

Course Catalog

2026-2027

Mission, Vision, and Values

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Chartwell empowers students with dyslexia and associated learning differences to unlock their full potential. We provide a college preparatory, strength-based program that gives students the skills, strategies, tools and mindset needed to become successful lifelong learners. We share our expertise through partnerships and outreach initiatives to transform education.

Chartwell aspires to show the world that young people with language-based learning differences and diverse learning styles and profiles are among the most creative and valuable members of any community. We further aim to inspire others to get to know, understand and value these students from very young ages and to help them realize their full potential. We strive to see them develop into confident young people and adults, committed to lifelong learning and equipped with the knowledge, skills and social and emotional competencies to achieve their goals.

Our vision of a better educational world for these students includes teachers who are lifelong learners, the adoption of cutting-edge research and effective technologies, and being a center of learning for the teaching profession, parents, and the community.

Our collaborative relationships with individuals, organizations and networks of allied professionals aim to advance the understanding, advocacy, and practical delivery of services for the benefit of individuals with learning differences, while partnerships with higher education, business, and others in our region seek to advance the quality of education for all students.

Our vision also includes sharing our green campus in ways that inspire our students and many others to appreciate, enjoy and be good stewards of the environment, respecting its beauty and vulnerabilities and using its resources wisely in their future lives and careers.

Chartwell School Core Value Statements

Our school community's values are deeply integrated into all aspects of our shared experience. You'll find these values reinforced through direct instruction, embedded within our academic curriculum, highlighted in extracurricular activities and athletics, and central to our inclusion work, restorative practices, servant leadership, and social-emotional learning. We are committed to fostering these values in everything we do and in every student's journey.

LEARNING

Our culture of learning emphasizes the skills, strategies, tools, and mindset needed for life-long success.

We do this by:

- Employing a strengths-based, customized approach to unleash each student's full potential.
- Developing collaboration, problem-solving, and critical thinking skills.
- Prioritizing inter- and intra- personal relationship skills and strategies so students can effectively learn and socialize.
- Utilizing an ongoing process informed by parents, teachers, counselors, data, and student performance to allow for continual learning and improvement.
- Encouraging continuous learning and professional development for our faculty, staff, and board.
- Supporting our wider family and educational community by offering learning opportunities

ADVOCACY

Chartwell prioritizes advocacy at the individual and community levels.

We do this by:

- Teaching students to be self-aware and to advocate for themselves in education and in life.
- Encouraging community members to advocate for those who may think and learn differently.
- Promoting understanding and reducing the stigma around learning differences
- Embracing cognitive diversity.
- Leveraging the most effective teaching practices, and sharing them widely with the intent of improving education for all.

STEWARDSHIP

We sustain Chartwell by using our resources wisely and using our campus to motivate students to be stewards of our world.

We do this by:

- Responsibly managing our ecological resources, conserving and protecting Chartwell lands and maintaining a campus that builds and operates in a sustainable manner.
- Being intentional with how we use our finances and staffing options.

- Educating Chartwell community members to be thoughtful global citizens.
- Reaching out to share our knowledge and obtain community support.
- Careful planning to ensure our continued operation.

INNOVATION

We integrate current neuroscience research to continuously improve teaching and learning.

We do this by:

- Partnering with leading scientists at the UCSF Dyslexia and Cognitive Diversity Center and other experts to understand and respond to our students' strengths and challenges.
- Translating neuroscience research into effective classroom pedagogy in our own classrooms as well as educating teachers through our Teacher Training Institute.
- Incorporating the latest social-emotional research to personalize support based on each student's unique profile.
- Using technology creatively to advance the needs of our community.

BELONGING

The Chartwell community intentionally fosters a sense of belonging.

We do this by:

- Cultivating a friendly and welcoming atmosphere with the goal of making students feel safe, valued, and connected.
- Seeking to understand, embrace, and support oneself and one another.
- Fostering community and a sense of being a part of something bigger than ourselves.

Table of Contents

SECTION 1: SCHOOL INFORMATION

- School Contact Information
- Important Dates/Calendars
- Chartwell Team Members

SECTION 2: ACADEMIC POLICIES

- High School Requirements for Graduation
- California College Entrance Requirements
- Four-Year Educational Plan
- Course Selection Process
- Scheduling Policies
- College Counseling Policies and Procedures
- Transcript Revision Policy
- Repeated Courses & Credit Recovery Policy
- Grading Policy
- Academic Integrity
- Interscholastic Sports

SECTION 3: COURSE OFFERINGS BY DEPARTMENT

- History & Social Science Courses
- English & Literature Courses
- Mathematics Courses
- Science Courses
- Languages other than English Courses
- Visual & Performing Arts Courses
- Fitness & Wellness Courses
- Health Course
- Advisory Courses
- Electives & Other Courses

Section 1:
School Information

School Contact Information

ADMINISTRATION

Head of School: Jodi Amaditz, jamaditz@chartwell.org

Director of High School: Maryn Sanchez, marynsanchez@chartwell.org

Director of High School Student & Family Engagement: Ashton Plette, aplette@chartwell.org

MAIN OFFICE

Business Office Executive Assistant: Nancy DaSilva, ndasilva@chartwell.org

Academic Assistant: Roz Harris, rharris@chartwell.org

ATHLETICS

Director of Athletics: Rory Patterson, rpatterson@chartwell.org

Associate Athletic Director: Regan Albee, ralbee@chartwell.org

COUNSELING

Director of College & Career Counseling: Alyse LeValey, alevalley@chartwell.org

Coordinator of High School Guidance and Programming: Sarah Chavez, schavez@chartwell.org

IMPORTANT DATES/CALENDAR

CHARTWELL SCHOOL
2026-2027 ACADEMIC CALENDAR

AUGUST '26

S	M	T	W	Th	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-10 All Faculty In-Service Days
11 Conferences, Freshman & New HS Student Orientation, Family Picnic
12 First Day of School - HS
13 First Day of School - LS/MS

Days: LS/MS - 13 | HS - 14

SEPTEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day - No Classes
15 Back to School Night - Lower
16 Back to School Night - Middle
17 Back to School Night - High
18 Faculty In-Service - No Classes

Days: 20

OCTOBER '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-13 October Long Weekend
20-23 Parent Conferences (NOON dismissal)

Days: 20

NOVEMBER '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veterans Day - No Classes
23-27 Fall Break - No Classes

Days: 15

DECEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21-31 Winter Break - No Classes

Days: 14

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break - No Classes
4 Faculty In-Service - No Classes
5 Classes Resume
18 M.L. King, Jr. Day - No Classes

Days: 18

FEBRUARY '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8-11 Parent Conferences (NOON Dismissal)
12-16 Winter Long Weekend/Presidents' Day - No Classes

Days: 17

MARCH '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days: 23

APRIL '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5-9 Spring Break - No Classes

Days: 17

MAY '27

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Faculty In-Service- No Classes
31 Memorial Day - No Classes
25-28 Parent Conferences (NOON Dismissal)

Days: 19

JUNE '27

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 LS and MS Moving Up Ceremonies/Grade 8 Promotion
3 HS Retrospective & Graduation
4 Faculty In-Service Day

Days: LS/MS - 2 | HS - 3

JULY '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

LS/MS Total School Days: 178
HS Total School Days: 180

Green: School Functions
Gold: Vacation / Holidays - No Classes
Blue: Faculty/ Staff In-Service
Purple: Conferences - Half Days

Chartwell Team Members

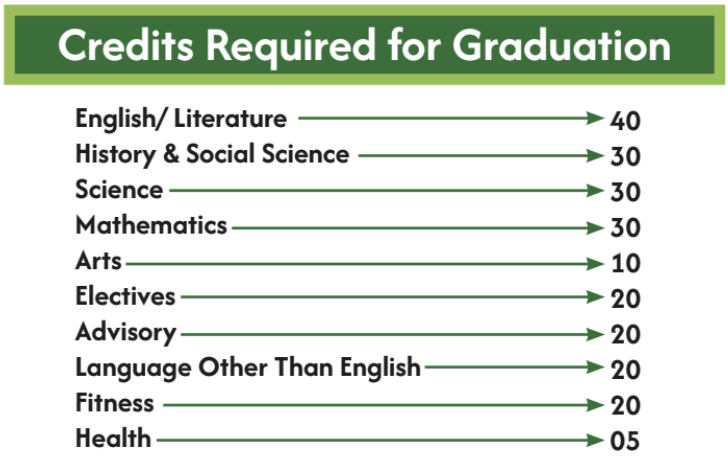
Chartwell Team Members 2026-27

Regan Albee, Lower School Teacher and Associate Athletic Director Joseph Aleru, High School Teacher and Student Support Jodi Amaditz, Interim Head of School and CTI Director Lisa Benjamin, Occupational Therapist Molly Bricker, CTI Trainer Genee Cahill, Director of Enrollment, CTI Trainer Sarah Chavez, Coordinator of High School Guidance and Programming Nancy DaSilva, Business Office Executive Assistant Katie Dunlap-DeMarco, Lower School Teacher Jenna Emery, Middle School Teacher Shani Fable, Middle School Teacher Batya Fields, Director of Human Development and Wellness Jason Fisk, High School Teacher Crystal Franco, High School Teacher Emily Garber, Lower and Middle School Teacher Lizanne Garcia, Lower School Teacher and Mentor Teacher Aaron Goldwasser, IT Support and Systems Coordinator Domenique Grillo, High School Teacher Dana Grimm-Clauss, Middle School Teacher Roz Harris, Academic Assistant JoHanna Hill, IEP, and NPS Coordinator Franny Huck, Lower School Teacher, After School Program Director, Student Support Melissa Kelly, High School Teacher Molly Kennedy, Director of Special Education, Co-Director Summer Program Amanda King, High School Teacher Cris Knesel, Lower School Teacher John Langrill, Director of Infrastructure Technology and Safety Alyse LeValley, Director of College and Career Counseling Priscilla Manzo, Assistant Teacher and Student Support Crissy Maras, Middle School Teacher Sierra Marshall, Assistant Director of Middle School	Stacy Meheen, Lower School Teacher and Director of Performing Arts Cheryl Milton, High School Teacher Carlye Morris, Counselor/ Student Support Elena Mueller, Director of Communications and Advancement Topher Mueller, Director of Strength-Based and Digital Innovations Rob Owen, Middle and High School Teacher Rory Patterson, Director of Athletics and Risk Management Ashton Plette, Director of HS SEAD and Student Support Katherine Ramos, Director of Lower and MIddle School Taylor Read, Lower School Teacher and Student Support Barbara Rees, Online Tutor Dan Rhoads, Lower School Teacher Rachel Robbins, Lower, Middle and High School Teacher Reggie Roberts, Lower, Middle and High School Teacher, Student Support Miriam Romero, Lower School Teacher Garrett Rowe, High School Teacher Helen Ruisi, Interim Director of Finance and Operations Margarita Ruiz-Diaz, Custodian Megan Ryan, High School Teacher Maryn Sanchez, Director of the High School Meghan Sanchez, CTI Trainer Joseph Shannon, High School Teacher Katia Stornetta, Business Office/HR Manager Diane Sunseri, Therapist Billy Swift, Director of Student Support and CTI Trainer Chantel Touryan-Schaefer, CTI Associate Director Jesse Vickers, High School Teacher Alana Warcken, Lower and Middle School Teacher Katie Whitman, Speech and Language Pathologist Shane Whitman, Lower School Teacher and Instructional Coach, and Co-Director Summer Program Jessie Yanavok, Lower School Teacher

Section 2:
Academic Policies

High School Requirements for Graduation

• To earn a diploma, students must meet a two-year residency requirement while fulfilling the distribution requirements (see chart below).
• These requirements exceed the California State requirements for high school graduation and are A-G aligned. The classes are not A-G certified.
• In certain circumstances, the Head of School may waive graduation requirements in favor of California State graduation requirements.
• All graduating students must complete a senior project or internship that focuses on a passion, a personal challenge, community involvement, or a combination of all three.



