North Monterey County Unified School District

High Schools Course Guide

2020-2021

North Monterey County High School

Central Bay High School

North Monterey County Center for Independent Study

North Monterey County Unified School District

Board of Education

Ms. Martha Chavarria, President
Ms. Elizabeth Samuels, Clerk
Mr. Adrian Ayala, Vice President
Ms. Lillian Mulvey
Mr. Kyle Samuels

OUR MISSION
"NMCUSD District Mission: An innovative community school system, we equip preschool (infants) to adult students with the skills, knowledge and attitudes they will need to pursue their life goals responsibly and creatively in a radically changing society."

OUR BELIEF STATEMENT
We believe in our students, our families, and our community. What we dream, engage in, and achieve together matters!

VISION FOR LEARNING
We have a system where all students know that all adults believe in them and support them; where students have access to opportunities and have many options for success; and where we all work collaboratively, with shared responsibility to ensure that EACH child succeeds and thrives.

Superintendent
Kari Yeater
8142 Moss Landing Road
Moss Landing, CA 95039
www.nmcusd.org

North Monterey County Unified School District

Course Guide

This guide contains a listing of courses that may be offered within the high schools of North Monterey County Unified School District.

A ***Table of Contents*** lists possible course offerings. A description of each course follows which includes:

- ✓ Graduation requirements.
- ✓ Credits needed to be earned by successfully completing the course.
- ✓ If the course is approved by UC/CSU as A-G "college preparatory" which is required for college admission eligibility.
- ✓ Any prerequisites that may be required/recommended prior to enrolling in the course.
- ✓ Dual Enrollment Courses.

SELECTING A COURSE OF STUDY

This course guide contains basic information about the course of study offered at the high schools of North Monterey County. Review carefully. As you investigate your choices for the upcoming school year, we ask that you consider the following suggestions:

- **Read the information yourself,** do not make decisions based on guesses or biases and remember that choices that are appropriate for your friends may not be the right ones for **you**.
- **Use the graduation requirements** for your graduating class to check off what you have completed and to see what you still need to complete. The 6-year planning form will also help you see what requirements should be met during the upcoming year.
- **Meet with your school counselor** to ensure you have all of the most accurate information such as your current transcript, grade point average, credits earned, and on-track status for graduation and A-G completion. Take full advantage of your 1-on-1 conference with your school counselor by reviewing the Course Guide and preparing questions prior to your meeting.
- **Consider college entrance requirements** in making your choices. If you are undecided about college now, keep your options open by taking the most rigorous courses you can manage.
- **Consider Career & Technical Education (CTE) Pathways** as an option for career development while you are attending high school. These courses will provide career experience and connections to professionals in the workforce.
- **Involve your parents** in your decision-making process.
- **Talk to staff members** who know your capabilities and/or aspirations.
- **Make thoughtful choices.** Your future will be shaped by your choices.

HIGH SCHOOLS OF NORTH MONTEREY COUNTY

The high schools of North Monterey County Unified School District offer a wide range of courses to meet students' greatly varying needs and interests. Each high school is designed to prepare all students to be positive and contributing citizens in our society, to help all students to develop the skills and attitudes necessary to succeed, and to prepare all students for advanced career options which are likely to require post-secondary education at a college and/or trade program earning a degree and/or certificate(s).

To adequately prepare our students and to provide the flexibility to meet multiple needs for all students, the high schools offer a wide range of course beyond those required for high school graduation and each school provides for counseling and guidance career services to prepare for advanced training in academics and in skilled and semi-skilled career technical programs.

North Monterey County Unified School District High Schools offer the following:

- Courses that integrate 21st learning skills (communication, collaboration, critical thinking/problem-solving and creativity) which meet the NMCUSD graduation requirements
- Course that meet college entrance requirements, also referred as A-G "college preparatory"
- Courses which provide for rigorous content aligned with the California New Curriculum Standards
- Honors and Advanced Placement classes which prepare students to take the AP subject exams in order to earn college level credit
- Career Technical Education pathway courses (CTE)
- Dual Enrollment
- Special Individualize Educational Plan pathway courses (Special Education)
- English Learner Pathways (instruction for students with limited English proficiency) (EL)
- A variety of Visual Arts/Performing Arts course offerings (VAPA)
- A wide selection of extra-curricular activities, clubs, leadership and community service opportunities
- Academic, career, personal, social and emotional counseling services
- Committees and organizations for parent input and involvement

North Monterey County High School

13990 Castroville Blvd.,
Castroville, CA 95012
831-633-5221, 831-728-3654

NMCHS Vision: Condors are inspired, purposeful and prepared for graduation and beyond, soaring toward excellence.

NMCHS Mission: North Monterey County High School is committed to excellence: a community school dedicated to preparing students academically, physically, and socially to make a difference in a changing world.

PRIDE—Condor PRIDE is a school-wide program supporting Tier 1 of our multi-tiered systems of support with the Positive Behavior Interventions and Supports (PBIS) framework.

***P**articipate-To get involved and include others*
***R**espect-To show consideration, appreciation, and acceptance*
***I**ntegrity-To be honest, sincere, and king in your words and actions*
***D**etermination-To set goals and strive to meet expectations*
***E**mpowered-To strive to the best at all times.*

NMC High School Administration

Dr. Chandalee Wood …….. Principal
Krisit Tripp …….. Assistant Principal/Athletic Director
Danette T. Sokacich …….. Assistant Principal/Guidance & Student Services

NMC High School Counselors

Cathy Crume …….. 12th grade
Jesus Galindo …….. 9th grade
Jasmin Garnica …….. 11th grade
Lupe Sanchez …….. 10th grade
Eryka Garcia …….. College & Career Education Counselor

Educational Options Administration and School Counseling Team

Ms. Aida Ramirez .....Principal
Margarita Palacios.....Assistant Principal / Educational Options
Lisa Martin.....Academic Counselor / Educational Options
Andrey Danilyuk.....School Based Mental Health Counselor

North Monterey County Center for Independent Study

17500 Pesante Road, Rm 9
Salinas, CA 93907
(831) 663-6154

The North Monterey County Center for Independent Study (NMCCIS) is a WASC and NCAA accredited high school which provides alternative instructional settings with a flexible schedule that includes using a blended learning model consisting of one-on-one meetings between teachers and students, online learning, and site- based courses. NMCCIS is unique in that it serves students in grades Kindergarten through high school and offers technologically integrated course work for all grades, as well as, career and college counseling assistance, accredited college preparatory curriculum (UC/CSU-approved A-G courses), and a diploma accepted for admission by US, CSU, private, military, and technical colleges. Admission is voluntary and designed specifically for students want more individualized and self-regulated instruction. The purpose of NMCCIS is to provide students with individualized blended learning that is tailored to meet the needs of each learner. Each student meets regularly with a credentialed teacher for academic instruction, assessment, and curricular goal setting. Students complete standards-based curriculum weekly and participate in all standardized state testing annually.

At NMCCIS, our students will:

- Be partners in the learning process, along with parents and community, using measurements such as: attendance, assignment sheets, interactive teacher-student discussions, and parent involvement surveys.
- Be college and career ready by learning to communicate effectively, think critically, and support ideas through problem solving, using measurements such as: 21st Century Skills course grade of “C" or better, cross-curricular argumentative writing scores, and concurrent enrollment at community college.
- Master state academic standards and graduation requirements, using measurements such as: state and local testing, transcripts, Individualized Learning Plans, and graduation rates.
- Be independent lifelong learners who take responsibility for themselves and their learning, using measurements such as: post-graduation surveys indicating plans to attend community college, 4-year college, armed forces participation, law enforcement academy, and/or technical school.

Central Bay High School

17500 Pesante Road
Salinas, CA 93907
(831) 663-2997

Our Mission: Central Bay High School provides a comfortable and safe environment that individualizes support services and course work for students in order for them to graduate from high school and acquire the confidence and skills necessary for their futures as productive citizens, employees, and parents.

Central Bay High School is a continuation high school that is designed for students who are at least 16 years of age and are at risk of not receiving a high school diploma due to lack of credits and/or attendance issues.
Central Bay High School is accredited by the Western Association of Schools and Colleges Accrediting Commission (WASC). We offer courses that are A-G "college preparatory" approved. These college preparatory courses are required for entrance to the University of California and the California State University systems. At Central Bay, we believe it is our role to help students become productive citizens who will contribute positively to their communities.

Central Bay staff are fully committed and focused on our main objective which is to prepare all students for graduation by providing students with a comprehensive support program. We offer a standards based instructional program, intervention courses to support literacy and mathematical understanding, mental health counseling, and academic counseling. In Addition, we provide career and vocational guidance services as an integral part of our program.

School-Wide Learner Outcomes:

Choose Your Path
Students reflect on their personal strengths and challenges and then make deliberate choices towards meeting their goals.

Build Healthy Relationships
Students use interpersonal skills to work collaboratively and to strategically foster caring and respectful relationships at school, at work, and at home.

High School Diploma
Students work towards a high school diploma as a signal of their commitment to learning and an understanding of core knowledge and skills to serve as a basis for future learning.

Skills for Success
Students master basic reading, writing, and math skills, as they develop the creativity, critical thinking, problem solving, and communication skills required to "work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not yet been invented".

The Flat World and Education: How America's Commitment to Equity Will Determine Our Future, Linda Darling-Hammond, Teachers College Press, New York, 2007

COURSE OFFERINGS
HONORS, ADVANCED PLACEMENT, and DUAL ENROLLMENT COURSES

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

Honors/Advanced Placement—Students should be self-motivated and have a research background. Pre-requisites for specific Advanced Placement courses are listed in this course catalog under course descriptions. Students in AP classes will receive specific preparation for the Advanced Placement Exam offered by the College Board in May, and ALL students in AP classes are expected to take the exam.

- Honors courses tend to offer the same material in greater depth and with a faster pace; they emphasize critical and independent thinking to produce creative applications of ideas. Honors courses also offer students a more rigorous course of study and prepare students for Advanced Placement (AP) classes and college. Students in Honors classes should expect that the demands would be higher than that of a regular class
- Advanced Placement (AP) courses are classes that are equivalent to first year college courses. The academic rigor of these classes prepares students for college level studies. Students demonstrate mastery of the curriculum by taking AP Exams in May administered by the College Board. AP courses and exams are recognized by most of the nation's colleges and universities, including the California State University (CSU) and University of California (UC) systems.
- AP teachers are specifically trained to deliver instruction beyond the standard curriculum. They receive regular professional development to stay up to date in their respective subject matters and offer many years of experience in AP course instruction.

Dual Enrollment—Dual Enrollment courses are offered to NMCUSD students through a partnership with Hartnell College. The Dual Enrollment courses are taught by NMCHS teachers who are qualified to teach Community College level in the respective content areas. Students enrolled in these courses earn A-G high school credit and college credit. The college credit is transferable to any accredited community college and 4-year college.

CTE Pathways—The Career and Technical Education (CTE) Pathways at NMCHS are open to all students interested in pursuing career related courses in preparation for field experience and careers after graduation. The CTE Pathways offered are Auto Technology, Hospitality/Culinary, Patient Care, Manufacturing/Product Development-Industrial Arts, Engineering & Robotics, Manufacturing/Product Development- Welding, Public Service- Admin of Justice and Fire Technology, Film Production, Music Production, Sustainable Environmental Agricultural Careers, and Child Development/Education.

Benefits of taking Honors, Pre-AP/Advanced Placement, Dual Enrollment Courses:

1. Increased academic rigor.
2. Weighted GPA - In Honors and Advanced Placement courses, an extra point towards the student's Grade Point Average (GPA) is earned when receiving a "C" or better in the course. For example, an "A" in an AP course is 5 points versus only 4 points for an "A" in a regular class. This is how many students are able to earn higher than a 4.0 GPA.
3. Prepares students for college.
4. Improves student's college admissions eligibility.
5. AP students may have the opportunity to earn college credit by passing AP Exams with a 3 or better, and get a head start for college.
6. Dual enrollment courses allow students to earn college while in high school.

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LANGUAGES OTHER THAN ENGLISH

PHYSICAL EDUCATION

HISTORY/SOCIAL SCIENCE

DUAL ENROLLMENT COURSES

GRADUATION REQUIREMENTS

In order to graduate from high schools within North Monterey County Unified School District, students must earn 220 credits, consisting of 170 required credits and 50 elective credits in grades 9 through 12. The following courses/credits are required for graduation.

Required Subjects	Length of course	Credits	A-G Requirements
History/Social Science			A. 2 years
US History	1 year	10	
World History	1 year	10	
Government	1 semester	5	
Economics	1 semester	5	
Total History/Social Science	**3 years**	**30 credits**	
English (grade level content courses)			B. 4 years
English I, II, III, IV	4 years	40	
Transitional English			
Total English	**4 years**	**40 credits**	
Mathematics-			C. 3 years to include passing Integrated Math I (Algebra), II, III
Integrated Math I	1 year	10	
Integrated Math II or Advanced Math	1 year	10	
Total Mathematics	**2 years**	**20 credits**	
Science			D. 2 years including Biology, Chemistry or Physics
Physical Science (Chemistry)	1 year	10	
Life Science (Biology)	1 year	10	<u>UC/CSU options for 2 years of Science:</u>
Total Science	2 years	20 credits	- IS1+IS2+one year of BIO,CHEM,or PHY - IS1 + two years of BIO,CHEM or PHY - IS1+one year of BIO,CHEM,or PHY+IS3 - Introductory elective science+IS2 + IS3
Integrated Science I			
Integrated Science II			
Visual Performing Arts (VAPA) **Language Other than English, and/or** **Career Technical Education**	**A total of at least 30 credits (any combination) is required**		E. Language=2 years, 3 recommended F. VAPA=1 year
Technology/Wellness*			
21st Century Seminar Skills Course (required in 9th grade)	1 semester	**5 credits**	
Health (required in 9th grade)	1 semester	**5 credits**	
Physical Education			**Approved PE Courses:**
P.E. I (9th grade)	1 year	**10 credits**	Fitness 1 year 10 credits
P.E. II (10th grade)	1 year	**10 credits**	Kinesiology 1 year 10 credits
Total P.E.	2 years	**20 credits**	
Students must pass the fitness test to waive out of taking PE courses in years 3 and 4. Students who do not pass the fitness test will need to continue to take an approved PE course until they pass)			
Electives		**<u>50 credits</u>**	G. 1 year (approved class)
Total Credits (Units) Required for Promotion		220	

Notes: The Superintendent or designee may exempt or waive specific course requirements for foster youth or children of military families in accordance with Ed Code 51225.3 and 49701.

* (Revised Graduation Requirements per Board Policy and Administrative Regulation 6146.1 as of January 29, 2015).

Early Graduation

Early graduation diploma is permissible with approval of the principal and Superintendent for those students who complete semester credit requirements as verified by a senior audit. By completion of the first semester of student's 11th grade year, students must co-sign a plan along with their parent(s)/guardian(s), school counselor and/or administrator. They must have earned 190 credits prior to their last planned semester of attendance.

District Graduation Policy 6146.1

High school graduation requirements to obtain a high school diploma include course requirements that include earning 220 credits. A "C" grade is considered passing in all subjects, however the grade of "D" credit is earned but the student may not be eligible to move to the next level and a "D" does not meet college entrance "A-G" requirements.. Because the prescribed course of study may not accommodate the needs of some students, alternative means for completion may include alternative credits, certificate of proficiency or equivalency, differential graduation and competency standards for students with disabilities. Please refer to page 18 chart for course requirements and your six-year plan document.

Honorary Diploma

The Board of Education may confer honorary high school diplomas upon foreign exchange students who have not completed the course of study ordinarily required for graduation, and who are returning to their home countries following the completion of one academic school year in California. Honorary high school diplomas awarded pursuant to this policy shall be clearly distinguishable from the regular diplomas of graduation awarded by the district. The student must also be enrolled in Senior English, Economics/Government, and/or United States History classes in order to earn an honorary diploma.

AB 167/1805/2306/2121 Diploma-Graduation Requirement Exemption

AB 167/1805/2306/2121 – ED CODE 51225 provides that foster youth, homeless/transitional youth, migrant youth and probation involved youth who transfer high schools any time after the completion of their second year of high school shall be exempted from NMUSD graduation requirements, and instead may obtain a high school diploma by meeting the state mandated graduation requirements UNLESS the district makes a finding that the pupil is reasonably able to complete the district's requirements by the end of their 4th year of high school. Students have a right to remain in high school for a 5th year if they are reasonably able to complete the local graduation requirements within that time even if they are older than 18 [Education Code (EC) § 51225.1 (a)]. See addendum for California State Graduation Requirements.

Award of Diploma

A student who does not receive a diploma for failure to meet the minimum standards of academic achievement shall later be awarded a diploma by the district after passing the necessary course work. This course work should be completed within one calendar school year from a student's original scheduled date of graduation. During this calendar school year, no additional course work shall be required should policies be changed. Additionally, a student must meet all other graduation requirements. Students may be placed on a 5-year plan for graduation as appropriate and documented in their 6-year planning form.

Civic Engagement Honors and Recognition

It is the goal of NMCUSD to enhance students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs. Students who participate and serve their communities through civic engagement by completing at least 45 service learning hours will receive special graduation recognition.

Certificate of Educational Achievement/Certification of Completion

In exceptional cases, for students who have an approved Individual Educational Program, and it has been determined by a school assessment team that the student is considered to be on a non-diploma track, they will demonstrate achievement in designated levels and related essential competencies. When the student reaches the established designated levels and related essential competencies outlined in their I.E.P. the student shall receive a Certificate of Completion or Certificate of Educational Achievement as so indicated on their Individualized Education Plan (I.E.P.) and determined by the school assessment team.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)
In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Pathways for Individualized Educational Program (IEPs)

	Diploma Pathway	**Applied Academics Pathway**	**Certificate of Completion Pathway**
Who?	Available to all diploma pathway students with IEPs, up to graduation	Available to eligible students who are not able to access diploma coursework; students may complete this coursework up to the age of 22.	Available for eligible students who require direct instruction of alternative life skills curriculum standards ages 3 – 22.
What Courses?	220 Credits General Education Courses	220 Credits Essential Core Courses & Electives	Students will take courses in the areas of Functional Academics, Daily Living Skills, Community Based Instruction, Vocational training and Recreation and Leisure skills. Courses are designed to assist students in building essential skills, as determined by IEP teams.
Supports Available	Specialized Academic Instruction within a co-teach or tutorial support model, related services** as needed.	Specialized Academic Instruction within a class by a credentialed Special Education Teacher with a mild/moderate credential, related services** as needed.	Specialized Academic Instruction within a class toughed by a Special Education Teacher with a moderate/severe credential, related services** as needed.
Graduation Plan	Traditional High School Diploma	Certificate of Educational Achievement after high school; Certificate of Completion if student continues beyond high school.	Certificate of Achievement upon completion of 4 years of high school. Certificate of Completion at age 22

Applied Academics Pathway

The courses of study in the Applied Academics pathway are designed for special education students who do not have the academic skills to complete all of the requirements for a standard high school diploma. Students must complete the required credits and are then awarded a Certificate of Educational Achievement.

Applied Academics is an approach to learning and teaching that focuses on how academic subjects are applied to real world. Academic subjects include instruction in the areas of communication, mathematics, science, and literacy. Students connect their acquired knowledge with the world they experience and with what interests them. The intention of this program is to ensure students leave the K-12 setting with skills required to assist in meeting student's post-secondary goals.

Students will be required to earn 220 credits consisting of 110 credits of essential academic courses (English, Math, Social Studies, and Science), 40 credits of School to Employment courses (Personal Management A& B; Career Exploration; Career Preparation), 20 credits of Physical Education, and 50 credits of elective classes.

Credits in all areas other than the Essential courses are the same as required of general education students.

Students completing this course of study will exit high school with an employment portfolio, participate in graduation activities; receive a Certificate of Completion; remain eligible to receive special services until age 22 years. Students graduating from the AAA Program will have the necessary skills and opportunity to work toward Post-Secondary options (18-22 yrs), which include Community College and Employment.

The School to Employment Program (STEP) courses within the Academy provides experiential community based learning opportunities focused on Personal Management and Career Education. The student's STEP portfolio includes a competency checklist for each course completed.

Certificate of Completion Pathway-NMCUSD has a Certification of Completion Pathway for high school students that provides direct instruction of functional academics, daily living skills, community based instruction, vocational training, and recreation and leisure skill training. These courses of study modify statewide academic standards to ensure students are able to access instruction designed for their same-aged peers, through functional, real-world activities and practice.

The development of the pathway is based on the need, as identified by IEP teams, to provide more intensive, concentrated services and programming to students with moderate to severe educational disabilities. This pathway does not supplant the district's inclusionary philosophy. Students will continue to be included in regular education classrooms and programs to the maximum extent appropriate, as determined on an individual basis for each student, by each student's team.

** Related services are defined as educational services, which assist students in accessing their current instructional programs. Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Physical Therapy, services for the Deaf/Hard of Hearing, services for the Visually Impaired, and Assistive Technology are examples of related services.

North Monterey County High School Grade Point Average (GPA) Calculation

North Monterey County High School has two different types of GPA's: Non weighted GPA and Weighted GPA. Both GPA's are calculated by assigning each letter grade a number value, (A=4, B=3, C=2, D=1 and F=0). The total sum of grade points is them divided by the number of classes taken. Some teachers use (+ or -) in the reporting of grades, however it is not calculated into the GPA.

