acting, vocal and movement techniques for the stage. Students will read and analyze scripts from contemporary theatre. Students will direct each other in a wide variety of scenes and short plays. The class will produce a number of shows for the community throughout the year.

## **TECHNICAL THEATRE 1-8**

Credits: 10/40

(SHS)

The purpose of this course is to provide a balanced technical theatre arts program which guides students to achieve the standards in design and technical arts. Students receive a general survey of historical and aesthetic application of theory through participation in designing, construction, painting, and lighting stage settings and costumes for school plays and programs. Emphasis is placed on interdisciplinary connections and on exploring career opportunities.

## **MUSIC**

### **BEGINNING BAND 1-4**

Credits: 5/20

Offers students the opportunity to learn to read music and play an instrument. Students learn fundamentals of music, concert scales, and ensemble experience.

### **INTERMEDIATE BAND 1-4**

Credits: 5/20

(Meets UC Requirement)

This is a year-long activity open to intermediate brass, woodwind, and percussion players. Activities during the year include Marching Band, Pep Band, Concert Band, and instrument specific ensembles. As a performing organization, commitment is required beyond class time for performances and rehearsals. Attendance is required at all rehearsals and performances. Uniforms are furnished except for shoes and socks. (Audition or permission of the instructor is required)

### **ADVANCED BAND 1-8**

Credits: 10/40

(Meets UC Requirement)

This is a year-long activity open to advanced brass, woodwind, and percussion players. Activities during the year include Marching Band, Pep Band, Symphonic Band, and instrument specific ensembles. As a performing organization, commitment is required beyond class time for performances and rehearsals. Attendance is required at all rehearsals and performances. Uniforms are furnished except for shoes and socks. (Auditions or permission of the instructor is required)

### **VOCAL MUSIC 1-2**

Credits: 10

(Meets UC Requirement)

An introductory course in vocal music. Students learn the basics of good vocal sound, breath support, and articulation and to express themselves in both group and solo settings.

### **VOCAL MUSIC 3-4 (Chorale)**

Credits: 10/20

(Meets UC Requirement)

A Course designed for students who wish to participate in a vocal performance group. Students are expected to participate in activities outside of class, including scheduled performances, sectional rehearsals, and music theory practice.

### **VOCAL MUSIC 5-6 (Adv. Ensemble)**

Credits: 10/20

(Meets UC Requirements)

A course designed for students who wish to participate in advanced vocal performance. Students are expected to participate in activities outside of class, including scheduled performances, sectional rehearsals, and music theory practice.



## **VOCAL MUSIC 7-8**

(Meets UC Requirements)

Credits: 10/20

A course designed for students who wish to participate in advanced vocal performance. Emphasis is placed on a variety of music styles through performance, analysis, and historical understanding at an advanced level.

## **GUITAR 1 & 2**

(Meets UC Requirement)

Credits: 5/10

This course offers beginning techniques on guitar. Students must provide their own instruments. Strum technique and basic chord progressions are taught.

## **GUITAR 3-4**

(Meets UC Requirement)

Credits: 5/10

This course includes instruction on intermediate guitar history, theory, technique, and musicianship. Genres from rock, folk, jazz, and classical will be studied, along with the performance of literature for guitar ensembles. Open to students who have completed Guitar 1-2 or by teacher approval.

## **MULTIMEDIA**

Credits: 5/10

This course is a full year course in contemporary media. Projects will focus on creative problem solving and the communication of ideas through use of the elements of art and principles of design. A survey of various mediums used in communication will include: print, photography, film, web page design, and digital graphics.

## **MUSIC APPRECIATION 1 & 2**

Credits: 5/10

Course is developed to broaden the musical knowledge and background of students; to acquaint students with a large variety of musical styles both in classical, jazz, and rock to broaden their general enjoyment of music. Students listen and discuss works of well-known composers. Music history is taught by lecture and demonstration.

## **MUSIC THEORY AND TECHNOLOGY 1 & 2**

(Meets UC Requirements)

Credits: 10

This course is designed to give students the opportunity to enrich their knowledge of music theory and history in addition to learning to apply computer technology to the music making process.

## **MUSIC THEORY AND TECHNOLOGY 3 & 4**

(Prerequisites: Completion of Music Theory 1-2 or approval of instructor)

Credits: 10

This course is designed to give students the opportunity to enrich their knowledge of music theory and history in addition to learning to apply computer technology to the music making process.

## **ORCHESTRA 1-8**

(Meets UC Requirement) (SHS, NSHS)

Credits: 10/40

Course is designed to be a music performance group studying the rehearsal and performance techniques of orchestral music. Students are required to have knowledge of composers and music periods, as well as proper playing techniques on their perspective instruments.

## **JAZZ STUDIES 1-8**

(Meets UC Requirement)

Credits: 10

Performance class in the area of jazz & modern stage music. Open to students enrolled in an instrumental or vocal performing art class. (Audition or permission of the instructor is required)

---

## FOREIGN LANGUAGE DEPARTMENT

Ten (10) units of Visual and Performing Arts and twenty (20) units of Foreign Language in the same language are required for graduation. Courses meet Foreign Language graduation requirements unless specified.

### **AMERICAN SIGN LANGUAGE 1**

Credits: 10

(Meets UC Requirements) (SHS)

Students are introduced to a visual-gestural language (ASL) used by the Deaf Community in the United States and Canada. Students engage in conversation using ASL at a level expected for beginning signers.

### **AMERICAN SIGN LANGUAGE 2**

Credits: 10

(Meets UC Requirement) (SHS)

Students continue study of American Sign Language (ASL). Signing is basic mode of communication. Students study the culture of the deaf community in the United States and career opportunities.

### **AMERICAN SIGN LANGUAGE 3**

Credits: 10

(Meets UC Requirement) (SHS)

Students continue to focus on fluency of signs, knowledge of culture and options to continue post high school. Students will be expected to spend several hours per semester outside of class in the deaf community.

### **AMERICAN SIGN LANGUAGE 4**

Credits: 10

(Meets UC Requirement) (SHS)

Students continue to focus on linguistic modalities (receptive and expressive skills) and interpreting concepts. Students learn to initiate, sustain and conclude conversations; comprehend signed language, present on a variety of topics such as finances, health conditions, making personal life choices, and how to explain rules.

### **CHINESE 1**

Credits: 10

(Meets UC Requirement)

This course is designed to prepare students to demonstrate their level of Chinese Proficiency. Students will learn the forms, functions, and meanings of oral and written Chinese within a cultural context that is level-and-age appropriate. Students acquire a basic proficiency in pronunciation, listening comprehension, speaking, character recognition, reading comprehension and writing, as well as provide students with a basic understanding of Chinese culture.

### **CHINESE 2**

Credits: 10

(Meets UC Requirement)

This course is designed to help students develop their level of Chinese proficiency. Students will continue to learn the forms, functions, and meanings of oral and written Chinese within a cultural context that is level-and-age appropriate. Students will continue to use an integrated approach to enhance students' language proficiency in listening comprehension, speaking, character recognition, reading comprehension and writing.

### **FRENCH 1**

Credits: 10

(Meets UC Requirement)

Students are introduced to the French language and culture; use both and oral written language along with elements of the French grammar and phonetics while communicating daily in elementary conversation. It includes aspects of culture, history, and geography. This course is taught in French.

### **FRENCH 2**

Credits: 10

(Meets UC Requirement)

This course is a continuation of French 1 and is taught in French. The study of French grammar and culture is continued with particular emphasis on conversation, composition and reading comprehension.

## **FRENCH 3**

(Meets UC Requirement)

Credits: 10

Taught in French, students read, analyze, and discuss French literature, history, culture and geography. The course offers opportunities for the oral and written use of the fundamentals presented in French 1 and 2 and expands the French language fundamentals of reading, writing, listening and speaking.

## **FRENCH 4 AP**

(Meets UC Requirement)

Credits: 10

A college-level language course for students preparing to continue their education after high school graduation. The focus is on the attainment of at least a semi-fluent intermediate proficiency level in the areas of listening, reading, writing, and speaking and preparation for the AP exam. The course is a progression from French 3.

## **JAPANESE 1**

(Meets UC Requirement)

Credits: 10

This course is for beginning students with no previous background in the study of Japanese. The basic writing system, Hiragana and Katakana, and the structure of the language are taught in the context of culture.

## **JAPANESE 2**

(Meets UC Requirement)

Credits: 10

This course is open for all high school students who have mastered Hiragana and Katakana, and who can speak simple everyday Japanese. Emphasis will be on the further development of the four language skills. Students will be introduced to Kanji writing (Chinese) and will be able to use them in the simple sentences.

## **JAPANESE 3**

(Meets UC Requirement)

Credits: 10

Students will study for further development of the four language skills. Emphasis will be on the correct pronunciation and written and oral conversation in Japanese. Students will become more confident in communicating in Japanese.

## **JAPANESE 4 AP**

(Meets UC Requirement)

Credits: 10

Students will be able to converse with others in Japanese in such topics as shopping, job hunting, health, lifestyle, drama, travel, Japanese pop culture, environment, literature, etc. This course stressed the mode of communication, interpersonal, interpretive, and presentational skills in Japanese.

## **SPANISH 1**

(Meets UC Requirement)

Credits: 10

This is the traditional, beginning college preparatory Spanish course. By the use of formulaic language in relevant settings, students will listen, read, speak, and write in the Spanish language. Grammar is presented in a meaningful context.

## **SPANISH 2**

(Meets UC Requirement)

Credits: 10

This is an intermediate college preparatory Spanish course. By the use of created language in relevant settings, students will continue to develop their listening, reading, writing and speaking in the Spanish language. Grammar continues to be presented in a meaningful context.

## **SPANISH 3**

(Meets UC Requirement)

Credits: 10

The course is an advanced college preparatory course where students use planned language in reading, writing, speaking, and listening. Students continue to accelerate to use extended language by the end of this course. Class is conducted in Spanish.

## **SPANISH 4 AP**

(Meets UC Requirement)

Credits: 10

A college-level language course for students preparing to continue their education after high school graduation. The focus is on the attainment of intermediate proficiency level in speaking, listening, reading, and writing, and preparation for the AP exam. The course is a progression of Spanish 3, and offered for both native and non-native speakers.

