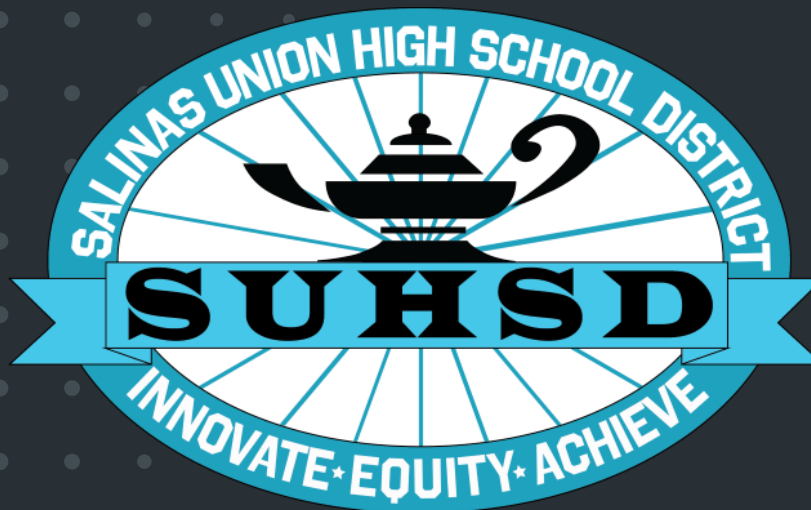


# Salinas Union High School District

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## ACADEMIC INFORMATION & COURSE DESCRIPTIONS

### HIGH SCHOOL



431 West Alisal Street  
Salinas, CA 93901



831-796-7000



[www.salinasuhd.org](http://www.salinasuhd.org)

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*The purpose of this handbook is to assist students and parents in planning a high school program.*

# 2023-2024

# **SALINAS UNION HIGH SCHOOL DISTRICT**

## **BOARD OF TRUSTEES**

Carlos Rubio  
Nathalia Carrillo  
Michael Urquides  
Patty Padilla-Salsberg  
Jorge Rojas  
Tracy Filice  
Vacancy - Trustee Area #6

## **DISTRICT ADMINISTRATION**

Dan Burns, Superintendent  
Ernesto Garcia, Associate Superintendent-Instructional Services  
Eugene Christmas, Assistant Superintendent-Student Services  
Dr. Hector Galicia, Assistant Superintendent-Human Resources  
Ana Aguillon, Manager-Business Services/CBO

Mike Allen, Director, Information Technology Services  
Robert Cannon, Director, Research/Assessment/Accountability  
Dr. Juan Mendoza-Romero, Director, Pupil Personnel Services  
Kimberly McCullick, Director, Educational Services  
Dr. Ivonne Glenn, Director, Mission Trails ROP  
Ariane Zamudio, Director, Human Resources – Classified  
Alma Pio-Garcia, Director, Special Projects  
Richard Moreno, Director, Human Resources - Certificated  
Burr Guthrie, Director, Salinas Education Center  
Ethelvina Sanchez-Fortin, Director, Migrant Education  
Jennifer Smith, Director, Student Support Services

## **MISSION STATEMENT**

GUIDED BY EDUCATIONAL EQUITY AND THROUGH INNOVATION, DISCOVERY, AND SUPPORT, THE SALINAS UNION HIGH SCHOOL DISTRICT WILL MEET THE ACADEMIC, BEHAVIORAL, AND SOCIAL-EMOTIONAL NEEDS OF EACH STUDENT TO ENSURE ACHIEVEMENT OF THEIR ASPIRATIONS.

## **Vision**

THE SALINAS UNION HIGH SCHOOL DISTRICT WILL BE AN EXEMPLARY DISTRICT COMMITTED TO THE ADVANCEMENT OF ALL STUDENTS.