Grades and Evaluations

• Educational philosophy focuses on the acquisition of skills and the meeting of standards.
• Students attend conferences with teachers and discuss their progress and strengths and weaknesses three times per school year.
• Students receive final grades for coursework after the fall and spring semesters.
• Grades reflect a student's academic progress, engagement, and contributions to the learning community. To maintain consistent academic standards and clear expectations across all courses, Chartwell School uses a standardized percentage scale to calculate student grades. (See Grading Policy)
• No credit is granted for D and F grades.

California College Entrance Requirements

A-G Eligibility Requirements

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

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

Subjects	Chartwell Graduation Requirements	Minimum A-G Requirements for UC/CSU
History (& Social Sciences)	3 years	A - 2 years
English	4 years	B - 4 years
Mathemathics	3 years	C - 3 years through Algebra II
Science	3 years	D - 2 years of lab science (3 years recommended)
Language other than English	2 years	E - 2 years (3 years recommended)
Visual and performing arts	1 years	F - 1 year
College-preparatory elective	2 years	G - 1 year
Fitness & Wellness	2 years	
Advisory	2 years	
Health	.5 year	

A-G Aligned Courses

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

Four-Year Educational Plan

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
History/Social	Health & Ethnic Studies	World History	US History	US Government & Economics
English	English & Literature I or Advance English & Literature I	English & Literature II or Advance English & Literature II	English & Literature III or Advance English & Literature III	English & Literature VI or Advance English & Literature VI
Mathematics	Pre-Algebra or Algebra I	Algebra I or Geometry	Geometry or Algebra II or Algebra II C	Algebra II or Algebra II C or Pre-Calculus or Statistics and Data Science or Business Math
Science	Biology	Physics	Chemistry	Marine Biology Astronomy Environmental Science Anatomy Physiology
Language Other than English	Spanish American Sign Language Japanese			
Visual and Performing Arts	Visual Art I, II, or III, Digital Art I, II, or III, Photography I or II, Pottery/Studio Art, Music Production & Appreciation, Beginning Guitar, Video Production I, Jewelry Design			
Fitness & Wellness	Fitness & Wellness I	Fitness & Wellness II		

Course Selection Process

1. Students are provided with their transcripts, graduation requirements, college entrance requirements, and grade-level course options that fulfill these requirements.
2. Counselors explain the differences between course offerings within each subject area and provide individual recommendations to help students make informed decisions.
3. Students are encouraged to review and discuss their course selections with their parent(s) and/or guardian(s).
4. Students complete the Course Selection Guide and submit it to the counseling department.
5. The all-school schedule is developed based on student course requests. Course offerings and availability are also dependent on sufficient enrollment and faculty staffing.
6. Students are scheduled according to the courses they request.

Dear Families,

This week, students began the course registration process for the 2026–2027 school year. As part of this process, our guidance counselors reviewed each student's graduation requirements, college-preparation needs, and overall academic progress to ensure they're on track for success.

Each student met one-on-one with a Chartwell counselor to review their transcript in detail and receive personalized guidance on their course selections for the upcoming year. These meetings help students make thoughtful decisions about their schedule, balancing graduation requirements, college preparation, and personal interests.

Enclosed, you'll find your student's 2026–2027 Course Selection Form along with their transcript. Please take some time to review the information carefully and sign the form to confirm that you've seen it. Your input and support are an important part of this process, and reviewing these documents together can be a great opportunity to discuss your student's goals and interests for the next school year.

If you have any questions or would like to talk through your student's course selections, please don't hesitate to reach out. I'm happy to provide clarification, guidance, or additional support to ensure your student's course plan meets their academic and personal goals.

Thank you so much for your continued support and partnership as we help your student plan for a successful, rewarding year ahead!

_____ _____

Student Signature & Date Parent / Guardian Signature & Date

Best Regards,

Sarah Chavez
Coordinator of High School Guidance and Programming

Student Name:

Grade for the 2026-2027 School Year: Freshman Sophomore Junior Senior

Subjects	Credits Needed	Credits Completed	Courses for the 2026-2027 School Year - Choose 6 courses plus two alternates	
History & Social Sciences Meets the UC/CSU "A" (History/Social Science) requirement	30		☐ World History ☐ US History ☐ Government & Economics	☐ Psychology ☐ Military History
English Meets the UC/CSU "B" (English) requirement	40		☐ English & Literature I ☐ English & Literature II ☐ English & Literature III	☐ English & Literature IV ☐ Advanced English & Literature III ☐ Advanced English & Literature IV
Mathemathics Meets the UC/CSU "C" (Mathematics) requirement	30		☐ Pre-Algebra ☐ Algebra I ☐ Geometry	☐ Algebra II ☐ Pre-Calculus ☐ Business Math
Science Meets the UC/CSU "D" (Science) requirement	30		☐ Biology ☐ Chemistry ☐ Physics	☐ Marine Biology ☐ Astronomy
Language other than English Meets the UC/CSU "E" (Language other than English) requirement	20		☐ Spanish I ☐ Spanish II ☐ Spanish III ☐ Spanish IV	☐ American Sign Language I ☐ American Sign Language II ☐ Japanese I
Visual and Performing Arts Meets the UC/CSU "F" (Visual and Performing Arts) requirement	10		☐ Visual Art I, II, or III ☐ Digital Art I, II, or III ☐ Photography I or II ☐ Pottery/Studio Art	☐ Music Production & Appreciation ☐ Beginning Guitar ☐ Video Production I ☐ Jewelry Design
College-Preparatory Elective Meets the UC/CSU "G" (College-Preparatory elective) requirement	10		☐ College Readiness ☐ Culinary Arts I	☐ Engineering
Fitness & Wellness Fulfills the California State high school diploma requirement	20		☐ Fitness & Wellness I ☐ Fitness & Wellness II	☐ Fitness & Wellness III ☐ Weight Training (Grades 11-12)
Advisory Fulfills the Chartwell High School diploma requirement	20		☐ Advisory I ☐ Advisory II	☐ Advisory III ☐ Advisory IV

Health / Ethnic Studies Fulfills the California State high school diploma requirement	10		☐ Health ☐ Ethnic Studies
Alternate Course #1			
Alternate Course #2			

*Course availability is dependent on sufficient enrollment and faculty staffing.

Scheduling Policies

Chartwell School faculty, counselors, and administrators dedicate significant time and care to helping students build schedules that best support their academic needs, learning profiles, graduation requirements, and postsecondary goals. Prior to course selection, students meet with teachers and advisors to discuss appropriate course recommendations and pathways.

The all-school schedule is built based on student course requests. In addition, course availability depends on sufficient student enrollment and faculty staffing. Because staffing and master schedule decisions are made using spring course selections, schedule changes are limited once the school year begins.

Course Change Policy

- Assessment Data
    - Beginning of the year assessment data may be used to determine appropriate class placement.
- Adding or Changing Courses
    - During the first 10 school days of the semester, *students may request* a schedule change by contacting their counselor or advisor. Requests will be reviewed based on space availability, staffing, graduation requirements, and the overall impact on the student schedule. Students must continue attending their originally scheduled classes until an official change has been approved and communicated. If a student transfers into another course, the current grade may carry into the new course when appropriate.
- Dropping a Course (Withdraw – W)
    - Students who drop a course after the first 10 school days but within the first 6 weeks of the semester may receive a "W" (Withdraw) on their transcript. A Withdraw does not impact GPA. Withdraw requests during this period will only be considered in cases involving extenuating circumstances and with administrative approval. If a student transfers into another course, the current grade may carry into the new course when appropriate.
- Late Course Withdrawal (W/F)
    - Students who withdraw from a course after the first 6 weeks of the semester may receive a "W/F" (Withdraw/Fail) on their transcript. A W/F impacts GPA in the same manner as an F grade and may affect eligibility for extracurricular activities, athletics, or other school programs.

Chartwell School encourages students and families to carefully consider course selections and communicate proactively with counselors, teachers, and advisors when concerns arise.

College Counseling Policies and Procedures

Chartwell School ("Chartwell" or "the School") expects students to adhere to the following policies and procedures related to the college application process. Students and their parents/guardians should familiarize themselves with these policies and are asked to sign this document to indicate their agreement to comply. Please contact Alyse LeValley (alevalley@chartwell.org) or Sarah Chavez (schavez@chartwell.org) with any questions.

TRANSCRIPT RELEASE

Before official transcripts or any other records can be sent to a college on a student's behalf, a signed Authorization to Release Educational Records form must be on file. The Registrar typically requires a minimum of two school days' notice for the release of a transcript.

FERPA

Granting Chartwell permission allows colleges to receive official records and to contact the School with questions. Students will be asked to waive or not waive their right to review recommendations and other forms. Waiving this right indicates that the student does not intend to read recommendations and reassures colleges that letters are candid and truthful. Chartwell Faculty and College Readiness teachers will only write letters of recommendation if FERPA rights have been waived.

FINAL TRANSCRIPT

Chartwell does not support "double-depositing" at the conclusion of the school year. A final transcript will be sent to only one college.

CHANGING SCHEDULES OR DROPPING CLASSES

Chartwell will inform a student's prospective or active colleges or universities of any significant change—positive or negative—in the academic record from the time of application through graduation. This includes grades earned and courses taken.