## **SPANISH FOR HERITAGE SPEAKERS**

These classes are for students whose primary language is Spanish. Initial placement in these classes is usually by score on the California English Language Development Test. (Meets UC Requirement) (Credits: 10/40)

### Spanish 1 – Heritage Speaker

Credits: 10

The course covers reading and writing. Emphasis is on spelling, punctuation and writing paragraphs, and short compositions.

### Spanish 2 – Heritage Speaker

Credits: 10

The course covers reading and of short stories and articles, writing paragraphs and compositions, and oral expression. Students are encouraged to take the AP Spanish Language Exam.

### Spanish 3 – Heritage Speaker

Credits: 10

This course covers reading and analysis of stories and plays. Students express their opinions in essays and oral presentations. Students are encouraged to take the AP Spanish Language Exam.

### Spanish 4 – Heritage Speaker (AP)

Credits: 10

The course covers in-depth reading and analysis of Latin American authors. Emphasis is placed on oral and written expressions. Students prepare to take the AP Spanish Literature Exam.

## **HERITAGE SPEAKER/BILINGUAL**

These classes are for students who understand oral Spanish but are more comfortable answering in English. (Meets UC Requirement) (Credits: 10/40)

### Spanish 1 – Heritage Speaker/Bilingual

Credits: 10

The course offers students with previous exposure to Spanish an introduction to literature, informational text and the culture of Spanish speaking countries. Emphasis is on speaking, reading, listening, and writing skills with a deeper knowledge of culture. Students will develop their skills in oral communication, linguistic knowledge and academic writing.

### Spanish 2 – Heritage Speaker/Bilingual

Credits: 10

The course continues to offer students informational text and culture of Spanish speaking countries. Emphasis will be placed on listening, reading, speaking, and writing skills. Students will continue to develop their skills in oral communication, linguistic knowledge and academic writing.

### Spanish 3 – Heritage Speaker/Bilingual

Credits: 10

The course covers reading and analysis of stories and plays. Students express their opinions in essays. Emphasis is on oral Spanish. Students are encouraged to take the AP Spanish Language Exam.

### Spanish 4 – Heritage Speaker/Bilingual (AP)

Credits: 10

The course covers reading and analysis of Latin American authors. Emphasis is placed on oral and written expression. Students are encouraged to take the AP Spanish literature exam.

## **SPANISH BASIC SKILLS**

(Does **not** meet Foreign Language graduation requirement)

Credits: 10

For Spanish-speaking students only. This class is designed to enable students to develop their reading and writing skills of the Spanish language. The main emphasis is on intensive writing instruction, basic sentence elements, punctuation, vocabulary development, as well as reading comprehension. Once mastered, these transferable skills enable the student to learn to read and write the English language more effectively.

---

## MATHEMATICS DEPARTMENT

Thirty (30) units of Math required for graduation; twenty (20) units must be in high school math including Algebra. All courses meet high school Math graduation requirements unless otherwise specified.

### **AP COMPUTER SCIENCE**

Credits: 10

(Meets UC requirements)

AP Computer Science Principles introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Prerequisite: High School Mathematics 1 or equivalent.

### **AP COMPUTER SCIENCE PRINCIPLES**

Credits: 10

(Meets UC requirements)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Prerequisite: High School Mathematics 1 or equivalent.

### **CALCULUS AB (AP)**

Credits: 10

(Meets UC math requirement)

Open to students who have completed Mathematical Analysis. The course content covers the AB Calculus curriculum as defined by the Advanced Placement Course Description. Students must be proficient in elementary functions. Their graphs and analytic geometry. Calculus AB is designed to be taught over a full high school academic year to prepare students to take the AP Calculus AB examination. The study of Functions, Graphs, and Limits in addition to the study of Differential and Integral calculus is the focus of topics to be mastered.

### **CALCULUS BC (AP)**

Credits: 10

(Meets UC math requirement)

Open to students who have completed Calculus AB. Calculus BC is a full year of college calculus of functions of a single variable. It includes all of the topics from Calculus AB plus additional topics intended to be very challenging and demanding. (Parametric, polar, and vector equations and their derivatives; applications of integrals and additional methods of anti-differentiation and Polynomial Approximations and Series). Students are prepared to take the AP Calculus BC examination as described in the Advanced Placement Course Description.

### **CONSUMER MATH (G) (SHL) (TR) (SP)**

Credits: 10

(Meets math graduation requirement)

Consumer Math provides a complete review of arithmetic and fundamental algebra needed in daily living. The course uses mathematics to make decisions about buying automobiles, household appliances, food, clothing, insurance, providing housing, budgeting income, obtaining credit, making investments, and keeping savings and checking accounts.

### **MATH ANALYSIS (P)**

Credits: 10

(Meets UC requirement)

Open to all students who have completed Advanced Algebra. The course covers Trigonometry, and advanced topics in Algebra. Students are introduced to Calculus and set theory.

## **MATH SHADOW CLASS**

Credits: 5/30

(Elective credit; does not meet Math graduation requirements)

This course, offered during the school year concurrently with a core class in mathematics, is designed to provide additional support to students struggling in their core mathematics class. It is supported by research as an effective approach to improving student achievement in the core math program.

## **STATISTICS (P)**

Credits: 5

(Meets UC math requirement)

Open to students who have completed Advanced Algebra. An introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Statistics is the study of how to collect, organize, analyze, and interpret numerical data. Probability is the measure of the likelihood that a given event will occur. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

## **STATISTICS AP**

Credits: 10

(Meets UC math requirement)

This advanced mathematics class is open to sophomore, juniors and senior students. The course content covers the Statistics curriculum as defined by the Advanced Placement course description. The content is divided into four major themes: Exploratory Analysis, Planning a Study, Probability, and Statistical Inference. Work in the class focuses on students using mathematics to solve problems on a daily, regular basis.

## **TRIGONOMETRY (P)**

Credits: 5

(Meets UC math requirements)

The topics required in this course build on the concepts previously learned in Algebra and Geometry. This college-prep course fulfills the advanced mathematics requirement for admittance into the UC and CSU system.

## **COMMON CORE STATE STANDARDS FOR MATHEMATICS**

Since 2010, 45 states have adopted the same standards for English and Math. These standards are called the Common Core State Standards (CCSS). Having the same standards ensures all students receive an equitable education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. To meet the challenges of the CCSS, our district will be adopting and implementing an "Integrated Math" pathway that will replace "Traditional" courses.

## **HIGH SCHOOL MATHEMATICS 1**

Credits: 10

(Meets UC math requirement)

The Common Core State Standards specify the mathematics that all high school students should study in order to be college and career ready. The High School Math 1 course is the first "Integrated Math" course in sequence of three, designed to prepare students to be college and career ready. This year-long course will build upon the CC7 and CC8 pathway and will include the following categories of content: number and quantity, algebra, functions, modeling, geometry, statistics, and probability.

## **HIGH SCHOOL MATHEMATICS 2**

Credits: 10

(Meets UC math requirement)

Mathematics II is the second course in a 3-course Integrated Pathway. Mathematics II is a one year course open to all students who have completed Mathematics I. This course will build upon the content clusters of Mathematics I and will include the following categories of content: number and quantity, algebra, functions, modeling, geometry, statistics, probability and trigonometry.

## HIGH SCHOOL MATHEMATICS 2 HONORS (H)

Credits: 10

(Meets UC math requirement)

This course is open to all students who have completed Mathematics I at an advanced level. Mathematics II (H) will cover all of the same content as Mathematics II and will also include the foundations for preparing for college level mathematics courses through the addition of higher level standards referred to in the Common Core as “plus (+) standards”.

## HIGH SCHOOL MATHEMATICS 3

Credits: 10

(Meets UC requirements)

Mathematics III is the third course of a three year course sequence. The course focuses on modeling functions of their graphs, composition/decomposition, and the inverses of linear, exponential, and quadratic functions. Students will further their knowledge and build upon prior relationships of linear, exponential, and quadratic functions they have studied in Integrated Math I and Math II. Students will also explore the properties of logarithmic expressions and functions.

## HIGH SCHOOL MATHEMATICS 3 HONORS

Credits: 10

(Meets UC requirements)

This course is open to all students who have completed Mathematics II at an advanced level. Mathematics III (H) will cover all of the same content as Mathematics III and will also include the foundations for preparing for college level mathematics courses through the addition of higher level standards referred to in the Common Core as “plus (+) standards”.

## INTEGRATED MATH 1A

Credits: 10

(Meets UC math requirements)

Integrated Math IA is the first course in a two-year course sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Math I over a two-year cycle comprised of Math IA and Math IB. In Math IA, students will develop their conceptual understanding of the concepts of number and quantity and algebra.

## INTEGRATED MATH 1B

Credits: 10

(Meets UC math requirements)

Integrated Math IB is the second course in a two-year course sequence designed to support students in the successful completion of Integrated Math I. Students in this course will complete Integrated Math I over a two-year cycle comprised of Integrated Math IA and Math IB. In Integrated Math IB students will develop their conceptual understanding of the concepts of function, congruence and proofs, statistics, modeling with data, and will connect what they have learned in Algebra and Geometry.

## TRANSITION TO COLLEGE LEVEL MATH

Credits: 10

(Meets UC requirements)

The general goal of Transition to College Level Math is to prepare students for college mathematics. The students will review concepts and skills that have not been mastered from the previous three years of high school mathematics. Students will work on their mathematical reasoning skills through problem solving in the areas of statistics, probability, counting methods, graph theory, geometry, and informatics. Prerequisite: High School Mathematics 3

Up to ten credits of the Math credit requirement may be fulfilled through courses offered outside the Math Department. These courses are:

- Mill Cabinet
- Drafting Technology 3-4

\*Student must complete the full course before the 5 Math credits may be earned. Only five credits from these courses may count towards part of the Math credit requirement.

---

## PHYSICAL EDUCATION

Twenty (20) credits of Physical Education required for graduation.

### PHYSICAL EDUCATION – COURSE I

Credits: 10

(9<sup>th</sup> Grade Requirement)

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Content Standards. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: personal fitness emphasis, fitness concepts and techniques, cardio respiratory endurance training, nutrition, individual activities, aquatics (where accessible), rhythms and dance, and dual activities.

### PHYSICAL EDUCATION – COURSE II

Credits: 10

(10<sup>th</sup> – 12<sup>th</sup> Grade Requirement)

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program aligned with the California Model Content Standards. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: fitness, team activities, gymnastics/tumbling, aquatics (where accessible) and combatives.