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

**Alisal High School (796-7600)****777 Williams Road, Salinas, CA 93905**

TBD, Principal

Tiffany Ayala, Assistant Principal

Rito Contreras, Assistant Principal

Enrique Lopez, Assistant Principal

Christina Perez-Parker, Assistant Principal

Claudia Chaidez, Student Activities Director

Jose Gil, Athletic Director

Anthony Avitia, Counselor

Naomi Bobadilla, Counselor

Sandra Echevarria, Counselor

Laura Jimenez, Counselor

Natalia Mariscal, Counselor

Edith Nava, Counselor

Michael Ramirez, Counselor

Anastacia Mares, ROP Coordinator

**Everett Alvarez High School (796-7800)****1900 Independence Boulevard, Salinas, CA 93906**

Katherine Redondo, Principal

Guillermo Arenas, Assistant Principal

Ricardo Vazquez, Assistant Principal

Sky Becker, Student Activities Director

Brian Vazquez, Athletic Director

Ramon Anaya, Counselor

Ariana Cortez, Counselor

Ramiro Medrano, Counselor

Aida Gonzalez, Counselor

Sandra Mondragon, Counselor

Evan Robinson, ROP Coordinator

**North Salinas High School (796-7500)****55 Kip Drive, Salinas, CA 93906**

Dr. Mary White, Principal

Jason Reich, Assistant Principal

Rebecca Vivit, Assistant Principal

Amy Cornelsen, Student Activities Director

Jean Ashen, Athletic Director

Kristine Flores, Counselor

Maria Leyva, Counselor

Emily Oliver, Counselor

Nancy Saldana-Pimentel, Counselor

Arlene Vargas, Counselor

Sergio Tavizon, Counselor

Adriana Anaya, ROP Coordinator

**Rancho San Juan High School (273-7700)****1100 Rogge Road, Salinas, CA 93906****Anthony Hinton, Principal**

Laurel Gast, Assistant Principal

Yolanda Campos-Martin, Assistant Principal

Jemmalyn Peralta, Assistant Principal

Sarah Burkhart, Student Activities Director

Lorena Hale, Counselor

Jenny Ramirez, Counselor

Berenice Rico Rocha, Counselor

Alyssa Rowe, Counselor

Dolores Christensen, Counselor

Mariana Becerra, ROP Coordinator

**Salinas High School (796-7400)****726 South Main Street Salinas, CA 93901**

Elizabeth Duethman, Principal

Cheralynn Johnston, Assistant Principal

Hugo Mariscal, Assistant Principal

Vivian Moises, Assistant Principal

Ernesto Pacleb, Assistant Principal

Mark Dover, Student Activities Director

Art Hunsdorfer, Athletic Director

Leslie Bowling, Counselor

Elvia Guzmán, Counselor

Orlando Jauregui, Counselor

Kristin McCullough, Counselor

Christina Pena-Macias, Counselor

Iliana Cardozo, Counselor

Allan Schooley, ROP Coordinator

**Mount Toro High School (796-7700)****10 Sherwood Place Salinas, CA 93906**

Gloria Chaidez, Principal

Liliana Barrios, Assistant Principal

Melissa Gonzalez, Counselor

**El Puente School (796-7770)****20 Sherwood Place, Salinas, CA 93906**

Jonathan Green, Principal

Michael Hermsillo, Assistant Principal

Karen Verduzco, Counselor

**Mission Trails Regional Occupational Program****867 East Laurel Drive, Salinas, CA 93905 (753-4209)**

Dr. Ivonne Glenn, Director

Jeremiah Podczaszy, Assistant Director

Rob Appel, CTE Coordinator

**Salinas Adult School (796-6900)****20 Sherwood Place, Salinas, CA 93906**

Burr Guthrie, Director

Araceli Maupin, Counselor



## Graduation Requirements for the Salinas Union High School District

High School Subject Area	Beginning with Class of 2024
<b>English</b>	<b>Four</b> years of approved courses 40 credits
<b>Mathematics</b>	<b>Three</b> years, including Math I 30 credits
<b>Social Studies</b>	<b>Three</b> years of history/ social studies, including one year of U.S. History; one year of World History, culture, and geography; one semester of U.S Government and Civics, one semester of economics 30 credits
<b>Science</b>	<b>Two years</b> , including biological and physical sciences. (NGS 1 and NGS 2) 20 credits
<b>World Languages</b>	<b>Two</b> years in the same language. 20 credits
<b>Visual and Performing Arts (VAPA)</b>	<b>Two</b> years of either visual and performing arts <b>or</b> career technical education (the same pathway recommended) <b>OR</b> <b>One</b> year of visual performing arts <b>and one</b> year of CTE. 20 credits
<b>Physical Education</b>	<b>Two</b> years; One year in 9 <sup>th</sup> grade 20 credits
<b>Vocational Education/CTE</b>	See VAPA section
<b>Health Science</b>	<b>One semester, 5 credits</b>
<b>Ethnic Studies</b>	<b>One semester, 5 credits</b>
<b>Electives</b>	<b>Three</b> years, 30 credits
<b>Community Service Hours</b>	<b>40 Hours</b> (Pro-rated for students entering from other districts, so it is 10 hours per year)

**Other Requirements:** Grade Point Average (GPA) minimum must be a 2.0 and attendance rate 85%.

# Community Service

## How do I get started?

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

## What are some ideas for activities?

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

See your Work Experience Coordinator for the contract and prior approval. For credit, you must have prior approval.