If a student drops or adds a course after the drop/add period, the School is obligated to notify colleges and expects the student to do the same, including an explanation for the change. Any schedule changes after the drop/add period will be formally noted on the student's transcript as a course withdrawal. Additionally, the School is obligated to report any significant grade changes at any point during the senior year.

TRANSCRIPTS FROM OTHER SCHOOLS OR COURSES TAKEN OUTSIDE OF CHARTWELL

For students who transfer to Chartwell after the start of ninth grade or who supplement coursework at another institution, Chartwell will send an unofficial courtesy copy of the outside transcript along with the Chartwell transcript upon request, provided the Registrar has received a copy. It is the student's responsibility to arrange for official transcripts to be sent directly from other institutions.

For courses pre-approved and taken online or through an approved educational organization, the outside course will not appear on the Chartwell transcript. Grades earned outside of Chartwell are not included in the Chartwell GPA, although students will receive credit for approved courses. The Director of High School Strategy & Engagement and/or

Director of College Counseling and/or Coordinator of High School Guidance of determines which credits count toward graduation requirements.

CLASS RANK AND GPA

Chartwell does not rank its students. Colleges receive contextual information that reflects a student's academic standing within the class. If asked to provide class rank, students should state that Chartwell does not rank. Chartwell reports a cumulative GPA for all coursework completed at Chartwell beginning at the time of enrollment in the high school.

DISCIPLINARY DISCLOSURE

Formal disciplinary records are part of a student's file and may be forwarded to institutions to which a student applies, including high schools and colleges. At the discretion of the Director of High School Strategy & Engagement, disciplinary actions may be considered part of the formal record.

The Director of College Counseling and/or Coordinator of High School Guidance and Programming may be asked to provide details regarding disciplinary actions, including but not limited to repeated academic integrity violations, probation, suspension, dismissal, or withdrawal.

Students are expected to work closely with the Director of College & Career Counseling and/or Coordinator of High School Guidance and Programming to ensure disciplinary questions are answered consistently and thoughtfully. Chartwell will support students throughout this process. If a student's disciplinary status changes after applications are submitted, the student must notify all relevant colleges in writing within two weeks, including an explanation of the infraction. Admissions officers will be directed to the student and family for further information. This policy aligns with the National Association for College Admission Counseling (NACAC) Guide to Ethical Practice.

EARLY DECISION

Early Decision is a binding agreement. If a student is accepted under an Early Decision plan, the student agrees to attend that institution and must withdraw all other applications immediately (defined as within 24 hours). No additional applications may be submitted after acceptance.

If financial aid is requested, the student may wait to withdraw other applications until the financial aid decision is received. If the aid package is not satisfactory, the student must accept or decline the offer within 48 hours of receiving the package.

Chartwell upholds Early Decision commitments and will notify colleges if a commitment is broken. If a student is accepted under Early Decision, transcripts will not be sent to other institutions.

RECOMMENDATIONS

Students are responsible for requesting letters of recommendation from teachers and for following all procedures related to the college application platform used by Chartwell School. This includes maintaining an accurate list of colleges, inviting recommenders, and communicating deadlines.

Students must be aware of each college's recommendation limits and ensure that the appropriate letters are submitted. Chartwell cannot process or send recommendation letters from individuals outside the Chartwell community. Outside recommenders must submit letters directly to colleges or through the appropriate application portals.

If all policies are followed and FERPA rights are waived, the counselor will submit a confidential school recommendation to each college.

ACCOMMODATIONS, DISABILITIES, AND MEDICAL ISSUES

Disclosure of accommodations, disabilities, or medical issues—including learning differences or mental health concerns—is at the discretion of the student and parent(s). Chartwell will not release health- or disability-related information without explicit written authorization.

STANDARDIZED TEST

Chartwell does not proctor the PSAT, SAT, or ACT; students who wish to take these exams must register independently through the College Board or ACT. Standardized test scores do not appear on the Chartwell transcript and are not disclosed by the School. Students are responsible for sending official test scores directly to colleges through the appropriate testing agencies.

COACHES / NCAA

Students receive copies of their unofficial transcripts and may provide them directly to coaches. The Registrar sends transcripts only to admissions offices. Official transcripts will be uploaded to the NCAA Eligibility Center upon student request, in compliance with NCAA rules.

COLLEGE ADMISSIONS VISITS

Chartwell hosts college representatives during the academic year. These visits are intended only for students.

Transcript Revision Policy

Purpose: This policy establishes guidelines and procedures for revising student academic transcripts to ensure accuracy, fairness, and integrity of academic records at Chartwell School. This policy applies to all current and former students of Chartwell School and covers all official academic transcripts maintained by the school.

I. Allowable Reasons for Transcript Revision

Transcripts may be revised under the following circumstances

A. Administrative or Clerical Errors
    a. Incorrect grade entry or calculation
    b. Wrong course title, code, or credit value
    c. Typographical errors in student information
    d. Technical errors in grade recording systems

B. Authorized Grade Changes
    a. Instructor-initiated grade changes due to grading errors (within specified timeframe)
    b. Completion of incomplete (I) grades
    c. Resolution of academic integrity violations
    d. Approved grade appeals through formal process

C. Course Status Changes
    a. Withdrawal documentation errors
    b. Pass/Fail designation corrections
    c. Credit/No Credit adjustments
    d. Audit status corrections

II. Time Limits for Revision Requests

A. Standard Timeframe
    a. Grade change requests must be submitted within one academic year of the grade being posted
    b. Administrative error corrections may be submitted at any time

B. Post-Graduation Revisions
    a. Revisions after graduation require approval from the Head of School
    b. Must demonstrate significant impact on student's academic or professional standing

C. Statute of Limitations
    a. No revisions will be made more than five years after the grade was posted, except in cases of documented administrative error

III. Revision Request Process

A. Initiation
    a. Revision requests may be initiated by:
        i. The student (or parent/guardian if student is a minor)
        ii. The course instructor
        iii. Academic department head
        iv. Registrar or academic administrator

B. Required Documentation
    a. All requests must include:
        i. Completed Transcript Revision Request Form
        ii. Detailed explanation of the reason for revision
        iii. Supporting documentation (original grade records, correspondence, etc.)
        iv. Instructor approval (if applicable)

C. Approval Process
    a. For Administrative/Clerical Errors:
        i. Registrar reviews documentation
        ii. Registrar approves and processes revision
        iii. Student and relevant parties notified
    b. For Grade Changes:
        i. Instructor submits Grade Change Form with justification
        ii. Department Head/Academic Director reviews and approves
        iii. Registrar processes revision
        iv. Student notified in writing
    c. For Appeals:
        i. Student submits formal academic appeal
        ii. Appeals Committee reviews case
        iii. Decision communicated to all parties
        iv. If approved, Registrar processes revision

IV. Restrictions and Limitations

A. The Following Cannot Be Revised:
    a. Grades based on academic judgment (unless through formal appeal process)
    b. Grades from courses taken at other institutions
    c. Attendance records (except documented errors)
    d. Disciplinary notations (separate policy applies)

B. Multiple Revision Requests:
    a. Students may not submit multiple requests for the same grade without new evidence

b. Repeated requests without merit may be denied

V. Contact Information

For transcript revision requests or questions:

- Chartwell School
- Address: 2511 Numa Watson Rd, Seaside, CA 93955
- Phone: (831) 394-3468
- Email: alevalley@chartwell.org or schavez@chartwell.org

Repeated Courses & Credit Recovery Policy

Repeated Courses

Courses may not be repeated for the purpose of earning a higher grade. Once a course is completed, the original grade will remain on the student's transcript and will not be replaced or removed. Re-enrollment in the same course to improve a grade is not permitted.

Failed Courses & Credit Recovery

If a student does not pass a course, credit recovery options are available. Credit recovery allows a student to earn the required credit toward graduation; however, it does not replace the original failing grade on the transcript. Both the original grade and the credit recovery course/grade will be reflected.

Students and families should work closely with a counselor or advisor to determine the most appropriate credit recovery pathway and ensure all graduation requirements are met.

Grading Policy

Grades reflect a student's academic progress, engagement, and contributions to the learning community. To maintain consistent academic standards and clear expectations across all courses, Chartwell School uses a standardized percentage scale to calculate student grades. Final grades are determined using the following scale:

Chartwell's Unweighted Grading Scale		
Grade	Percentage Grade	GPA Points
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59 & below	0.0

All courses include a **final assessment at the end of Semester 1 and Semester 2**. Final assessments may take the form of an exam, project, presentation, portfolio, or cumulative assignment and are designed to demonstrate student learning over the course of the semester.

Students are encouraged to take ownership of their learning, advocate for support when needed, and consistently contribute to a respectful and productive classroom community.

Academic Integrity Policy

Form the Chartwell Handbook

Every student is expected to do their own work at all times on homework, tests, quizzes, or any other type of assignment. Students may not discuss tests or quizzes with any students who have not yet taken the quiz or test. Students who do not follow these guidelines will be referred to the Student Support Team for possible disciplinary action. The definition of plagiarism is the use of someone else's ideas or expressions as one's own in writing, either verbatim (copied directly), paraphrased, or downloaded to/from electronic media without giving acknowledgement of the source. Incidents of plagiarism will be treated in the same manner as cheating and may subject the student to consequences as determined by the School in its discretion.

Interscholastic Sports

We encourage all Chartwell students to participate in interscholastic sports and/or extracurricular activities during high school. Students must meet eligibility requirements to participate in competition.

Team Sports

Fall Sports	Winter Sports	Spring Sports
Cross Country	Boys Basketball	Track and Field
Girls Volleyball	Girls Basketball	

Clubs

Clubs		
Climbing Club	FIRST Robotics	Surf Club
Street Hockey Club	Skateboarding Club	Archery Club
Golf		

Section 3:
Course Offerings by Department

US History	
UC/CSU: Fulfills A requirement	
Grade: 9-11	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes

Content: This year-long U.S. History course, aligned with California History–Social Science Standards, examines the political, social, economic, and cultural development of the United States from Reconstruction to the present. Students investigate how foundational ideals—liberty, democracy, equality, and justice—have been interpreted, challenged, and expanded over time. Emphasis is placed on the experiences and contributions of diverse groups, including Indigenous peoples, African Americans, immigrants, women, LGBTQ+ individuals, and other historically marginalized communities.

Through the study of primary and secondary sources, students analyze key events such as industrialization, reform movements, wars, civil rights struggles, and contemporary issues. The course encourages critical thinking about power, civic participation, and the ongoing pursuit of equity for all people. Students will explore how laws, policies, and social movements have shaped unequal outcomes, as well as efforts to address those inequities.

By engaging in discussion, inquiry-based projects, and historical analysis, students develop the skills needed for informed citizenship and a deeper understanding of how the past informs present-day debates about equality, opportunity, and democracy in the United States.