## PHYSICAL FITNESS TEST DESCRIPTION

All 9<sup>th</sup> grade students are required by state mandate to take the California Physical Fitness Test, a criterion-referenced test, which measures the student's progress toward achieving the Healthy Fitness Zone in the five components of health-related fitness: cardio respiratory endurance; muscular strength, muscular endurance, flexibility; and body composition. Beginning with the ninth grade class of 2007-2008, legislation required students to continue to take Physical Education every year if they do not meet the passing criteria of 5 out of 6 Healthy Fitness Zones. Students who pass the state mandated fitness test in 9<sup>th</sup> grade must take the second of the two year requirement any time during grades 10-12. Students who do not meet the State Standards in 5 of the 6 Healthy Fitness Zones on the 9<sup>th</sup> grade test will be required to continue taking a physical education course each year until they pass 5 of the 6 tests.

## P.E. ELECTIVE COURSES

Course III meets elective graduation requirements

### P.E. LEADERSHIP – COURSE III

Credits: 10

(Pre-requisite: Completion of Courses I & II)

Students learn the basic skills in organizing and managing an elementary school Physical Education class by planning and executing units of activity. The program's aims are to develop positive attitudes, poise, confidence and leadership.

### P.E. LEADERSHIP II – COURSE III

Credits: 10

(Pre-requisite: Completion of Course I & II, Instructor and/or Director of Special Education approval)

This course is designed to teacher PE Leaders in basic concepts and techniques needed to provide support for students with disabilities in their physical education class. PE Leaders will gain knowledge of Special Education law related to students with disabilities. PE leaders will also learn techniques for adapting or modifying class activities to provide one-on-one support for identified students. PE Leaders in this course will work under the direction of the physical education teacher at all times.



## **ADVANCED PHYSICAL EDUCATION – COURSE III**

Credits: 10

(Pre-requisite: Completion of Courses I & II)

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn to basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Units of instruction include: Advanced Aerobic Fitness, Individual and Dual Activities, Aquatics and Weight Training.

## **AQUATICS – COURSE III**

Credits: 10

(Pre-requisite: Completion of Courses I & II)

This course is designed to give students the opportunity to advance their knowledge and skills in aquatic activities. Students will achieve a level of physical fitness for health and performance, while demonstrating knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Units of instruction include: Life Guarding and Swimming.

## SCIENCE GRADUATION REQUIREMENTS

<b>BIOLOGICAL SCIENCES</b>	<b>CREDITS: 10</b>
<b>PHYSICAL SCIENCES</b>	<b>CREDITS: 10</b>
Must be lab or applied courses	

<b>BIOLOGICAL SCIENCES</b>	<b>PHYSICAL SCIENCES</b>
<b>INTRODUCTION TO LIFE SCIENCE</b>	<b>APPLIED CHEMISTRY</b>
<b>BIOLOGY LAB 1-2, 3-4</b>	<b>APPLIED PHYSICS</b>
<b>BIOLOGY AP</b>	<b>ASTRONOMY</b>
<b>MARINE BIOLOGY</b>	<b>INTRODUCTION TO EARTH SCIENCE</b>
	<b>EARTH SCIENCE</b>
	<b>CHEMISTRY</b>
	<b>PHYSICS</b>
<p>*The following courses also meet the science graduation requirement:</p> <ul style="list-style-type: none"> <li>Agricultural Physical Science</li> <li>Agricultural Science 1-2</li> <li>Biology and Sustainable Agriculture</li> <li>Chemistry &amp; Agriculture</li> <li>Advanced Interdisciplinary Science for Sustainable Agriculture</li> <li>(five units of this ten-unit course may be applied to the biological science requirement)</li> </ul>	

---

## SCIENCE DEPARTMENT

All courses meet Science graduation requirements unless otherwise specified. Students must complete one year of Biological Science and one year of Physical Science to fulfill graduation requirements.

### INTEGRATED SCIENCES

#### **NEXT GENERATION SCIENCE 1 (G) (SHL) (TR) (SP)**

Credits: 10

(Application for UC approval pending)

A 9<sup>th</sup> grade or first high school laboratory-based science class that is aligned to be California adopted Next Generation Science Standards. This course will focus on the integration of Earth & Space Science, Chemistry, Physics and Biology around units that address relevant, real world phenomena. Students will be actively engaged in classroom learning experiences that will foster scientific exploration and develop their problem solving skills.

### BIOLOGICAL SCIENCES

Ten units required for graduation

#### **INTRODUCTION TO LIFE SCIENCE (G) (SHL) (TR) (SP)**

Credits: 10

(Does not meet University of California requirement)

An introductory laboratory class aligned to the California State Content Standards for Life Science. This course will study living organisms, their structure and function, and significance to nature; human biology including physiology, reproduction and genetics; ecology; and evolution. Students develop knowledge of the scientific method through hands-on science and laboratory experiences.

#### **BIOLOGY AP**

Credits: 10

(Meets UC lab requirement) (AHS, EAHS, SHS)

Prerequisite: A grade of "C" or better in Biology 1-2 and a "C" or better in a chemistry course. This is a second year high school biology class. This is a college-level biology course designed to be the equivalent of a two-semester college introductory biology course and to prepare students for the College Board Advanced Placement Exam. The major themes include: Science as a Process; Evolution; Energy Transfer; Continuity and Change; Relationship to Structure to Function; Regulation; Interdependence in Nature; and Science, Technology, and Society. The topics covered are the same percentages as in the AP Biology Examination. (Students who receive a score of three, four, or five on the AP exam may earn up to six semester or nine quarter units of college credit)

#### **BIOLOGY LAB 1-2 (H) (G) (SHL) (TR) (SP)**

Credits: 10

(Meets UC lab requirement)

Emphasis is on the major concepts of biology, and aligned to the California State Content Standards for biology. An emphasis is on organisms, cell biology, genetics, molecular biology, evolution, and ecology. Students will be actively involved in hands-on laboratory activities.

#### **BIOLOGY LAB 3-4 (P) (H-Option\*\*)**

Credits: 10

(Meets UC lab requirement)

Prerequisite: Successful completion of Biology 1-2. This is an advanced study of biology with extensive laboratory work. Special areas of study may include: ecology and behavior of organisms, microbiology, biotechnology, vertebrate anatomy and physiology, plant and animal growth and development, and evolution. (Meets the University of California laboratory admission requirement in science)

\*\*The **Biology Lab 3-4 Honors** option will be available for signup during the first week of class. Prior completion of Chemistry is highly recommended for the Honors option. This course prepares students for the Biology AP exam in addition to the standard course description above.

## **MARINE BIOLOGY (P)**

(Meets UC lab requirement)

Credits: 10

Prerequisite: Successful completion of Biology 1-2. Chemistry is also highly recommended. The course covers a wide range of both physical and biological influences upon life in the ocean. Frequent laboratory work and field study support the course.

## **PHYSICAL SCIENCES**

Ten units required for graduation

### **APPLIED PHYSICS (SP) (P) (TR)**

(Principles of Technology) (Meets UC lab requirement)

Credits: 10

This is a course in applied science designed to help students understand physics concepts and mathematics. It provides an understanding of the principles of mechanical, fluid, electrical and thermosystems and the mathematics associated with them.

### **PHYSICS (P)**

(Meets UC lab requirement)

Credits: 10

Prerequisite: A grade of "C" in Algebra 1-2. The course surveys the major concepts of classical and modern physics, stressing breadth rather than depth and is aligned to the California Content Standards for physics. This lab-based course develops students' skills in analytical thinking and gives participants first-hand experience with scientific inquiry.

### **PHYSICS AP 1**

(Meets UC lab requirement)

Credits: 10

Students will explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on the concepts that encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

### **PHYSICS AP 2**

(Meets UC lab requirement)

Credits: 10

Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on concepts that encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

### **ASTRONOMY (H)**

(Meets UC lab requirement)

Credits: 10

Astronomy (Hands-on Universe) is an inquiry-based program in which student learning is an active process. The curriculum units integrate science, mathematics, and technology in the context of astronomical explorations. Through the investigation of the solar system, galaxies, variable stars, and supernovae, students develop problem solving techniques and critical thinking skills.

## **PHYSICS-BASED ASTRONOMY**

Credits: 10

(Meets UC laboratory admission requirement in science) (SHS)

Prerequisite: A grade of “C” or better in previous science course and geometry or concurrent enrollment or approval of instructor. Physics-Based Astronomy is an advanced study of how we use physics to quantitatively observe, study, and analyze, the functioning of the universe, and how the laws of physics are used to explain how the universe has evolved. Course topics include an in-depth study of: orbital motions, planetary characteristics, solar astrophysics, spectral analysis, stellar dynamics, galactic classifications, and cosmology.

## **APPLIED CHEMISTRY (P) (SP) (TR)**

Credits: 10

(Meets UC lab requirement)

Prerequisite: A grade of “C” or better in Algebra 1-2 or concurrent enrollment. This course will serve as a first-year laboratory-based science curriculum. The goal of this course is to introduce students to basic chemistry concepts. Upon completion of this course students will be able to: communicate how applied chemistry can be related to other physical sciences; problem solve using analytical techniques, including dimensional analysis; and apply classroom activities to “real world” issues.

## **CHEMISTRY (P)**

Credits: 10

(Meets UC lab requirement) (Prerequisite: Successful completion of Algebra 1-2)

This lab-based course studies the composition and behavior of matter, and is aligned to the California Content Standards for Chemistry. Atomic and molecular structure; conservation of matter and stoichiometry; chemicals and their properties; and nuclear processes are studied. Classroom demonstrations and laboratory activities are an integral part of this course.

## **CHEMISTRY (H)**

Credits: 10

(Meets UC lab requirement) (Prerequisite: Successful completion of Algebra 1-2 with a “B” or better, or approval of the instructor)

This course is aligned to the California Content Standards for Chemistry, but differs from Chemistry (P) in sequence, and depth and score of the content.

## **CHEMISTRY (AP)**

Credits: 10

(Meets UC lab requirement)

This is a second year high school chemistry course which provides a lab-based comprehensive chemistry curriculum, comparable to a first-year college chemistry course. Students will attain a greater depth of understanding of fundamentals and competence in dealing with chemical problems than in first year chemistry. There is a greater emphasis on chemical calculation and the mathematical formulation of principles. The course will contribute to the development of the student’s abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Completion of this course will prepare students to pass the AP Chemistry examination for university credit.