Cumulative GPA: The GPA is weighted and used to determine our valedictorians for graduation. The grade weighting policy assigns different grade points for classes labeled as "Honors" or "Advanced Placement". Honors and AP classes both receive 1 extra point. Weighted grade points are assigned to letter grades of A, B, C and D only. This practice results in what is known as a "weighted" GPA. The Cumulative GPA is a cumulative/overall GPA. All classes during the student's high school career, starting in the ninth grade are included. College classes not taken at the high school within the regular school day are not weighted. The Class Ranking Cumulative GPA is displayed on the student's transcript. This is different from the semester or quarterly GPA that is printed on report cards and only includes grades from the most recent grade-reporting period. Please note the calculation for valedictorians for graduation only includes classes taken during a regular school day (periods 1-6) from the ninth grade through fall semester of the senior year. An example of this GPA calculation is as follows:

Grades	Performance	Un-Weighted Grade Points	Weighted Grade Points
A	Excellent	4	5
B	Above Average	3	4
C	Average	2	3
D	Below Average	1	2
F	Failing	0	0

Sample Valedictorian GPA calculation:

Classes	Period	Grade	Weighted
Band	0	A	0
Honors English	1	B	4
Honors Math	2	A	5
AP World History	3	A	5
Honors Math	4	A	5
Science	5	A	4
Spanish	6	A	4
Total Grade Points			27
Total Grade Points divided by 6 classes			27/6=4.5

2019/2020 Approved A-G Courses

University of California / California State University

A - HISTORY

AP Human Geography**
World History
AP World History **
US History
US History/ Natural Resource
AP US History **
Government
AP Government **

B - ENGLISH

English I, II, III, IV
English I and II Honors*
Hartnell English 1A*
Hartnell English 1B*
Power of Lang/Natural Resource
AP English Lang & Comp **
AP English Lit & Comp **
ERWC- Expository Reading & Writing Course (CSU English)
Transitional English

C - MATHEMATICS

Integrated I, II, III
Integrated I, II, III Honors *
Transition to College Level Math
Hartnell Inter. Algebra/Stats*
Hartnell Pre-Calculus/Trig
Math Analysis
Calculus
AP Calculus AB **
AP Calculus BC **
AP Statistics **

D - LABORATORY SCIENCE

Integrated Science I,II,III
Biology
Pre AP Biology*
AP Biology **
Chemistry
AP Chemistry **
Physics
Physics and Engineering
Human Anatomy & Physiology
Marine Science
Environmental Science
Natural Resource/Habitat*
AP Environmental Science **
Sports Medicine- Kinesiology
AP Computer Science Principles**

E - LANGUAGE OTHER THAN ENGLISH (LOTE)

Spanish I
Spanish II
Spanish III
AP Spanish Lang & Culture **
AP Spanish Literature **
Spanish Language Arts I
Spanish Language Arts II

F - VISUAL & PERFORMING ARTS:

Drawing & Painting I/II
Advance Studio Art *
AP Art History**
Ceramics I/II
Orchestra
Concert Band
Music Production
Dance I/II
Dance III
Photography I/II
Media Film Production

G - ELECTIVE COURSES

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

Economics
Economics Honors*
Computing w/ Robotics (C-STEM)
Theater Design & Tech
AVID IV – Senior Seminar
Psychology
AP Psychology**
Sports Medicine
Journalism / Newspaper
MESA

Hartnell Dual Enrollment Courses are not A-G, due to being college courses, but do receive extra grade point in GPA calculation for the high school transcript.

* DENOTES EXTRA GRADE POINT NMC High School's GPA CALCULATION

** DENOTES EXTRA GRADE POINT FOR High School CSU/UC GPA CALCULATION

HIGH SCHOOL COURSE REQUIREMENTS REQUIRED FOR ELIGIBILITY FOR FOUR YEAR COLLEGE/UNIVERSITY

High School Subject Area	NMC high schools Graduation Requirements	University of California Requirements	California State University Requirements
English	**40 Units**	**40 Units**	**40 Units**
Mathematics	**20 Units** Must include Completion of Math I or equivalent	**30 Units** Math I/Algebra 1, Math II/Geometry, Algebra 2 *(40 units recommended)*	**30 Units** Math I/Algebra 1, Math II/Geometry, Algebra 2 *(40 units recommended)*
Science	**20 Units** Life Science (10) Physical Science (10)	**20 Units** Must be in 2 of these 3 disciplines: Biology, Chemistry & Physics *(30 units recommended)*	**20 Units** Must be a lab science in Physical Science, Biological Science, Biology, Chemistry or Physics
History/Social Science	**30 Units** World History (10) US History (10) Government (5) Economics (5)	**20 Units** World History (10) US History/ Government (20)	**20 Units** US History (10) Social Science (10)
Physical Education	**20 Units** PE I* – 9th (10) PE II – 10th-12th (10) Fit. for Yoga – 10th-12th Fit. for Weight Training 10th-12th Fit. for Life - 10th-12th *Must pass fitness test	**0**	**0**
Health	**5 Units**	**0**	**0**
Technology	**5 Units**	**0**	**0**
Visual & Performing Arts and/or Language Other Than English and/or Career Technical Education	**30 Units**	**20 Units** **Language Other Than English** *(30 units recommended)* **10 Units** **Visual and Performing Arts**	**20 Units** **Language Other Than English** *(30) recommended* **10 Units** **Visual and Performing Arts**
Electives	**50 Units**	**10 Units**	**10 Units**
Total Units	**220 Units**	**150 Units ****	**150 Units ****
Examinations		**SAT I or ACT w/Writing**	**SAT I or ACT**

Four-year colleges (UC and CSU) require a **minimum** of C or higher in each required course and at least a GPA 2.5 to meet eligibility requirements.

**All courses must be UC certified and appear on the high school's UC certified A-G list. At least 70 units of the 150 units must be taken in 11th and 12th grade.

HIGH SCHOOL SUGGESTED COURSE PATHWAYS

	Year 1	Year 2	Year 3	Year 4
Career/ Community College Preparation	• English I • Health/21st Century Skills • Math I Integrated Course • Integrated Sci I • Physical Education • Visual and Performing Arts • Language Other Than English • CTE	• English II • World History • Math II Integrated Course • Integrated Sci II • Physical Education • Visual and Performing Arts • Language Other Than English • CTE	• English III • U.S. History • Math III or Statistics or Math Analysis • Visual and Performing Arts • Language Other Than English • CTE • Elective	• English IV • Government /Economics
California State University	• English I/Honors • Health/21st Century Skills • Math I Integrated Course • Visual and Performing Arts Integrated Sci I • Physical Education • Language Other Than English	• English II/Pre-AP English II • World History/AP World History • Math II Integrated Course • Integrated Sci II • Physical Education • Language Other Than English • Visual and Performing Arts or Elective	• English III/AP Language & Composition • Hartnell English 1A/ 1B • U.S. History/AP U.S. History • Math III or Statistics or Math Analysis • Hartnell Inter. Algebra/Stats • Hartnell Pre-Calculus/Trig • Chemistry/ Physics • Visual and Performing Arts • Language Other Than English • Elective • CTE	• English IV/AP Literature & Composition • Hartnell English 1A/ 1B • Government /Economics • Math III or Statistics or Math Analysis, AP Statistics, Calculus • Hartnell Inter. Algebra/Stats • Hartnell Pre-Calculus/Trig • Academic Elective – Visual or Fine Arts • Language Other Than English • Elective • Elective • CTE
University of California	• English I /Honors • Math I Integrated Course I • Integrated Sci I • Physical Education • Language Other Than English • Elective	• English II/Pre-AP English II • World History • Math II Integrated Course • Integrated Sci II • Physical Education • Language Other Than English • Visual and Performing Arts or Elective	• English III/AP Language & Composition • Hartnell English 1A/ 1B • U.S. History/AP U.S. History • Math III or Statistics or Math Analysis • Hartnell Inter. Algebra/Stats • Hartnell Pre-Calculus/Trig • Physics or Chemistry • Visual and Performing Arts • Language Other Than English	• English IV/AP Literature & Composition • Government/AP Government/ Economics • Hartnell English 1A/ 1B • Calculus/AP Calculus/AP Statistics • Hartnell Inter. Algebra/Stats • Hartnell Pre-Calculus/Trig • Academic Elective • Advanced Science Elective • Elective

TIMELINE FOR COLLEGE BOUND JUNIORS

July and August	• Take challenging courses; note progress towards graduation and college • Visit college campuses. Be sure to call ahead for tour and open house schedules • Apply for a social security card for work or for college
September	• Sign up for the PSAT/NMSQT, which is given in October • Visit the College Board web site: *www.collegeboard.com* • Begin to research scholarship opportunities • Get more involved with your extracurricular activities • Attend NMCHS College & Career Fair
October	• Take the PSAT/NMSQT to enter the National Merit Scholarship Corporation program recognition and scholarships. Be sure to check 'yes' for Student Search Service to hear from colleges and scholarships • Make a list of college characteristics that are important to you • Go to college fairs in your area
November	• Gear up for mid-year finals • Learn more about financial aid • Talk to your parents about financing college and use the Expected Family Contribution (EFC) Calculator to estimate how much your family will be expected to pay • Continue to practice for the SAT
December	• Meet with your school counselor to discuss your college plans • Use your PSAT/NMSQT Score Report for feedback on your actual skills, and to help you get ready for college and the SAT
January	• Start a file of your college brochures and information • Consider AP classes for senior year. You can get college credit or advanced placement for qualifying grades on AP exams at most colleges • Consider college characteristics and use the College Board website or www.CaliforniaColleges.edu to find colleges that match your needs.
February	• Plan to visit colleges in spring while they are in session. Schedule an interview with the admissions office when you visit
March	• Look for a great summer opportunity—job, internship, or volunteer position • Start preparing for the AP exams in May • Sign up for the SAT at www.collegeboard.com or ACT at www.act.org • Attend Spring Parent Night and Financial Aid Night
April	• Go to college fairs in your area • If applicable, prepare writing samples, portfolios, audition tapes, and other material for the fall college application season • If interested in UC universities, UC applications open for Fall 2021. Begin working on personal insight questions.
May	• If you want to play college athletics, you must be certified by the N.C.A.A. • Take the SAT/ACT or AP exams • If you are considering military academies or ROTC scholarships, contact your school counselor before summer vacation
June	• Finalize your summer plans. Try to find a job or activity that relates to your career interests • Explore college majors that you might want to try. Be sure the colleges you are considering offer the majors in which you are interested
July/August	• Register online early for fall SAT's, if necessary • Request applications, brochures, and financial aid information from the colleges you are interested in • Visit college campuses. Call ahead for tour and open house schedules • Try to narrow your list to 5 to 8 colleges by the end of the summer, but apply to several!

TIMELINE FOR COLLEGE BOUND SENIORS

September	• Take challenging courses; note progress toward graduation and college • Register for October/November SAT Reasoning Test or ACT, and SAT subject Test, if needed • Finalize list of colleges. Review each college's requirements for admission • Check on-line for any college applications you will need • Organize files, photocopy applications and begin to fill out rough drafts • Remind your parents to gather financial records • Check with the school counseling office for college representative visits in the area • Plan visits and interviews to colleges while they are in session (send thank you notes) • Attend college weekends • Attend NMCHS College & Career Fair
October	• Collect Financial Aid information and apply for FAFSA or CA DREAM ACT Application (beginning October 1st) on-line at www.fafsa.ed.gov or http://dream.csac.ca.gov • FAFSA may be sent anytime after October 1 and before March 2 • Register for the December ACT or SAT Reasoning Test, and SAT Subject Test, if needed • Take the ACT and/or SAT Reasoning Test and SAT Subject Test, if needed • Attend college programs and local high school college nights • Work on rough draft essays and applications • Send in "early decision" or "early action" applications • Check with the school counseling office about scholarships • If any of your private colleges need a letter of recommendation or school counselor report, be sure to contact your school counselor and abide by the deadlines • Make sure you will meet all of the requirements for admission • Athletes should register with the NCAA Clearinghouse
November	• Submit UC and CSU applications as early in the month as possible • Take SAT Reasoning Test, and SAT Subject Test, if needed • Register for the December ACT, if needed • Finish all rough draft applications and essays. Have someone proofread the essays. • Private Colleges: give all recommendations and evaluation forms to teachers and school counselor to fill out. Check due-dates! • Observe deadlines—send transcripts and test scores if requested • Keep your grades up. Colleges do look at semester and year-end grades • Investigate scholarship options with the counseling office and on the internet
December	• Take ACT and/or SAT Reasoning Test, and SAT Subject Test, if needed • Send in private college applications • Plan holiday visits to colleges • Mail ROTC applications
January	• If colleges need semester transcripts sent, be sure to send them • Check with teachers, school counselor and colleges that all forms have been sent and received • Stay in contact with your representative at your first choice colleges. Ask if you can send any additional academic or talent information or letters • Keep sending in your applications. It is not too late to apply to many colleges • Request a CSU housing application form • Continue scholarship search
February	• Check that colleges have received financial information, test scores and all other forms. • Check to see when you can apply for housing • Inform your school counselor when you hear from a college • Send thank you notes to teacher, school counselor and anyone who helped you through the process
March	• FAFSA and Cal Grant forms due no later than March 2 • Submit tax forms to the Financial Aid Office of colleges who request them

	• Watch for the Student Aid Report (SAR) to arrive, giving the amount of student aid for which you are eligible. Make sure your colleges receive it. Keep the original • Continue scholarship search
April	• All colleges should have responded • Decide where you wish to go and attend information meetings you are invited to • Communicate with the college you accept and to those you do not. Inform teachers and school counselor of your decision.
May	• Mail in Intent to Enroll to college by May 1st • Sign and return financial award letter if you received one, to accept • Fill out loan applications • UC—Analytical Writing Placement Exam • CSU—placement exams • AP exams • Fill out residence hall forms, if available • Start looking for a summer job, you may need the money!
June	• Send thank you letters for any scholarships you received • Turn in you final transcript request to the registrar

CAREER AND COLLEGE INFORMATION WEB SITES

General information about, and links to, the systems of higher education in California (UC, SCU, community colleges and independent/private schools). Explore colleges, careers, and take self-assessments.

The University of California
www.universityofcalifornia.edu/admissions

The California State University System
calstate.edu

Monterey Peninsula College
www.mpc.edu

Hartnell College
www.hartnell.edu

California Private/Independent Colleges
www.aiccu.edu

California Community Colleges
cccapply.org

Explore colleges, careers, self-assessments
www.californiacolleges.edu

Student transfer information for California Colleges
www.assist.org

SAT Registration
www.collegeboard.com

ACT Registration
www.act.org

SAT/ACT Prep
www.collegereadiness.collegeboard.org/sat

www.collegeboard.com/student/testing/psat/psatextra.html
(free if you have taken the PSAT)

Financial Aid
www.studentaid.ed.gov (Federal Aid Process)
www.fafsa.ed.gov (File the FAFSA)
www.collegeboard.com (EFC calculator and CSS Profile)
www.csac.ca.gov (California Student Aid)

College Majors, Careers, Self-Assessments of Career Interests and Personality Preferences (What can I do with a Major in…?)
www.cacareerzone.org
bigfuture.collegeboard.org
whodouwant2b.com

Scholarship database
www.fastweb.com
nmchs-nmcusd-ca.schoolloop.com

National College Athletics Association
www.ncaa.org

SHMOOP
Test Prep for AP, CAHSEE, SAT/ACT
www.shmoop.com

Common Application (Private/Out of State Colleges)
commonapp.org

Monterey Bay Internships
Mbinterns.org

TIME MANAGEMENT ASSESSMENT

The number of hours you spend on certain tasks can be surprising, especially when you begin to compare the totals. Do you spend almost as much time doing extracurricular activities as you do academics? Do you sleep – at all? Are most of your meals eaten on the run? Do you wish you had more free time? As you begin to evaluate your current time expenditures, consider some of the points below.

ACADEMICS

When planning your academic time ask yourself...

- How are you doing academically? Are you happy with your progress or do you feel you need to put more time into your work? Do you need more time for studying, assignments or both?
- Which subjects are more challenging for you and require more of your time? Would it be helpful to seek help in the NMCHS Tutoring Center or an instructor?
- Are you able to complete assignments on time? Do you have to stay up very late the night before an assignment is due to finish?
- How often do you find yourself procrastinating on assignments? Do you need to work on using the academic time you have more effectively?
- Do you currently use weekend time to study and do assignments?
- Do you sometimes feel overwhelmed by the amount of work you have to do?
- Do you usually study more than 2 days in advance of an exam? Are you able to prepare adequately for tests?

EXTRACURRICULAR ACTIVITIES

Finding the right balance between academics and extracurricular activities can be difficult. A commitment made to an activity at the start of the year might not be easy to continue if classes become consuming.

When planning your extracurricular time ask yourself...

- Which of your extracurricular activities is most important to you? Why?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Does your enthusiasm sometimes lead you to overcommitting to activities, clubs, sports, etc.?
- Have your extracurricular commitments ever adversely affected your academics? Are they adversely affecting your academics now?
- Which do you enjoy more: well-structured activities with meeting times and established goals or independent activities that you pursue at your own pace?
- Which of your extracurricular activities could you pursue in other ways? Are there more flexible ways to participate in the same activity?

SLEEP

Students love to sleep, yet it is the first thing they give up when pressed for time. Not only is sleep necessary for your physical and mental well-being, you will simply not be able to concentrate well if you are tired, distracted and mentally run down. You will spend more time on assignments, learn appreciably less and be vulnerable to making obvious mistakes on exams and projects. Although it might feel as though you are doing more by sleeping less, the habit isn't sustainable, so sleep well and often, and consider it an investment.

When planning for sleep time, ask yourself...

- How many hours of sleep per night are ideal for you? How many hours of sleep do you need to wake up feeling rested and refreshed, but not groggy?

- Between which hours of the day are you most comfortable sleeping?
- Do you feel that you get enough sleep now?
- When you run short of time on assignments, do you sacrifice sleep to make up the balance?
- Do you often feel tired or lethargic in class, especially in the morning?
- Do you sometimes have difficulty concentrating in class and/or have headaches due to fatigue?
- Do you occasionally fall asleep in class?
- Do you often wish for (or take) a nap during the day?
- Are you able to get out of bed when the alarm clock rings the first time?

MEALS

Eating is just as important as sleeping for all the same reasons. Always eat something in the morning, even if it is just a breakfast bar on the way to class. Plan to make sit-down time for lunch and dinner – not only because you need the fuel, but because you need physical, mental and emotional breaks in your day. Meals can rejuvenate you on all of these levels. Relax, eat well and enjoy yourself.

When planning for mealtime, ask yourself...

- Do you make a point of eating regularly and well? Although you can't always have a healthy, well- balanced meal, do you usually try to make health-conscious decisions?
- Do you occasionally skip meals? How do you feel when you do?
- Does being hungry sometimes distract you in class?

FREE TIME!

At last! Are you surprised at the amount of free time that you have? Is it too much or too little? Do you prefer your days to be more flexible and spontaneous or packed and busy? The amount of free time that you have at the start of the year might diminish as you find fun things to do and your academics gain momentum. Again a conservative approach is often best: Leave yourself some space to unwind and relax every day, and extra time to handle the unexpected—whether it is a difficult assignment or going out with friends.

When planning for free time, ask yourself...

- Which of your free time activities are most important to you? Which could you give up if you wanted or needed to spend time on other things?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Do you occasionally find yourself procrastinating by overindulging in one of these activities? Do you need to be more disciplined about limiting these activities?
- Is there something that you would really like to do or try, but you never seem to have the time? Could you fit it in by reprioritizing your other tasks?

Adapted from MIT Online Learning Module, Time Management and Organization

GUIDANCE INFORMATION

CHANGING, ADDING and DROPPING COURSES

School Counselors and Administrators dedicate significant efforts to ensure students are enrolled in the most appropriate courses upon consideration of the student's post-secondary goals. Prior to selecting their courses, each student should meet with a teacher from each academic discipline to discuss individual course recommendations. Additionally, school counselors conduct classroom presentations detailing both graduation requirements and college admissions requirements/expectations to assist students in selecting the most appropriate courses based on their individual pursuits. Finally, school counselors the student to review their course selection. Significant master schedule and staffing decisions are made based upon spring course selections by NMC students. Therefore, NMCHS's policy regarding the changing, adding, and dropping of courses is as follows:

DROPPING COURSES

At NMCHS, there will be **no schedule changes during the first 3 days of school**. Students with missing period(s) on their schedule will have priority to meet with their school counselor during this time to finalize their schedules. Students are asked to come in and meet with their school counselor during the period the course is missing. *Under no circumstance will school counselors change schedules based upon teacher requests.*

During the first 10 days of school, students may *request* class changes **for special circumstances only**. Exceptions and special circumstances must be recommended by a school counselor and approved by administration. Students interested in making changes during the first 10 days of school must submit a *Course Change Request Form*. If the change request can be honored, school counselors will contact the student as soon as possible. Students are expected to continue attending their original classes until their school counselor notifies them of a change.

ADDING COURSES

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

IMPORTANT GRADING INFORMATION

Incomplete grades may be given only with prior administrative approval ensuring that a plan and timeline for completion of the course work is in place. The Incomplete shall become an F if not made up within two weeks after Winter Break for the first semester or in accordance with the approved timeline for second semester.

Clearing *"Incompletes"* for students seeking athletic eligibility - Students receiving an *"Incomplete"* as a semester grade, have 10 school days to make up the work. If, after 10 school days, the student does not receive a passing grade that replaces the Incomplete, the student remains ineligible for athletics. Pending replacement of the "*Incomplete*" Grade - the student may be allowed to practice but will not be allowed to compete.