World History	
UC/CSU: Fulfills A requirement	
Grade: 9-11	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes

Content: Based on California standards for learning, students spent the first semester studying World History from the 1600's to the French Revolution. Research-based practices such as the Universal Design for Learning, which integrates student interests, targets multiple learning styles through presenting information in a variety of modalities, and allowing students autonomy in how they accomplish the material, etc. are applied throughout. Students focused first on two ancient civilizations, the Middle Ages, and the Renaissance to gain a deeper understanding of philosophical debates surrounding government, leadership, class structures and inequalities, and the dissemination of power and knowledge. Next, students focused on the Age of Absolutism, wherein they studied various absolute monarchs and

engaged in discussions and assignments meant to challenge their thinking of leadership to draw parallels to current events and overall global impacts of previous rulers. Finally, students began immersing themselves in the significant revolutions, completing a variety of assignments to strengthen their understanding of the lasting effects of said movements.

Economics & Government	
UC/CSU: Fulfills A requirement	
Grade: 11-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: The semester began with the project based learning curriculum "A Government for Xlandia." In this project, students were tasked with representing different nations as a part of a special UN task force to help the leaders of Xlandia create a sustainable democracy after they have overthrown a ruthless dictatorship. In the project, students learned the basics of democratic government and the different shapes it takes in different countries around the world. Students learned about the different branches of government, checks and balances, and the differences between written and unwritten constitutions, and elections. At the end of this project, students used their knowledge to create a detailed proposal for Xlandia's government. At the end of the project, the class shifted its focus to the United States and learned about our political parties and processes as well our Civil Liberties and Civil Rights found in the Constitution and its amendments.	

World Religions	
UC/CSU: Fulfills A requirement	
Grade: 11-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: Dive into the rich tapestry of beliefs, practices, and cultures that shape our world through the study of major world religions in this engaging course. Designed for high school students, "Understanding World Religions" invites learners to explore the foundational tenets, sacred texts, and historical contexts of major faiths, including Judaism, Christianity, Islam, Hinduism, Buddhism, and indigenous spiritual traditions. Throughout the course, students will engage in critical discussions, interactive projects, and reflective writing, promoting an atmosphere of respect and curiosity. By examining the ethical teachings, rituals, and community practices of different religions, students will gain insight into the profound influence of	

faith on global societies and individual lives. As we navigate contemporary issues through a religious lens, students will develop essential skills in empathy, cultural awareness, and analytical thinking. This course not only fulfills academic requirements but also prepares students to engage thoughtfully with the diverse world around them, fostering a deeper understanding of the beliefs that unite and divide humanity.

Philosophy	
UC/CSU: Fulfills A requirement	
Grade: 11-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: This full-year philosophy course introduces students to major thinkers and movements from the ancient Pre-Socratics through 20th-century existentialism. Across nine units, students explore foundational questions about reality, knowledge, ethics, politics, religion, and the human person, engaging with primary sources from figures such as Plato, Aristotle, Aquinas, Descartes, Kant, Marx, Nietzsche, and Sartre. Learning experiences include Socratic seminars, debates, analytical essays, research projects, and applied ethical case studies. Because many philosophical traditions address questions about God, morality, and political life—areas where students may hold deeply personal or divergent views—the course places a strong emphasis on **civil discourse**. Students are taught explicit discussion norms and are expected to engage in thoughtful, respectful dialogue, even when confronting challenging or controversial ideas. The classroom is structured as a community of inquiry in which disagreement is seen as an opportunity for intellectual growth rather than conflict. By year's end, students will have developed a broad understanding of the history of Western philosophy and the analytical, interpretive, and communication skills necessary to participate responsibly in complex civic and academic conversations.	

Psychology	
UC/CSU: Fulfills A requirement	
Grade: 11-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes

Content: Dive into the fascinating world of Social Psychology, a course designed to explore the intricate dynamics of human behavior within social contexts. This engaging curriculum offers students a comprehensive understanding of how individuals think, feel, and interact in the presence of others. Throughout the semester, students will investigate critical topics such as group behavior, conformity, prejudice, social perception, and the influences of culture and society on individual actions.

Engagement in real-world applications and contemporary social issues will enhance students' learning experiences. Through interactive discussions, group projects, and reflective assignments, learners will develop essential analytical skills, empathy, and a deeper appreciation for the psychological principles that govern social interactions. By examining classic experiments and current research findings, students will gain insights into their own behaviors and the social structures that shape our world.

Military History	
UC/CSU: Fulfills A requirement	
Grade: 11-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: Military History covers a range of topics and case studies relating to armed conflict throughout human history, and the ways that such events have fundamentally shaped the modern world. Students will investigate military engagements from the earliest known records in Mesopotamia to the current age, examining the leaders, combatants, technologies, strategies, and tactics involved, as well as their implications for subsequent history. Notable campaigns include those of the Assyrian, Achaemenid, Roman, Mongol, French, and British Empires, in addition to the World Wars and numerous smaller-scale conflicts.	

English & Literature I	
UC/CSU: Fulfills B requirement	
Grade: 9	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: English & Literature I has a balanced curriculum that addresses the California State Standards for reading, writing, speaking, listening, grammar, and vocabulary development. Students will be introduced to the genres of literature, including the novel, short story, drama, poetry, mythology, and nonfiction. They will also develop their writing process and gain practice writing argumentative, narrative, and informative compositions. Grammatical study will emphasize parts of speech, phrases, clauses, punctuation, and usage. Successful Completion: Meets one year of the English graduation requirement.	

English & Literature II	
UC/CSU: Fulfills B requirement	
Grade: 10	Prerequisites: English & Literature I
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: English & Literature II invites students to explore a diverse range of novels, short stories, poetry, and plays, developing a foundation in critical reading and literary analysis. Students will examine themes, character development, and narrative techniques while connecting literature to their personal experiences and the world around them. The course emphasizes the development of essential skills in close reading, writing, and discussion. Assignments include reflective essays, creative projects, and group activities, helping students build confidence in their analytical and communication abilities. Designed to cultivate a love of literature, this course prepares students for more advanced studies in English and encourages thoughtful engagement with a variety of texts. Meets one year of the English graduation requirement.	

English & Literature III	
UC/CSU: Fulfills B requirement	
Grade: 11	Prerequisites: English & Literature II
Credits: 10	Est. Daily Homework: Approximately 20 minutes

Content: English & Literature III challenges students to engage deeply with American literature and its cultural contexts. Students will analyze complex works across multiple genres—including novels, short stories, poetry, drama, and nonfiction—examining how authors use literary techniques to explore themes of identity, justice, and the American experience.

The course emphasizes sophisticated analytical writing, with students crafting thesis-driven essays that demonstrate close reading and critical thinking. Students will refine their argumentative, analytical, and research-based writing skills while developing their unique voice and style. Advanced grammatical study focuses on syntax, rhetorical devices, and stylistic choices that enhance clarity and persuasion.
Through seminar-style discussions and collaborative projects, students will strengthen their ability to articulate complex ideas, support claims with textual evidence, and engage respectfully with diverse perspectives. Meets one year of the English graduation requirement.

English & Literature IV	
UC/CSU: Fulfills B requirement	
Grade: 12	Prerequisites: English & Literature III
Credits: 10	Est. Daily Homework: Approximately 20-30 minutes

Content: English & Literature IV serves as the capstone of the English curriculum, inviting students to explore British and world literature while developing the advanced literacy skills essential for college and career success. Students will engage with canonical and contemporary works, examining how literature reflects and shapes human experience across cultures and time periods.

The course emphasizes independent critical analysis, research, and sophisticated academic writing. Students will produce extended analytical essays, research papers, and creative projects that demonstrate mastery of literary analysis and argumentation. Emphasis is placed on developing a mature writing style, incorporating varied sentence structures, precise diction, and nuanced argumentation.
Meets one year of the English graduation requirement.

Advanced English & Literature I	
UC/CSU: Fulfills B requirement	
Grade: 10	Prerequisites: Teacher recommendation and demonstrated excellence in previous English courses. While this course is typically reserved for juniors and seniors, 10th grade students who have exhibited a high degree of perspicacity in English & Literature I and seek a significant academic challenge may be considered through individual evaluation.
Credits: 10	Est. Daily Homework: Approximately 30 minutes
Content: Advanced English & Literature I is a rigorous, college-preparatory course designed for motivated students seeking to strengthen their analytical reading, critical thinking, and academic writing skills. Students engage with a diverse range of literary texts, including fiction, poetry, drama, and nonfiction from both classical and contemporary traditions. Through close reading and textual analysis, students explore how authors use literary elements, rhetorical strategies, and stylistic choices to develop meaning and theme. The course emphasizes structured academic writing, with students producing analytical, argumentative, and interpretive essays that demonstrate clear thesis development, effective use of textual evidence, and growing command of formal academic discourse. Instruction focuses on building foundational skills in organization, sentence fluency, and the integration of textual support. Class discussions are interactive and inquiry-based, encouraging students to develop ideas collaboratively while practicing active listening, evidence-based reasoning, and respectful dialogue. Students are also introduced to foundational concepts in literary analysis and interpretation, including the application of basic critical lenses. Advanced English & Literature I prepares students for upper-level English coursework and supports the development of essential skills for success in college-level reading and writing. Successful completion meets one year of the English graduation requirement.	

Advanced English & Literature II	
UC/CSU: Fulfills B requirement	
Grade: 10	Prerequisites: Teacher recommendation and demonstrated excellence in previous English

	courses. While this course is typically reserved for juniors and seniors, 10th grade students who have exhibited a high degree of perspicacity in English & Literature I and seek a significant academic challenge may be considered through individual evaluation.
Credits: 10	Est. Daily Homework: Approximately 30 minutes
Content: Advanced English & Literature II offers an intensive study of literature and composition for highly motivated students seeking to develop college-level analytical and writing skills. Students will engage with challenging texts from diverse literary traditions, including classical and contemporary works of fiction, poetry, drama, and nonfiction. Through close reading and critical analysis, students will examine how authors employ literary elements, rhetorical strategies, and stylistic choices to convey complex themes and ideas. The course demands rigorous analytical writing, with students producing sophisticated essays that demonstrate original thinking, nuanced argumentation, and mastery of academic discourse. Writing assignments include literary analysis, rhetorical analysis, argumentative essays, and research-based projects. Students will develop advanced skills in thesis construction, evidence selection, and the integration of secondary sources. Class discussions are seminar-style and student-driven, requiring active participation, thoughtful preparation, and intellectual risk-taking. Students will also explore literary criticism and theory, learning to apply various critical lenses to their reading. This course prepares students for the demands of college-level humanities courses and cultivates the habits of mind essential for lifelong learning. Successful Completion: Meets one year of the English graduation requirement.	