## **INTRODUCTION TO EARTH SCIENCE (G) (SHL) (TR) (SP)**

Credits: 10

(This course does **not** meet University of California requirement)

This is a foundation course in the study of physical and earth sciences. Major topics include: earth processes, meteorology, geology, and astronomy. The scientific method, laboratory techniques of observation, measurement, and lab report preparation are emphasized.

## **EARTH SCIENCE (P) (SHL) (TR) (SP)**

Credits: 10

(Meets UC elective requirements)

A lab-based course in physical and earth sciences is aligned to California State Content Standards for earth science. Students will study physical science principles using earth science content. This course is intended for students who enjoy science and are preparing for college or technical training. Major topics presented include: earth processes, meteorology, geology, and astronomy. The scientific method, laboratory techniques of observation, measurement, and lab report preparation are emphasized. This course offers more depth in each area than the Introduction to Earth Science course.

## **SCIENCE STUDENT AIDE\*\*\***

\*\*\*Does not meet Science graduation requirements

**Biological Science Student Aide**

Credits: 10

**Physical Science Student Aide**

Credits: 10

Open by permission only. Students are selected on the recommendation of the teacher. The student does routine duties such as making up solutions, performing experiments, and maintaining the lab. In addition to doing routine work, the student has an opportunity to do original research based on their ability and interest. Courses will be graded A – F.

---

## SOCIAL SCIENCE DEPARTMENT

Thirty (30) units of Social Science are required for graduation including World History/Geography, U.S. History, Government, and Economics. All courses meet Social Science graduation requirements unless otherwise specified.

### **AGRICULTURAL ECONOMICS (P)**

(UC Approved)

Credits: 5

This one semester course required of all seniors will enable students to understand the principles of economics and our economic system with emphasis on agriculture. The course compares our system to those of other countries and makes reasoned judgements about economic questions, including matters of economic policy and personal economics questions.

### **AGRICULTURAL GOVERNMENT (P)**

(UC Approved)

Credits: 5

A semester course required of all seniors. The course presents a study of American Government and the United States Constitution. Study of national, state, county, and local governments in our democracy and in agriculture is emphasized. Use of current periodical materials, special attention to contemporary developments in our government and in our country's relations with other nations, and attention to the geography of areas prominent in the news are part of the course.

### **ECONOMICS (P) (SHL) (TR) (SP) (GATE)**

(Required for graduation – Meets UC elective requirement)

Credits: 5

This one-semester course required of all seniors will enable students to understand the principles of economics and our economic system. The course compares our system to those of other countries and makes reasoned judgements about economic questions, including matters of economic policy and personal economic questions.

### **ECONOMICS AP (Micro)**

(Meets UC elective requirement) (Prerequisite: A grade of "C" in other AP courses is recommended, or instructor approval)

Credits: 5

Microeconomics gives students a thorough understanding of the principles of Economics that apply to the functions of individual decision makers within the larger economic system. It places primary emphasis on the nature and functions of product markets. This course is designed to prepare students to take the Micro Economics AP test.

### **ECONOMICS AP (Macro)**

(Meets UC elective requirement) (Prerequisite: A grade of "C" in other AP courses is recommended, or instructor approval)

Credits: 5

This course introduces students to fundamental economic concepts. Students study mutually advantageous trade between countries, the functions of an economic system, and the analysis of supply and demand. This course is designed to prepare students to take the Macro Economics AP test.

### **ETHNIC STUDIES**

(Does **not** meet Social Science graduation requirement – Meets UC elective requirement)

This introductory course to Ethnic Studies will use an interdisciplinary approach to analyze the historical and contemporary issues and experiences associated with race, class, and gender in the United States. Topics include: Indigenous, African-American, Latin-American/Raza, Asian-American, Pacific-Islander, Undocu-Studies, LGBTQ+, women's studies, environmental justice studies, and movements for social justice. The course will offer a critical analysis of political, social, and economic structures to develop consciousness and personal connections to local, national, and global studies. The course will employ a critical lens to view the world and our place in it so that students will use their understanding of systems of power in the United States to become active participants in democracy.

## **EUROPEAN HISTORY AP**

Credits: 10

(Prerequisite: World History/Geography) (NSHS)

The course covers the political, economic, social, and intellectual history of Europe from 1450 to the present. Students who complete the course may earn college credit if they successfully take the AP Exam in European History.

## **MARRIAGE AND FAMILY**

Credits: 5

(Does **not** meet Social Science or Vocational Education graduation requirement) (NSHS)

Open to juniors and seniors with permission from their parents. The course deals with a range of issues from problems in dating through child psychology and child rearing. Sex education is a part of the course, but the main emphasis is on the establishment of the stable home.

## **MEXICAN-AMERICAN STUDIES**

Credits: 10

(Does **not** meet Social Science graduation requirement)

This elective course is a study of the history of Mexico and the Southwest from the pre-Columbian Indians to the present day. Emphasis is placed on the development, spread, and impact of Mexican cultural values in the Southwest.

## **PSYCHOLOGY 1-2 (P) (GATE)**

Credits: 5/10

(Does **not** meet Social Science graduation requirement – Meets UC elective requirement) (EAHS, SHS)

The first semester of psychology is an overall introduction with emphasis on: the need to understand ourselves and others, an overview of personality theory, and the beginnings for developing a positive self-concept. The second semester concentrates on the small group process to deal with areas of learning, intelligence, problem solving, decision making, current research of interest, and some individually designed projects. Both semesters make use of games, current audio-visual materials, and experiential activities to aid in learning about behavior in others and ourselves.

## **PSYCHOLOGY AP**

Credits: 10

(Meets UC requirement)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice.

## **UNITED STATES GOVERNMENT (P) (SHL) (TR) (SP)**

Credits: 5

(Required for graduation – Meets UC requirement)

A semester course required for all seniors. The course presents a study of American Government and the United States Constitution. Study of national, state, county, and local governments in our democracy is emphasized. Use of current periodical materials, special attention to contemporary developments in our government and in our country's relations with other nations, and attention to the geography of areas prominent in the news are part of the course.

## **UNITED STATES GOVERNMENT AP**

Credits: 10

(Does **not** meet Economics graduation requirement – Meets UC requirement)

Prerequisite: a grade of "C" or better in other AP courses is recommended or instructor approval. The course covers all state requirement materials in government for graduation requirements and prepares the student for the AP Government test.

## **UNITED STATES HISTORY (P) (SHL) (TR) (SP)**

Credits: 10

(Required for graduation – Meets UC requirement)

This course is open to juniors and seniors only. The course is devoted to the study of the United States and its many diverse peoples as it grew into a world power from the Progressive Era to the present. Current events, newspaper and magazine materials will be included as appropriate. Essential cultural and geographic concepts and data will be taught throughout the year.



## **UNITED STATES HISTORY AP**

Credits: 10

(Meets UC requirement)

An advanced level course designed to prepare the students for the Advanced Placement Examination in U.S. History. Students passing the exam can receive credit for U.S. History at most colleges and universities.

## **UNITED STATES HISTORY – AMERICAN EXPERIMENT (P)**

Credits: 20\*

(Meets UC requirement for History) (\*Ten credits English 5-6 and ten credits U.S. History)

A two-period block, year English/Social Science course for juniors. American Experiment is structured to the culture of the United States. Equal emphasis is placed on the study of the American literature and history as one relates to the other. History is studied topically and the four American novels that are read each semester reflect and illuminate the history topics. The course emphasizes grammar skills, reading, expands students' expository writing skills, speaking and listening, and requires quarterly projects, including research papers. Students should have completed English 3-4 or possess at least average reading and writing skills.

## **WORLD HISTORY/GEOGRAPHY (P) (SHL) (TR) (SP) (GATE)**

Credits: 10

(Required for graduation – Meets UC requirement)

Students in this course examine major turning points in the shaping of the modern world from the late eighteenth century to the present. The year begins with an introduction to current world issues and continues with a focus on the expansion of the West and the growing inter-dependence people and cultures throughout the world. Basic geographic concepts are included in both semesters related to the academic subject.

## **WORLD HISTORY HONORS**

Credits: 10

(Meets UC requirement)

The World History Honors course discusses the history of the world, its peoples, and their cultures. This course will cover the history of the world from the global economy created by the Age of Exploration to the current period (1700-2015). The goals for the class will include; historical comprehension,

## Career Technical Education (CTE) Pathways and Academies

*Career and Technical Education (CTE)* offers programs taught by industry professionals so students can attain 21st century career skills paired with real-world academics in a variety of different courses across 13 industry sectors. Our classes are designed to support student success in both college and career by developing students to have marketable skills and certifications, successful habits and real world industry experience.

Academies are designed to offer students the opportunity to integrate academic studies with a specific career. The focus or theme of each academy is incorporated throughout academic classes, including Math, Science, English and Social Studies as well as career technical education classes in a particular CTE pathway. The following Academies are available at our district: AHS - Health and Engineering Academy, SHS - Fitness and Sports Training (FAST) and Green Construction Academy, NSHS - Health Academy and EAHS - Digital Media and AG International Academy.

CTE Pathway classes are offered at Mission Trails ROP Center, Alisal High School, Salinas High School, North Salinas High School, Everett Alvarez High School, Mount Toro High School and El Puente School. In many of our CTE classes, students will be given the opportunity to attend job shadowing, and class at local off site locations for work-based learning experiences.

Credits applicable toward high school graduation will be awarded each semester. Normally 10 credits per semester are awarded for each yearly class. CTE courses meet the Salinas Union High School District graduation requirements for vocational education. Some CTE courses meet A-G Requirements and some are articulated with Hartnell College. Some may meet the Salinas Union High School District technology graduation requirement or Math credits. To become a CTE Pathway completer, students shall complete 360 hours of CTE coursework in the same pathway during their high school career. This could be accomplished in one year if the student takes a two hours of instruction each day or in two years if the student takes one hour of CTE instruction each day.