## What are the requirements?

- **40 hours**
- You may not be paid or given class or court credit
- The activity must be pre-approved by your school Work Experience Coordinator
- Not more than 20 hours of service may be earned in high school-related activities
- Only 10 hours may be earned for career-related activities

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## GENERAL INFORMATION

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

## GRADUATION REQUIREMENTS

### CLASSIFICATION - Progress toward Graduation

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

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

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

### ENROLLMENT REQUIREMENTS

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

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

### COMPULSORY ATTENDANCE

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

### ALTERNATIVE EDUCATION

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

El Puente School is an independent study school and serves as an educational option for students whose needs are not met in the comprehensive school program. Independent Study is a program supporting students in independent learning. Students meet regularly with their teachers at El Puente School to review learning goals and receive assignments. Students who are successful at El Puente School possess the academic skills and need the self-discipline to complete work through an individualized learning environment. Students can earn a college preparatory high school diploma or the alternative, High School Equivalency Test (HiSET), at El Puente School.

The Opportunity Program provides a supportive environment with specialized curriculum, instruction, guidance, counseling; and tutorial assistance to help 7th-9th grade students overcome barriers to learning. The Opportunity

program is designed to support students who are irregular in attendance, need to unlearn and replace other negative behaviors, or are unsuccessful academically. Opportunity Education should not be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, resilience, and personal growth to help students return to traditional classes and programs.

Mount Toro High School is a continuation high school where students can earn a high school diploma. Students attend a regular school day and are enrolled in five classes. Students who are credit deficient can earn up to 100 credits per school year to get back on track. Students can earn a diploma at Mount Toro. Students may also choose to petition to return to their home school to graduate. Students choosing to graduate from their home school must be on track and petition to return before the start of the second semester of their senior year.

Online Learning is provided at all of the school sites in the SUHSD. Students have the opportunity to enroll in online coursework for credit recovery at the comprehensive school sites, both middle and high school. Students in independent studies are also able to access online learning. Students can enroll in online learning coursework through their assigned counselor.

### **CAREER TECHNICAL EDUCATION**

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

### **SALINAS ADULT SCHOOL**

Students 18 years of age or older may enroll in the Salinas Adult School to earn their high school diploma or high school equivalent (GED/HiSET). The requirements for a high school diploma are aligned to the District's comprehensive high school graduation requirements except that there is no physical education requirement and 30 units of elective credits are required.

**CITIZENSHIP/BEHAVIOR** See Student Behavior Manual.

### **VARIABLE CREDIT**

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

### **CREDIT BY DEMONSTRATED PROFICIENCY**

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

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

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

## **REGISTRATION**

Online registration begins in June. To register online you will need access to Parent Vue. If you do not have access, please contact your student's school. To register you must have your student's completed immunization records. Class schedules may be picked up at school the week before the start of school. To receive your student's schedule you must complete the online registration through Parent Vue and bring the email confirmation to the school site.

## **HONORS AND ADVANCED PLACEMENT CLASSES**

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

## **SUMMER SCHOOL**

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

## **DISTRICT TESTING INFORMATION**

Tests are given each year to specific groups of students.

### **CAASPP Testing**

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

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

Students whose home language is other than English are given oral/written tests to identify initial course placement and to measure annual progress towards academic English language proficiency.

### **Other Testing**

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

**ACT** – American College Tests

**AP** – Advanced Placement Tests

**ASVAB** – Armed Services Vocational Aptitude Battery. Students can take the test to identify interests and personal characteristics and use scores to match their backgrounds to possible careers in the U.S. Military.

**CHSPE** – California High School Proficiency Exam

**District Assessments** – District common assessments given in core content classes

**G.E.D.** – General Educational Development Tests: administered four days a week and some nights each week by the Salinas Adult School. (Students must be 17 years of age or older.)

**HiSET** – State-issued High School Equivalency exam. Must be over 17 ½ years old.

**PHYSICAL FITNESS TEST** – A student may be exempt from any two years of physical education courses during grades 10 – 12 provided that the student has satisfactorily met any five of the six standards of the state’s physical fitness test in grade 9. (Education Code 51241)

**PSAT/NMSQT** – Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.

**Reading Lexile** – Assessments (STAR, RI, etc.) to determine student reading levels

**SAT I** – Scholastic Aptitude Test

**SAT II** – Achievement tests in specific content areas

**OTHERS** – A wide variety of diagnostic/evaluative tests related to placement into specific training programs and trainability are administered through the Counseling Offices and the Mission Trails ROP/C.