Advanced English & Literature III	
UC/CSU: Fulfills B requirement	
Grade: 11	Prerequisites: Teacher recommendation and demonstrated excellence in previous English courses
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: Advanced English & Literature III offers an intensive study of literature and composition for highly motivated students seeking to develop college-level analytical and writing skills. Students will engage with challenging texts from diverse literary traditions, including classical and contemporary works of fiction, poetry, drama, and nonfiction. Through close reading and critical analysis, students will	

examine how authors employ literary elements, rhetorical strategies, and stylistic choices to convey complex themes and ideas.

The course demands rigorous analytical writing, with students producing sophisticated essays that demonstrate original thinking, nuanced argumentation, and mastery of academic discourse. Writing assignments include literary analysis, rhetorical analysis, argumentative essays, and research-based projects. Students will develop advanced skills in thesis construction, evidence selection, and the integration of secondary sources.

Class discussions are seminar-style and student-driven, requiring active participation, thoughtful preparation, and intellectual risk-taking. Students will also explore literary criticism and theory, learning to apply various critical lenses to their reading. This course prepares students for the demands of college-level humanities courses and cultivates the habits of mind essential for lifelong learning. Successful Completion: Meets one year of the English graduation requirement.

Advanced English & Literature IV	
UC/CSU: Fulfills B requirement	
Grade: 12	Prerequisites: Teacher recommendation and demonstrated excellence in previous English courses
Credits: 10	Est. Daily Homework: Approximately 20 minutes

Content: Advanced English & Literature IV offers an intensive study of literature and composition for highly motivated students seeking to develop college-level analytical and writing skills. Students will engage with challenging texts from diverse literary traditions, including classical and contemporary works of fiction, poetry, drama, and nonfiction. Through close reading and critical analysis, students will examine how authors employ literary elements, rhetorical strategies, and stylistic choices to convey complex themes and ideas.

The course demands rigorous analytical writing, with students producing sophisticated essays that demonstrate original thinking, nuanced argumentation, and mastery of academic discourse. Writing assignments include literary analysis, rhetorical analysis, argumentative essays, and research-based projects. Students will develop advanced skills in thesis construction, evidence selection, and the integration of secondary sources.

Class discussions are seminar-style and student-driven, requiring active participation, thoughtful preparation, and intellectual risk-taking. Students will also explore literary criticism and theory, learning to apply various critical lenses to their reading. This course prepares students for the demands of college-level humanities courses and cultivates the habits of mind essential for lifelong learning. Successful Completion: Meets one year of the English graduation requirement.

Pre-Algebra	
UC/CSU: Fulfills C requirement	
Grade: 9-10	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: Pre-Algebra helps students further understand the transition from arithmetic to symbolic mathematics and, more specifically, the in-depth study of the real number system through modeling and numerical analysis. Students will be expected to extend their thinking abstractly by performing operations with rational numbers, including integers, fractions, and decimals, and applying these to multi-step equations and inequalities. The students will also be expected to evaluate and simplify algebraic expressions, recognize proportional relationships, and interpret unit rates within real-world contexts.

Students will study and recognize the properties of exponents and scientific notation to represent very large or very small quantities. Through modeling, they will analyze linear relationships by graphing equations in the coordinate plane and identifying the significance of slope and intercepts. This course will analyze the properties of two-dimensional shapes and three-dimensional solids, requiring students to apply the Pythagorean Theorem and explain formulas for area, surface area, and volume. Students will also be expected to use statistical measures and probability models to make inferences about populations and evaluate the likelihood of events.

Algebra I	
UC/CSU: Fulfills C requirement	
Grade: 9-11	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: Algebra 1 is a foundational mathematics course designed to develop critical thinking and problem-solving skills through the study of algebraic concepts. This course introduces students to key topics such as variables, expressions, equations, inequalities, functions, and graphing. Students will explore linear, quadratic, and exponential relationships while learning to analyze and solve real-world problems.

Through hands-on activities, collaborative learning, and technology integration, students will strengthen their understanding of mathematical reasoning and its applications. Algebra I provides the essential skills needed for success in future math courses and builds a solid foundation for advanced STEM studies.

Algebra II	
UC/CSU: Fulfills C requirement	
Grade: 10-12	Prerequisites: Geometry
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: Algebra 2 builds upon foundational skills from Algebra 1 to deepen students' understanding of advanced algebraic concepts. This course emphasizes the study of various types of functions, including quadratic, polynomial, exponential, logarithmic, and rational functions. Students explore their representations, properties, and applications in real-world contexts. Additional topics include sequences and series, matrices, conic sections, probability, statistics, and trigonometric functions and identities.

Key skills include analyzing and graphing functions, solving equations and systems, modeling with algebra, and using technological tools to interpret mathematical relationships. The curriculum also fosters critical thinking and problem-solving to prepare students for college-level mathematics and beyond.

Algebra II C	
UC/CSU: Fulfills C requirement	
Grade: 10-12	Prerequisites: Geometry
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: Algebra II C helps students further understand the functional relationships of mathematics and the study of non-linear functions through real-world modeling and data analysis. Students will be expected to extend their thinking abstractly by exploring the behavior of quadratic, exponential, and logarithmic functions as they relate to physical, social, and economic phenomena. The students will also be expected to interpret the structure of expressions, transform functions, and solve equations that arise from practical applications, such as compound interest and population growth.

Students will study and recognize the characteristics of polynomial and rational functions, using them to represent complex relationships in engineering and science. Through modeling, they will expand their understanding of statistics by evaluating the validity of data-based reports and using normal distributions to analyze variability. This course will analyze the properties of periodic functions, requiring students to model circular motion and sound waves using trigonometric functions. Students will also be expected to use sequences and series to solve problems involving patterns of growth and financial modeling.

Geometry	
UC/CSU: Fulfills C requirement	
Grade: 9-11	Prerequisites: Algebra I
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Geometry helps students further understand the logical structure of mathematics and more specifically the in-depth study of geometric properties through formal proof and construction. Students will be expected to extend their thinking abstractly by moving beyond intuitive shapes to the rigorous validation of geometric relationships. The students will also be expected to utilize transformations—translations, reflections, and rotations—as the foundation for defining congruence and similarity. Students will be required to construct viable arguments and critique the reasoning of others as they prove theorems involving lines, angles, triangles, and parallelograms. This course will analyze all theorems of circles, including arc length, sector area, and the relationships between chords and tangents, while requiring students to derive and apply volume formulas for a variety of three-dimensional solids.	

Pre-Calculus	
UC/CSU: Fulfills C requirement	
Grade: 11-12	Prerequisites: Algebra II
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Pre-Calculus helps provide a streamlined exploration of precalculus, focusing on foundational mathematical concepts essential for calculus and advanced mathematics. It emphasizes a clear understanding of functions, graphing techniques, and analytical skills. Students will study linear, polynomial, rational, exponential, logarithmic, and trigonometric functions, along with their applications. Topics in analytic geometry, such as conic sections, parametric equations, and polar coordinates, are also covered. Emphasis is placed on problem-solving, mathematical modeling, and using mathematical software to develop critical thinking and preparation for higher-level courses.	

Statistics and Data Science	
UC/CSU: Fulfills C requirement	

Grade: 11-12	Prerequisites: Algebra II
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course introduces students to the fundamental concepts and practical applications of statistics and data science. The course covers core statistical principles such as descriptive statistics, probability, sampling, hypothesis testing, and regression analysis, while also introducing modern data science tools and processes.

Students will learn how to collect, analyze, interpret, and communicate data to support informed decision-making. Through hands-on projects and real-world datasets, students will gain experience in data cleaning, data visualization, and exploratory data analysis. The course also introduces basic programming for data analysis, ethical considerations in data use, and methods for effectively presenting data-driven insights. By the end of the course, students will be able to apply statistical reasoning and data science techniques to solve practical problems across a variety of fields.

Calculus	
UC/CSU: Fulfills C requirement	
Grade: 11-12	Prerequisites: Precalculus
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course provides a comprehensive introduction to calculus, focusing on the fundamental concepts used to analyze change and accumulation. It emphasizes conceptual understanding, analytical reasoning, and problem-solving skills that prepare students for advanced mathematics and applications in science, engineering, and economics.

Students will study limits, continuity, derivatives, and integrals, along with their interpretations and applications. Topics include differentiation techniques, optimization, related rates, the Fundamental Theorem of Calculus, and basic integration methods. Students will also explore applications such as motion, area, and real-world modeling problems. Emphasis is placed on graphical, numerical, and analytical approaches, as well as the use of mathematical technology to deepen understanding and strengthen preparation for college-level calculus.

Business Math	
UC/CSU: Fulfills C requirement	

Grade: 11-12	Prerequisites: Algebra I & Geometry
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Financial Math is an application-based mathematics course that integrates high school algebra with real-world financial and business contexts. Students apply algebraic concepts to topics such as banking, investing, credit, employment and income taxes, automobile ownership, independent living, and household budgeting. Using technology tools such as Google Sheets and online financial calculators, students model mathematical relationships, analyze financial scenarios, and communicate their findings effectively. Throughout the course, students participate in a simulated career and financial life in which they make decisions related to student loans, automobile and home purchases, and long-term investing with the goal of achieving a well-supported retirement. This integrated instructional approach provides students with a practical understanding of personal finance and business principles while reinforcing and extending foundational algebra skills in an engaging, authentic context.	

Biology	
UC/CSU: Fulfills D requirement	
Grade: 9-12	Prerequisites: None
Credits: 10	Est. Daily Homework: 0 - 30 Minutes
Content: Biology focuses on the study of living organisms, their interactions, and their environments. It covers essential biological concepts such as the dynamics of ecosystems, the flow of matter and energy, the inheritance and variation of traits, the processes of natural selection, and the mechanisms of speciation. Students will engage in hands-on laboratory investigations, field studies, and student-driven projects that emphasize inquiry-based learning and real-world application. Through collaborative exploration and critical thinking, students develop a deep understanding of biology and its impact on the world around them.	

Chemistry	
UC/CSU: Fulfills D requirement	
Grade: 10-12	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Chemistry is a laboratory-based science course designed to help students develop a deep understanding of fundamental chemical principles through active inquiry and evidence-based reasoning. Students ask questions, conduct investigations, analyze and interpret data, perform calculations, and construct explanations grounded in scientific evidence. Core topics include scientific practices, periodic table structure and trends, chemical bonding, chemical reactions, energy transfer, chemical equilibrium, and nuclear chemistry. Emphasis is placed on critical thinking, problem-solving, and clear scientific communication, with multiple opportunities for feedback, revision, and growth. Successful completion of this course fulfills one year of laboratory science and meets UC/CSU (d) requirements, preparing students for college-level science coursework and career pathways that value analytical reasoning and scientific literacy.	