Grades and Credits for Repeated Courses – Students are allowed to repeat a course to improve a "D" or "F" grade only. If a student repeats a course, the credits for the first course will be eliminated. The lower grade becomes an "R", however, it will remain on the transcript and does not factor into the GPA. Repeated courses must have school counselor approval prior to enrollment.

Please note– APEX , Cyber High or other NMCUSD/NMCHS approved online credit recovery program credits are available for those students who need to earn credits and their earned grade/credit will replace a course in which a student earned a "D" or "F" grade. Online courses take for initial credit must be part of the students approved 6 year plan and pre-approved by the principal.

Accessing Student Grades

The Parent Portal allows families to access student's grades, attendance, assignments, and more.

1. Go to https://nmcusd.illuminatehc.com
    a. Click *Create Account* on "Green Bar" under the blue "login" bar.
    b. You only do this the first time to register.
2. Enter the following information:
    a. Family Member First Name
    b. Family Member Last Name
    c. Email address
    d. Phone
    e. Access Code (You can receive this from the School Counselor)
    f. Password
    g. Confirm Password
    h. Click Submit (blue bar)

COURSES TAKEN OUTSIDE OF NMCUSD

An "accredited" school is one that has received accreditation by the Western Association of Schools and Colleges (WASC) or other statewide or regional commissions or, in the case of a school outside California, by the equivalent governmental or other regional accrediting agency in that jurisdiction.

Transfers from Accredited Schools

Students transferring into the district from an accredited school shall receive full academic credit for previously completed courses when the sending district verifies that the student has satisfactorily completed those courses.

Transfers from Non-Accredited Schools

When a student transfers from any non-accredited private, public, alternative, home or charter school, academic credit shall be subject to approval by the principal or designee at the enrolling school. Credits

transferred from these schools shall be fully accepted when there is evidence that the course work completed is equivalent to similar courses offered in this district.

Online Courses Offered at NMCUSD During the School Year:

Each of the NMC high schools, including Educational Options, provides different criteria for online courses. There are three criteria for enrollment in online courses: Initial Credit, Credit Recovery, and Grade Improvement. Eligibility is determined by the school counselor with approval from the site administrator. All students enrolled in an online course will need to sign an Online Course Agreement with the online course registration information.

Alternative Credits Toward High School Complete High School

With the active involvement of parents/guardians, administrators, teachers, and students, the Board shall adopt alternative means for students to complete the prescribed course of study required for high school graduation. These alternative means shall be made available to students, parents/guardians, and the public. (Education Code 51225.

Challenging a Prerequisite Course (AR 6155)

Students have the option to challenge a course to advance in a multi-year sequence of course or gain entrance into a more challenging or advanced course. The application process includes a diagnostic assessment or portfolio of proficiency and mastery of skills with administration and/or superintendent approval. Please see your school counselor for more information or for a Prerequisite Challenge Form.

Opportunities to demonstrate skills and competencies shall include, but not be limited to, challenging a course through successful completion of a district-developed examination which covers course objectives. The district shall not use results from the General Educational Development test or other state or national tests for this purpose.

Awarding Credit to Students for International Academic Credits

North Monterey County Unified School District students must inform their school counselor of any intent to temporarily attend a high school outside of the United States prior to enrolling in a foreign high school or exchange program if they expect to receive credit on their transcript upon their return. The school may award credit for work done at other educational and cultural institutions. The decision as to whether or not to award transfer credit for work done at educational institutions other than United States registered high schools shall be based on whether the record indicates that the work is consistent with District commencement learning standards and is of comparable scope and quality to that which would have been done upon graduation from NMCUSD.

Students, and their families, should understand that courses and marks will appear on their transcript exactly as they appear on the official secondary record issued by the foreign educational institution. (Refer to Board Policies 5127, 6145.6 ,6146.1)

Grade Point Average

A student's grade point average (GPA) is calculated each quarter on the basis of grades received from all of the courses in which the student is enrolled that quarter and the quarter GPA is used for academic eligibility for extracurricular and co-curricular activities, but only semester grades are included in transcripts as a part of a student's permanent school record. The cumulative GPA is on the basis of grades earned from all courses taken and is calculated from the semester grades which are used to determine class rank, college, and university admission.

Grades toward mastery of standards in high school shall be reported for each marking period as follows:

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. The goal is to meet and discuss ways for the student to improve their grade in order to pass the course.

Early Withdrawal

A student whose family leaves the district three weeks or less before the end of the school year may be promoted to the next grade or awarded academic course credit only if they demonstrate mastery of grade level or course standards as determined by the classroom teacher in consultation with the principal or designee. Students who are transferring or moving to another high school will have a "a drop-grade form" to take to their new high school to demonstrate a grade in progress for courses they are enrolled in during a grading period.

Driver's Education

To satisfy the district's driver education and training requirement, students are encouraged to enroll in a program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor in accordance with Vehicle Code 12814.6 See Driver's Education Course.

ATHLETIC ELIGIBILITY

An athlete must have successfully passed ten (10) term units during the previous term and the athlete must be enrolled in 4 periods a day during the term of participation. In addition the school requires that:

1. The grading period immediately preceding the athletic season will be used to determine initial eligibility. A grading period is defined as one quarter of the school year. If a student has a GPA below 2.0, and or two or more Fs for the grading period immediately preceding the athletic season, the student may be placed on academic probation for the current grading period. Student athletes may use academic probation once per year.

2. If a student has a GPA below 2.0, and/or two Fs he or she needs to attend after school tutoring. Also, students who fall below a 70% in their core subjects are expected to attend tutoring. Tutoring counts as a practice.

For more information, please see the Parent Student Athlete Handbook, available in the main office. All students must also complete and return a sports packet to the high school Administration Office prior to participating in practice or competition.

Alternative Program of Choice

The Board of Trustees shall provide a continuation education program as an option for at-risk students who may need a flexible educational environment. The continuation education program shall be designed to meet the educational needs of each student, provide an opportunity for participating students to complete the required course of instruction necessary to graduate from high school, emphasize occupational orientation or a work study schedule, and offer intensive guidance services.

Students eligible for continuation education classes shall be age 15 1/2 years or older at the time of their enrollment and shall not have graduated from high school. (Education Code 48400, 48413)
A student may be involuntarily transferred into a continuation education program in accordance with law and administrative regulation. (Education Code 48432.5)
With the consent of the Superintendent or designee, a student may voluntarily enroll in continuation classes in order to receive special attention such as individualized instruction. (Education Code 48432, 48432.3, 48432.5)

Priority for voluntary enrollment in continuation classes shall be given to students who need credit recovery in order to graduate with their peers and to students who, due to employment, pregnancy, parenting responsibilities, or other circumstances, are unable to attend a comprehensive high school. A student with a disability shall be admitted only if his/her individualized education program specifically states that a continuation high school setting meets his/her needs.

ALTERNATIVE PROGRAMS

The following programs provide an alternative means of earning a high school diploma or its equivalent. Further information and/or necessary papers may be obtained from an administrator or school counselor.

Adult School (Regular Enrollment) - Students who are 18 years old or who are granted a waiver may become regular Adult School students. An Adult School diploma may be earned upon completion of a designated course of study.

California High School Proficiency Exam (CHSPE) - Students who take and pass this test are given a certificate of proficiency, which may or may not be accepted as being the equivalent of a regular high school diploma. A student must be at least 16 years of age to take this examination.

Graduate Equivalent Diploma (GED) - Students who take and pass this test are given a certificate of equivalency in meeting five curricular areas: writing skills & essay, reading, mathematics, social studies, and science. A student must be at least 18 years of age to take this examination, which is administered by the Adult School.

Independent Study - This is a separate school that is designed for those students who have great limitations on their daytime hours but who still wish to earn a high school diploma. Students spend a designated time each week with a personal instructor and are then left to complete assignments on their own time (a minimum of 25 hours per week). Enrollment in the school requires an application and in-take meeting with the school administration to determine appropriate level of services and appropriate placement.

Continuation High School - The district's continuation education program provides an opportunity for secondary students to continue their education in a small school setting. Curriculum is offered in an individualized format that takes into consideration each student's personal educational needs. Credits earned by students in the continuation education program are accepted toward graduation by each comprehensive high school. Many students elect to stay and graduate from Continuation High School. This fully-accredited program is open to students aged 16 to 18.

SIX-YEAR PLAN

The six-year plan is a guiding document that provides students and their parents/guardians with an outline of what steps should be taken to reach their college and career goals. The six-year plan should be reviewed and updated annually with the student's school counselor. During this conference, the student and school counselor will reflect on courses taken, assessment results, status of on-track to complete career pathway, graduation, and college/university eligibility. The six-year plan is used to ensure that after high school graduation, students have one more year planned out to ensure there is a smooth transition into a college or technical program.

NMCUSD Six Year Plan

Class of 2024

ID #:

Name:

Requirements to graduate from high school and be eligible for college…as easy as 1, 2, 3, 4!		
	High School Graduation	**College Eligibility**
~One~ Courses	Take specific courses, totaling a minimum of 220 credits, required to graduate from NMCUSD. Each course must be passed with a D or better.	Take the specific course pattern of 15 A-G courses. Each course must be passed with a C or better.
~Two~ GPA	**Recommendation:** 2.0 GPA	Achieve a minimum 3.0 cumulative GPA for UC or 2.0 for CSU.
~Three~ Testing	**Recommendation:** Demonstrate proficiency in English and mathematics by performance on State testing	Take the SAT Reasoning Test or ACT with Writing (UC and CSU)
~Special Recognition~ Complete 45 hours of civic engagement		Meet the eligibility index (a combination of your A-G GPA and exam scores)

COURSE REQUIREMENTS

NMCUSD Graduation (10 credits = 1 year)

Social Science
30 Credits
- World History (10 credits)
- US History (10 credits)
- Government (5 credits)
- Economics (5 credits)

English
40 Credits (Must take four years of college prep/grade level English courses)

Math
20 Credits
- Math I (10 credits)
- Math II or Advanced Math Courses (10 Credits)

Science
20 Credits
- Integrated Science I
- Integrated Science II

Health
5 Credits

Technology*
5 Credits

Physical Education
20 Credits

Electives
30 Credits World Language (Not English) and/or Career Technical Education (CTE) and/or Visual/ Performing Arts (VAPA)

50 Credits
Include any courses taken in excess of graduation requirements.

College Eligibility

A. History/Social Science
2 years required
- 1 year World History, Geography and Cultures
- 1 year of U.S. History OR 1/2 year of U.S. History and 1/2 year of American Government

(Note: CSU allows one social science course to be selected from the "G" subject area)

B. English
4 years required
(Note: no more than one year of ELD can be used to satisfy this requirement)

C. Mathematics
3 years required; 4 years recommended Math I, Math II, Math III, Trans to College, Dual Enrollment Courses

D. Laboratory Science
3 years required, 4 years recommended
- One year long courses (Integrated Science II, III and an additional year of Science other than Science I)

E. World Language (Spanish)
2 years required; 3 years recommended
- Must be at least two years of the same language

F. Visual/Performing Arts (VAPA)
1 year required

G. College Preparatory Electives
1 year required

Revised Document December 2019

*Revised Graduation Requirements Effective 2019-2020

Student Name: _____ **Student ID** _____

All classes are 1 Year/10 credits unless otherwise noted.		8th *		9th	
Graduation	**College Eligibility**				
Social Science 30 Credits World History, AP World History US History, AP US History Government/Economics, AP Gov. and Politics	**A-Social Science** 20 Credits World History, AP World History US History, AP US History Gov/Economics.				
English 40 Credits English I, II, III, IV (Transitional English can count towards one yearlong course)	**B-English** 40 Credits Must be A-G approve English course and could be an Honors or AP English course				
Math 20 Credits Integrated Math I Math II or Advanced Math (10 credits)	**C-Math*** 30 Credits **(40 Recommended)** Math I Math II Math Analysis Math III AP Calculus AB / BC Trans to College Math				
Science 20 Credits Integrated Science I Integrated Science II	**D-Science** 20 Credits **(30 Recommended)** Science II Marine Science Science III Human Anatomy AP Biology AP Envi. Science				
***World Language** 30 Credits AND/OR (combined total) ***Visual/Performing Arts** AND / OR ***Career Technical Education (CTE)**	**Language, Not Eng.** 20 Credits **(30 Credits Recommended)** Must be the same language				
	F-Visual/ Performing Arts 10 Credits Must be 10 credits from yearlong course. See list of approved courses				
Electives 50 Credits Include any course taken in excess of graduation requirements.	**G-College Prep Electives** 10 Credits Can include any course taken in excess of requirement that meets A-G approval				
Health 5 Credits					
Technology 5 Credits					
Physical Education *20 Credits *Must pass 9th grade state fitness test					
Civic Engagement 45 Hours		Coordinator Initial _____ Student Initial _____		Community Service _____ Credit Recovery _____	
220 credits required for graduation. High School Diploma Track? ☐ Yes ☐ No - IEP Required ☐ Certificate of Completion	**150 credits required for college eligibility.** On track to complete A-G requirements? ☐ Yes ☐ No	☐ Consider volunteer or extracurricular activities. ☐ Consider a summer program ☐ Discussed diploma requirements and options Career Assessment result _____		☐ Consider taking the PSAT ☐ Consider taking Community College Courses ☐ Consider volunteer or extracurricular activities ☐ Consider a summer program ☐ Scholarships Interest Inventory results _____	
English Learner Pathway ☐ Yes ☐ No ☐ R-FEP					

*Revised Graduation Requirements Effective 2019-2020.

Coordinator Initial _____ Coordinator Initial _____
Student Initial _____ Student Initial _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

6 Year Plan document for Class of 2024

Graduation Year:_____ **School:**_____ **Advised By:**_____ **Today's Date:**_____

10th	11th	12th	Future Goals
			Career Goal 1_____ 2_____ 3_____
			Career Pathway ☐ Agriculture, Food & Natural Resources ☐ Architecture & Construction ☐ Arts, Audio/Video Technology & Communications ☐ Business, Management & Administration ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Information Technology ☐ Law, Public Safety & Security ☐ Manufacturing ☐ Marketing, Sales & Service ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
Community Service _____ Credit Recovery _____	Community Service _____ Credit Recovery _____	Community Service _____ Credit Recovery _____	
☐ Take the PSAT ☐ Take the CAHSEE ☐ Consider taking Community College Courses ☐ Consider volunteer or extracurricular activities ☐ Consider a summer program ☐ Scholarships	☐ Take the PSAT in the fall ☐ Take the SAT Reasoning Test or ACT in the spring ☐ Take two SAT Subject Tests in the spring ☐ Take the SBAC to meet the Early Assessment Requirement for College Placement ☐ Consider taking Community College Courses ☐ Consider volunteer or extracurricular activities ☐ Consider a summer program ☐ Scholarships	☐ Complete college entrance exams by December ☐ Apply broadly to colleges ☐ Apply for financial Aid ☐ Apply for scholarships ☐ Consider taking Community College Courses ☐ Consider volunteer or extracurricular activities	**Educational Goal** ☐ Four-Year College/University ☐ Two-Year Community College ☐ Trade/Tech School ☐ Military ☐ Other_____
Coordinator Initial _____ Student Initial _____	Coordinator Initial _____ Student Initial _____	Coordinator Initial _____ Student Initial _____	

Notes:

NMCUSD PATHWAYS

Diploma
Students will be supported in the general education classroom
Students will meet all of the NMCUSD requirements for graduation
Students will pass the California State proficiency test in English and mathematics- **SUSPENDED UNTIL FURTHER NOTICE**

English Learner Pathway
Students are tested each Fall with the ELPAC.
The ELPAC scores are reviewed along with assessment and grades for placement.

Level 1	Intensive English/ELD I (2 periods= 20 elective credits)
Level 2	Intensive English/ELD II & III (2 periods =20 elective credits)
Level 3	Transitional English/ELD (2 periods=20 English credits for diploma) *Must continue grade level English course

Non-Diploma (IEP Required)
CERTIFICATE OF COMPLETION

- Students will receive standards-based core instruction at appropriate grade level in a special education setting as appropriate
- Students will complete NMCUSD required 220 credits following the Certificate of Completion pathway
- Students will be required to take State required assessment to determine proficiency in English and mathematics as appropriate
- Students will receive an appropriate life skills curriculum in special education setting
- Students will have access to appropriate electives and campus activities
- Students will graduate and be referred to NMCUSD's Transitions Academy (18-22 years)

GRADE POINT AVERAGE (GPA)

High School Recommendation 2.0 GPA	**College Requirement** Achieve a minimum 2.0 GPA for CSUs or 3.0 GPA for UCs in all A-G courses.
Students are awarded four points for an A, three points for a B, two points for a C, one point for a D, and zero points for an F.	
Points are awarded for all classes taken by students during their high school career. The average of these determines the overall GPA. Additional points are awarded for AP courses that are passed with a C or better.	Points are awarded for 'A-G' courses taken in the 10th and 11th grade, the average of which determines the college GPA. Additional points are awarded for honors or AP courses that are passed with a C or better, up to 8 semesters.

TESTING

High School Recommendation Passage of the California State assessment	**College Requirement** SAT Reasoning Test or ACT plus Writing (UC and CSU)
Recommenddation: Students must demonstrate proficiency in English and mathematics by meeting criteria established on State assessments.	For UC and CSU admission, students must take the SAT Reasoning Test or ACT with Writing test by December of their senior year. (Note: some CSUs require students to complete their tests by November of their senior year). In addition, students applying to some colleges may need to take the SAT subject tests from two different subject areas, chosen from the following: history, literature, mathematics (Level 2 only), science, or Language other than English. It is best to take the subject exams right after you finish your course work in the subject. Contact colleges outside the UC and CSU systems to find out their testing requirements.

ELIGIBILITY INDEX (UC/CSU Only)

The UC and CSU eligibility indexes consist of a combination of a student's GPA and exam scores. The higher a student's GPA, the lower the total exam score required for eligibility. A lower GPA requires a higher total exam score. The UC and CSU systems calculate their eligibility index differently. Your counselor can help you determine your eligibility.

MORE INFORMATION

North Monterey County Unified School District: www.nmcusd.org
California Colleges: www.californiacolleges.edu
California State University (CSU): www.csumentor.edu
University of California (UC): www.ucop.edu/pathways.
Common Application (Private Colleges): www.commonapp.org

SAT Tests: www.collegeboard.com
ACT Tests: www.actstudent.org
Scholarships: www.fastweb.com , www.scholarships.com
Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov

Revised Document December 2019

Format for Course Descriptions

How to Read a Course Description

All of the information in the course description entry is important. Be sure that you read it all and understand what it says. Check back to this page as needed.

Example:

Course # AP US History

Grades: 11 Credits: 10 (Weighted) ☒ UC/CSU (fulfills A requirement)

Explanation:

This course is offered only to 11th graders, fulfills 10 History/Social Science credits toward High School graduation, fulfills 10 credits toward the **A** requirement for college and is a weighted course

Additional Notes:

- The courses listed in this catalog represent all the approved, active courses for the North Monterey County Unified School District. Due to factors such as student enrollment, student interest, teacher credentialing and staffing allocations, **not all of the courses are offered at each campus**. At the time of registration/scheduling, each school will provide students with a list of courses offered for their particular site.
- Units/credit earned in all courses will be applied toward the fulfillment of North Monterey County Unified School District graduation requirements.
- Only courses designated "a-g" meets University of California entrance requirements. Individual school's UC "a-g" lists are available from administrators, guidance staff, or online at www.ucop.edu/doorways.
- AP, Honors, and Dual Enrollment courses are high school level courses that are more rigorous, designed to challenge high achieving students.
- Advanced Placement (AP) courses are college level courses offered on our high school campuses. Some colleges and universities will grant credit or accelerated placement based on passing scores earned on the Advanced Placement Examination administered in May. (Check individual college and university catalogs for specific requirements.)

Weighted Courses

The grade for any weighted course shall be computed as follows: **A=5; B=4; C=3*Criteria***

Courses which are considered weighted shall meet one or more of the following criteria:

- Pre-AP/Advanced Placement Courses in college preparatory subjects, which are designed to prepare students for an Advanced Placement examination of the College Board.
- Pre-AP/Advanced Placement courses in high school history, English, advanced mathematics, laboratory science, and foreign language.
- Honors Courses - Courses to be certified as honors level courses must satisfy the following requirements:
- Courses must have established prerequisites and must be open only to those students fulfilling those prerequisites. Such prerequisites must specify those courses, which are required as well as appropriate performance levels.
- Courses must have distinctive features in terms of extended content and additional workload that set them apart from other high school courses in the same subject.
- Courses must have a comprehensive written final examination.

ENGLISH/LANGUAGE ARTS

"B" Requirement: Four years of college preparatory English, required for UC/CSU.

51000 English I

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 9 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: None

This course is designed to prepare freshmen for the challenges of college, as well as post-secondary technical schools. Language mechanics, composition and the study of literature will be emphasized. The core curriculum in this course includes district-approved novels and the 9th grade textbook, which focuses on the mastery of the California State Standards for English Language Arts. Essay styles include: biographical narrative, response to literature, research, persuasive, and business letters

51050 English I Honors

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 9 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: Grade of B or higher in 8th Grade Language Arts.