### REGISTRATION

---

#### HIGH SCHOOL STUDENTS:

SUHSD has a Career Center in each comprehensive site to ensure that all students have college and career exploration opportunities. Our Career Coordinators are full time counselors that are dedicated to guide students in selecting a CTE Pathway or Academy that is aligned with their life goals and to monitor success. For further information on college and career courses contact our Career Coordinators:

Alisal High School	Atanacia Mares	831/796-7600	<a href="mailto:atanacia.mares@salinasuhsd.org">atanacia.mares@salinasuhsd.org</a>
Everett Alvarez High School	Janet Betancourt	831/796-7800	<a href="mailto:janet.betancourt@salinasuhsd.org">janet.betancourt@salinasuhsd.org</a>
North Salinas High School	Michele Farley	831/796-7500	<a href="mailto:michele.farley@salinasuhsd.org">michele.farley@salinasuhsd.org</a>
Salinas High School	Allan Schooley	831/796-7400	<a href="mailto:allan.schooley@salinasuhsd.org">allan.schooley@salinasuhsd.org</a>
El Puente and Mount Toro High School	Maria Politron (Vocational Evaluator)	831/796-7700 X 1309 831/790-6900 x1333	<a href="mailto:maria.politron@salinasuhsd.org">maria.politron@salinasuhsd.org</a>

## Agriculture & Natural Resources Sector

	Agriculture Business Academy (EAHS)	Agriculture Mechanics Pathway	Animal Science Pathway	Floral Design Pathway	Ornamental Horticulture Pathway	Sustainable Agriculture Pathway
9th Grade	Ag Earth Science			Ag Earth Science (EAHS)	Ag Earth Science (EAHS)	Ag Earth Science (EAHS)
10th Grade	Biology and Sustainable Agriculture (UC)		Biology and Sustainable Agriculture (NSHS) (UC)	Biology and Sustainable Agriculture (NSHS) (UC)		
11th Grade	Agriculture Business Occupations	Agriculture Mechanics 1/2 (NSHS, SHS)	Animal Care (NSHS, EAHS, SHS)	Art History of Floral Design (EAHS, NSHS) (UC)	Environmental Horticulture (EAHS, SHS)	Chemistry and Agriscience (EAHS, SHS) (UC)
12th Grade	Advanced Agricultural Business (UC)	Agriculture Mechanics ¾ (NSHS, SHS)		Agriculture Business Floral Design (EAHS, NSHS) (UC)	Hydrology, Landscape, & Sustainable Environmental Design (EAHS, SHS) (UC)	Advanced Interdisciplinary Science for Sustainable Agriculture (EAHS, SHS) (UC)

**ADVANCED AGRICULTURE BUSINESS:** This course allows students to develop the skills and foundational knowledge needed to start a sustainable agribusiness. In addition to being able to evaluate and differentiate agricultural business types and structures, students will also develop ethical and socially responsible decision making skills through a series of analytical and research essays as well as through detailed presentations and mock trials. While the first semester of this year-long course focuses on building an understanding of agriculture and sustainability, as well as the many forces that affect the industry, the second semester focuses on using that base knowledge to inform building business and entrepreneurial acumen. By the end of this course students will synthesize language, communication, critical thinking skills, marketing and economic principles, pertinent legal knowledge, as well as the foundations of agriculture into the design of a business plan for a sustainable agribusiness. After a series of revisions and peer editing, students will pitch the business plan to a panel of community partners and industry professionals who will not only evaluate the viability of each plan but offer critical feedback as well. **(Prerequisite: Agriculture Business Occupations)** Credits: 10 (UC) (Articulated with Hartnell College)

**ADVANCED INTERDISCIPLINARY SCIENCE for SUSTAINABLE AGRICULTURE:** This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and CTE production, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant agricultural issue. **(Prerequisite: Chemistry and Agriscience)** Credits: 10 (UC)

**AGRICULTURE BUSINESS FLORAL DESIGN:** Teaches students how to make corsages and floral arrangements, including bridal bouquets and other specialty items. Growth and maintenance of ornamental CTEs under greenhouse conditions will also be introduced. **(Prerequisite: Art History of Floral Design)** Credits: 10 (EAHS) Credits: 20 (NSHS) (UC)

**AGRICULTURE BUSINESS OCCUPATIONS:** Prepares students to perform tasks related to agribusiness, marketing, sales, agricultural economics, and management of farm and agriculturally related enterprises. Included are such topics as the study of agribusiness-related careers, farm safety management, responsibilities of management, government organizations and regulations, basic economics, agricultural credit, and recordkeeping and accounting. Credits: 10

**AGRICULTURE EARTH SCIENCE:** Agriculture Earth Science is a one-year science course that is designated to successfully prepare those students with career interests in agriculture. This course will provide the student with theories and principles related to agricultural sciences and physical science. There is emphasis on developing values, aspirations, and attitudes that promote the students personal involvement with the scientific explorations that promote the discoveries of the future. The course addresses laboratory experiments in order to connect physical science concepts with agricultural applications, including written and reporting skills.

**AGRICULTURE MECHANICS 1/2:** A year course open to all students. Strongly recommended for all beginning students, those seeking an extended agricultural mechanics studies program and those students wanting a variety of skills in agricultural mechanics. This course will cover: general equipment and shop safety practices, selection and use of hand and power tools, project planning with materials, oxy-acetylene and arc welding, basic concrete work, basic electrical wiring, and principles of carpentry. Career awareness, FFA achievement programs, and supervised project program opportunities will also be studied. Practical experience will be gained through student completion of selected projects related to study areas. Individual student construction of projects will complement class studies and qualified projects will be entered in the county fair for competition. Credits: 10

**AGRICULTURE MECHANICS 3/4:** This course will cover a review and further in-depth studies of: topics from Ag Mechanics 1-2 plus masonry work, mechanical drawing and blueprint reading, elementary surveying, small engine and equipment maintenance, electrical and plumbing skills, advanced carpentry, and selection and use of building materials. Career preparation, FFA achievement programs, and supervised project program will be studied. Emphasis is placed on construction of individual student and class-wide construction projects. Individual student projects will be entered in the county fair for competition. **(Prerequisite Agriculture Mechanics 1/2)** Credits: 10 (Articulated with Hartnell College)

**ANIMAL CARE:** Provides students with training and skills for jobs related to livestock production and marketing. Course will include 60 hours of group instruction with a minimum of one hour each calendar week. Group instruction may include field trips and teacher supervised activity at the county fair. **(Must be member of FFA)** Credits: 5

**ART HISTORY of FLORAL DESIGN:** Provides introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flower, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Credits: 10 (UC)

**BIOLOGY AND SUSTAINABLE AGRICULTURE:** Agricultural Biology is a one-year, laboratory science course, designed for the college-bound student with career interests in agriculture. The course has an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. FFA and SAEP are integral parts of the curriculum. Credits: 10 (UC)

**CHEMISTRY AND AGRISCIENCE:** This lab-based course is aligned to the California Content Standards for Chemistry and will include an agricultural component. This course studies the composition and behavior of matter. Atomic and molecular structure; conservation of matter and stoichiometry; chemicals and their properties; and nuclear processes are studied. Classroom demonstrations and laboratory activities are an integral part of this course. A grade of "C" or better in Algebra 1-2 recommended, or the approval of the instruction. **(Prerequisite: Biology and Sustainable Agriculture)** Credits: 10 (UC)

**ENVIRONMENTAL HORTICULTURE:** This is a year course open to all students. Emphasis is placed on introductory studies in the horticulture industry, plant growth and development, equipment and uses, soils and plant nutrition, propagation methods, garden preparation, and methods of special ornamental and garden plant production. Students receive practical skills training through laboratory and class cooperative activities conducted in the greenhouse facilities. Credits: 10

**HYDROLOGY, LANDSCAPE AND SUSTAINABLE ENVIRONMENTAL DESIGN:** The class will serve as the capstone course in the environmental horticultural pathway. The course has been UC/CSU-approved as a lab science and will cover all aspects of an environmentally sound landscape design. Students will develop an awareness of current environmental issues and determine how best to approach various issues, depending on regions and territories. Other instructional objectives include the history of landscape architecture, technical drafting, and computer design. The course will incorporate California state standards for literacy, Next Generation Science Standards, and model career technical education standards. **(Prerequisite Environmental Horticulture)** Credits: 10 (UC)

## Arts, Media & Entertainment Sector

	Digital Media Academy (EAHS)	Design, Visual and Media Arts Pathway	Graphic Design Pathway	Production and Managerial Arts Pathway
10th Grade	Art in the Digital Age (UC)			
11th Grade	TV Media Production	TV Media Production (EAHS, AHS)	Art in the Digital Age (EAHS, SHS) (UC)	Theatre Technology (SHS)
12th Grade	Cinema Arts & Production (UC)	Cinema Arts & Production (EAHS, AHS) (UC)	Graphic Design (NSHS, SHS) (UC)	

**ART IN THE DIGITAL AGE:** Art in the Digital Age is a year-long visual and performing arts CTE/A-G course that explores the invention of lithography and the printing press, the inventions of photography starting with the camera obscura, and contemporary digital imagery and communication. The course will explore how these advancements changed history, culture, the arts and communication. Using the elements of art and the principles of design students will experience creating and interpreting traditional and digital imagery with individual expression advancing their visual literacy. This is an introductory course that incorporates historical and cultural trends in specific project-based assignments. Visual interpretation allows critical thinking to be implemented through cross-curricular projects. The role of contemporary technology in the global market will be connected to commercial applications, trends in contemporary art as a result of technological advancements, and the role of the artist in today's society. The projects produced will have practical connections to real world relationships in the technological and commercial art fields allowing the students to see clear obtainable pathways to career and/or college success. Credits: 10 (UC)

**CINEMA ARTS & PRODUCTION:** Students learn the technical industry aspects of video/film production using digital cameras for filming, editing and sound making. **(Prerequisite: TV Media Production)** Credits: 10 (UC)

**GRAPHIC DESIGN:** Students learn computerized special effects, make professional posters, publish a newsletter, create exciting computerized presentations, and make their own advertising video. Students will also learn computer graphic design, animation, and make a homepage in the World Wide Web or Internet. **(Prerequisite: Art in the Digital Age)** Credits: 10 (UC)

**THEATRE TECHNOLOGY:** Prepares students with the principles of design and technology as it relates to theatre industry. Lighting, sound, costume, props, scenery (sets), and stage management. Credits: 10

**TV MEDIA PRODUCTION:** Introduce students to the techniques and skills necessary for employment in television and video related industries. Provides students with hands-on training with television studio and production equipment, as well as the opportunity to participate on actual KMST Community Television Cable 26 Television Programs. Credits: 10