Astronomy	
UC/CSU: Fulfills D requirement	
Grade: 11-12	Prerequisites: Conceptual Physics

Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Astronomy covers a range of topics at both microscopic and macroscopic scales. The course details the history of astronomy and astrophysics, the origins of the universe, inflationary theory, quantum mechanics, quantum field theory, general and special relativity, the structure of the universe at both cosmic and microscopic scales, and its applications for theoretical fields like astrobiology. Learning takes place through a variety of modalities, including structured notes, group discussions, hands-on activities, experiments, labs, and projects.	

Marine Biology	
UC/CSU: Fulfills D requirement	
Grade: 10 - 12	Prerequisites: Biology
Credits: 10	Est. Daily Homework: 20 minutes
Content: In Marine Biology, students explore the properties of water and marine ecosystems. They learn about properties of salt water such as polarity and heat capacity. They also learn about the zones of the sea and how they are defined by sunlight. Students explore how sound travels in the ocean and study a documentary called "Sonic Sea". This leads to a unit on noise pollution and its impacts on marine life. Students learn about major air and ocean currents and how heat and the Coriolis effect drives these. In the course, the topic of tides is also explored. Students study the anatomy of sharks and rays, followed with a shark dissection. Students finish by learning about the Arctic Sea Ecosystem.	

Environmental Science	
UC/CSU: Fulfills D requirement	
Grade: 10 - 12	Prerequisites: Biology
Credits: 10	Est. Daily Homework: 0 - 30 minutes
Content: Environmental Science is an interdisciplinary, laboratory-based course that examines the interactions between humans and the natural world. Students investigate Earth's systems, ecosystems, biodiversity, and natural resources while analyzing how human activities impact environmental sustainability. Through hands-on investigations, data analysis, field studies, and real-world case studies, students develop skills in scientific inquiry, critical thinking, and evidence-based decision making. Core topics include ecosystem dynamics, energy flow, biogeochemical cycles, climate science, population growth, resource management, and environmental policy. The course emphasizes problem-solving and responsible stewardship, preparing students for informed citizenship, college-level science coursework,	

and careers related to environmental science, sustainability, and natural resource management.

Physics	
UC/CSU: Fulfills D requirement	
Grade: 9-12	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 10 - 30 minutes
Content: Physics covers a range of phenomena and forces at both microscopic and macroscopic scales with an emphasis on conceptual understanding. The course is loosely structured around the Twelfth Edition of *Conceptual Physics* by Paul G. Hewitt, with a greater emphasis placed on experimentation and project based learning. Rather than formulaic memorization, students work to understand the physical laws governing the universe through direct observation, hands-on labs, and experimental analysis. Students begin by studying Newtonian motion and the fundamental forces which act upon matter, applying this knowledge in a series of experiments and construction projects. This is followed by an analysis of systems, conservation of energy, and entropy. In the latter half of the course, students have the opportunity to observe and classify wavelengths of light within the electromagnetic spectrum and apply their understanding of light energy to the energy produced by stars through nuclear fusion. This culminates in a project examining the theoretical feasibility of engineering generation ships from a physical and biological perspective.	

Anatomy/Physiology	
UC/CSU: Fulfills D requirement	
Grade: 9 - 12	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 10 minutes
Content: Anatomy and Physiology is a laboratory-based life science course that explores the structure and function of the human body, emphasizing the relationship between form and function across levels of biological organization. Students investigate how cells, tissues, organs, and organ systems work together to maintain homeostasis and support life. Through hands-on labs, models, data analysis, and collaborative inquiry, students develop skills in scientific observation, analysis, and evidence-based reasoning. Major topics include cellular organization, tissues, body systems, physiological regulation, and human health. This course prepares students for college-level science coursework and careers in health, biological sciences, and related fields by building scientific literacy, critical thinking, and a foundational understanding of the human body.	

Spanish I	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: NA
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: The foundational course uses communicative activities, music, games, and story-based instruction to achieve novice-mid/high fluency in all four basic language skills: listening, speaking, reading and writing. Students will be immersed in the target language through a comprehensible approach to language learning. Authentic language and cultural sources will be integrated through storytelling, music, dance, conversations, hands-on projects, and the use of technology. Students will enjoy interactive and interpersonal instruction for purposes of communication in Spanish.	

Spanish II	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: Spanish I
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: This is an intermediate course that provides continued development and practice of basic language skills, such as listening, speaking, reading, and writing. More advanced grammatical structures are introduced organically through comprehensible input, games, reading, and communicative activities. Students practice listening skills by watching fotonovelas, monthly news and cultural updates. Students will practice speaking through dialogues, role plays, partner chats and other conversational activities. Students will explore the Hispanic world through cultural projects on food, dance and traditions.	

Spanish III	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: Spanish I and II
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: Emphasis is placed on the further development of listening, speaking, reading, and writing skills. Communicative and project-based activities are used to learn more advanced vocabulary and grammar. Students practice speaking in a variety of contexts, such as oral reports, dialogues and group discussions. More academic vocabulary is presented related to topics such as personal relationships, family life, media, the environment, and technology, along with the exploration of Spanish-speaking countries. The course also includes the viewing and discussion of Spanish-language short films.	

Spanish IV	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: Spanish I, II, and III
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: Spanish IV is an upper-level, advanced Spanish class. Student work will move quickly and are expected to demonstrate a superior level of listening, speaking, reading, and writing skills. Students focus on advanced grammar, vocabulary, and cultural understanding, enabling them to engage in complex conversations, analyze authentic Spanish texts like literature and news articles, and write sophisticated compositions, all while primarily communicating in Spanish. Students must use Spanish in the classroom and will partake in a variety of activities, including complex grammar study, compositions, oral presentations, cultural explorations and various readings.	

American Sign Language I	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: NA
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: In American Sign Language 1 (ASL 1), students learned the foundational skills needed to communicate (expressive and receptive). Using the Signing Naturally curriculum as a guide, classes were consistently divided into the following parts: an explanation of daily goals and objectives, a warm-up, a review of previous material with practice, and an introduction to new material with practice. Additionally, students completed frequent "knowledge checks" to reinforce high-frequency vocabulary presented by receiving and expressing signs. Students also practiced basic sentences and common everyday exchanges. Games and activities help reinforce knowledge and use. Students also watched shows and movies and completed projects to help them gain a basic understanding of Deaf culture.	

American Sign Language II	
UC/CSU: Fulfills E requirement	
Grade: 10-12	Prerequisites: ASL I
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: In American Sign Language II, students build on the foundation of knowledge and skills from their first year of study. While the course continues to focus on Deaf culture and community and on building solid vocabulary usage, it places greater emphasis on conversational skills. Using the Signing Naturally curriculum as a guide, classes were consistently divided into the following parts: an explanation of daily goals and objectives, a warm-up, a review of previous material with practice, and an introduction to new material with practice. Students completed frequent "knowledge checks" to reinforce higher-level vocabulary presented by receiving and expressing signs. With their expanded vocabulary, students participate in "voice off" conversations, activities, and/or classes. Along with projects that reinforce signing fluency, students continued to explore Deaf culture through research, projects, and by analyzing shows and movies.	

Japanese I	
UC/CSU: Fulfills E requirement	
Grade: 9-12	Prerequisites: NA
Credits: 10 credits	Est. Daily Homework: 20 minutes nightly M-Th
Content: This introductory course is designed for students with no prior experience in Japanese. It focuses on developing basic communication skills in speaking, listening, reading, and writing through everyday topics such as identity, family, school, and daily life. Students are introduced to Japanese culture and writing systems. The course is primarily conducted in Japanese to build confidence and comprehension. By the end of the course, students will be able to use simple expressions, participate in basic conversations, and demonstrate an understanding of key cultural practices.	

Visual Art I	
UC/CSU: Fulfills F requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course is designed to provide students with a wide variety of experiences with art media including instruction in drawing, painting, color theory, sculpture, ceramics, composition and design. This is an introduction to visual fine arts and is a prerequisite for Art II/III, which is similar to this course but expands beginning students' range of art techniques and concepts. Though helpful, no prior knowledge of art concepts or techniques is required to take this course. Successful Completion: Meets one year of the Visual/Performing Arts graduation requirement	

Visual Art II	
UC/CSU: Fulfills F requirement	
Grade: 10-12	Prerequisites: Successful completion of Art I or instructor approval
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course develops students' drawing, painting, and sculpting skills through hands-on projects, guided instruction, and class critiques. Students explore composition, design, and advanced art concepts using materials such as acrylic, pastel, and watercolor. They refine techniques, apply design principles in original artwork, and analyze and critique art using appropriate vocabulary. Emphasis is placed on independent thinking and developing a personal artistic voice. Art history, aesthetics, and portfolio development are integrated throughout the course, culminating in a body of work that demonstrates creativity, technical skill, and artistic growth.	

Visual Art III	
UC/CSU: Fulfills F requirement	
Grade: 11-12	Prerequisites: Successful completion of Art I & II or instructor approval
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: The intent of this course for the more serious art student who wishes to further develop his/her drawing, painting, and sculpting abilities and style. Composition, design and technical skills will be taught in conjunction with more advanced art concepts in the art process. The course will include further training in drawing with various materials, leading to individual work in painting (acrylics, pastel and watercolor). Independent thinking and a personal style in artistic expression are encouraged on this advanced level. Art history, aesthetics, critiques and portfolio development are encompassed in the course. Successful Completion: Meets one year of the Visual/Performing Arts graduation requirement

Pottery/Studio Art	
UC/CSU: Fulfills F requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course is designed to provide students with a wide variety of foundational experiences with traditional art media, including formal instruction in drawing, painting, color theory, sculpture, and ceramics. Through a focus on composition and design, students will explore the "language of art" while building confidence in their creative expression. This course serves as an introduction to the visual fine arts and is a prerequisite for Art II and III, which further expand upon these beginning techniques and conceptual frameworks. Though helpful, no prior knowledge of art history or technical skill is required to take this course; all students are welcome to explore their artistic potential.	

Digital Art I	
UC/CSU: Fulfills F requirement	
Grade: 9-12	Prerequisites: none
Credits: 5-10	Est. Daily Homework: Approximately 0-30 minutes
Content: The intent of this course is for the student who wishes to bridge traditional artistic principles with modern technology to develop their digital drawing, graphic design, and layout abilities. Composition, design theory, and technical proficiency will be taught in conjunction with professional workflows across a variety of platforms. The course includes foundational training in Procreate for digital illustration, Adobe Illustrator and Photoshop for vector and raster-based design, and Canva for modern visual communication. Independent thinking and the development of a personal aesthetic are encouraged as students move from guided technical exercises to original creative projects. Art history, digital ethics, peer critiques, and professional portfolio development are encompassed throughout the course.	