This course is designed for freshmen with high academic goals and the ability to read at, or above, grade level. It focuses on language mechanics, composition, and the study of literature. Students are expected to perform challenging tasks with excellence. In addition to the core curriculum found in English I, the Pre AP English students will complete rigorous individual and group projects, read independently-chosen books, work at a fast-pace, participate daily in class discussions and activities, and complete summer assignments to a satisfactory level. Essay styles addressed will include: analytical response, biographical narrative, response to literature, persuasive, business letters, ethnographies, and synthesis essay research. Completion of summer work is required.

51100 English II

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 10 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: None

Sophomores will learn to write more complex essays, deepen their understanding of world literature, and improve their academic literary and critical thinking skills. In addition to the district-approved novels, students will read from the 10th Grade literature anthology, which emphasizes the mastery of the California State Standards for English Language Arts. Students will develop individual and group projects focusing on the themes presented in the reading. Essay styles include: analytical response, biographical narrative, response to literature, argumentative, and business letters.

51150 English II Honors

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 10 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: Grade of B or higher in English I or B or higher in English I Honors

The pre AP sections of English II are reserved for students who have displayed the ability to handle a more accelerated version of English II. Students accepted into this course are expected to successfully manage large quantities of reading and writing. In addition to district-approved novels and the anthology, students will read supplementary texts to improve critical thinking and writing skills. Students will also receive SAT preparation and be assigned several group and individual

projects to complete. Essay styles addressed will include: analytical response, biographical narrative, response to literature, persuasive, and business letters. Completion of summer work is required.

51200 English III

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: None

Juniors will receive preparation for college, community college, or technical training school in the areas of critical reading and writing, literary analysis, and expository essays. In addition to the district-approved novels, students will read from the 11th grade literature anthology. These multi-genre texts, including fiction, nonfiction, poetry plays and novels, emphasize the mastery of the California State Standards for English Language Arts. In addition, students will focus on the California State Standards for English Language Arts. Focus essays include: literary response, analytical, persuasive, and reflective. Students will also create two Family History Project Videos, which coincide with the lessons taught in U.S. History.

51210 Power of Language & Natural Resource / Habitat (SEA Pathway)

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: Successfully complete English II
Note: Student must also be concurrently enrolled in Natural Resource /Habitat and US History/Natural Resource courses.

This course allows students to learn and apply Common Core English skills to the study of natural resources and habitat management and ultimately provides students with the skills and knowledge needed to advance English coursework and pursue a career in the Environmental and Agricultural Industry. In this course, students research and analyze the complex interaction between the national and local industry, the consumer and the management of our environment, examining how energy consumption has changed over the years in our culture, and developing and refining their own skills of persuasion and argumentation, composing informational publications to be disseminated to a variety of audiences. Students build an portfolio as they advance their research through the various units, compiling their breadth of knowledge of the industry for future reference and job opportunity.

51250 Advanced Placement Language and Composition

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: Completion of previous college preparatory English with a “B” or better

This course is designed for students who are interested in preparing themselves for college or university with a rigorous writing and rhetoric course, as well as developing interpretive skills needed for the AP Language and Composition Exam. The course will enable students to read complex nonfiction texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will become aware of their own composing process. Students will also read a wide variety of prose styles from many disciplines and historical periods to gain understanding of the interdisciplinary connections. Students improve their expository and analytical composition skills in preparation for the Advanced Placement Test administered in May. Passing that exam may earn students transferrable college credits. Completion of summer work is required. Students are required to take the AP Exam in May.

51300 English IV

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: None
This class provides preparation for seniors planning to attend a four-year university, a community college, or a technical training school after graduation. The core curriculum includes a study of world literature from *Perrine's Literature: Structure, Sound and Sense*, as well as supplementary readings. Seniors learn the techniques of advanced composition and improve their vocabulary and research skills. Standard essay styles include: analytical response, literary response, reflective, research, business letter, and resume.

51350 Advanced Placement Literature and Composition

UC/CSU approved course. Meets English/Language Arts requirement.

Grade:12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisites: Grade of B or higher
in English III or a C or better in AP Language and Composition.

This course is designed for senior students who have their sights set on a university education. The expectations are high, the workload is considerable, but the benefits are many. Students study world literature and improve their expository composition skills in preparation for the Advanced Placement Test administered in May. Passing that exam may earn students transferrable college credits. Completion of summer work is required. Students are required to take the AP Exam in May.

57970 Hartnell English 1A – College Composition & Reading (Fall Semester)

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 - 12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: Completion of previous college preparatory English II or III with a "B" or better
Introduction to composition with emphasis on writing of exposition, and reading of selected works from a variety of academic and cultural contexts, and writing from research. Students will write a minimum of 6.500 words in graded assignments.

57975 Hartnell English 1B – College Literature & Composition (Spring Semester)

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 - 12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: Completion of Hartnell English 1A with a "C" or better
This college level course is a dual-enrollment course from Hartnell College. Students will earn high school and college credit.

An introductory literature course with an emphasis in both literacy composition and critical thinking. The course provides instruction and practice in critical thinking and forming literature based arguments through the close study of the major genres of literature; poetry, fiction, drama, and the novel. Students receive instruction in analytical and argumentative writing by studying literature, criticism, and identification of sound and fallacious reasoning in assessments of literature and literary criticism. Students will write a total of 6,000 words.

51730 Transitional English 9

UC/CSU approved per their guidelines for one-year of ELD. For Graduation English Credit.

*Concurrently enrolled in English I

Grades: 9 Credits: 10 for English Language Arts

Preparation: This is a course designed for students who do not yet have the pre-requisite skills for placement into English I. English Learners who are at Level 3 (Intermediate English Language Proficiency Level) or above can benefit for this course. Taken as a 9th grader, the course can earn A-G credit.

This course provides a print rich environment including both non-fictional and fictional texts. Students will develop reading fluency skills through extensive reading and interaction with reading of a variety of texts. Students will gain reading comprehension skills through study of the literary and expository selections introduced in this course. Students learn how to compose and organize expository and narrative writings, including descriptive, compare and contrast, narratives, and literary response essays. This course will facilitate the English language acquisition of students who are at the Intermediate Level and who have been in the United States school system for more than five years. Note: Transitional English may not be repeated for additional English Credit.

51732 Transitional English

UC/CSU approved per their guidelines for one-year of ELD.

Grades: 10-12 Credits: 10 for Elective Credit

Preparation: Student is currently enrolled in grade level English course.

This course provides a print rich environment including both non-fictional and fictional texts. Students will develop reading fluency skills through extensive reading and interaction with reading of a variety of texts. Students will gain reading comprehension skills through study of the literary and expository selections introduced in this course. Students learn how to compose and organize expository and narrative writings, including descriptive, compare and contrast, narratives, and literary response essays. This course will facilitate the English language acquisition of students who are at the Intermediate Level and who have been in the United States school system for more than five years. Note: Transitional English may not be repeated for additional English Credit.

English Language Development (ELD)

51450 Intensive English/ELD I

Non UC/CSU approved course. Does not meet English Graduation Requirement, Elective Credit only.

Grades: 9-12 Credits: 20 (double period, year-long course)
Preparation: Students at Level 1, Beginning, English Language Proficiency Level

This course will facilitate the English language acquisition of students who are new to the United States school system and who are at Beginning Level of English language proficiency. This course introduces non-English proficient students to the English language and American culture. Students learn the fundamentals of reading, writing, speaking and listening in English. Special emphasis is placed in information and structures related to the new culture, environment and language. Students are introduced to language, activities, and learning strategies key to success in the California public school system. Students become familiar with and competent in sharing basic personal and topical information.

51550 Intensive English/ELD II

Non UC/CSU approved course. Does not meet English Graduation Requirement, Elective Credit only.

Grades: 9-12 Credits: 20 (double period, yearlong course)
Preparation: Students at Level 2, Early Intermediate, English Language Proficiency Level

This course will facilitate the English language acquisition of students who are at the Early Intermediate Levels. Students will develop sufficient English language skills to understand the vocabulary and topics introduced in this course through standards-based lessons key to success in the California public school system. Students will be able to comprehend and use academic vocabulary words in listening, speaking, reading, and writing activities. Students will develop sufficient English language skills to understand directions and concepts studied in class, and to carry on conversations with the teacher and other students on both social and academic topics. Students will be able to produce examples of personal, social, and academic writing.

51650 Intensive English/ELD III

Non UC/CSU approved course. Does not meet English Graduation Requirement, Elective Credit only.

Grades: 9-12 Credits: 20 (double period, year-long course)
Preparation: Students at Level 3, Intermediate, English Language Proficiency Level

This course will facilitate the English language acquisition of students who are at the Intermediate level. Students will develop sufficient English language skills to understand and access standards based lessons in literature and writing. The course focus is on the writing process and is developed through core literary and expository works and their connection to student life. Students will develop reading comprehension skills through study of the literary and expository selections introduced in this course. Students first learn how to compose paragraphs and progress to authoring organized expository and narrative writings with a focus on organization of focus of a controlling idea.

MATHEMATICS

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

52030 Integrated Math I

UC/CSU approved.

Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills C requirement)

Integrated Math I is the first course of a rigorous two course sequence including Integrated Math I and II. All freshmen taking this class will be on track to study pre-calculus or calculus in their senior year (depending on test results). This course will develop a student's problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.

52050 Integrated Math I Honors

UC/CSU approved. Meets Math requirement.

Grade: 9-10 Credits: 10 (year-long course, possibly weights) UC/CSU: ☒ (fulfills C requirement)
Prerequisites: Grade of B or higher in eighth grade mathematics and/or entrance exam score criteria met.

Content: This course will help students understand the basic structure of algebra and more specifically the in depth study of linear functions with one and two variables. Students will be expected to extend their thinking through the idea of modeling with functions. This course will also explore geometric constructions and the basic principles that make up the concept of congruence. Through basic rigid motions, students will explore congruence.

52130 Integrated Math II

UC/CSU approval. Meets Math requirement.

Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills C requirement)
Prerequisites: Completion of Integrated Math I.
Course Challenge Option

Math II is a math course in the study of algebraic expressions, equations, inequalities, and functions. This course complements and expands the mathematical content and concepts of Math I. Some of the topics covered include complex numbers, exponents, radicals, matrices, systems of linear equations, functions (absolute value, exponential, logarithmic, quadratic, radical, polynomial, and rational) and their behavior, solving nonlinear equations, conic sections, combinatorics, probability, and sequences/series.

52155 Integrated Math II Honors

UC/CSU approval. Meets Math requirement.

Grade: 9-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills C requirement)
Prerequisites: Grade of B or higher in Integrated Math 1 or a C or higher in Integrated Math I Honors.
Course Challenge Option

A hand-held scientific calculator is recommended but not required. Content: This course will help students further

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

52300 Math Analysis

UC/CSU approved course. Meets Math and Electives requirement.

Grades: 11 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite**:** Grade of C or higher in Integrated Math III.

Math Analysis concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential and logarithmic functions. Applications include maxima/minima problems, average rate of change, and compound interest. For the second semester, the course then shifts to trigonometry, with discussions of trigonometric ratios, radian measure, trigonometric graphs and applications of trigonometry. Throughout the course, students will learn to effectively use a graphing calculator to explore, analyze and explain results.

52325 Statistics

UC/CSU approved course. Meets Math and Electives requirement. .

Grades: 11-12 Credits 10 (year-long course) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite: Grade of C or higher in Integrated Math II

This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference. Technology is an integral part of the course. Graphing calculators are required (TI-80 series) and computer skills are necessary.

52330 Integrated Math III

UC/CSU approved course. Meets Math requirement.

Grades: 10-12 Credits 10 (year-long course) UC/CSU: ☒ (fulfills C requirement)
Prerequisites: Completion of Integrated Math II or Integrated Math II Honors.

Integrated Math III is the third course in a three year course sequence including Integrated Mathematics I, Integrated Mathematics II, Math II Honors, and Math III Honors. The Integrated Math III 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.

52335 Integrated Math III Honors

UC/CSU approved course. Meets Math requirement.

Grades: 10-12 Credits 10 (year-long course and weighted) UC/CSU: ☒ (fulfills C requirement)
Prerequisites: Grade of B or higher in Integrated Math II or a C or higher in Integrated Math II Honors (or appropriate course from outside the district).

Integrated Mathematics III Honors is the third course of a three-year course sequence including Integrated Mathematics I, Integrated Mathematics II Honors, and Integrated Mathematics III Honors. The Integrated Math III Honors 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 Honors.

52410 Transition to College Level Math

UC/CSU approved course. Meets Math requirement.
Grades: 11-12 Credits 10 (year-long course) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisites: Grade of C or higher in Math III or other equivalent course.

Transition to College Level Mathematics includes four main sections: Data; Computing; Decision Making; and Geometry. Each section has two to three units of study to include: modeling with functions; interpreting categorical data; statistical inference; counting methods; graph theory applications; informatics; financial decision making; fair decision making; visualizing and representing shapes; and, symmetries and tiling. The emphases of the course are on modeling, problem solving and applications of mathematics to the real world, with stress on developing deeper understanding of mathematical concepts and relationships already studied.

52350 Advanced Placement Statistics

UC/CSU approved course. Meets Math requirement.

Grade: 11-12 Credits 10 (year-long course and weighted) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite: Grade of B or higher in Statistics or Integrated Math III, Integrated Math III Honors, or Math Analysis

The purpose of the AP course in statistics is to prepare students for college level statistics courses. The curriculum is approved by The College Board. Students are exposed to four major conceptual themes: exploring Data, describing patterns and departures from patterns; Sampling and experimentation, planning and conducting a study; anticipating patterns, exploring random phenomena using probability and simulation; statistical inference, estimating population parameters and testing hypothesis. Graphing calculators are required (TI-80 series) and computer skills are necessary. Students who successfully complete this course are prepared to take the AP Statistics exam and have the ability to earn college credit and advanced standing by passing the exam. Student is required to take the AP Exam in May.

52400 Calculus

UC/CSU approved course. Meets Math requirement.

Grade: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfill C & G requirement)

Prerequisite: Grade of B or higher in Integrated Math III, Integrated Math III Honors, or Math Analysis

This is a college preparatory course aimed at the education of the student in the nature of mathematics as a logical system. The subject matter includes sets, algebra of numbers as a logical system, inequalities, functions (circular, linear, quadratic and higher degree, polynomial, exponential, and logarithmic) and function symmetries; conic relations, radian measure, arc length and sector area; the six trigonometric functions, their inverses and their graphs; triangle trigonometry, trigonometric identities and their proofs; pillar coordinates, complex numbers and complex coordinates; vectors and parametric

equations, along with practical applications for many of these topics. This course covers the California State Standards. This course prepares students for AP Calculus. A graphing calculator is required.

52450 Advanced Placement Calculus A/B

UC/CSU approved course. Meets Math and G- Electives requirement.

Grade:11- 12 Credits: 10 (year-long and weighted) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite: Grade of B or higher in Math Analysis or Calculus or Integrated Math III/Math III Honors or C or higher in Dual Enrollment Calculus.

An advanced math course that will cover differentiation of functions, integration techniques, application to derivatives, limits, derivatives and integral of exponential trigonometric functions. This course covers the California State Standards. A graphing calculator is required. Student is required to take the AP Exam in May.

52455 Advanced Placement Calculus B/C

UC/CSU Approved Course. Meets Math and G- Electives requirement.

Grade: 11-12 Credits: 10 (year-long and weighted) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite: A grade of C or higher in AP Calculus A/B.

An advanced math course that will cover differentiation of functions, integration techniques, application to derivatives, limits, derivatives and integral of exponential trigonometric functions. This course covers the California State Standards. A graphing calculator is required. Student is required to take the AP Exam in May.

57985 Hartnell Intermediate Algebra (Fall Semester)

UC/CSU approved course. Meets Math and Electives requirement.

Grades: 11 -12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills C requirement)
Prerequisite**:** Grade of A or higher in Integrated Math II or Grade B in Integrated Math II Honors

Review of elementary algebra plus more advanced problems of factoring, rational expressions, linear and quadratic equations, functions and graphs, systems of equations and inequalities, exponents, radicals, exponential and logarithmic functions, conic sections, sequences, series and applications related to all the functions of intermediate algebra.

57987 Hartnell Elementary Statistics (Spring Semester)

UC/CSU approved course. Meets Math and Electives requirement.

Grades: 11 -12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite**:** Grade of B or higher in Integrated Math II.

A study of the measures of central tendency, dispersion and position, graphic presentation, sampling, frequency distributions, discrete and continuous probability distributions, expected values, sampling distribution, Central Limit Theorem, sample variability, statistical inferences, confidence intervals, hypothesis testing, tests, Chi-Square tests, analysis of variance (ANOVA), linear correlation and regression analysis, decision making using predictive models, and non-parametric tests. This course is primarily for students in business, social sciences, biological sciences, education and humanities. Use of technology, including graphing calculators or computers will be extensively integrated as a tool in the description and analysis of data.

Hartnell Pre-Calculus MAT-25 (Fall Semester)

Meets Math and Electives requirement. UC and CSU transferable credit course.

Grades: 11-12 Credits: 5 semester long course (weighted)
Prerequisite: Grade of B or higher in Math III and HS GPA of 3.0 or higher, unweighted

A study of polynomial functions, rational functions, exponential functions and logarithmic functions, graphing techniques, systems of equations, matrices, determinants, parametric equations. This course is designed to prepare students for Calculus I.

Hartnell Trigonometry MAT-24 (Spring Semester)

Meets Math and Electives requirement. UC and CSU transferable credit course.

Grades: 11-12 Credits: 5 semester long course (weighted)
Prerequisite: Grade of B or higher in Math III and HS GPA of 3.0 or higher, unweighted
Recommended: Successful completion of Hartnell Pre-Calculus MAT-25

Trigonometric functions, inverse trigonometric functions and their graphs, solutions to right and oblique triangles, identities and conditional trigonometric equations, analytic trigonometry, introduction to vectors, and complex numbers. This course, along with MAT-25, is designed to prepare students for Calculus.

SCIENCE

"D" Requirement: Two years of Integrated Science (Integrated Science I and II) are required for UC/CSU beginning with the class of 2021. Two years of Laboratory Science (1 year of Life Science and 1 year of Physical Science) are required for UC/CSU.

53001 Integrated Science I

UC/CSU approved course. Meets Laboratory Science Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D requirement) Prerequisite: None

Integrated Science I emphasizes how Earth is a unique system that supports life. Earth's biotic and abiotic systems are defined by the interaction of matter and energy through dynamic processes. These processes impact the biosphere over time. The standards in Integrated Science I present the foundations of physics, chemistry, biology, and Earth science. These standards build the knowledge base that prepares the student for the next three years of integrated science where the rest of the California Science Standards will be addressed. The Integrated Science I concepts will be further enhanced by having students perform careful scientific investigations.

53002 Integrated Science II

UC/CSU approved course. Meets Laboratory Science Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D requirement)
Prerequisite: Completion of Integrated Science I or course equivalent

Integrated Science II overarching concept is that the Earth is a unique system that supports life within an ever-changing and complex universe. Building upon the standards covered in Integrated Science 1, this theme includes standards taken from

physics, chemistry, biology, and Earth science. In chemistry, the standards pertain to solutions, chemical reactions, and organic chemistry. The biology standards include considerations of molecules, cells, protein synthesis, cell reproduction, and Mendelian genetics. Earth science standards pertain to planetary motion, solar radiation, energy transformations at the Earth's surface, and geological and climatic changes. The Integrated Science II concepts will be further enhanced by having students perform careful scientific investigations.

53003 Integrated Science III

UC/CSU approved course. Meets Laboratory Science Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D requirement)
Prerequisite: Completion of Integrated Science II or Biology/Physics and Integrated Math I

Integrated Science III overarching theme is that the Earth changes over time. These changes are inherently interrelated in a cause-and-effect fashion with changes in both abiotic and biotic systems. Year three continues to build upon the standards studied in Integrated Science I and II, including standards from physics, chemistry, biology, and Earth science. The physics standards studied in the third year pertain to motion and forces, conservation of energy and momentum, electric and magnetic phenomena, including the standards pertaining to energy and Newton's Laws. The chemistry standards include conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions and reaction rates, and chemical equilibrium. The biology standards include cell biology, genetics, and evolution. The Earth science standards, which relate to the study of the Earth's atmosphere, provide the foundations upon which each of the foregoing scientific disciplines will be taught. The Integrated Science III concepts will be further enhanced by having students perform careful scientific investigations.

53125 Pre - Advanced Placement Biology

UC/CSU approved course. Meets Laboratory Science or G-Elective requirement.

Grades: 9-10 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills D or G requirement)

Prerequisite: Completed or concurrently enrolled in Math I and with recommendation only.

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This ability is one of the hallmarks of scientific literacy, and it cultivates a more sustainable pathway to numerous college and career opportunities in science as well as numerous natural and social sciences. This course focuses deeply on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems—from cells to ecological communities.

53150 Advanced Placement Biology

UC/CSU approved course. Meets Laboratory Science or G-Elective requirement.

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills D or G requirement)

Prerequisite: Grade of C or higher in both Biology and Chemistry or with recommendation.

This course meets the UC requirements for laboratory science. AP biology is a rigorous biology class. It is similar in scope to the first- year general college biology class. Students will participate in lab, projects, field trips and discussion- based lectures. Student is required to take the AP Exam in May.

53200 Chemistry

UC/CSU approved course. Meets Laboratory Science or G-Elective requirement.

Grades: 10 -12 Credits:10 (year-long) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisite: Grade of C or higher in Biology and Integrated Math I.