## PLANNING FOR COLLEGE

A chart follows entitled California Higher Education Opportunities lists admission requirements for California colleges.

### CONCURRENT ENROLLMENT

Upon recommendations of the principal/guardian, the Board may approve a limited number of students of any age or grade level to apply for part-time enrollment in a community college when it is determined to be in the best interest and the student is adequately prepared for such coursework. (*Education Code 48800*). Within the enrollment limits and exceptions allowed by law, the principal may recommend a student for community college if that student demonstrates adequate preparation in the discipline to be studied **and exhausts all opportunities to enroll in an equivalent course, if any, at his/her school of attendance.** (*Education Code 48800*)

Salinas Union High School District students may attend college on a part-time basis with principal permission. **Students must be enrolled full-time on their high school campus** in addition to the college class (es). Credits remain at the college unless approved by the principal. Students register at Community Colleges for classes and provide their own transportation. Tuition fees are waived for high school students but books/materials and other fees must be paid for by the student.

### FOUR YEAR CALIFORNIA STATE COLLEGES/UNIVERSITIES

Information on specific admission requirements is available online at the California State University website [www2.calstate.edu/apply](http://www2.calstate.edu/apply) and the University of California website <http://admissions.universityofcalifornia.edu/>. This information is available through the Counseling Office and the Career Centers at the high schools. Plan and explore college options at [www.californiacolleges.edu](http://www.californiacolleges.edu)

### PRIVATE UNIVERSITIES

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

## **FINANCIAL AID**

All college-bound students planning on a post-secondary education should file the Free Application of Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov) or California Dream Act <https://dream.csac.ca.gov/> (Required for AB540 students) (see your counselor for information on FAFSA/CADAA support and scholarship opportunities).

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

## **DUAL ENROLLMENT**

AB288 established the College and Career Pathways Act, to promote more partnerships between community colleges and K-12 school districts. The Salinas Union High School District continues to offer dual enrollment at all high schools. Students can earn both high school and college credits in these courses. This will allow students the ability to begin accruing college credits while in high school. Courses are offered during the school day at the student's respective high schools. There are no fees associated with a Dual Enrollment course. Please see your counselor for additional information.

## **SALINAS VALLEY COLLEGE PROMISE**

The Salinas Valley College Promise program at Hartnell offers two years with zero in-state tuition, regardless of family income, in addition, to support services. Eligibility Criteria include being a graduate (H.S. diploma or GED) of a high school or adult school within the Hartnell College district. All SUHSD schools are eligible. Be a first-year college student, enroll full-time (12 units) in college, maintain a 2.0 GPA, completion of the institute requirement (Math Academy, COU class, Partner Program), participate in mentorship and quarterly workshops, and submit the FAFSA/CADAA application. See your counselor with any questions.