Digital Art II	
UC/CSU: Fulfills F requirement	
Grade: 10-12	Prerequisites: Successful completion of Digital Art I or instructor approval
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: The intent of this course is for the more serious digital artist who wishes to further refine their technical mastery and professional workflow in the digital realm. Building upon the foundational skills from Digital Arts I, students will engage in advanced techniques in Procreate for complex environmental painting, Adobe Illustrator for intricate branding systems, and Photoshop for high-end digital compositing and retouching. Emphasis is placed on the "art process"—moving from conceptual thumbnails to polished, industry-standard outputs. The course encourages the development of a unique personal style and independent problem-solving while exploring advanced concepts in typography, UI/UX basics, and digital storytelling. Art history, contemporary digital trends, rigorous critiques, and the curation of a professional-grade portfolio are encompassed in this advanced level of study.	

Film and Music Production I	
UC/CSU: Fulfills F requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: The Music Production and Appreciation course is designed to inspire students to explore music as listeners, creators, and producers. This hands-on class combines music history, genre exploration, and creative activities to deepen students' understanding of music while teaching practical skills in digital music production. Students will use modern tools like DAWs (Digital Audio Workstations) and recording equipment to create original projects, explore their musical preferences, and develop a critical ear for music.	

Photography	
UC/CSU: Fulfills F requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

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

Music Production & Appreciation	
UC/CSU: Fulfills requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course is an introduction to music from around the world and throughout history. Students learn music theory and apply it on piano and other instruments, explore a variety of musical styles, identify instruments and musical elements, and analyze how music reflects cultural and historical contexts. Hands-on practice includes individual work, drum circles, and drum ensembles to develop technical skills, rhythm, and collaborative musicianship. The course emphasizes active listening, creative projects, and critical thinking, giving students opportunities to compose, perform, and reflect on their musical experiences. Students gain experience with traditional and contemporary instruments and build the skills to perform confidently. This course is designed for students of all skill levels who wish to deepen their understanding of music, explore diverse cultures, and grow as independent and collaborative musicians.	

Beginning Guitar	
UC/CSU: Fulfills requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course is an introduction to guitar performance and musicianship, designed to build foundational skills through guided practice and instruction. Students learn essential guitar techniques, including, tuning, chord shapes, strumming patterns, and basic fingerpicking, while developing an understanding of music theory as it applies to the instrument. Students apply these skills in both individual and group settings to build confidence and consistency.	

Throughout the course, students build confidence as musicians by developing technical ability, musical expression, and collaborative skills. This class is designed for beginners with little to no prior experience and provides a supportive environment for students to grow as independent learners and ensemble performers while gaining a deeper appreciation for music.

Video Production I	
UC/CSU: Fulfills requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course introduces students to the art and craft of cinematic storytelling through an integrated study of screenwriting and film production. Students explore the foundational elements of narrative filmmaking, including character development, dialogue, conflict, visual storytelling, and story structure. Through lectures, film analysis, collaborative discussion, and hands-on production work, students learn how stories move from concept to screen.

Students gain experience writing scenes in proper screenplay format, developing original characters and narratives, and collaborating on short film exercises that apply storytelling principles to live production. The course also emphasizes film as a visual medium, encouraging students to analyze how directing, structure, cinematography, and performance work together to shape meaning and audience experience.

Instruction combines screenwriting workshops, film study, peer critique, and collaborative production activities that mirror the dynamics of a real film set. Students work independently and in small production crews throughout the semester. The course culminates in a portfolio of original written work and short filmed scenes that showcase each student's creative voice, storytelling ability, and production skills.

Jewelry Design	
UC/CSU: Fulfills requirement	
Grade: 9-12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course introduces students to the fundamentals of jewelry design and fabrication through wire work, beading, and introductory metalworking techniques. Students explore the creative process

while learning how to transform materials into original pieces of wearable art. Emphasis is placed on both technical craftsmanship and artistic expression as students develop skills in design, construction, and finishing techniques.

Using the elements of art and principles of design, students create balanced and visually engaging three-dimensional pieces while building an understanding of form, composition, texture, color, and function. Projects encourage experimentation, problem-solving, and attention to detail as students gain confidence working with a variety of tools and materials.

Throughout the course, students develop a strong foundation in three-dimensional design while refining fine motor skills, creative thinking, and studio habits. The course culminates in a portfolio of handcrafted jewelry pieces that reflect each student's individual style, growth, and technical ability.

Fitness & Wellness I	
UC/CSU: Does Not Meet California & Chartwell Graduation Credit Only	
Grade: 9-10	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course provides students with the opportunity to learn fitness concepts and conditioning techniques needed to achieve a healthy lifestyle. Students participated in organized sports games while acquiring new skills across all activities. Students learn the basic fundamentals of working together in a team environment, being a good citizen to their classmates, and supporting each other inside and outside of fitness and wellness class. This course develops proficient movement skills with modifications for some students in order to ensure maximum participation. Interactive discussions, quizzes, and sports games are daily activities. Students are empowered to make wise choices, meet challenges, and develop positive behaviors in fitness and positive coping strategies with mental health/wellness. The wellness portion of class is designed to facilitate a safe space for the students to share their thoughts and feelings. Students are encouraged to build and cultivate a strong support system with their peers. Students work to develop positive attitudes, growth mindsets, and healthy behaviors as well as to make wise decisions related to their personal, social, and mental health.	

Fitness & Wellness II	
UC/CSU: Does Not Meet California & Chartwell Graduation Credit Only	
Grade: 11	Prerequisites: Fitness & Wellness I
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Building upon the foundational knowledge and skills acquired in Fitness and Wellness I, this advanced course, Fitness and Wellness II, is designed for students seeking to significantly expand their understanding and application of health, fitness, and comprehensive well-being principles. Students will delve into more sophisticated theoretical concepts and master a wider array of practical techniques and skills related to the specific units of instruction covered in the introductory course.	

The curriculum is structured to challenge students to move beyond basic proficiency toward greater autonomy and self-efficacy in managing their personal wellness journeys. Key areas of focus will include advanced principles of exercise prescription, specialized training modalities, deeper explorations into nutritional science and its impact on performance and recovery, and sophisticated strategies for stress management and mental well-being. Through a blend of theoretical study, practical application, and performance assessment, students will develop a nuanced, holistic, and sustainable approach to lifelong health.

Fitness & Wellness III	
UC/CSU: Does Not Meet Chartwell Graduation Credit Only	
Grade: 12	Prerequisites: Fitness & Wellness I and II
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: Fitness and Wellness III is designed for juniors and/or seniors seeking to significantly expand their understanding and application of health, fitness, and overall well-being principles. This advanced course builds on foundational physical education knowledge by engaging students in intentional, self-directed fitness planning and lifelong wellness practices. Students explore the interconnected dimensions of wellness, including physical fitness, nutrition, mental health, stress management, recovery, and lifestyle choices, while developing personalized fitness goals and individualized workout plans aligned with their interests and long-term health objectives. Instruction includes participation in a variety of physical activities such as strength training, cardiovascular conditioning, flexibility work, and sport-based movement, along with foundational concepts in exercise science and injury prevention. Students are encouraged to track progress through fitness assessments and reflective practices that promote self-awareness, goal setting, and personal accountability. This course emphasizes lifelong health behaviors, informed decision-making, and the development of sustainable wellness habits that extend beyond high school.	

Weight Training	
UC/CSU: Does Not Meet Chartwell Graduation Credit Only	
Grade: 11-12	Prerequisites: Fitness & Wellness I and II

Credits: 10	Est. Daily Homework: Approximately 0-30 minutes
Content: This course is designed to improve students' physical fitness by guiding them through a progressive weight-training program. It will include weight training exercises. Olympic lifting techniques may be utilized for athletic training in addition to movement-based resistance training. A computerized daily program may be developed to continuously vary exercises and intensity as the student is led through a sixteen-week workout designed to increase and maintain muscular strength, tone, and endurance. Various forms of 45 exercises will be performed to help establish a lifelong appreciation for fitness and resistance training. Special attention will be paid to safety and the proper execution of weight-training techniques.	

Health	
UC/CSU: Does Not Meet California & Chartwell Graduation Credit Only	
Grade: 9-12	Prerequisites: none
Credits: 5	Est. Daily Homework: Approximately 0-30 minutes
Content: In this comprehensive health course, students will engage in a holistic exploration of well-being. We study the synergy between Nutrition and Physical Activity to understand how fueling the body influences long-term vitality. Safety is prioritized through units on Injury Prevention and Safety, which equip students with life skills and risk-assessment strategies, while a deep dive into Alcohol, Tobacco, and Other Drugs analyzes the neurobiological impact of substance use on the developing brain. To support the "whole student," the course emphasizes Mental, Emotional, and Social Health, teaching essential techniques for stress management and emotional resilience. Finally, students will expand their perspective through Personal and Community Health, examining how environmental factors and public health advocacy shape the wellness of society at large. The curriculum explores the complexities of Growth, Development, and Sexual Health, providing a science-based look at physiological changes and the importance of healthy relationships through the California Healthy Youth Act. In this unit students learn the following topics: Human Development (including reproduction, puberty, sexual orientation, and gender identity), Relationships (including families, friendships, romantic relationships and dating), Personal Skills (including communication, negotiation, and decision-making), Sexual Behavior (including abstinence and sexuality throughout life), Sexual Health (including sexually transmitted infections, contraception, and pregnancy), Society and Culture (including gender roles, diversity, and sexuality in the media). Resources for teaching the curriculum include California Department of Education, Center for Disease Control and Prevention, and Montage Health, Ohana, Lifefluent, Stanford Medicine REACH Lab, Adams Safety Training and Rising Worldwide. Students participate in open discussions appropriately facilitated in a supportive learning environment that emphasizes holding and acknowledging personal judgements while accepting normalcy. Students learned through lecture, exercises, small group activities, and class discussions.	

Advisory I	
UC/CSU: Fulfills G requirement	
Grade: 9	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course will help students further understand the transition to the secondary environment and more specifically the in-depth study of foundational executive functioning through the lens of high school expectations. As this process is new for most incoming students, they will be expected to extend their thinking abstractly by shifting from a guided middle school structure to a more independent "Advisory Deal" model. The students will also be expected to learn the logistics of professional self-advocacy, including the "how and when" of utilizing Office Hours and the development of a consistent digital and physical organizational system.