This course meets the UC requirements for laboratory science. Chemistry is the science that deals with the materials of the universe and the changes that these materials undergo. We will study the elements, the compounds they form, and the laws governing their properties and interactions. We will also discuss the importance of chemistry in our modern society. This is a lab science designed for students taking an academic program in preparation for college.

53250 Advanced Placement Chemistry

UC/CSU approved course. Meets Laboratory Science or G-Elective requirement).

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: B or higher in Chemistry, Pre-AP Biology, or Integrated Math II (Integrated Math II can be concurrent enrollment for AP Chemistry)

AP Chemistry is designed to be the equivalent of a first-year college general chemistry course and follows the College Board's AP Chemistry Topic Outline. As such, the course is suitable only for high school students who exhibit high levels of commitment, motivation and academic maturity. This course presents a rigorous treatment of the following concepts: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, chemical equilibria, and organic nomenclature. This course requires the *successful completion* of General Chemistry and Algebra II. Students are expected to be motivated and spend extra time studying outside of class. The problem-solving strategies obtained during this course will prepare college-bound students for careers in the sciences, medicine, and other technical areas. Student is required to take the AP Exam in May.

53300 Physics

UC/CSU approved course. Meets Laboratory Science or G-Elective Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: Grade of C or higher in Integrated Math I

Physics takes a concept before calculation approach to learning Physics. Students study a variety of topics that will help them explain the workings of the physical universe. Students will study energy as it is applied to motion, gravity, electricity, heat, fluids, light, waves, and sound. Many real world applications of physics are brought into the classroom. Calculations will be required for each unit.

57047 Physics and Engineering

UC/CSU approved course. Meets Laboratory Science or G-Elective Requirement.

Grades: 11 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: Grade of C or higher in Integrated Science II and Integrated Math I

In Physics and Engineering: Motion by Design students apply principles of physics and engineering to an iterative cycle of product design. In this year-long, integrated, college-preparatory course, students will develop an understanding of fundamental physics concepts in kinematics, mechanics, mechanical and electromagnetic waves, and electricity/electromagnetism while exploring robotics, computer programming, computer aided design (CAD) and rapid product development. Working individually and in teams, students complete a series of design challenges to develop key skills in computer programming, 3-D modeling software, engineering technology, and physics concepts. The course

culminates with competition-ready, semi-autonomous devices presented as marketable products designed to serve a specific purpose in the local community. These projects promote critical thinking, communication, collaboration, creativity and provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. By successfully completing the course, students will be prepared for success in college science and engineering as well as in high-demand careers like automation and advanced manufacturing.

53400 Human Anatomy

UC/CSU approved course. Meets Laboratory Science Requirement.

Grades: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: Completion of Biology or Integrated Science I

This course will teach the structure and function systems of the human body. Laboratory activities include the study of human anatomy and models, measurements of physiological processes. Appropriate for majors in medical careers such as medical assisting, certified nurse assistant, psychology, social service, art, and other paramedical and health occupations. Students receive science credit, which is helpful towards their Health Career Pathway.

53600 Environmental Science

Pending UC/CSU approved course. Meets Laboratory Science or G-Electives requirement

Grades: 10-12 Credits 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisite: Grade of C or higher in three years of Science or with a recommendation.

Environmental issues are in the news every day, and it is more important than ever to understand the science behind the stories. This course will help students understand the key contemporary issues facing our planet. Students will develop the ability to evaluate the evidence being used in these debates, to be able to formulate and express their own viewpoint, and to work together in problem solving. This course has been developed to be a rigorous laboratory science course that stresses scientific principles, processes and analysis, while also providing opportunities to explore the many social, political, economic and ethical issues that are relevant to the environmental topics studied. Environmental science integrates many disciplines of inquiry, and invites students to be creative in formulating hypotheses for their studies.

53650 Advanced Placement Environmental Science

UC/CSU approved course. Meets Life Science or G-Elective Requirement.

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: Grade of "C" or higher in Biology and Chemistry/Physics or in Integrated Science I and Integrated Science II or with a recommendation.

This course meets the UC requirement for laboratory science. AP Environmental Science is an introductory science course, which incorporates biology, chemistry, physics and sociology. This course will help the student understand how the natural world works and how the environment is used by society. This class will also focus on what we can do to protect and improve our environment, for ourselves and other living things. Student is required to take the AP Exam in May.

53700 Natural Resource and Habitat Management (SEA Pathway)

UC/CSU approved course. Meets Laboratory Science or G-Electives requirement

Grades: 11 Credits 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisite: Grade of C or higher in Integrated Science I and II or Biology and Physics.
Note: Student must also be concurrently enrolled in Power of Language and US History/Natural Resource courses.

Natural Resource and Habitat Management through Integrated Science is a third-year college preparatory laboratory science course that integrates Next Generation Science Standards with the CTE Environmental and Agricultural Careers Pathway. This integrated class combines an interdisciplinary approach to laboratory science and research with managing sustainable environmental principles. Using skills and principles learned in the course, including the chemical and biological principles that govern land management and watershed preservation, students conduct experiments for sustainable practices, research and learn the tools of the field, observe natural resources in the community, and learn how to evaluate and mitigate or manage the impact human activity. Connections to practices and experts in the field provide an opportunity to explore a variety of potential jobs available in the industry.

Advanced Placement Computer Science Principles

Pending UC/CSU approval.

Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D requirement)
Prerequisite: Successful completion of Math 1 or concurrent enrollment in Math 1 with strong math skills.
Recommended Co-Requisite: It is recommended that students be concurrently enrolled in Math 2 or Math 2 Honors or higher.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

LANGUAGES OTHER THAN ENGLISH

"**E**" Requirement: Two years of the same language other than English is required for UC/CSU.

54000 Spanish I

UC/CSU approved course. Meets Language Other than English requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills E requirement)
Prerequisites: None

This course requires no previous experience. The design of this class assumes that the student has never studied Spanish nor practiced it at home. If a student has any Spanish skills they need to enroll in Spanish Language Arts. This course is designed for the non-native Spanish speaker and any students that speak any Spanish will be removed from the course. In this course the student will develop introductory Spanish skills. The student will be introduced to a basic conversation and the present and past tenses. This course will also begin to explore the history and culture of Hispanic America and Spain.

54100 Spanish II

UC/CSU approved course. Meets Language Other than English requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills E requirement)
Prerequisites: Grade of C or higher in Spanish I or placement by department evaluation.

This course is designed for the non-native Spanish speaker that has taken and passed Spanish I as a Foreign Language. The student will continue to develop advanced oral/writing Spanish language skills. Writing both formally and informally is required weekly. The student will be encouraged to practice with native speakers. This course will continue to explore the history and culture of Hispanic America and Spain.

54200 Spanish III

UC/CSU approved course. Meets Language Other than English requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills E or G requirement)
Prerequisites: Grade of C or higher in Spanish II or placement by department evaluation.

This course is designed to develop intermediate language skills of the non-native and native student. It is designed for students that have taken and passed Spanish I and II as a Foreign Language or for native speakers that lack basic skills to take Spanish Language Arts. Formal or informal reading and writing are done regularly and active participation in Spanish is required. This course will provide a deeper understanding and appreciation of the Spanish-speaking world and its many cultures. Students will be encouraged to compare these cultures to their own.

54180 Advanced Placement Spanish Literature

UC/CSU approved course. Meets Language Other than English or G-Elective Requirement..

Grades: 10-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills E or G requirement)
Prerequisites: Student must have one of the following: (1) Spanish III or Spanish Language Arts II with a B or higher, (2) placement by department evaluation. Recommended to successfully complete AP Spanish Language prior to enrolling.
*10^{th} Grade only with SLA I (54500) in middle school

The AP Spanish Literature and Culture is designed to introduce students, who already have an extended knowledge on the Spanish language, to a formal approach about the different forms of literature and culture from Spanish speaking countries as well as the United States. In addition to that, this course will offer students the chance to reflect and go into depth about different periods of time and how its culture and literature has evolved throughout the centuries. Also, the AP Spanish Literature and Culture course will allow students to beable to analyze and become critical thinkers about the numerous literary and cultural trends with the purpose of expanding their knowledge as well as implementing it to the 21st century's cultural tendencies. The course is taught in Spanish, and students are expected to participate both orally and in writing on a regular basis.
Frequent formative assessments allow the teacher to look for student's understanding. Students are also trained to understand and analyze audio sources as listening comprehension will be tested on the AP Exam. The student is required to take the AP Exam in May.

54350 Advanced Placement Spanish Language

UC/CSU approved course. Meets Language Other than English or G-Elective Requirement..

Grades: 10-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills E or G requirement)
Prerequisites: Student must have one of the following: (1) Spanish III or Spanish Language Arts II with a B or higher, (2) placement by department evaluation.

This course is equivalent to the third-year Spanish college course. The course content reflects a wide variety of academic and cultural topics (literature, culture, history, the arts, current events, sports and lifestyle). Students will work to build their proficiency in the four language skills through the use of authentic sources. Short stories, novels, plays, poems and excerpts from Hispanic and Spanish authors are studied. The student is required to take the AP Exam in May.

54500 Spanish Language Arts I

UC/CSU approved course. Meets Language Other than English Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (Fulfills E requirement)
Prerequisites: Students should be native Spanish speakers.

It is designed for Spanish speaking students who plan to continue their studies beyond high school. Language mechanics,

composition, and the study of literature will be offered. This course will also begin to explore the history and culture of Hispanic America and Spain. The focus of this course will be to strengthen reading, writing, grammar, and analysis. Students will better their communication skills, which will help them if they go to college or graduate from high school and get a job.

54600 Spanish Language Arts II

UC/CSU approved course. Meets Language Other than English Requirement.

Grades: 9 -12 Credits: 10 (year-long course) UC/CSU: ☒ (Fulfills E requirement)
Prerequisites: Grade of "C" or higher in Spanish Language Arts I or placement by department evaluation.

In Spanish Language Arts II, students will learn how to write essays, to expand knowledge of literature, and to improve critical reading and thinking skills. You should be reading and writing at or above grade level to succeed in this course. This course is for students who have identified a desire to continue their education after high school and who have demonstrated the ability to do this. There will also be continued development of Hispanic history and culture.

PHYSICAL EDUCATION

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 FITNESSGRAM physical fitness test in grade 9. (Education Code 51241).
Students who pass the FITNESSGRAM and successfully complete PE I are eligible to enroll in Fitness for Life, Yoga, or Weight Training for their second year of PE.

PHYSICAL FITNESS TEST DESCRIPTION

All 9th 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 9th 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 9th grade test will be required to continue taking a physical education course each year until they pass 5 of the 6 tests.

54900 PE I

Non UC/CSU approved course. Graduation credit only. Required for all 9th graders to meet State P.E. requirement.

Grade: 9 Credits: 10 (Year-long course)
Prerequisite: none

PE I is a one-year core program required for all 9th graders. Students will be exposed to a variety of activities with a large emphasis on fitness. Periodic fitness tests that monitor each student's strength, flexibility and cardiovascular fitness levels will be incorporated into the program throughout the year. This is a required class for graduation.

54905 PE II

Non UC/CSU approved course. Graduation credit only. Meets second year of P.E. requirement.

Grades: 10 - 12 Credits: 10 (Year-long course)
Prerequisite: none

PE II is designed to further enhance the fitness skills learned in PE I and promote the development of a fit, healthy lifestyle. The focus of the class will address the five components of fitness, cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Class may be taken as the PE II requirement or as an elective.

54915 Fitness for Life

Non UC/CSU approved course. Graduation credit only. Meets additional P.E. requirement but not for 9th grade.

Grades: 10 - 12 Credits: 10 (Year-long course)
Prerequisite: Sophomores must have passed the FITTNESSGRAM Physical Fitness Test

Fitness for Life Lifestyle provides students a personal fitness and health improvement program to develop a well-balanced healthy lifestyle. Regular physical activity is a vital part of any good health program. Exercise helps burn excess calories, lowers blood sugar levels and blood pressure, strengthens the bones, muscles, and heart, and builds energy levels. Knowledge of proper nutrition contributes to a healthy lifestyle. Together exercise and good nutrition builds self-confidence and promotes positive self-esteem. Students will learn training principles and how these principles impact a healthy lifestyle to advance their personal fitness plan.

54920 Fitness Yoga

Non UC/CSU approved course. Graduation credit only. Meets additional P.E. requirement but not for 9th grade.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisite: Sophomores must have passed the FITTNESSGRAM Physical Fitness Test

Yoga and Fitness for Life provides students an enormous benefit for pursuing a lifetime fitness regime. Yoga exercises, meditation, and postures improve balance, strength, and overall flexibility, and tones and strengthen the body uniformly. Yoga posture and exercises focuses on all of the joints of body, including leading to increased core strength which helps prevents disease by maintaining organ health. Yoga stretches stimulates muscles and organs to increase blood flow to all of parts of the body, which helps to flush out the toxins that can accumulate in body tissues. Yoga exercise, postures, and meditation increases students powers of mental concentration and can significantly reduce levels of stress and anxiety.

54930 Fitness Weight Training

Non UC/CSU Approved Course. Graduation credit only. Meets additional P.E. requirement but not for 9th grade.

Grades: 9-12 Credits: 10 (Year-long course)
Prerequisite: Sophomores must have passed the FITTNESSGRAM Physical Fitness Test

Weight Training and Fitness for Life provides students the knowledge and competency in motor skills, movement patterns, and strategies needed to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will learn how the perception of effort and quality of personal assessment plays in achieving fitness goals. Personal goals to improve both performance in weight training and fitness will allow students to set a personal physical fitness program using the principles of strength training and conditioning, healthy nutrition, and using equipment properly and safely.

54940 Fitness for Athletes

Non UC/CSU Approved Course. Graduation credit only. Meets additional P.E. requirement but not for 9th grade.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisite: Sophomores must have passed the FITTNESSGRAM Physical Fitness Test

The Fitness for Athletes program will have a direct and positive influence on student's success at NMCUSD in physical education and athletic activities. This course is designed to provide the student athlete with additional fitness gains such as strength, endurance, flexibility, body composition, agility and cardio respiratory endurance. All students participating in this course must be a student athlete in good standing (CCS Eligible). All students must be pre-approved for this course by the Athletic Director or Administration. This course is only offered to 10th-12th grade students.

54960 Health

Non UC/CSU approved course. Graduation credit only.

Grades: 9 -12 Credits: 5 (one semester)- All 9th grade students required to take one semester in conjunction with the 21st Century Skills course.

Prerequisite: None

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

54965 Introduction to Kinesiology

Non UC/CSU Approved Course. Graduation credit only. Meets additional P.E. requirement but not for 9th grade.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisite: Sophomores must have passed the FITTNESSGRAM Physical Fitness Test

This course is designed to include the concepts of physical education, physical fitness, anatomy, physiology, biomechanics. It covers the many areas of the body and how the body works while under sport situations. It will give students the opportunity to learn through a comprehensive, sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education, and also focus on critical thinking and communication skills, along with practical skills used in the field of teaching and athletic training. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Multiple laboratory activities are included to further aid in the learning process. This course will prepare students who are interested in a Kinesiology and/or Health Science related career after high school.

HISTORY/SOCIAL SCIENCE

"A" Requirement: Two years to include United States and World History, required for UC/CSU.

55050 Advanced Placement Human Geography

UC/CSU Approved Course. Meets A- History/Social Science or G-Elective requirement.

Grades: 9 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills A or G requirement)
Prerequisite: Grade of B or higher in previous social science course taken.

The Advanced Placement course in geography gives students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Human Geography course helps students develop critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. Through AP Human Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college-level goals as

determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice. Student is required to take the AP Exam in May.

55100 World History

UC/CSU approved course. Meets History/Social Science Requirement.

Grade: 10-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills A requirement)
Prerequisites: None

This class is required. The purpose of this course is to familiarize students with key events and trends in modern history. Specific issues, which show that the modern world has become interdependent, are taught in this class, such as the rise of democratic values, Imperialism and Nationalism, World War I, Totalitarianism, World War II and Problems of the Modern World.

55150 Advanced Placement World History

UC/CSU approved course. Meets History/Social Science and G- Elective Requirements.

Grade:10-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills A requirement)
Prerequisites: Grade of B or higher in English I or current GPA of 3.0 or higher

This course examines World History from a global perspective. It covers the time period from 8,000 BCE to the present. Critical thinking and the analytical and writing skills necessary in a college level history course will be emphasized. Students will learn to understand the overarching themes of history, write change and comparative essays, and use primary source material to generate responses to document-based questions (DBQ). Student is required to take the AP Exam in May.

55200 United States History

UC/CSU approved course. Meets History/Social Science Requirement.

Grade: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills A requirement)
Prerequisites: None

This course meets graduation requirements. This course will offer the student both a general background to 20th Century American history and a more focused exposure to some of the key themes of 20th Century American history. The emphasis will be on providing the student will the stimulus and knowledge to interpret the important questions of America's past, present and future.

55225 United States History & Natural Resource /Habitat Mgmt. (SEA Pathway)

UC/CSU approved course. Meets History/Social Science Requirement.

Grade: 11 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills A requirement)
Prerequisites: None
Note: Student must also be concurrently enrolled in Power of Language and Natural Resource and Habitat Mgmt. courses.

This course integrates U.S. History with Natural Resource and Habitat Management in the Sustainable Environmental and Agricultural Career Pathway. Using historical events (e.g. Civil War, Great Depression), students make connections between the evolution of sustainable resource and habitat practices and the development of thought and government in the U.S. The purpose of U.S. History and Natural Resource and Habitat Management is to analyze the significant periods of U.S. history while building and establishing a foundation of practical knowledge in Natural Resource and Habitat Management.

55250 Advanced Placement United States History

UC/CSU approved course. Meets History/Social Science and G-Electives Requirement.

Grade: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills A requirement)
Prerequisites: C or higher in AP World History or B or higher in World History

This course meets graduation requirements. Colleges and universities use the results of this examination to determine whether or not the student will receive credit for U.S. History at their institution. The course teaches the foundations of American history. This is a two-semester course, plus work done during the summer. Emphasis will be on developing college-level skills in research, analysis, seminar discussions and essay writing.

55300 Economics

UC/CSU approved course. Meets G-Elective Requirement.
Grade: 11-12 Credits: 5 (one semester taken with Government) UC/CSU: ☒ (fulfills G requirement)
Prerequisites: None

This is a required class. This course will cover the fundamental principles of macro- and micro-economics, practical application of the principles, the historical development of economic theory, and comparative analysis of various economic systems around the world.

55350 Advanced Placement Micro-Economics

UC/CSU approved course. Meets G-Elective Requirement.

Grade: 11-12 Credits: 5 (one semester taken with Government and weighted) UC/CSU: ☒ (fulfills G requirement)
Prerequisites: Grade of B or higher in United States History.

This is a required course for graduation. This course is designed to prepare students to successfully pass the Advanced Placement College Board Examination in Micro Economics. Students who pass this exam may receive college credit. Student is required to take the AP Exam in May.

55400 United States Government

UC/CSU approved course. Meets History/Social Science and G-Elective Requirement.

Grade: 11-12 Credits: 5 (one semester taken with Economics) UC/CSU: ☒ (fulfills A or G requirement)
Prerequisites: None

This is a required course for graduation. This is a senior course that will deal with the philosophy, structure and application of the American political system. It will include examination of the constitution and its key principles, political behavior, structure of government (national, state and local), the electoral process and an overview of the Bill of Rights.

55450 Advanced Placement Government and Political Science

UC/CSU approved course. Meets History/Social Science and G-Elective Requirements.

Grade: 11-12 Credits: 5 (one semester taken with Economics and weighted) UC/CSU: ☒ (fulfills A or G requirement)
Prerequisites: Grade of B or higher in United States History or a grade of C or higher in AP United States History.

American government and politics is designed to give students a critical perspective on politics and government in the U.S. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Student is required to take the AP Exam in May.

55500 Psychology

UC/CSU approved course. Meets G- Elective Requirement.

Grades: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills G requirement)
Prerequisites: None

This course is designed to introduce students to psychological concepts. The class will feature exploration of: personality inventory, psychological research/ethics, family/social dynamics, psychological disorders/therapies and gender issues and sensation and perception. Students will be graded in part on participation.

55550 Advanced Placement Psychology

UC/CSU approved course. Meets G- Elective Requirement.

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills G requirement)
Prerequisites: Grade B or higher in English I and World History

This course will prepare students for the spring AP Psychology test. A scientific basis of Psychology, cognitive/behavioral processes, as well as individual and developmental differences will be explored. AP test-taking procedures and tips will also be covered. Although no prior coursework is required, students who have already taken Psychology can receive additional elective credits, in that this class is significantly different from the regular Psychology class. Student is required to take the AP test in May for which they can receive university credit.

57810 Student Government/Associated Student Body (ASB)

UC/CSU approved course. Meets Graduation credit or Elective requirement only.
Grades: 9-12 Credits: 10 (year-long course)
Prerequisites: Students must be elected or appointed to the student body class office.

This course will focus on the development of attitudes and skills critical to any leadership position. Students will plan, develop and implement a variety of student activities. Course may be repeated for credit.

DUAL ENROLLMENT COURSES

Dual enrollment is a program that allows high school students to enroll in college courses prior to high school graduation. College credits earned through dual enrollment can be simultaneously applied toward high school and college graduation and can be transferred to other colleges or universities. NMCHS students and parents must meet all registration and enrollment requirements and deadlines set forth by Hartnell Community College. All course materials, tuition and fees will be waived for NMCHS students.