## Building Trades & Construction Sector

	Construction Technology Pathway	Green Construction Academy (SHS)
9th Grade	Pre-Engineering (SHS)	Pre-Engineering
10th Grade		Construction Technology 1/2
11th Grade	Construction Technology 1/2 (SHS, AHS)	Mill Cabinet Construction
12th Grade	Construction Technology 3/4 (SHS, AHS)	MultiCraft Core Construction

**PRE-ENGINEERING:** This course is designed to generate an interest in Engineering and related occupations as career goals and expose students to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system. Credits: 10

**CONSTRUCTION TECHNOLOGY 1/2:** Construction Technology 1-2 is a one year course open to all beginning students interested in the Wood Products Pathway. The students will use a variety of woodworking tools to produce useful wood products. All machines will be introduced by teacher demonstrations, multimedia presentations and related student readings. Students will gain experience in planning, designing, layout, estimating, problem solving, and fabrication of wood products. The safe and correct use of tools, machines, and materials will be stressed at all times. Students will apply academic concepts in English, Math and Science. Emphasis will also be placed upon the students' sharing responsibilities with the teacher for the maintenance and management of the shop facilities. Credits: 10

**CONSTRUCTION TECHNOLOGY 3/4:** Construction Technology 3-4 is an advanced course open to all students that successfully completed Construction Technology 1-2. This course will study advanced phases of wood products, including furniture, and basic cabinet construction. Students will learn advanced operational techniques of portable and stationary woodworking equipment, and the use of simple jigs and fixtures. This course is designed for students preparing for postsecondary and Technical Education in the Construction and Engineering fields. Students will apply academic concepts in English, Math and Science to their woodworking projects. **(Prerequisite: Construction Technology 1/2)** Credits: 10

**MILL CABINET CONSTRUCTION:** Through a series of individual and group experiences this course is designed to instruct students in the advanced phases of cabinetmaking and furniture making, nomenclature and advanced operational techniques of woodworking and cabinet shop equipment. Students will receive instruction in furniture making, cabinetry, wood and wood by-products and materials used in the construction of furniture. Students practice communication skills by applying reading, writing, listening, speaking, visual and nonverbal skills. Methods used in achieving the Course Objective include lecture on the course as outlined, exams and reading assignment, demonstration and laboratory projects. Methods of evaluating objectives or outcomes include 3-4 examinations, review of evaluations, a project, a final examination and participation and attendance. Students require minimum materials such as a notebook, shop coat or apron, tape measure and pencil. **(Prerequisite: Pre-Engineering) (Can be taken for up to 10 Math Credits)** Credits: 10 (Articulated with Hartnell College)

**MULTICRAFT CORE CONSTRUCTION:** This course has been developed to integrate skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council. **(Prerequisite: Mill Cabinet Construction)** Credits: 10 (UC) (Articulated with Hartnell College)



## Education & Child Development Sector

	Child Development Pathway	Education Pathway
10th Grade		
11th Grade	Child Development (EAHS)	Careers in Education (NSHS, AHS)
12th Grade		

**CAREERS IN EDUCATION:** This entry level course is designed to provide students with knowledge of career opportunities in the field of teaching and educational professions. Career preparations standards, which include basic academic, safety, communication, interpen skills are integrated throughout the course. Active class participation is enhanced by field work at school sites under the teacher. All students are required to observe and/or participate in variety of settings and classrooms at the primary/ele and/or secondary levels. The course helps prepare students for entry into college or university teacher training programs. This is a two hour per day program. Credits: 20

**CHILD DEVELOPMENT:** Students learn how to create a healthy, nurturing environment for children and become aware of the developmental stages they go through from conception to age 5. Students study and apply the physical, social, emotional and intellectual needs of children as they work with preschoolers. Students plan and lead a variety of activities for young children. Responsibility, decision making and management are job skills learned in this class. This is an introductory course for the future parent, teacher, health care provider, or psychologist. Open to all students. Credits: 10

## Engineering Design Sector

	Engineering Design Academy (AHS)
9th Grade	Pre-Engineering
10th Grade	Principles of Engineering (UC)
11th Grade	Digital Electronics (UC)
12th Grade	Engineering Design & Development (UC)

**DIGITAL ELECTRONICS:** The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. . (Prerequisite: Principles of Engineering) Credits: 10 (UC)

**ENGINEERING DESIGN & DEVELOPMENT:** An engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. (Prerequisite: Digital Electronics) Credits: 10 (UC)

**PRE-ENGINEERING:** This course is designed to generate an interest in Engineering and related occupations as career goals and expose students to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system. Credits: 10

**PRINCIPLES OF ENGINEERING:** Students will have an understanding of engineering and be able to identify engineering achievements through history. Students will compose sketches and use proper sketching techniques in the solution of design problems. They are learning first- hand the art of pencil techniques, visual processing, and contour drawing. This career oriented educational program is designed for men and women 12th grade students only. . Students will plan and compose a written technical report about the research they conduct about a career field in engineering. (Prerequisite: Pre-Engineering) Credits: 10 (UC)

## Finance & Business

	Business Management Pathway
10th Grade	
11th Grade	Business Technology 1/2 (SHS)
12th Grade	Computer Business Applications (SHS)

**BUSINESS TECHNOLOGY 1/2:** Students will be able to understand communications as applied to personal and professional situations - they will demonstrate competency by selecting and using appropriate forms of communications in a variety of situations. Students will be introduced to word processing, spreadsheets, database, desktop publishing, presentation software, and graphics. Additionally, touch typing using the QWERTY keyboard system is reinforced. Importance will also be placed upon maintaining organization of assignments and management of electronic files. Students will understand professional and ethical behavior consistent with regulations and organizational norms.

**COMPUTER BUSINESS APPLICATIONS:** Develops word processing skills with computer application programs. Teaches format and develops skills using Microsoft Office Suite. Open to students who have completed one year of Business Technology 1-2. An important class for college-bound or career directed students. (**Pre-Requisite: Business Technology 1-2**)

## Health Science & Medical Technology Sector

	Dental Assisting Pathway	Medical Assisting Pathway	Nursing Pathway	Physical Therapy Pathway	Fitness and Sports Training Academy (FAST) (SHS)	Sports Medicine
10th Grade					Intro to Sports Medicine	
11th Grade	Dental Careers (Mission Trails ROP) (UC)	Medical Assisting (Mission Trails ROP)	Foundations of Nursing (Mission Trails ROP)	Health Occupations / Physical Therapy Aide (Mission Trails ROP)	Physical Therapist Aide	Sports Medicine (NSHS)
12th Grade					Sports Medicine 1/2	Sports Medicine Athletic Trainer (NSHS)

**DENTAL CAREERS:** Teaches skills for dental assisting; introduces skills related to hygienist, registered and certified assistants as well as chairside assisting and “on-the-job” training in local dental offices. Credits: 20 (UC)

**FOUNDATIONS OF NURSING ASSISTANT:** Students will learn and apply medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, introductory electrocardiography, introductory pharmacology, assisting with diagnostic and therapeutic procedures, and standard laboratory procedures. Credits: 20 (Articulated with Hartnell College)

**HEALTH OCCUPATIONS:** Prepares students for employment opportunities in the areas of diagnostic, supportive and therapeutic health services. Students will learn communication skills, ethics, legalities, medical terminology, anatomy, physiology, vital signs, nutrition, body mechanics, patient observation, environmental and patient safety, and weights and measures. Credits: 10

**INTRODUCTION TO SPORTS MEDICINE:** Focus is to introduce students to various allied health careers, including EMT and Paramedic. The student's will obtain the knowledge of college degrees and the path that best suites them for their potential career choice. They will learn basic concepts of Organization and Administration as well as concepts of legal liability in the health field and insurance. Lastly they will get an introduction of the basic concepts of rehabilitation. Credits: 10

**MEDICAL ASSISTING:** After acquiring the competencies from the Health Occupations Course, the students acquire specific occupational skills in one or more entry-level job titles. The goal of this course is to prepare students for employment opportunities in areas of diagnostic, therapeutic and supportive health care services. The course has two components: Theory and Job Shadowing. Credits: 20 (Articulated with Hartnell College)

**PHYSICAL THERAPY AIDE:** Prepares students in the necessary skills for assisting patients with their physical therapy program. Students will learn about anatomy and physiology, body positioning, body mechanics, vital signs, reporting, charting, communication skills, patient interaction skills, and how to apply minor physical therapy exercise in order to assist in rehabilitation of the patient. Employment opportunities may be found in hospitals, clinics, chiropractic offices, and convalescent care agencies. **(Prerequisite: Health Occupations)** Credits: 10

**PHYSICAL THERAPIST AIDE 1/2:** Prepares students in the necessary skills for assisting patients with their physical therapy program. Students will learn about anatomy and physiology, body positioning, body mechanics, vital signs, reporting, charting, communication skills, patient interaction skills, and how to apply minor physical therapy exercise in order to assist in rehabilitation of the patient. Employment opportunities may be found in hospitals, clinics, chiropractic offices, and convalescent care agencies. **(Prerequisite: Introduction to Sports Medicine)** Credits: 10

**SPORTS MEDICINE:** Provide students with skills, knowledge, and experience in the areas of physical therapy, athletic training, nutrition, and fitness. Will focus on anatomy and physiology of various muscle groups, the skeletal system, theory of exercise, care and prevention of athletic injuries, rehabilitation, training room organization and skills. Credits: 10

**SPORTS MEDICINE 1/2:** Provide students with skills, knowledge, and experience in the areas of physical therapy, athletic training, nutrition, and fitness. Will focus on anatomy and physiology of various muscle groups, the skeletal system, theory of exercise, care and prevention of athletic injuries, rehabilitation, training room organization and skills. **(Prerequisite: Physical Therapist Aide)** Credits: 10

**SPORTS MEDICINE ATHLETIC TRAINER:** Science standards based course, students will learn about the anatomy and physiology of stems, theories and methods or prevention, evaluation, management and rehabilitation body's chemical response to pharmaceutical agents, disease, injury and stress will be pods of observation. investigation, experimentation, data collection and data analysis. Students are provided substantial opportunities techniques working with school athletes, athletic trainers and other practicing. **(Prerequisite: Sports Medicine)** Credits: 10