Students will study and recognize the core competencies of Social-Emotional Academic Development (SEAD), utilizing Monday sessions to build community and navigate the social-emotional shifts of the ninth-grade year. Through modeling, they will be introduced to the Chartwell Education Plan (CEP) process, learning how to monitor their own academic goals and prepare for their first high-school-level family-teacher conferences. Students will focus on the "architecture of organization," learning to manage their daily planners and digital inboxes while adapting to the physical requirements of a phone-free learning environment. Students will be required to apply these new routines to the weekly schedule, gaining a professional perspective on time management that will serve as the bedrock for their future success in STEM and ICT sectors.

Advisory II	
UC/CSU: Fulfills G requirement	
Grade: 10	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course is designed to help students further understand the connection between their personal habits and long-term academic success, specifically through the in-depth study of executive functioning and self-determination. Students will be expected to extend their thinking abstractly by evolving from passive learners into active self-advocates who can articulate their unique learning profiles and support needs. The students will also be expected to master the tactical skills of modern scholarship, including professional digital communication, complex calendar management, and the strategic utilization of academic resources.

Students will study and recognize the importance of Social-Emotional Academic Development (SEAD) to build the resilience and self-awareness necessary for high school and beyond. Through modeling, they will evaluate their progress toward individualized education goals, taking an active role in monitoring their own data and leading their family-teacher conferences. Spatially and logically, students will manage their physical and digital environments, learning to minimize distractions and optimize their focus to meet the demands of a rigorous college-preparatory curriculum. Students will be required to apply these leadership and organizational practices to their community involvement and future career planning, gaining a professional perspective on the soft skills required in the STEM and Information Technology sectors.

Advisory III	
UC/CSU: Fulfills G requirement	
Grade: 11	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course will help students further understand their roles as self-advocates and, more specifically, the in-depth study of executive functioning and leadership within a specialized academic environment. Students will be expected to extend their thinking abstractly by managing complex schedules, prioritizing Student Leadership (SL) commitments, and navigating the transition from teacher-led instruction to independent "Office Hours" utilization. The students will also be expected to refine their communication skills through professional email correspondence, daily check-ins, and active participation in family-teacher conferences.

Students will study and recognize the importance of Social-Emotional Academic Development (SEAD) and SEL, utilizing Monday sessions to build the resilience and self-awareness necessary for the junior year. Through modeling, they will evaluate their own academic progress by developing and monitoring their Chartwell Education Plans (CEP), ensuring alignment with individualized learning goals. Students will manage their physical and digital workspaces, maintaining organized planners and managing digital distractions by adhering to a phone-free learning environment. Students will also be expected to engage with the school community through cultural touchstones like World Music Wednesday and mentor-led movement activities, gaining a professional perspective on what it means to be a "trusted peer" and an engaged citizen within the STEM and ICT sectors.

Advisory IV	
UC/CSU: Fulfills G requirement	
Grade: 12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: This course will help students further understand the demands of independence and more specifically the in-depth study of self-determination as they transition toward post-secondary life. Students will be expected to extend their thinking abstractly by synthesizing their academic history into a cohesive narrative for college applications, career portfolios, and personal statements. The students will also be expected to take full ownership of their Chartwell Education Plans (CEP), moving from being a participant in meetings to being the primary driver of their own educational goals and accommodations.

Students will study and recognize the complexities of adult responsibilities, utilizing Monday SEAD/SEL sessions to master stress management, financial literacy, and professional etiquette. Through modeling, they will demonstrate advanced executive functioning by independently navigating the "Advisory Deal" schedule, strategically leveraging Office Hours and Student Leadership (SL) roles to mentor younger peers. Students will analyze their organizational systems to ensure they are robust enough for the unstructured environments of university or the workplace. Students will be required to apply their leadership skills as the "First Point of Contact" for their own progress, communicating directly with service providers and faculty to ensure all graduation and transition requirements are met with precision.

College Readiness	
UC/CSU: Fulfills G requirement	
Grade: 12	Prerequisites: none
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

Content: During the first semester, class time is primarily dedicated to researching, applying to, and communicating with colleges, internships, and other post–high school options. Students write personal statements and supplemental essays in support of their applications. They also formally request letters of recommendation from teachers and study the spectrum of support available in higher education, how to fund college, and the vocabulary of academia. In advance of Early Action application deadlines, students complete, submit, and track their applications across multiple platforms.

In the second half of the semester, students carefully manage email and portal communications, apply for scholarships, practice scheduling college classes, and compare their post–high school options using spreadsheets. They also continue planning their senior projects or participating in internship work.

Woodshop	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 10	Est. Daily Homework: N/A

Content: This course offers a comprehensive, hands-on exploration of woodworking, bridging the gap between traditional craftsmanship and modern industrial technology. Designed with a Career and Technical Education (CTE) focus, students will develop mastery over a diverse range of tools, beginning with the patient art of hand-whittling and progressing to high-powered machinery like lathes and chopsaws. Participants will dive deep into the fabrication pipeline, learning to integrate digital planning software with precision hardware to execute intricate projects on a CNC mill.

The curriculum is primarily project-based, allowing learners to apply their growing skillset to self-directed creations that reflect their personal interests and technical goals. As the term progresses, the focus shifts toward a collaborative "legacy project" where the entire class functions as a professional team to design and build a functional improvement for our campus. This environment fosters a workplace-ready atmosphere, emphasizing shop safety, structural integrity, and efficient production schedules. While there is no formal homework assigned, students are encouraged to iterate on their designs and blueprints at their own pace to maximize their time at the workbench. By the end of the elective, students will have gained a practical understanding of the trades and a portfolio of tangible, high-quality work.

Computer Science	
UC/CSU: Fulfills G requirement	
Grade:	Prerequisites: Algebra I
Credits: 10	Est. Daily Homework: Approximately 0-30 minutes

This course will help students further understand the conceptual ideas of computing and, more specifically, the in-depth study of how digital tools and programming languages are leveraged to solve complex, real-world problems. Students will be expected to extend their thinking abstractly by developing computational thinking practices, including the creation of sophisticated algorithms and the decomposition of large-scale problems. The students will also be expected to design intuitive user interfaces while exploring the physical and logical limits of modern computing systems.

Students will study and recognize the profound societal and ethical issues surrounding data privacy, artificial intelligence, and digital equity. Through modeling, they will evaluate the efficiency of various data structures and analyze how information is encoded and transmitted across global networks. Geometrically and spatially, this course will analyze how coordinate systems are used in graphics and game design to render virtual environments. Students will be required to apply their knowledge to projects that mirror careers in the Information and Communication Technology (ICT) sector and various STEM fields, gaining a professional perspective on software development and systems engineering.

Engineering	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 10	Est. Daily Homework: 0-30 minutes

This course serves as a comprehensive survey of the engineering profession, introducing students to the core principles and methodologies utilized across various specialized domains. Through a rigorous Career and Technical Education (CTE) lens, participants will explore the interdisciplinary nature of modern problem-solving, ranging from civil infrastructure to electrical systems. Students will gain practical experience in the fabrication lab, mastering both additive and subtractive manufacturing techniques to bring their conceptual ideas to life. Central to the curriculum is the mastery of foundational skills in CAD, which allows learners to create detailed digital models before moving into physical prototyping.

Beyond technical skills, the course provides a strategic roadmap for post-secondary success by reviewing

diverse engineering pathways in both collegiate and professional settings. The instructional approach is heavily project-based, beginning with individual assignments designed to build a robust toolkit of fundamental design and logic skills. As the term progresses, the focus shifts to a high-stakes team project where students collaborate to solve a complex engineering challenge, demonstrating a synthesis of the semester's concepts. This elective functions as a professional design studio, emphasizing iterative development and hands-on experimentation rather than traditional outside homework. By the end of the course, students will have developed a portfolio of documented designs and a clear understanding of their future trajectory in the field of engineering.

Remote Pilot Operations & Drone Technology	
UC/CSU: Fulfills G requirement	
Grade: 11-12	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately minutes
Content: This course provides students a technical foundation in Unmanned Aerial Systems (UAS), utilizing the Mavic Mini drone as the primary platform for flight training and maintenance. Students develop mastery in the operation and troubleshooting of this specific model while exploring broader industry applications and diverse drone technologies through comparative research and off-site field study. The curriculum prioritizes operational safety, rigorous procedural adherence, and the interpretation of aeronautical charts. A central focus of the course is the academic preparation for the FAA Part 107 Remote Pilot Certification. Student performance is assessed through practical flight examinations, technical maintenance logs, and comprehensive assessments covering aviation regulations and safety protocols.	

Mechatronics, Robotics & Autonomous Systems	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 10	Est. Daily Homework: Approximately 20 minutes
Content: This course introduces students to key areas of engineering and robotics. Open to freshmen, sophomores, juniors, and seniors, it is designed to explore various engineering disciplines and inspire interest in STEM-related careers. Students will learn foundational computer programming and gain hands-on experience with manufacturing through the engineering design process. Students may work concurrently with competitive robotics.	

Competitive Robotics	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 5	Est. Daily Homework: Approximately 20 minutes
Content: This course provides structured credit for students actively participating in the FIRST Robotics program. Students work in a team setting to apply the iterative engineering design process to develop a competition-ready robot, engaging in specialized tasks such as CAD modeling, mechanical fabrication, electrical integration, and software programming. In addition to technical skills, the course emphasizes project management, collaborative problem-solving, and the maintenance of technical documentation. Participation in team meetings, build sessions, and scheduled competitions is required. Grading is determined by the fulfillment of established project milestones and a minimum requirement of documented participation hours.	

Ethnic Studies	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 5	Est. Daily Homework: Approximately 20 minutes
Content: This course introduces students to Ethnic Studies and the diverse institutional, cultural, and historical issues relating to the past and present life circumstances and intersectional identities of the four core Ethnic populations of Asian Americans, Chicana/o and Latina/o Americans, African Americans, and Native/Indigenous Americans within the United States.	

Culinary Arts I	
UC/CSU: Fulfills G requirement	
Grade: 9-12	Prerequisites: None
Credits: 5	Est. Daily Homework: Approximately 20 minutes

Content: Culinary Arts is a hands-on cooking class designed for students to explore the art and science of cooking while preparing and enjoying a variety of delicious dishes. From decadent desserts to flavorful main dishes, refreshing salads, and creative appetizers, students will expand their culinary repertoire and palate.

Each class focuses on developing essential cooking techniques, including knife skills, food preparation methods, and time management. Students will be introduced to new ingredients and cuisines as they craft a dish daily within 25 minutes, which they can eat and share with peers. This fast-paced, engaging course emphasizes creativity, teamwork, and culinary confidence, fostering a love for cooking and an appreciation for diverse food cultures.