57960 Hartnell Counseling I

Grades: 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: None

Course to assist first-time college students create greater success in college and in life. Students will develop self-awareness, self-responsibility and self-empowerment. Topics include campus and student support services and resources, learning strategies, study techniques, communication, critical thinking and problem solving, personal responsibility, career exploration, time management, educational planning, personal finances and stress management as it relates to mental health and mental wellbeing.

57966 Hartnell Counseling 27

Grades: 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit) Prerequisites: Successful completion of Hartnell Counseling Comprehensive life and career planning course with a focus on key lifespan issues. Importance of relationship and appreciation of divergent cultural values will be explored. Action steps will be explored and identified to enable student's success and to select a college major.

57970 Hartnell English 1A – College Composition & Reading (Fall Semester)

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 - 12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: Completion of previous college preparatory English II or III with a “B” or better
Introduction to composition with emphasis on writing of exposition, and reading of selected works from a variety of academic and cultural contexts, and writing from research. Students will write a minimum of 6.500 words in graded assignments.

57975 Hartnell English 1B – College Literature & Composition (Spring Semester)

UC/CSU approved course. Meets English/Language Arts requirement.

Grade: 11 - 12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills B requirement)
Prerequisite: Completion of Hartnell English 1A with a “C” or better
This college level course is a dual-enrollment course from Hartnell College. Students will earn high school and college credit.

An introductory literature course with an emphasis in both literacy composition and critical thinking. The course provides instruction and practice in critical thinking and forming literature based arguments through the close study of the major genres of literature; poetry, fiction, drama, and the novel. Students receive instruction in analytical and argumentative writing by studying literature, criticism, and identification of sound and fallacious reasoning in assessments of literature and literary criticism. Students will write a total of 6,000 words.

57980 Hartnell Medical Terminology (Fall Semester)

Grades: 11 - 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: None

This course introduces the foundations of medical word-building principles as essential tools for effective communication in the health services industry.

57982 Hartnell Introduction to Public Health (Spring Semester)

Grades: 11 - 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: Successful completion of Hartnell Medical Terminology

This course provides an introduction to the discipline of public health and an overview of terminologies and basic concepts of public health, public health professions, institutions, and public health disciplines. Areas of public health such as epidemiology, prevention and control of diseases in the community, analysis of social determinants of health, health disparities, community health promotion programming, environmental health and safety, and healthcare policy will be covered.

57985 Hartnell Intermediate Algebra (Fall Semester)

UC/CSU approved course. Meets Math and Electives requirement.

Grades: 11 -12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills C requirement)

Prerequisite**:** Grade of A or higher in Integrated Math II or Grade B in Integrated Math II Honors

Review of elementary algebra plus more advanced problems of factoring, rational expressions, linear and quadratic equations, functions and graphs, systems of equations and inequalities, exponents, radicals, exponential and logarithmic functions, conic sections, sequences, series and applications related to all the functions of intermediate algebra.

Hartnell Pre-Calculus MAT-25 (Fall Semester)

Meets Math and Electives requirement. UC and CSU transferable credit course.

Grades: 11-12 Credits: 5 semester long course (weighted)
Prerequisite: Grade of B or higher in Math III and HS GPA of 3.0 or higher, unweighted

A study of polynomial functions, rational functions, exponential functions and logarithmic functions, graphing techniques, systems of equations, matrices, determinants, parametric equations. This course is designed to prepare students for Calculus I.

57987 Hartnell Elementary Statistics (Spring Semester)

UC/CSU approved course. Meets Math and Electives requirement.

Grades: 11 -12 Credits: 5 semester long course (weighted) UC/CSU: ☒ (fulfills C & G requirement)
Prerequisite**:** Grade of B or higher in Integrated Math II.

A study of the measures of central tendency, dispersion and position, graphic presentation, sampling, frequency distributions, discrete and continuous probability distributions, expected values, sampling distribution, Central Limit Theorem, sample variability, statistical inferences, confidence intervals, hypothesis testing, tests, Chi-Square tests, analysis of variance (ANOVA), linear correlation and regression analysis, decision making using predictive models, and non-parametric tests. This course is primarily for students in business, social sciences, biological sciences, education and

humanities. Use of technology, including graphing calculators or computers will be extensively integrated as a tool in the description and analysis of data.

Hartnell Trigonometry MAT-24 (Spring Semester)

Meets Math and Electives requirement. UC and CSU transferable credit course.

Grades: 11-12 Credits: 5 semester long course (weighted)
Prerequisite: Grade of B or higher in Math III and HS GPA of 3.0 or higher, unweighted
Recommended: Successful completion of Hartnell Pre-Calculus MAT-25

Trigonometric functions, inverse trigonometric functions and their graphs, solutions to right and oblique triangles, identities and conditional trigonometric equations, analytic trigonometry, introduction to vectors, and complex numbers. This course, along with MAT-25, is designed to prepare students for Calculus.

Hartnell Principles and Practices of Teaching Young Children ECE-1 (Fall Semester)

Meets Electives requirement. CSU transferable credit course.

Grades:11-12 Credits: 5 semester long course (weighted)

An examination of the underlying theoretical principles of developmentally appropriate practice in early care and education. Emphasis on the role of the early childhood educator, the importance of teacher-child relationship, and effective teaching strategies and environmental design for supporting development in young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Hartnell Introduction to Administration of Justice ADJ-1 (Fall Semester)

Meets Electives requirement. UC and CSU transferable credit course.
Grades: 11-12 Credits: 5 semester long course (weighted)

Provides an overview of the American criminal justice system and the various subsystems. Focuses on the roles and role expectations of criminal justice agencies in their interrelationships in society and emphasized the concepts of criminal law and its effect on policing, crime causation, the Constitution and its eddect on law enforcement, punishment and rehabilitation. Also discusses ethics, education and training for professionalism in the social system.

Hartnell Community Relations and the Justice System ADJ-2 (Spring Semester)

Meets Electives requirement. UC and CSU transferable credit course.
Grades:11-12 Credits: 5 semester long course (weighted)

A theoretical and conceptual overview of multicultural issues, including those relating to ethnicity, race relations, gender, age and sexual preference. The course focuses on cultural/ethnic groups in California and their relationship with law enforcement and justice administration, including courts and corrections. Explores the interaction of the criminal justice agents and the community; theoretical and conceptual overview of multicultural issues affecting human relations; effects of prejudice, bias, and discrimination; awareness of individual and cultural differences affecting human interaction and peacekeeping strategies in a diverse society.

VISUAL AND PERFORMING ARTS

"F" requirement: one year required, chosen from dance, music, theater, or visual arts.

56000 Ceramics I/II

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9 -12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

This course is a hands-on class with both teacher-led instruction and independent studio time. Students will explore ceramics through different hand-building techniques, the use of the wheel, materials, glazes, decorative methods, culture and history, and through career possibilities. Students will be given the opportunity to experience the process of creating and solving visual problems in a unique way. An emphasis will be placed on functional and decorative pieces with unique personal touches and creative alterations. Students will receive constructive feedback through classroom critiques, exams and evaluations. Students are expected to learn and practice safe habits in the ceramics studio and maintain the integrity of the work space.

56100 Dance I/II

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9-12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

This course instructs the student in dance techniques, improvisation, choreography, dance sequences, performance, terminology, dance history and dance related topics in different genres of dance. The class will also contribute toward lifelong learning and career skills related to dance. Students taking this class will be required to perform in a spring dance concert. Some before and after schools practices in the spring are mandatory as well as participation in a dance show.

56200 Dance III

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9-12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: Completion of Dance I/II course and/or by audition.

This course is designed to provide the dance student with an intermediate dance and stage performance experience in multiple dance and theater genres (e.g., ballet, hip-hop, jazz, traditional and recreational) including knowledge and practice in technique, improvisation, choreography, dance sequences, performance, terminology, dance history and dance related topics. The class also provides the tech student with knowledge in the technological aspects and artistry of producing a dance and stage performance, and to contribute to lifelong learning and career skills for all students. Students taking this class will perform in rallies, festivals and shows and/or produce the technical aspects of a performance. Some before and after schools practices are mandatory as well as participation in 2 dance shows.

56400 Drawing and Painting I/II

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9-12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

During the 1st semester students will learn drawing and painting techniques, art history, art criticism and color concepts. Basic composition, perspective, observational drawing & painting, plus working with abstraction are emphasized. This class will prepare students for the next level of art classes.
Students will further explore ideas in drawing and painting techniques, art history, art criticism and color concepts during 2nd semester. More advanced composition, perspective, observational drawing & painting are also engaged in. Practicing historical styles and theories of art-making are a central theme to the course. Building on this, personal project development and working with both representation and abstraction are emphasized

56450 Advanced Placement Art History

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: Grade of "B" or higher in Drawing and Painting I/II or teacher recommendation

This course will focus on the visual arts, including painting, drawing, sculpture and architecture from pre-historical times to the present. Artworks from all cultures worldwide will be studied. Development of the knowledge and skills required to pass the College Board Advanced Placement Exam in Art History will be emphasized. Student is required to take the AP Exam in May.

56455 Advanced Studio Art

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 11-12 Credits: 10 (year-long course and weighted) UC/CSU: (fulfills F requirement)
Prerequisites: Grade of "B" or higher in Drawing and Painting I/II or teacher recommendation

This course provides a third year of visual arts studies for students to continue to develop their ideas and skills in a specific medium beyond the level I and II arts courses. The class brings together students whose work spans the range of medias covered in the art studios - metal, ceramics, drawing, painting, computer graphics, sculpture, mixed media, photography(film + digital), and printmaking - to work in an advanced studio setting to explore concepts in the visual arts. The course asks the advanced students to explore in-depth the design concepts of line, scale, contrast, color, emphasis, and space across different media. The course examines how these concepts have been utilized by artists in the 20th and 21st centuries and use the resources of Los Angeles with visiting artists and field trips. This course enables students to further develop their portfolios and by using the resources of the city investigate the range of possible careers in the arts. Student is required to take the AP Exam in May.

56500 Photo I/II

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

During the 1st semester, the course's emphasis is on approaching the world of photography as a means of artistic expression and technical skill. Students will study the masters of traditional and digital photography and learn to understand and evaluate photography as a creative art form. Through photography and the creative process, students will explore the elements of art, principles of design, composition, digital photography equipment, digital darkroom techniques, lighting, and a variety of methods, techniques, and processes used in fine art photography.
In the 2nd semester, the course will provide students with an introduction to a variety of studio art skills, especially related to fine art photography. It is a class geared towards developing the work habits and artistic perception of an emerging art student. Developing artistic literacy in terms of vocabulary, historical knowledge, aesthetics, technical skill and craftsmanship are emphasized.

56550 Introduction to Film Production

UC/CSU approved course. Meets Visual & Performing Arts requirement for graduation only.

Grades: 9-12 Credits: 10 (year-long course)
UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

This course introduces students to concepts and principles used to pursue a career pathway in film and video production. Students will learn historical perspectives and analyze film and television from a variety of artistic works. The course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and techniques of editing. Students will learn the skills necessary for jobs within the industry such as: producer, director, art director, set design, camera operator, script supervisor, editor, etc. Training is provided through required on-the-job training obtained through organized productions and projects, such as campus news broadcasts and events, narrative films, PSAs, documentary films, etc. under the supervision of the instructor. Students may also receive unpaid community classroom (CC) on-the-job experience in commercial studios, production companies and cable television. This course aligns with and/or incorporates the State Visual and Performing Arts Frameworks, State Language Arts and Mathematics Standards, California CTE Model Curriculum Standards, the Common Core State Standards and the Silicon Valley Career Technical Education (SVCTE) Student Learn Outcomes (SLOs).

56555 Media Film Production

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 10-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: Successful completion of Introduction to Film Production

Media Film Production is a course that will deepen students' comprehension of and experience with visual artistic communication, creative expression, historical and cultural context, and aesthetic valuing. Its hands-on components will provide opportunities for students to make connections and apply their learning across subject areas. With an emphasis on analyzing the changes that have taken place in film and special effects throughout the years, students will be taught the elements and principles of art and how to apply them to their film and video projects. Students will work collaboratively as they create film and video projects applying the artistic and technical knowledge they have acquired throughout the course including the use of Adobe Premiere, Adobe PhotoShop, and Adobe After Effects, and script writing software. Students will develop their ability to analyze and critique professional, peer and personal videos using the language of art and theater with the purpose of drawing conclusions about how to increase the impact and effectiveness of their own work.

56560 Theater Design and Technology I

UC/CSU approved course. Meets Visual & Performing Arts requirement.

Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

Theater Design and Technology I is a foundation building class that specifically focuses on the visually artistic storytelling aspects of theater that are not performance driven. The overarching goal of this class is for students to learn the basics of set construction and the operation and function of lighting and sound equipment. Through hands-on practice, collaborative problem solving and critical and aesthetic analysis, students will gain experience creating sets and basic lighting and sound operations for various events and productions.

Since the primary goal of this course is to provide students with a meaningful performance experience in the Theater Arts, a significant portion of our class time is spent learning how to read and analyze theatrical texts as a set designer (looking specifically for historical context, set and prop needs, lighting moods and sound requirements), making design plans in collaboration with the director, and executing the build. In so doing, class time projects and out of class assignments are aligned with the five strands of Visual and Performing Arts Content Standards for California: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, Applications.

56600 Orchestra

UC/CSU approved course. Meets Visual & Performing Arts or G- Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F or G requirement)
Prerequisites: Experience on a band instrument. Performances are required.

56625 Jazz Band

UC/CSU approved course. Meets Graduation credit or Elective requirement only.

Grades: 9 -12 Credits: 10 (Year-long course) UC/CSU: ☒ (fulfills F requirement)
Prerequisites: Experience on a band instrument and instructor approval.

A performing class designed to expose and familiarize students with jazz music, and to acquaint them with techniques and styles of playing jazz.

56635 Percussion

Non UC/CSU approved course. Meets Graduation credit or Elective requirement only.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: Experience on a band instrument.

56640 Concert Band

UC/CSU approved course. Meets Graduation credit or Elective requirement only.

Grades: 9 -12 Credits: 10 (Year-long course)
UC/CSU: ☒ (fulfills F requirement) Prerequisites:
Experience on a band instrument.

56710 Introduction to Music Production

UC/CSU approved course. Meets Graduation credit or Elective requirement only.

Grades: 10 -12 Credits: 10 (Year-long course)
UC/CSU: ☒ (fulfills F requirement)
Prerequisites: None

Introduction to Music Production will be an introduction to the principles of creating music electronically. This will include both original sound production on a computer as well as recording of typical instruments/vocals - focusing on how to properly mix them together to produce original music and art and will introduce students to the uses, concepts, techniques, and terminology of computing through music applications. Following an introduction to the basics of the software and equipment used, the students will create their own music using GarageBand and Logic. Students will develop their musical knowledge as they learn practical skills that can prepare them for a career in music performance, entertainment business, recording business, live sound reinforcement, audio engineering, stage management The students will gain experience with current hardware and software for music sequencing, synthesis, and music performance practice. This year long course is also designed as an introduction to music fundamentals, notation, and theory through music technology such as MIDI and digital recording. Students will also be learning basic business practices used in the music industry.

Other General Elective Courses (Non-Pathway)

56700 Color Guard

Non UC/CSU approved course. Graduation credit for Elective requirement.

Grades: 9 -12 Credits: 5 (one semester)
Prerequisites: Students must audition for the class.

This course is for students who are interested in marching with the North County Condor Band as a shield, flag, or banner carrier. Extra-curricular activities will be required. Dance, drill or aerobic experience is helpful to join this class. There is an expense for outfits and fundraisers are encouraged to help with the cost. There is after school practice as needed.

57820 Yearbook

Non UC/CSU approved course. Graduation credit only. Meets Electives requirement.
Grades: 9 -12 Credits: 10 (Year-long course)

Prerequisites: Instructor approval

The main objective of this course is to publish a yearbook that reflects the student body of North County. Besides learning publication skills, the class also covers the following areas: marketing, business, journalism, technology, arts and photography. Although the class is working as a team, students will be expected to be independent and dependable workers who need very little supervision. Students will be doing a variety of assignments that could range from writing to

photography to marketing. Anyone who feels he/she is ready to meet the challenges of putting together a piece of North County history, please sign up! Students just need to have an imagination, a willingness to learn new things, and a great work ethic.

57910, 57920,57930, 57940 AVID I, II, III, IV (Advancement Via Individual Determination)

AVID I,II, and III are Non UC/CSU approved course. AVID IV Meets G Requirement
Grades: 9-12 Credits: 10 (year-long course) UC/CSU: ☒ (AVID IV fulfills G requirement)
Prerequisites: Application and instructor approval
The Advancement Via Individual Determination (AVID) program is a motivational and academic program with two major components: student skills for lifelong learning and academic instruction. The AVID program strives to have all students ready for college entry upon completion of high school. Students learn and practice time- management strategies, communication skills, and personal organization and planning. AVID curriculum focuses on development of students' writing abilities, so they will be successful in completing college preparatory classes. Students must apply for the program as space is limited.

57950 Peer Support Learners

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.
Grade: 10, 11, 12 Credits: 10 (Year-long)
Prerequisites: Instructor and School Counselor Approval
Peer Supporting Learners (PSL) is designed for students who are interested in careers in occupations of education and human services, and who would like to explore the skills and techniques used in the teaching process. A student who becomes a peer in supporting other students learning will receive training in the following areas: learning styles, time management, stress management, conflict resolution, behavior management, long and short-term goals setting, small group discussion, and collaborative learning structures. As a peer tutor, the students will participate in direct instruction, job coaching, community-based activities, and socialization opportunities. Students will be placed with an assigned teacher goal setting to advance the work as a tutor for other learners with assigned in-class support for students who are in need of tutoring assistance either in small-group activities or 1:1 tutoring.

57775 Work Experience

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.
Grades: 11-12 Credits: 5 (one semester)
Prerequisites: Must be 16 years of age and have Administrative Approval
Students will learn about obtaining and keeping a job, good work habits and attitude, worker's rights and responsibilities. Students will develop a portfolio demonstrating the abilities, knowledge, and skills achieved. Class will meet 1 day per week and work the other 4. Students are responsible for their own transportation and job placement.

57960 Hartnell Counseling I

Grades: 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: None
Course to assist first-time college students create greater success in college and in life. Students will develop self-awareness, self-responsibility and self-empowerment. Topics include campus and student support services and resources, learning strategies, study techniques, communication, critical thinking and problem solving, personal responsibility, career exploration, time management, educational planning, personal finances and stress management as it relates to mental health and mental wellbeing.

57966 Hartnell Counseling 27

Grades: 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit) Prerequisites: Successful completion of Hartnell Counseling I

NORTH MONTEREY COUNTY
CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

Career Technical Education (CTE) graduates, those students who complete an approved CTE pathway, with high school diplomas and related postsecondary skills, are prepared for careers in fields that are growing or in high-demand. CTE provides relevant academic and technical coursework leading to industry-recognized credentials and helps students compete when applying for college entrance.

According to the Monterey County Workforce Investment Board there is a high demand for jobs in the following occupations: **Tourism and Hospitality** (event planners/managers, cooks, caters), **Education** (teachers, especially in Math, Science, and Special Education), **Agriculture** (mechanics, technology, managers, food science), and **Health and Medical Technology** (medical/dental assistants, LVN/nurses, home health aides).

Education, Child Development, and Family Services Industry Sector

Remember how a teacher influenced your life? With a large number of employees predicted to retire from education, child development and family services in the next decade, a wealth of career opportunities will be available. If you enjoy teaching children from preschool to high school, or you want to be a college professor, this sector is for you. The Education Pathway prepares students for professional or support positions, pre-kindergarten through grade twelve. Students study human development, positive guidance and counseling techniques, age and grade appropriate learning strategies, and instructional design. The Consumer Services pathway will help students learn employment and management skills that include business structure, consumer rights and responsibilities, energy, environment and resource management, product testing and demonstration, and consumer communications. Careers include Financial Planners, Product and Development Researchers, and Public Relations and Customer Service Representative.

Education Pathway and Consumer Education Pathway

57440 Introductory Course for Service Industries (Hospitality, Education, and Therapeutic Services Pathway)

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This introductory course for Service Industries is focused on providing a strong foundation for the Hospitality, Education, and Patient Care pathways. Instruction in the content areas of child development and guidance; consumer education; family and human development; education; food and nutrition; individual and family health; and leadership is designed to prepare students with the knowledge, skills and attitudes to function effectively as family members; leaders, workers, and citizens. This course also covers the history and development of the medical profession, healthcare organization, and medical specialties, as well as skills that qualify students to work as assistants in both front and back medical offices and clinics. This class will also assist students in identifying aptitudes in health careers, and also learn medical terminology, patient care skills, and medical instruments. Job shadowing may be performed in local hospitals or medical offices. CPR and First Aid certifications will be gained in this course.

57445 Child Development in Education

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: Introductory Course for Service Industries

This concentration course prepares students to understand children's physical, mental, emotional, and social growth and development as well as provide for their care and guidance. It will also provide provides a study of research theories in human growth and development. This course provides a solid foundation for any career that involves working with children, including childcare and education. Instruction will be provided in establishing positive learning environments, social interaction, and communication skills. Topics to be explored include prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, child abuse and neglect, changes and crises, and children with special needs. This course is highly recommended for students interested in careers in education.