## Hospitality, Tourism and Recreation Sector

	Food Science and Nutrition Pathway	Foodservice and Hospitality Pathways	
11th Grade	Culinary 1/2	Culinary 1/2 (EAHS, SHS)	Restaurant Sales (NSHS)
12th Grade	Advanced Culinary Arts Food Science (Mission Trails ROP) (UC)	Advanced Culinary (SHS) (UC)	

**ADVANCED CULINARY ARTS:** This course will provide hands on training and experience. Students will learn the principles of cooking, professionalism, food safety, sanitation, buffet presentation, plate presentation, menu planning and recipes. (Prerequisite: Culinary 1-2) Credits: 10 (UC)

**ADVANCED CULINARY ARTS - Food Science:** This course provides advanced training in culinary arts and culinary overview and orientation to the world of food science. Students will develop competencies in academic core reinforcement, leadership, management career awareness and employability as they apply to food and nutrition. (Prerequisite: Culinary 1-2) Credits: 10 (UC)

**CULINARY 1/2:** Students learn to cook and serve a variety of foods and simple meals in a small group and find out how to make healthy food choices by applying nutrition basics, understanding food labels, and shopping wisely. Students will become skilled in the basic techniques necessary for preparing food including safety, sanitation, time and equipment management. These basic skills are necessary for careers in the foodservice industry. Credits: 10

**RESTAURANT SALES:** Provides hands-on training and experience in entry-level food service through the on-site restaurant classroom. The community classroom program exposes the students to additional work sites where they will receive "on-the-job" training and possible employment opportunities. Credits: 20

## Information and Communication Technology Sector

	Networking Pathway	Networking Pathway	Software and Systems Development Pathway
11th Grade	Intro to Computer Science (AHS)	Intro to Network Cabling (AHS)	Robotics Technology (AHS, EAHS)
12th Grade	Computer Science II (AHS)	CISCO Networking II(AHS)	Robotics Engineering Technology II (AHS, EAHS) (UC)

**CISCO NETWORKING II:** The Cisco CCNA® Routing and Switching curriculum is designed for students who are seeking entry-level jobs in the ICT industry and want to build a foundation for success in computer networking-related careers and degree programs. This course provides an integrated and comprehensive coverage of computer networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and career skills development. Students will be prepared to take the Cisco CCENT® certification exam after completing this course and the Routing and Switching course. **(Prerequisite: Introduction to Network Cabling)** Credits: 10

**COMPUTER SCIENCE II** The Computer Science II curriculum is designed for students who seek to attend college and university level computer science courses. This course instructs students to design, implement and analyze solutions to problems through the development and use of algorithms, data structures and object-oriented programming. Students will be able to write, run, test and debug solutions in the Java programming language, utilizing standard java library classes and interfaces from the AP Java subset. Also, students will be able to read and understand programs consisting of several classes and interacting objects and understand a description of the design and development process leading to such a program. **(Prerequisite: Introduction to Computer Science)** Credits: 10

**INTRODUCTION TO COMPUTER SCIENCE** Introduction to Technology is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. Credits: 10

**INTRODUCTION TO NETWORK CABLING (CISCO NETWORKING I - IT ESSENTIALS):** The Cisco® IT Essentials curriculum is designed for Cisco Networking Academy® students in upper secondary schools, technical schools, and colleges or universities who want to pursue careers in IT and learn how computers work, how to assemble computers, and how to troubleshoot hardware and software issues. The goal of this course is to introduce the student to computer hardware and software, as well as operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT. Credits: 10

**ROBOTICS TECHNOLOGY:** Study connection between applied physics principles and several branches of engineering, mechanical computer electronics, industrial chemical and materials. Credits: 10

**ROBOTICS ENGINEERING TECHNOLOGY II:** Second advanced course which students will apply math and physical science techniques, learn CAD and CAM skills and other engineering fundamentals. Students will learn basic programming techniques. Will design mechanical system powered by DC motors pneumatics and elastic potential energy will be integrated. . **(Prerequisite: Robotics Technology)** Credits: 10 (UC)



## Manufacturing and Product Development Sector

	Welding Pathway	Drafting Pathway
10th Grade		Pre-Engineering 1/2 (SHS)
11th Grade	Industrial Welding & Metal Fabrication (Mission Trails ROP)	Drafting Technology 1/2 (SHS)
12th Grade		Drafting Technology 3/4 (SHS)

**DRAFTING TECHNOLOGY (1-2):** This course is open to all students and is recommended for 9th and 10th graders. This program prepares individuals to plan, prepare, and interpret engineering and architectural drawings. Drafting prepares a student for occupations such as construction trades, architectural careers, engineer, interior design, and other technology based opportunities. Students will be given the opportunity to create engineering or architectural models through hands on activities. Credits: 10 (Articulated with Hartnell College)

**DRAFTING TECHNOLOGY (3-4):** This course instructs students on the identification of drafting terminology and symbols. Students will use drafting tools, computers and AutoCAD software to produce industrial drawings. Students will gain more experience in engineering drawings and architectural plans. Further emphasis will be given to CAD/CAM activities. **(Prerequisite Drafting Technology 1-2) (Can be taken for up to 10 Math Credits)** Credits: 10 (Articulated with Hartnell College)

**INDUSTRIAL WELDING & METAL FABRICATION:** Students learn to read blueprints, interpret welding symbols, cut metal and weld metal. Welding training is offered in: Shield Metal (Stick), Mig, Tig, and Oxy/Gas. Metal cutting training includes Oxy/Gas and Plasma Arc cutting. Credits: 10 (Articulated with Hartnell College)

**PRE-ENGINEERING:** This course is designed to generate an interest in Engineering and related occupations as career goals and expose students to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system. Credits: 10

## Marketing Sales and Service Sector

	Professional Sales Pathway
11th Grade	Retail Sales & Marketing (SHS, NSHS)
12th Grade	Retail Co-Op (SHS, NSHS)

**RETAIL CO-OP:** Provides a unique combination of related classroom instruction and paid "on-the-job" training. For students 16 years or older who are working in one of the above areas and would like to earn up to 10 credits for the semester. All students must attend one class per week. **(Prerequisite: Retail Sales & Marketing)** Credits: 10

**RETAIL SALES & MARKETING:** Trains students to meet entry-level requirements for jobs in general retail sales and related fields. Students will develop skills in the classroom setting, which will be applied in the practical setting of a work internship. Credits: 10 (SHS) Credits: 20 (NSHS)

## Public Service Sector

	Emergency Response Pathways	
11th Grade	Intro to Public Service / Emergency Medical Technician (Mission Trails ROP) (UC)	Intro to Firefighter / Fire Science & Technology (Mission Trails ROP)
12th Grade		

**INTRO TO FIRE FIGHTER:** Prepares students to pursue a career as a Firefighter. Students will learn many day to day aspects of routine firefighter duties. Credits: 10

**INTRO TO PUBLIC SERVICE:** Prepares students to pursue a career as a Firefighter and Law Enforcement Officer. Students will learn many day to day aspects of routine police work and firefighter duties. Credits: 10

**EMERGENCY MEDICAL TECHNICIAN:** Prepare students to take and pass the State of California EMT Certification Test. Students will learn all phases of basic life support and emergency medical services. Credits: 10 (UC) (**Pre-Requisite- Intro to Public Service**)

**FIRE SCIENCE & TECHNOLOGY:** Students will learn basic firefighter theory and skills. Topics covered will include fire science, agency organization, regulations, and functions, firefighter safety, characteristics and behavior of fire and fire prevention and control. (**Pre-Requisite- Intro to Firefighter**) Credits: 10 (Articulated with Monterey Peninsula College)

## Transportation Sector

	Auto Repair Pathways	
11th Grade	Engine Maintenance & Repair 1/2 (Mission Trails ROP)	Auto Service 1/2 (Mission Trails ROP)
12th Grade		

**AUTO SERVICE 1/2:** Students learn to do minor repairs, tune-ups, brake repair, front end alignment, vehicle safety inspections and general lubrication service. Second semester, students will learn major repairs and wheel alignment. Students are also trained in the electronic computer control system. Credits: 20

**ENGINE MAINTENANCE AND REPAIR:** Learn maintenance skills in minor repairs, engine performance, troubleshooting electrical repairs, steering repairs and general lubrications services for 2-stroke and 4-stroke small engines. Students will be able to safely operate and maintain tractors. Credits: 20

# INTERDISTRICT ATTENDANCE AGREEMENT

## Salinas Union High School District

Pupil Personnel Services  
20 Sherwood Place, Salinas, CA 93906  
(831) 796-6964



School Year 20\_\_\_\_ - 20\_\_\_\_

SPED  New  Renewal

(Please Print Clearly)

SCHOOL REQUESTED: \_\_\_\_\_ in the \_\_\_\_\_ DISTRICT

SCHOOL OF RESIDENCE: \_\_\_\_\_ in the SALINAS UNION HIGH SCHOOL DISTRICT

STUDENT: \_\_\_\_\_  
Last Name First Name M.I. Birthdate Grade

### ETHNICITY:

Hispanic  White  Black  Asian  American Indian/Alaskan Native  Filipino  Pacific Islander

### SPECIFIC REASON FOR REQUEST *(Please provide appropriate documentation which supports the request rationale):*

- Recent/Pending Move  Special Program \_\_\_\_\_  
 Family Continuity  Parent Employment \_\_\_\_\_  
 Other *(Please attach explanation)*  Child Care (Grade 7 or 8 only) \_\_\_\_\_  
 Best Interests of Student \_\_\_\_\_

- The student may not be enrolled at the requested school until the Interdistrict Attendance Agreement (IDA) is approved by both school districts.
- For students currently in grades 7-10 the IDA is valid for the current school year only, and may be revoked by the receiving district at any time during the school year due to overcrowded classroom conditions or the unsatisfactory attendance, academic progress or behavior of the student.
- Parents/guardians of students currently in grades 7-10 must submit an IDA annually to be considered for continued enrollment.
- Existing IDA's shall not be rescinded for students currently in grades 11 or 12.
- Parents/guardians are responsible for transportation.

My signature indicates that I have read the statement above and understand the conditions which apply to the IDA process.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name *(Please Print Clearly)*: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ ZIP: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

### *(The following section to be completed by District personnel)*

Pursuant to the provisions of California Education Code Section 46600, the undersigned member(s)/designee of the governing board of the Salinas Union High School District, Monterey County, California, do hereby approve/deny the pupil listed above and residing in said district to attend school in the \_\_\_\_\_ School District for the 20\_\_\_\_ - 20\_\_\_\_ school year.