57450 Careers in Education

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisites: Completion of Child Development in Education

This course is designed to prepare students for professional or learning support positions in education, pre-kindergarten through grade twelve. Students study human development, standards, regulations and codes, positive guidance and counseling techniques, age-appropriate and grade-appropriate learning strategies, learning theories, and standards-based curriculum and instructional design, and professionalism. Students can apply and practice their knowledge and skills in a variety of settings.

Hartnell Principles and Practices of Teaching Young Children ECE-1 (Fall Semester)

Meets Electives requirement. CSU transferable credit course.

Grades:11-12 Credits: 5 semester long course (weighted)

An examination of the underlying theoretical principles of developmentally appropriate practice in early care and education. Emphasis on the role of the early childhood educator, the importance of teacher-child relationship, and effective teaching strategies and environmental design for supporting development in young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Health Science and Medical Technology Industry Sector

Health care is one of the fastest growing career sectors and requires professional level preparation. This pathway focuses on Therapeutic Services that assists patients in overcoming disease, illness or injury.

Occupations include Physical Therapy Aide, Medical Assistant, Licensed Vocational Nurse, Certified Nursing Assistant, Pharmacist, Physical Therapist, and Physician Assistant. Skill sets needed include critical thinking, problem solving, communication, biology, physics, math, and chemistry.

Therapeutic Services Pathway

57440 Introductory Course for Service Industries (Hospitality, Education, and Therapeutic Services Pathway)

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.
Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This introductory course for Service Industries is focused on providing a strong foundation for the Hospitality, Education, and Patient Care pathways. Instruction in the content areas of child development and guidance; consumer education; family and human development; education; food and nutrition; individual and family health; and leadership is designed to prepare students with the knowledge, skills and attitudes to function effectively as family members; leaders, workers, and citizens. This course also covers the history and development of the medical profession, healthcare organization, and medical specialties, as well as skills that qualify students to work as assistants in both front and back medical offices and clinics. This class will also assist students in identifying aptitudes in health careers, and also learn medical terminology, patient care skills, and medical instruments. Job shadowing may be performed in local hospitals or medical offices. CPR and First Aid certifications will be gained in this course.

57310 Foundations to Medical Careers

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Completion of Introductory Course for Services Industries

This course is an introduction to the nursing profession, its responsibilities and its legal and ethical issues in nursing practice. The class will cover basic concepts and nursing care in the following areas: medical-surgical, pediatric, mental health and maternal-newborn. Students will learn pharmacology to include drug preparation, dosages and administration. Common nursing procedures such as: venipuncture, IV skills, wound care, and urinary catheterization are taught. Job shadowing is performed in local hospitals or medical offices.

57980 Hartnell Medical Terminology HES-80 (Fall Semester)

Grades: 11 - 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: None

This course introduces the foundations of medical word-building principles as essential tools for effective communication in the health services industry.

57982 Hartnell Introduction to Public Health HES-1 (Spring Semester)

Grades: 11 - 12 Credits: 5 (Semester long course) UC/CSU:☒ (Will fulfill college elective credit)
Prerequisites: Successful completion of Hartnell Medical Terminology

This course provides an introduction to the discipline of public health and an overview of terminologies and basic concepts of public health, public health professions, institutions, and public health disciplines. Areas of public health such as epidemiology, prevention and control of diseases in the community, analysis of social determinants of health, health disparities, community health promotion programming, environmental health and safety, and healthcare policy will be covered.

57330 Certified Nurse Assistant/Health Aide (CNA)

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement

Grades: 10 -12 Credits: 10 Double period, year-long course)
Prerequisites: Student must be 16 years of age to take state certification exam.

This program is designed to meet the criteria for State Certification as a Certified Nursing Assistant/Home Health Aide. Students learn basic nursing skills and practice them both in class and in the long-term nursing care setting. Extra hours outside of the classroom are necessary to be eligible for State Certification. This class is a registered/licensed nursing prerequisite for local colleges. Uniform required. Guaranteed employment in industry upon completion.

Hospitality, Tourism, and Recreation IndustrySector

If you enjoy working with different people on a day-to-day basis and you have a passion for cooking, travel, sports or nutrition, the following career pathway will give you the education and experience necessary. The Food Service and Hospitality pathway prepares students for a wide range of careers in restaurants, hotels, clubs, schools, resorts, hospitals, and institutions.

Food Service and Hospitality Pathway

57440 Introductory Course for Service Industries (Hospitality, Education, and Therapeutic Services Pathway)

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.
Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This introductory course for Service Industries is focused on providing a strong foundation for the Hospitality, Education, and Patient Care pathways. Instruction in the content areas of child development and guidance; consumer education; family and human development; education; food and nutrition; individual and family health; and leadership is designed to prepare students with the knowledge, skills and attitudes to function effectively as family members; leaders, workers, and citizens. This course also covers the history and development of the medical profession, healthcare organization, and medical specialties, as well as skills that qualify students to work as assistants in both front and back medical offices and clinics. This class will also assist students in identifying aptitudes in health careers, and also learn medical terminology, patient care skills, and medical instruments. Job shadowing may be performed in local hospitals or medical offices. CPR and First Aid certifications will be gained in this course.

57400 Beginning Culinary

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.
Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: Completion of Introductory Course for Service Industries

This concentration course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. Instruction will include preparation of meats, fruits, vegetables, as well as baked goods and pastries. This course provides a solid background for a wide range of careers in food science, dietetics and nutrition, as well as food service and hospitality.

57420 Advanced Culinary and Hospitality

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Student must have earned a grade of C or higher in Beginning Culinary.

A capstone course that prepares individuals with the skills, attitudes and knowledge needed for employment in food and beverage production and preparation occupations. Instruction includes such topics as customer relations; industry awareness; sanitation and food handling; nutrition; standardized recipes and measurements; tools, utensils, appliances and equipment; and operational procedures. Students develop skills to select and use proper equipment, supplies and procedures to produce a variety of food products to be sold or served; plan menus and arrange for equipment, decorations, entertainment, transportation and storage of food. Culinary instruction will include advanced knife skills, food styling and plating, and advanced cooking methods, including international foods. Students may also pursue their Serv Safe certification.

Public Service Industry Sector

This sector provides a foundation for students interested in being involved in their community and helping their fellow citizens to make improvements in the communities they serve. The Public Services pathway primarily addresses public order, fire protection, and emergency medical services. Many of these careers help to protect people from danger and ensure their health and safety. These careers include: Police Officers, Sheriff Deputies, California Highway Patrol, Fire Fighters, Emergency Medical Technicians, Forensics, and Animal Control.

Protective Services Pathway

57600 Introduction to Public Service: First Responders-Fire, Police, EMT

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This course introduces theories, principles, and techniques used in occupations that fall under the heading of Public Safety including police, corrections, and homeland security, as well as an outline of the Emergency Medical System, assessment skills, and pathophysiology of common neurological, respiratory, and cardiac related emergencies. The course is also a training course for emergency medical technicians performing as ambulance attendants. It covers techniques of emergency medical care presently considered within the responsibilities of the emergency medical technician, and emphasizes the development of student skills in recognition of symptoms of illnesses and injuries and proper procedures of emergency care. Policies, procedures, and skills needed in services that provide for the safety and security of people and property and prevention of theft and damage are included. First Responder medical aid will also be a part of the course to provide the students with the knowledge and skills necessary to adequately assess and provide care for victims at the scene of injury.

57610 Fire Science, Behavior, Combustion and Technology

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10-12 Credits: 10 (Year-long course)

Prerequisites: Successful completion of Introduction to Public Service/First Responder/Fire and Police with a grade of “B” or higher (per MPC requirements).
This course is a Monterey Peninsula College (MPC) concurrent enrollment course (FPCT 2 Fire Academy) for students

interested in a career in Fire Science.

This course is designed to prepare individuals for fighting fires and related tasks. Students will learn about fire protection organizations, use and handling of firefighting equipment and apparatuses, fire protection and safety, fire behavior and extinguishment methods, rescue and ventilation operations, fire control, and salvage and overhaul of structures. Wild land firefighting will also be taught in conjunction with other fire fighter concepts and competencies. Practical experience will be gained through live fire and simulated exercises. This course prepares individuals to function as fire control, prevention, and safety specialists. It includes instruction in structural design and materials; meteorological factors impinging on fire situations; the chemistry of combustion; techniques for coping with fires; and procedures for handling hazardous materials (such as petroleum products and other volatile, explosive, or corrosive materials) either routinely or in an accident situation. Instruction includes methods for inspection of equipment and its proper use and for inspection of public and private property for safety conditions.

57620 Fire Cadet

UC/CSU non approved course. Graduation credit only. Meets Elective requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisites: Student must have received a grade of C or higher in Fire Science, Behavior, Combustion, and Technology

This course prepares individuals to fight fires and control the outbreak of fires. It includes instruction in fire department organization; the use of water and other materials in firefighting and the use of equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems. Instruction includes methods of entry and rescue; salvage practices and equipment; and fire and arson inspection and investigation techniques. This course articulates with MPC Fire Academy.

57605 Administration of Justice

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisites: Successful completion of Introduction to Public Service: First Responders-Fire, Police, EMT with a grade of “C” or higher.

This course describes the theories, principles, and techniques used in the development, administration, and management of institutions whose purpose is the incarceration, behavior modification, rehabilitation, and return to society of legal offenders.

57615 Advanced Criminal Justice

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisites: Successful completion of Administration of Justice with a grade of “C” or higher. This course provides an introduction to the criminal justice system, focusing on state and federal laws designed to safeguard the public. Also included are analysis of civil rights guarantees, an introduction to the state and federal court system and an overview of the role of law enforcement personnel within the justice system. Students are introduced to the academic, personal, physical and psychological prerequisites for a career in law enforcement and the shared mission of local, state, federal and international safety agencies in safeguarding the public and property.

57625 Restorative Justice: Impacting Campus and Community through Serv. Learning

UC/CSU approved course Meets G-Elective Requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisites: Successful completion of Administration to Justice with a grade of "C" or higher.

Restorative Justice: Impacting Campus and Community Through Service Learning is an upper level college preparatory elective course integrated with the Public Services CTE sector. In this course, students will examine the roles of social workers, mediators, advocates, and law enforcement officers as peacekeepers and problem solvers in society. Students will begin with an introspective look at themselves and inner workings of the human brain as it pertains to conflict and conflict resolution and then utilize this knowledge as they explore the ideology that drives careers in various fields of public service. Throughout the course, students will develop a deeper understanding of the specific requirements and physical and emotional demands that are unique to these career fields. Students ultimately apply the knowledge they gain throughout the course by participating in service learning projects that require them to move beyond the classroom in their outreach efforts.

Hartnell Introduction to Administration of Justice ADJ-1 (Fall Semester)

Meets Electives requirement. UC and CSU transferable credit course.
Grades: 11-12 Credits: 5 semester long course (weighted)

Provides an overview of the American criminal justice system and the various subsystems. Focuses on the roles and role expectations of criminal justice agencies in their interrelationships in society and emphasized the concepts of criminal law and its effect on policing, crime causation, the Constitution and its eddect on law enforcement, punishment and rehabilitation. Also discusses ethics, education and training for professionalism in the social system.

Hartnell Community Relations and the Justice System ADJ-2 (Spring Semester)

Meets Electives requirement. UC and CSU transferable credit course.
Grades:11-12 Credits: 5 semester long course (weighted)

A theoretical and conceptual overview of multicultural issues, including those relating to ethnicity, race relations, gender, age and sexual preference. The course focuses on cultural/ethnic groups in California and their relationship with law enforcement and justice administration, including courts and corrections. Explores the interaction of the criminal justice agents and the community; theoretical and conceptual overview of multicultural issues affecting human relations; effects of prejudice, bias, and discrimination; awareness of individual and cultural differences affecting human interaction and peacekeeping strategies in a diverse society.

57630 Emergency Medical Technician

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisites: Successful completion with a grade of "C" or higher of Administration of Justice or Fire, Science, Behavior, Combustion and Technology.

Students learn the techniques of emergency medical care designed to meet the State of California Requirements for certification of EMT-1 (ambulance) personnel. Emergency Medical Technician Basic Training is designed to meet the Department of Transportation, National Registry of EMTs, and State of California requirements for certification as a EMT-Basic (Ambulance) crew member. CPR certification will be provided by a healthcare provider. (Prerequisite to the Basic Fire Academy)

57650 Sports Medicine - Kinesiology

UC/CSU approved course. Meets Laboratory Science or G-Elective Requirement.

Grades: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisites: Grade of "C" or higher in Foundation to Medical Careers

This course meets the UC requirement for laboratory science. This competency based course is designed for all students seeking a career in the healthcare field. The course will focus on the concepts and principles of structure, functions, and systems of the human body. Students will gain an understanding of the anatomical and physiological principles that govern the human body. This course focuses on lab methods, critical thinking, communication and the technological skills needed to advance as a science major or Kinesiology student in the UC system.

57660 Sports Medicine - Athletics

UC/CSU approved course. Meets G-Elective Requirement.

Grades: 11-12 Credits: 10 (year-long course) UC/CSU: ☒ (fulfills G requirement)
Prerequisites: Grade of "C" or higher in Sports Medicine - Kinesiology

This course meets the UC requirement for elective and is the capstone class of the Sports Medicine Pathway. This course provides instruction in advanced topics related to the field of sports medicine. Advanced anatomy, cell and tissue structure and response to injury, body systems, exercise physiology, therapeutic modalities, therapeutic exercise, pharmacology, kinesiology, and taping principles will be integrated with the prevention, treatment, and rehabilitation of athletic injuries. In addition, ethic and legal issues related to professions in health industries will be addressed.

Information Technology Sector

Information technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. You can take the skills learned in these pathways and apply them to any sector in our economy. The Media Support and Services pathway uses digital media to communicate with existing and potential customers. Careers include creating, designing, and producing multimedia products and services to include e-business websites or computer enhanced visual media. The Information Support and Services pathway prepares students for careers that involve the implementation of computer services and software. The Programming and Systems Development pathway prepares students for careers that involve the design, development, and implementation of computer systems and software to include operating systems, programming language, and software development.

Media Support and Services Pathway

57998 21st Century Skills

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grade: 9 Credits: 5 credits (one semester course). All 9th grade students required to take this course along with Health.
Prerequisites: None

This course is required and designed for 9th grade students for the current and future world of work, learning, technology, community, as well as self and social awareness. With a focus on technology and college and careers, this course provides equity and accessibility to multiple Career Technical Education pathways and allows students to gain exposure to the opportunities within CTE, explore site based CTE courses while also creating foundations for success in these areas. It is meant to enrich and assist students as they learn to become effective team members, citizens of the community, self-directed life- long learners, effective researchers, effective communicators and proficient with technology, and adaptable to change in an ever expanding world.

57040 Multimedia Art

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: 21st Century Skills or equivalent course

In Multimedia Art, students will learn the elements of art and principles of design as applied to various forms of media and a series of projects to learn the Photoshop tool and learn the artistic concepts students need to produce art. In the second semester, students will expand their knowledge through a series of projects to learn the Illustrator tools to become critical and creative in analyzing media and creating multimedia projects. Additionally, the projects created will help students to develop skills in graphic design, photography, and web design.

57041 Multimedia Production

Non UC/CSU approved course. Graduation credit only. Meets Elective Requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Successful completion with a "C" or higher of Multimedia Art

This is a hands-on course in computer graphics design and production techniques for video and business applications. Students produce special interest videos, cartoon animations, and every student must participate in a video taping of a live school event as part of a production team.

57043 Web Design

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 5 (one semester)
Prerequisites: Successful completion with a "C" or higher in Multimedia Art

Students will learn to design personal webpages using graphic editors, tools, and programs. The final project is a public service web design site project. Students will design websites with multimedia content, study advanced Flash, streaming audio and video, and integrate Photoshop techniques. Students may also study CGI, C++, JavaScript and/or PERL programming. Adobe Certified Expert certification may be granted upon successful completion.

Information and Support Services Pathway

57998 21st Century Skills

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grade: 9 Credits: 5 credits (one semester). All 9th grade students required to take one semester along with Health.
Prerequisites: None

This course is required and designed for 9th grade students for the current and future world of work, learning, technology, community, as well as self and social awareness. With a focus on technology and college and careers, this course provides equity and accessibility to multiple Career Technical Education pathways and allows students to gain exposure to the opportunities within CTE, explore site based CTE courses while also creating foundations for success in these areas. It is meant to enrich and assist students as they learn to become effective team members, citizens of the community, self-directed life- long learners, effective researchers, effective communicators and proficient with technology, and adaptable to change in an ever expanding world.

57000 Beginning Computer Applications

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisites: 21st Century Skills or equivalent course

This course is project-based designed to provide students with hands-on use of spreadsheets, word processing and presentation applications while studying computer concepts such as cloud computing and the Internet. The effective use of technology and internet resources are used to further develop teamwork, communication and presentation skills in a variety of formats. These applications may be taught through a wide variety of units of study which may include topics like: Internet Safety, Career Exploration, and Financial Literacy.

57010 Advanced Computer Applications

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10-12 Credits: 10 (Year-long course)
Prerequisites: Successful completion with a "C" or higher Beginning Computer Applications

This course continues to build on the skills learned in Beginning Computer Applications. Students will become proficient in the use of spreadsheets, word processing and presentation applications, including cloud and Internet-based applications. Successful completion of this course may lead to Microsoft Office Specialist certification, an industry-recognized certification valued by potential employers.

Programming and Systems Development Pathway

57998 21st Century Skills

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grade: 9 Credits: 5 credits (one semester). All 9th grade students required to take one semester along with Health.
Prerequisites: None

This course is required and designed for 9th grade students for the current and future world of work, learning, technology, community, as well as self and social awareness. With a focus on technology and college and careers, this course provides equity and accessibility to multiple Career Technical Education pathways and allows students to gain exposure to the opportunities within CTE, explore site based CTE courses while also creating foundations for success in these areas. It is meant to enrich and assist students as they learn to become effective team members, citizens of the community, self-directed life- long learners, effective researchers, effective communicators and proficient with technology, and adaptable to change in an ever expanding world.

57015 Introduction to Computer Science

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: 21st Century Skills or equivalent course

The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. Students computational thinking practices of algorithm development, problem solving, and programming will be developed. Interface design, limits of computers, and societal and ethical issues will be introduced. In-depth understanding of how the content of their course connects to careers in the Information and Communication Technology sector and careers in Science, Technology, Engineering, and Mathematics

(STEM) will be gained.

57016 Advanced Computer Science

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Successful completion with a "C" or higher in Introduction to Computer Science

This is a capstone course in the Computer Science pathway and continues to develop student understanding of the conceptual ideas of computing. Students will continue to develop their computational thinking practices, problem solving, and programming skills and provides the opportunity to apply these skills in coding, 2D and 3D design, robotics, developing phone apps, Java programming, and website development.

57070 Computing with Robotics (C-STEM)

UC/CSU approval. Meets C "G" Electives requirement.

Grades: 10 -11 Credits: 10 (Yearlong course) UC/CSU: ☒ (Fulfills G requirement)
Prerequisites: Successful completion with a "C" or higher in Introduction to Computer Science

This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, engineering, and math concepts. This course emphasizes hands-on robotics activities with a concentration on mathematical modeling and computer programming for solving problems in math and science. As term projects, students will participate in regional and statewide C-STEM RoboPlay Video and/or RoboPlay Challenge Competitions, which not only enhance their learning of robotics, math, and engineering, but also allow them to explore their creativity in writing, art, music, choreography, design, video editing, and film production. Through these project-based team activities, students develop critical thinking, problem solving, effective communication, and teamwork skill.

Engineering and Design Industry Sector

This is an ideal for students who a strong understanding of mathematics and a creative drive to design new ideas. If you have innovative ideas and have strong problem solving and analytical skills, the ability to work as a part of a team, and a strong work ethic this sector could be your path to success. The Architectural and Structural Engineering pathway involves working in conjunction with an architect to include drafter/designers, Structural Engineers, and Architects.

Architectural and Structural Engineering Pathway

57181 Introduction to Design, Engineering, and Technology

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

In this yearlong course, students will be introduced to Industrial Arts concepts as well as Small Engine Repair. Students will be exposed to a variety of materials (paper, plastic, wood, metal) and processes (drafting, 3D modeling, cutting, joining, welding, sanding, and finishing) as they learn to design, test and refine small projects. The class will cover the design process in at least 3 areas: recyclables, woods and metals in which students will design, build, test, and refine projects to

accomplish various goals. Possible projects that students may create include: balloon-powered recyclable cars, water-powered rockets, rat trap-powered wooden cars and ball bearing wire roller coasters. The final project for the Industrial Arts portion will require students to combine their knowledge of design, materials and processes to construct a vehicle that accomplishes a challenging task. During the Small Engine Repair portion of the course, students will gain valuable hands-on experience in basic engine overhaul and machining techniques applicable to gasoline engines. The use and care of tools, theory of operation, and professional repair methods will be used.

57045 Engineering Design, Development and Student Enterprise

Non UC/CSU approved course. Meets Elective graduation requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisite: Completion of Introduction of Design, Engineering and Technology with a grade of "C" or higher

Students in this class will be introduced to the process of developing a product and selling it from idea to marketable product, which includes the concepts of design, drafting, prototyping, manufacturing, marketing and sales. Students will have the opportunity to deepen their area of interest introduced in the Introduction to Design, Engineering and Technology course. By the end of the course, students will produce at least three products: a group product, a partner-developed product, and an individually developed product, which can be marketed and sold. Students will learn basic skills in ideation, drafting, 3D modeling, product development, and entrepreneurship. (Include CAD)

57046 Product Development, Engineering Customization and Entrepreneurship

Non UC/CSU approved course. Meets Elective graduation requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisite: Completion of Engineering Design, Development, and Student Enterprise with a grade of "C" or higher

Students will apply and further hone the skills learned in Introduction to Design, Engineering and Technology and the Engineering Design, Development, and Student Enterprise course to construct a Teardrop Trailer and to customize a bike or motorcycle based on student-developed designs. Students will further develop skills in ideation, drafting, 3D modeling,product development, and entrepreneurship applied to the projects. Student will incorporate and apply principles of engineering in their product.

Robotics and Drone Technology

Pending UC/CSU approval

Grades: 11-12 Credits: 10 (Yearlong course)
Prerequisites: Successful completion of Math II and Engineering Design and Development
Recommended co-requisites: Physics and Engineering

Robotics and Drone Technology is a project-based course that uses a hands-on team approach to introduce the use, design, engineering and programming of robots and drones. Students will work in teams to conceptualize, design, build, program, test, and improve working robots and drones in simulated real-world applications. They will need to document their progress through the engineering design process and reflect on their successes and failures by maintaining a lab journal. Topics will include schematic drawing, materials, motors, gear ratios, simple machines, torque, friction, sensors, electrical components, and computer programming. Students will need to use mathematical formulas to calculate variables and scale ratios. The end goal is to have students compete in nationally recognized robotic competitions.

Manufacturing and Product Development Industry Sector

Manufacturing is the use of tools and labors to make products to sell. Product development involves the creation of an idea and the subsequent design and processes that result in a product for sale. This sector is for students who enjoy working with their hands, building and designing infrastructures and expressing themselves artistically. The Welding Technology pathway provides students with an understanding of how welding and related careers fit in the manufacturing process. During the manufacturing process, highly skilled craftsmen apply a wide variety of bonding techniques. Newer welding techniques include laser, ultrasonic, and electronic beam.

Welding Technology Pathway

57181 Introduction to Design, Engineering, and Technology

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

In this yearlong course, students will be introduced to Industrial Arts concepts as well as Small Engine Repair. Students will be exposed to a variety of materials (paper, plastic, wood, metal) and processes (drafting, 3D modeling, cutting, joining, welding, sanding, and finishing) as they learn to design, test and refine small projects. The class will cover the design process in at least 3 areas: recyclables, woods and metals in which students will design, build, test, and refine projects to accomplish various goals. Possible projects that students may create include: balloon-powered recyclable cars, water-powered rockets, rat trap-powered wooden cars and ball bearing wire roller coasters. The final project for the Industrial Arts portion will require students to combine their knowledge of design, materials and processes to construct a vehicle that accomplishes a challenging task. During the Small Engine Repair portion of the course, students will gain valuable hands-on experience in basic engine overhaul and machining techniques applicable to gasoline engines. The use and care of tools, theory of operation, and professional repair methods will be used.

57045 Engineering Design, Development and Student Enterprise

Non UC/CSU approved course. Meets Elective graduation requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisite: Completion of Introduction of Design, Engineering and Technology with a grade of “C” or higher

Students in this class will be introduced to the process of developing a product and selling it from idea to marketable product, which includes the concepts of design, drafting, prototyping, manufacturing, marketing and sales. Students will have the opportunity to deepen their area of interest introduced in the Introduction to Design, Engineering and Technology course. By the end of the course, students will produce at least three products: a group product, a partner-developed product, and an individually developed product, which can be marketed and sold. Students will learn basic skills in ideation, drafting, 3D modeling, product development, and entrepreneurship. (Include CAD)

57046 Product Development, Engineering Customization and Entrepreneurship

Non UC/CSU approved course. Meets Elective graduation requirement.

Grades: 11-12 Credits: 10 (Year-long course)
Prerequisite: Completion of Engineering Design, Development, and Student Enterprise with a grade of “C” or higher

Students will apply and further hone the skills learned in Introduction to Design, Engineering and Technology and the Engineering Design, Development, and Student Enterprise course to construct a Teardrop Trailer and to customize a bike or motorcycle based on student-developed designs. Students will further develop skills in ideation, drafting, 3D

modeling,product development, and entrepreneurship applied to the projects. Student will incorporate and apply principles of engineering in their product.

57105 Introduction to Welding

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Yearlong course)
Prerequisites: Completion Introduction to Design, Engineering and Technology

This course provides students with a basic understanding of manufacturing processes and systems common to careers in welding and related industries. Representative topics include the introduction to interpretation and layout of welded and assembled-part prints. This introductory instructional program prepares individuals to use both gas welding and any combination of arc welding processes. Those processes may include shielded metal arc welding (SMAW), gas metal arch welding (GMAW), and gas tungsten arc welding (GTAW) to weld metal parts. It prepares individual for basic fabrication and assembly of a variety of products and includes instruction in layout.

57106 Welding Fabrication

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Yearlong course)
Prerequisites: Grade of "C" or higher in Introduction to Welding

This course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. This instructional program prepares individuals to use both gas welding (OAW) and any combination of arc welding processes (SMAW, GMAW, GTAW) to weld metal parts and plan and lay out materials as specified by diagrams, blueprints, or written specifications. Representative topics include the interpretation and layout of welded and assembled-part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding, and mechanical fastening. It prepares individuals to fabricate and assemble a variety of products and includes instruction in layout; the sequence of design; the construction of templates and fixtures; and the positioning, aligning, fitting, and welding of parts.

Transportation Industry Sector

Examples of future transportation technology include rocket technology, super-capacity jet airplanes, hybrid, bio-diesel, and hydrogen fuel-cell technology involving automobiles and trucks. The Vehicle Maintenance, Service and Repair pathway is now a highly skilled profession that requires more brainpower than muscle power. Solving problems with your head is critical. In addition to cars and trucks, the motor vehicles category includes boats, motorcycles, trains, and outdoor power equipment. The Collision and Refinishing pathway uses specialized equipment as a frame technician can return most damaged vehicles to the road. An exterior finisher returns the vehicle to its original appearance.

Vehicle Maintenance, Service and Repair Pathway

57181 Introduction to Design, Engineering, and Technology

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Yearlong course)
Prerequisites: None

In this yearlong course, students will be introduced to Industrial Arts concepts as well as Small Engine Repair. Students will be exposed to a variety of materials (paper, plastic, wood, metal) and processes (drafting, 3D modeling, cutting, joining, welding, sanding, and finishing) as they learn to design, test and refine small projects. The class will cover the design process in at least 3 areas: recyclables, woods and metals in which students will design, build, test, and refine projects to

accomplish various goals. Possible projects that students may create include: balloon-powered recyclable cars, water-powered rockets, rat trap-powered wooden cars and ball bearing wire roller coasters. The final project for the Industrial Arts portion will require students to combine their knowledge of design, materials and processes to construct a vehicle that accomplishes a challenging task. During the Small Engine Repair portion of the course, students will gain valuable hands-on experience in basic engine overhaul and machining techniques applicable to gasoline engines. The use and care of tools, theory of operation, and professional repair methods will be used.

57110 Auto Service I: Engine Performance, Brakes, Steering and Suspension

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Yearlong course)
Prerequisites: Completion Introduction to Design, Engineering and Technology

During the first semester, students in this class will be introduced engine performance, which includes various systems that keep the automobile running at its maximum fuel efficiency. During the second semester, students in this class will be introduced to the brake, steering and suspension elements of the automobile, which include various systems that keep the automobile driving at its maximum safety. Each system is introduced separately to make it easier for the student to understand and apply its concepts. Students will demonstrate applied technical competencies involving all of the engine performance, brakes, steering, and suspension systems; show a high level of skills on all course tasks and tests necessary to progress Auto Service II, the capstone course, as well as possible employment in the automotive industry.

57140 Auto Service II: Auto Diagnostics and Mastering Skills

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Yearlong course)
Prerequisites: Completion of Auto Service I with a grade of "C" or higher.

Students in this class will be introduced to and exposed to the automobile service industry, including all electronic diagnostic services and the various stages that a car goes through for repairs. Each student will have the opportunity to improve his automotive skills culminating in mastery and competitions. In addition, students will also learn disassembly and reassembly diesel engine. Students will demonstrate applied technical competencies involving all skills learned in Auto Service I, show a high level of skills on all course tasks, keep a journal of all jobs performed, be able to perform service repairs on anything that comes into the shop as well as volunteer two hours at a local car dealership or independent shop, to explore a career in the automotive field. This course is articulated with Monterey Peninsula College and Hartnell College Auto Introduction courses.

Collision Repair and Refinishing Pathway

This pathway is offered only during the summer break.

57150 Introduction to Auto Painting/Auto Body Repair

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This course is designed for students to help them become acquainted with the basic process of painting an automobile. Students will focus on smaller projects in order to be successful within the time limits of the class. Students will learn basic preparation using a variety of techniques and materials according to industry standards. Students will then use industrial spray equipment to refinish multiple projects. Safety and proper procedures will be a focus throughout the course. Projects can include bicycles, motorcycles, and automobiles. This course also provides an introduction to the occupation of

Automotive Collision Repair and Refinishing. Practice auto body panels and the supplies will be furnished; the students will work in groups on panels while still being responsible for completion of their individual repairs. Students will be required to complete all phases of minor dent repair and refinishing with single stage enamel.

57170 Custom Auto Body/Paint and Auto Upholstery

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Introduction to Auto Painting/Auto Body Repair with a grade of "C" or higher.

In this class the focus is on auto body modification techniques and a variety of custom finishes. Students will modify a project using metal shaping techniques to achieve a custom look. Students will also prepare and paint several panels with two and three stage custom candy paints. The process of color sanding and buffing to achieve a superior finish will also be taught. Safety and proper procedures will be a focus throughout the course. In this class students will also learn the basics of automotive upholstery starting with a small stadium cushion, then on to bench and bucket seats and other related projects.

57190 Advanced Auto Body Repair and Paint

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 10 -12 Credits: 10 (Year-long course)
Prerequisites: Successful completion of Custom Auto Body/Paint and Auto Upholstery with a grade of "C" or higher.

Students will practice and refine the skills they learned in the Beginning Auto Body Repair and Paint by taking on more challenging assignments. Projects will include major damage repair, rust repair, panel alignment and restoration projects. Refinishing will include spot, panel and overall techniques with both single and two stage products. Students will include written estimates with all repairs. Safety and proper procedures will be a focus throughout the course. Students completing this class may be eligible for Hartnell College credit.

Arts, Media and Entertainment Industry Sector

This sector offers careers that require self-discipline, as work is often project-based, requiring time management skills with the ability to meet strict deadlines. Participating in the arts promotes teamwork, communication skills, critical thinking and decision-making abilities. The Media and Design Arts Pathway includes occupations that use tools and materials as the primary means of creative expression. Artists and photographers use visual mediums as their tools in the same way writers, poets, and publishers' use written mediums. With the increasing use of art and design elements in daily life, the demand for jobs in this pathway will continue to grow. Careers include Graphic Designers, Film Loaders, Media and Design Arts Technicians, Photographers, Videographers, and Camera Operators.

56601 Dance, Theater, and Music Exploration

Non UC/CSU approved course. Graduation credit only. Meets Elective requirement.

Grades: 9 -12 Credits: 10 (Year-long course)
Prerequisites: None

This course will provide students with units of study exploring dance, theater, choral and instrumental music. This course is introductory and will lead to other future pathway courses to include: Music Technology and Electronic Media Performance, Dance Choreography and Dance Performance, Acting Performing Artist and Theater Production

Agriculture and Natural Resources Industry Sector

This is one of the most important economic industries in California. A strong demand exists for well-trained, environmentally sensitive individuals to provide the state, nation, and world with food, fiber, and a healthy environment. The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

53700 Natural Resource and Habitat Management (SEA Pathway)

UC/CSU approved course. Meets Laboratory Science or G-Electives requirement

Grades: 11 Credits 10 (year-long course) UC/CSU: ☒ (fulfills D or G requirement)
Prerequisite: Grade of C or higher in Integrated Science I and II or Biology and Physics.
Note: Student must also be concurrently enrolled in Power of Language and US History/Natural Resource courses.

Natural Resource and Habitat Management through Integrated Science is a third-year college preparatory laboratory science course that integrates Next Generation Science Standards with the CTE Environmental and Agricultural Careers Pathway. This integrated class combines an interdisciplinary approach to laboratory science and research with managing sustainable environmental principles. Using skills and principles learned in the course, including the chemical and biological principles that govern land management and watershed preservation, students conduct experiments for sustainable practices, research and learn the tools of the field, observe natural resources in the community, and learn how to evaluate and mitigate or manage the impact human activity. Connections to practices and experts in the field provide an opportunity to explore a variety of potential jobs available in the industry.

Rethinking Sustainability

Course description in development.

Essential Classes for Individualized Programs

58500 Tutorial Support

Non UC/CSU approved course. Graduation credit only High school Elective credit. May be taken multiple years for credit.
Grades: 9, 10, 11, 12 Credits: 10
Prerequisite: None

The tutorial support class is designed to increase academic performance and accountability for special education students enrolled in general education courses. The focus is on empowering students to take responsibility for their learning, and developing organizational and student skill strategies that will help them succeed in school.

58501 Career Exploration

Non UC/CSU approved course.. High School Elective credit. An Applied Academic course.

Grades: 9, 10 Credits: 10
Prerequisite: None

Students will explore their unique assets and understand their accomplishments while gaining insights and skills about education and career options. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58502 Career Preparation

Non UC/CSU Approved Course. High School Elective credit. An Applied Academic course.

Grades: 11, 12 Credits: 10
Prerequisite: None

Students will foster a new knowledge and integrate personal goals with labor market information. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58503 Personal Management I

Non UC/CSU Approved Course. High School Elective credit. An Applied Academic course.

Grades: 9, 10 Credits: 10
Prerequisite: None

Students will improve their abilities to evaluate personal and health information, to make decisions, to set goals and to solve problems. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58504 Personal Management II

Non UC/CSU Approved Course. High school Elective credit. An Applied Academic course.
Grades: 11, 12 Credits: 10
Prerequisite: None

Students will understand everyday applications of personal decision-making and will set appropriate life goals to make

informed decisions relating to themselves and others. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58505 Essential English

Non UC/CSU Approved Course. For Elective Credit Only. An Applied Academic Course.

Grades: 9, 10, 11, 12 Credits: 10
Prerequisite: None
Students will improve phonological awareness, decoding and encoding skills and increase vocabulary. They will develop higher level thinking skills through the use of fiction to nonfiction materials and assessments and will improve written language skills using a variety of writing strategies. This is an instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58506 Essential Mathematics I

Non UC/CSU Approved Course. High school Elective credit. An Applied Academic Course.

Grades: 9, 10, 11, 12 Credits: 10
Prerequisite: None

Students will develop computational, procedural, and problem solving skills to provide a solid foundation for further study in mathematics. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58507 Essential Mathematics II

Non UC/CSU Approved Course. High school Elective credit. An Applied Academic Course.

Grades: 9, 10, 11, 12 Credits: 10
Prerequisite: None

This Mathematics course is for the Applied Academic Academy pathway for students who have taken Essentials of Math and need more practice in Algebra Readiness skills for possible CAHSEE passage. This course revisits standards from Grades 2 – Grades 7 that are essential for success in Algebra 1. The course includes a balance of computational and procedural skills; conceptual understanding, and problem solving.

58508 Essential Science

Does not meet A-G requirement. High school Elective credit.. An Applied Academic Course.

Grades: 9, 10, 11, 12 Credits: 10
Prerequisite: None

Students will be able to explain, understand and define Physical Science: the shaping of the Earth's surface, thermal energy, the evolution of life on Earth, the physical principles of biological structures and functions, motion, force, the structure of matter, the solar system, chemical reactions and the chemistry of living systems and Life Science: genetics, cell biology, evolution, and the structure and function of living systems. An instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58512 Essential Social Studies

Non UC/CSU Approved Course. High school Elective credit. . An Applied Academic Course.

Grades: 9 Credits: 10
Prerequisite: None

Students will study geography and world cultures as a preparatory course prior to taking Essential World History, Essential United States History, United States Government and Economics.

58509 Essential World History

Non UC/CSU Approved Course. High school Elective credit.. An Applied Academic Course.

Grades: 10 Credits: 10
Prerequisite: None

Students will be able to explain, understand, and define the beginning of Human History, Early Civilizations, the classical traditions, the Middle Ages, New Ideas, Revolution Reform, and conflicts of the ages and the contemporary world. This course is an instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58510 Essential United States History

Non UC/CSU Approved Course. High school Elective credit. . An Applied Academic Course.

Grades: 11 Credits: 10
Prerequisite: None

Students will be able to explain, understand and define colonization and settlement, revolution/new nation, expansion/reform, civil wars, industrial America, world wars to the world today. This course is an instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

58511 Essential Government/Economics

Non UC/CSU Approved Course High school Elective credit.. An Applied Academic Course.

Grades: 11, 12 Credits: 10
Prerequisite: None

Students will be able to explain, understand and define the Beginnings of American Government to the major branches to the US, and government of the world. This course is an instructional strategy using the individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

54910 Adaptive Physical Education (PE)

Non UC/CSU approved course. High school Elective credit.. Meets P.E. requirement.

Grades: 9-12 Credits: 10 (two semesters-year long course)

Prerequisite: Individualized Education Plan written for prescribed adapted program.

Adaptive PE is open to eligible students if assigned by an Individualized Education Plan (IEP). Exercises, games, and other appropriate physical education activities designed to improve bodily functions and body mechanics are provide or activities adapted to the needs of students who cannot participate in a more vigorous program.

New Course Offerings

Aerobics Class (Physical Education)

Aerobics Class is designed to improve one's cardiovascular endurance, muscle strength and endurance, flexibility, and overall body fitness level. Students will lift free weights, resistance bands, and stability balls to improve strength and power. Students will participate in aerobic fitness activities to improve cardiovascular endurance. Students will also learn about healthy- balanced eating habits. Students will be empowered to make wise, meet challenges, and develop positive behavior in fitness, wellness, and movement activity for a lifetime.

AP Computer Science Principles (Science)

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

Cabinetmaking (Manufacturing & Product Development)

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 construction drawings, project packets ad 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.

Construction Tech 3-4 (Manufacturing & Product Development)

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 construction drawings, project packets ad 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.

Da Vinci Algebra 1 – Math (Mathematics)

Upon completion of ***Da Vinci Algebra 1,*** students experience and gain breadth and depth of understanding of fundamental algebraic concepts and standards integrated with a multimedia art perspective and approach. It recognizes the elemental connections between mathematics and art and allows students to consistently communicate their comprehension. Students demonstrate mastery in proportions, linear and quadratic relationships and systems, rational and irrational equations, problem solving, functions, and exponentials. The

course integrates and relates artistic and media fundamentals such as design, composition, color, perspective, space, and anatomy. Students create an electronic and physical portfolio that allows them to communicate and record their understandings of the mathematics and art topics both individually and relationally. Through this method, students will be introduced to the appreciation and beauty if both disciplines.

Folklorico Beginning & Intermediate (Languages Other Than English)

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.

Introduction to English/ Spanish Medical Interpretation and Translation (Health Science & Medical Technology)

This course will provide (English/Spanish) biliterate students the vocabulary knowledge and bilingual interpretation and translation skills needed to be able to work as a community interpreter/ translator in medical settings. The goal of this course is that students will produce high-quality translations and interpretation. Upon completing this course, students will possess the bilingual, bicultural and biliterate competencies and practical skills that potential employers seek.

Introduction to Welding (Manufacturing & Product Development)

This course provides students with a basic understanding of manufacturing processes and systems common to careers in welding and related industries. Representative topics include the introduction to interpretation and layout of welded and assembled-part prints. This introductory instructional program prepares individuals to use both gas welding and any combination of arc welding processes. Those processes may include shielded metal arc welding (SMAW), gas metal arc welding (GMAW), and gas tungsten arc welding (GTAW) to weld metal parts. It prepares individual for basic fabrication and assembly of a variety of products and includes instruction in layout.

Product Development, Customization, and Entrepreneurship-Metal (Manufacturing & Product Development)

Students will apply and further hone the skills learned in Intro to Design, Engineering, and Technology, Intro to Welding and Welding Fabrication to construct a BBQ Trailer and to design, prototype, fabricate and sell a custom product. Students will further develop skills in ideation, drafting,3D modeling, product development, manufacturing *(including CNC),* and entrepreneurship applied to the projects. Students will be given the opportunity to explore the building trades and earn a Multi Core Craft Curriculum certificate.

Robotic and Drone Technology (Engineering & Architecture)

Robotics and Drone Technology is a project- based course that uses hands-on team approach to introduce the use, design, engineering and programming of robots and drones, Students will work in teams to conceptualize, design, build, program, test, and improve working robots and drones in simulated real-world applications. They will need to document their progress through the engineering design process and reflect on their successes and failures by maintaining a lab journal. Topics will include schematic drawing, materials, motors, gear ratios, simple machines, torque, friction, sensors, electrical components, and computer programming. Students will need to use mathematical formulas to calculate variables and scale ratios. The end goal is to have students compete in nationally recognized robotic competitions.

Driver's Education (General Elective)

Driver Education is a LIFE SKILL class. There is no substitute for the student-teacher interaction, discussion, video analysis, and instant feedback that takes place in the classroom. This course meets the state of Calif. requirement to obtain a driver's instruction permit.