Salinas Union High School District	_____ School District
Member/Designee Signature _____ Title _____	Member/Designee Signature _____ Title _____
<input type="checkbox"/> Approve <input type="checkbox"/> Deny Date: _____	<input type="checkbox"/> Approve <input type="checkbox"/> Deny Date: _____
Date of Board Approval: _____	Approval/Denial Rationale: _____
Approval/Denial Rationale: _____	_____

## Information/Instructions

Pursuant to education code 46600 parents living in the Salinas Union High School District (SUHSD) attendance area who request that their student(s) be permitted to attend a school in another district must complete a **SUHSD Interdistrict Attendance Agreement**. Forms are provided by and returned to the SUHSD Pupil Personnel Services office for approval.

Transfers from another school district to a school in the SUHSD attendance area must be initiated in the student's district of residence using that district's request for interdistrict transfer form.

---

### **Applications will be considered according to the following criteria:**

1. To meet the childcare needs of students in the seventh and eighth grades.
2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist or other appropriate school personnel.
3. When a student has a sibling(s) attending school in the receiving District, to avoid splitting the family's attendance.
4. To allow a student to complete a school year when his/her parents/guardians have moved out of the District during that year.
5. To permit high school seniors attend the same school they attended as juniors, even if their families moved out of the District during the junior year.
6. When the parent/guardian provides written evidence that the family will be moving to the District in the immediate future and would like the student to start the year in the District.
7. When a student will be living out of the District only for one year or less.
8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
9. When there is valid interest in a particular educational program not offered in the District of residence.
10. To provide a change in school environment for reasons of personal and social adjustment.

All supporting documentation should be enclosed with the original request. This will, in most cases, help expedite the process.

The Director of the Pupil Personnel Services Office will review each request and make a decision based on District criteria. Parents will usually be notified within two weeks if all necessary information was provided and verifications can be completed within that time frame.

The Parent/guardian of a student denied the Interdistrict Attendance Agreement may appeal to the SUHSD Superintendent or designee by calling 796-6964.

**Parents/guardians must be aware that if the Interdistrict Transfer Request is approved, they will be responsible for transportation.**

# SALINAS UNION HIGH SCHOOL DISTRICT

## INTRADISTRICT TRANSFER APPLICATION

**Student:** \_\_\_\_\_  
 Last Name First Name M.I. Grade

\_\_\_\_\_   
 Date of Birth Student ID Phone Number

**Address:** \_\_\_\_\_  
 Street Apt. City Zip Code

(Check the appropriate box in each section below)

Middle School		High School	
Residence School	Requested School	Residence School	Requested School
<input type="checkbox"/> El Sausal M.S.	<input type="checkbox"/> El Sausal M.S.	<input type="checkbox"/> Alisal H.S.	<input type="checkbox"/> Alisal H.S.
<input type="checkbox"/> Harden M.S.	<input type="checkbox"/> Harden M.S.	<input type="checkbox"/> Everett Alvarez H.S.	<input type="checkbox"/> Everett Alvarez H.S.
<input type="checkbox"/> La Paz M.S.	<input type="checkbox"/> La Paz M.S.	<input type="checkbox"/> North Salinas H.S.	<input type="checkbox"/> North Salinas H.S.
<input type="checkbox"/> Washington M.S.	<input type="checkbox"/> Washington M.S.	<input type="checkbox"/> Salinas H.S.	<input type="checkbox"/> Salinas H.S.

**SPECIFIC REASON FOR REQUEST**

- Child Care (*Grade 7 or 8 only*)     
  Recent/Pending Move     
  Family Continuity  
 Best Interests of Student (explain): \_\_\_\_\_  
 Other (explain): \_\_\_\_\_

Parents are responsible for transportation to and from the requested school if they accept an Intradistrict Transfer. You must apply for School Choice during the next window that occurs in February. An Intradistrict Transfer is for one year only and is non-renewable. It may be terminated at any time due to behavior, lack of attendance, or poor academic progress. If approved, no additional request to transfer to another school will be considered during the academic year.

**Parent/Guardian Signature:** \_\_\_\_\_     
 **Printed Name:** \_\_\_\_\_  
**Student Signature:** \_\_\_\_\_     
 **Date:** \_\_\_\_\_

If it has been determined that unreliable evidence of residency or false information has been intentionally provided in order to enroll in another District school, the student's enrollment may be denied at the requested school of attendance. (SUHSD BP 5111.1)

**Application must be turned in to the Registrar's office of the requested school.**

*For Requested School Registrar Only*

- Falsified address/residency concerns     
  Returned Mail  
 On approved Intradistrict     
  On School Choice  
 eSchools Entry:  
 Sch. Cho./Intradist.   
  Pers. Info. (pop-up)   
  Regis. Info.  
 Date Received: \_\_\_\_\_ Registrar Initial: \_\_\_\_\_

*For Requested School Principal Only*

- Principal Recommendation:  Approve  Deny  
 Denial Reason:  Behavior  Attendance  
 Grades  Falsified Address  
 Contacted Home School Principal:  Yes  No  
 Principal Signature: \_\_\_\_\_

*For Pupil Personal Services Only*

- Approve  Deny   
 Rationale: \_\_\_\_\_     
 \_\_\_\_\_     
 \_\_\_\_\_  
Director, Pupil Personnel Services      Date

# **SALINAS UNION HIGH SCHOOL DISTRICT**

## **INTRADISTRICT TRANSFER PROCEDURES**

Students must attend school in their home attendance area unless they apply through School Choice or the Intradistrict Transfer process and are approved for enrollment in the requested school. The Salinas Union High School District Intradistrict Transfer policy allows parents and students to apply for enrollment at any comprehensive school within the District after the School Choice process has ended or if the family has moved outside of the current school's attendance area and wishes that the student finish the year in their current school.

Parents may wish to call the schools and/or visit and meet with the Principals if they have any questions. A conference may be requested with the Principal of either the home school or the requested school.

### **Application Consideration and Limitations**

Approval will be based on adherence to the following limitations:

- ◆ Intradistrict Transfer Applications must be submitted directly to the Registrar's office of the requested school.
- ◆ Principals of the home school and the requested school will provide input regarding the transfer request. The Director of Pupil Personnel Services (PPS) will make the final determination.
- ◆ Approval for an Intradistrict Transfer application is subject to space availability at the requested school.
- ◆ A student who has an approved School Choice cannot submit an Intradistrict Transfer Application.
- ◆ An approved Intradistrict Transfer is for one year only and is non-renewable. If the application is submitted after March 1<sup>st</sup>, approval may be granted for the remainder of the year through the end of the following year.
- ◆ For a student to continue the subsequent year at the requested school, a School Choice application must be submitted in February. Submitting a School Choice Application does not guarantee continued enrollment.
- ◆ All transfers are subject to the student maintaining good attendance, behavior and academic progress and are subject to termination at any time conditions may warrant as determined by the PPS office.
- ◆ A record of a falsified address or inconsistent address information will result in a denial of a transfer request.
- ◆ Parents are responsible for transportation to and from the requested school if they accept an Intradistrict Transfer.
- ◆ If the student wishes to return to the school in their home attendance area prior to expiration of an approved Intradistrict Transfer, the parent must submit a letter to the PPS office explaining the reason. The request will be considered and may be approved or denied.
- ◆ Once an Intradistrict Transfer is approved, no additional request to another school will be considered during the same academic year. Frequent school transfers may result in denial of the transfer request.
- ◆ Approval of a student's Intradistrict Transfer does not automatically result in eligibility for District interscholastic activities. Parents of high school students should contact the school in their home attendance area regarding C.I.F. athletic eligibility before accepting a transfer.

### **Application Submission**

The completed application must be submitted to the Registrar's office of the requested school. The PPS office will send written notification to the parent and both schools of the final determination. If the Intradistrict Transfer is approved, the notification will include the duration of the transfer, student expectations and parent responsibilities.

All decisions and determinations for the Intradistrict Transfer will be conducted in accordance with Board Policy and Administrative Regulation. Any complaints or questions regarding the process shall be submitted in writing to the office of the Director of Pupil Personnel Services.

Pupil Personnel Services  
20 Sherwood Place  
Salinas, CA 93906  
(831) 796-6964 Fax (831) 796-6965





# Community Service

## -Completing the Graduation Requirement

### How Do I get started?

- Check out the school's bulletin boards and listen to the daily bulletin for opportunities, or listen for service opportunities at groups you belong to like the scouts, church, or neighborhood organizations

### What are some ideas for activities?

- Service to nonprofit organizations (e.g., United Way, American Heart Association, American Cancer Society, American Red Cross)
- Work as a volunteer for community service organizations (e.g. YMCA, Boys and Girls Clubs, Bread Box, Sunrise House, Second Chance Youth Program, Women's Crisis Center)
- Involvement with public agency activities (e.g. non-paid involvement with Park and Recreation, city clean up)
- Service performed through recognized school service clubs (e.g. Key Club, Interact Club, AFS, ADAPT, etc.)
- Volunteer involvement (non-paid) - coaching, officiating, etc. - with youth athletic activities. (e.g. Little League, Bobby Sox, American Youth Soccer)
- SPCA, service to the homeless (e.g. Dorothy's Kitchen, Victory Mission, I-HELP Program), crisis centers
- Volunteer service to the elderly (e.g., convalescent homes, senior centers, Meals on Wheels, Country Library)
- School related (e.g. service on campus on the student's own time - before/after school, at lunch)
- Special Community events - non-paid (e.g. California Rodeo, California Air Show)

**See your Community Service Coordinator for the contract and prior approval.**

**For credit, you must have prior approval.**

### *What are the requirements?*

- *60 hours by the time you graduate*
- *You may not be paid or given class or court credit*
- *Activity must be pre-approved by your school Community Service Coordinator*
- *Not more than 20 hours of service may be earned in high school related activities*
- *Only 10 hours may be earned for career related activities*

**At least 10 hours of service must be performed in at least two of the following categories (or other areas meeting criteria)**

**school related  
homelessness  
the environment  
senior citizens  
young children**

**the arts and culture  
disabled citizens  
literacy  
ethnic issues  
career and related activities**