## **ARTICULATION (CREDIT BY EXAM)**

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

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

**CALIFORNIA HIGHER EDUCATION OPPORTUNITIES**

	<b>Community College</b>	<b>California State University (CSU)</b>	<b>University of California (UC)</b>	<b>Private University</b>
<b>Nature of Programs</b>	Two-year colleges	Four-year colleges with graduate programs	Four-year colleges with graduate programs	Four-year colleges with graduate programs
<b>Curricula</b>	1) Career/ job entry majors 2) Transfer programs Transfer Admission Agreements (TAA) 3) Associate Degrees 4) Certificate Programs 5) Personal Enrichment	1) Various majors 2) Pre-professional training 3) Bachelor's Degrees (4yrs) 4) Master's Degrees 5) Teaching credentials	1) Various majors 2) Teaching Credentials 3) Bachelor's Degrees (4 yrs) 4) Master's Degrees 5) Doctorates/professional degrees (e.g., medicine, law, dentistry)	1) Various majors 2) Pre-professional training 3) Bachelor's Degrees 4) Master's Degrees 5) Doctorates & professional degrees (e.g., medicine, law, dentistry)
<b>Estimated Costs: (Subject to increase)</b>	\$46 per unit, plus books and personal expenses. California residents do not pay tuition ( <a href="#">Salinas Valley Promise</a> )	Approximately \$24,000-\$28,000 per year which includes books, personal & housing expenses (Does not include financial aid or scholarship awards)	Approximately \$36,700 per year which includes books, personal & housing expenses (Does not include financial aid or scholarship awards. See <a href="#">Blue and Gold Opportunity Plan</a> )	Approximately \$60,000 per year which includes books, personal & housing expenses (Does not include financial aid or scholarship awards)
<b>Entrance Requirements</b>	Must be 18 years of age or High School Graduate	<b>CSU A-G Subject Requirements</b>	<b>UC A-G Subject Requirements</b>	Most prefer students who have met the UC or CSU entrance requirements with a 3.0 GPA
<b>A-G Subject Requirements</b>	No subject requirements	a- History/Social Science – 2 yrs b- English – 4 yrs c- Mathematics – 3 yrs (4 yrs recommended) d- Laboratory Science - 2 yrs (1 biological and 1 physical) e- Foreign Language - 2 yrs (same language) f- Visual/Performing Arts -1 yr g- College Prep Elective - 1 yr  Check your school's specific course offerings: <a href="https://hs-articulation.ucop.edu/agcourselist">https://hs-articulation.ucop.edu/agcourselist</a>	a- History/Social Science – 2 yrs b- English – 4 yrs c- Mathematics – 3 yrs (4 yrs recommended) d- Laboratory Science - 2 yrs (1 biological and 1 physical; 3yrs recommended) e- Foreign Languages - 2 yrs (same language; 3 yrs recommended) f- Visual/Performing Arts - 1 yr g- College Prep Elective - 1 yr <a href="https://hs-articulation.ucop.edu/agcourselist">https://hs-articulation.ucop.edu/agcourselist</a>	
<b>Entrance Exam Requirements</b>	AB705 Multiple Measures	Effective March 2022, the California State University no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses.	UC will not consider SAT or ACT scores when making admission decisions or awarding scholarships.	SAT or ACT. Some require achievement tests. Check university admission websites for specific entrance exam requirements.
<b>GPA</b>	No GPA required	Minimum 2.5 GPA required for eligibility	Minimum 3.0 GPA required for eligibility	Private campus GPA requirements vary. Consult with university admissions websites.
		<a href="#">Qualifying Eligibility Index</a> See high school counselor regarding Eligibility Index	<a href="#">Qualifying Eligibility Index (Local and State)</a> See high school counselor regarding Eligibility Index	<a href="#">AICCU</a>  <a href="#">Niche</a>
<b>Available Resources</b>	<a href="https://home.cccapply.org/">https://home.cccapply.org/</a>	<a href="https://www2.calstate.edu/apply">https://www2.calstate.edu/apply</a>	<a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a>	<a href="https://www.commonapp.org/">https://www.commonapp.org/</a>

## COURSE OFFERINGS

Certain courses may not have direct instruction on educational content. These courses will require parental consent for placement in these courses. This is noted under the courses that fit these criteria. Course designations may be indicated following certain courses. Following are the explanations of these designations:

### **P (COLLEGE PREP)**

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

### **HONORS AND ADVANCED PROGRAMS:**

The California Department of Education, in response to Local Control Funding Formula Legislation, passed CA Senate Bill 971 in 2014. This bill repealed the California Education Code that referred to the Gifted and Talented Education (GATE) as a categorically funded program. Starting in the 2020-2021 school year, the GATE program will not be recognized per the changes in CA Senate Bill 971. Our district will serve the needs of "Honors" or "Advanced" students through our Common Core-aligned high school graduation required courses, Accelerated/Plus+ courses, as well as our Advanced Placement (AP) courses.

Whereas UCs and CSUs only recognize approved "Honors" or "Advanced Placement" courses when they are second-year high school courses and beyond- they do not recognize courses like Math 1 Advanced or ELA 9 GATE for an extra grade weighting grade point average (GPA). It is important to distinguish between these two types of courses because of their impact on transcripts and college applications.

### **HONORS COURSES (H)**

High school courses that have been UC/CSU approved, for example, English 10 Honors or World History Honors will be identified and designated as "Honors" courses. These courses will receive District, UC, and CSU weighted GPA.

### **PLUS + COURSES (+)**

**What are Plus + classes?** Plus classes are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments.

Grades of A, B, and C received in + classes will be elevated by one grade point for internal purposes only, such as determination of honor roll, and eligibility. The GPA reported to colleges and universities on transcripts will not reflect the elevated grade points. However, transcripts will indicate the advanced nature of such classes.

**What is the difference between Plus+ and General Education Classes?** The curricula for both Plus and General Ed courses are built on the core academic curriculum following the California Core Standards. Students enrolled in Plus+ should expect more in-depth classroom discussions and overall greater academic expectations on assignments and time management.

Plus+ high school courses are designed to prepare students for high school "Honors" and Advanced Placement (AP) courses. AP courses are college-level courses generally taught during the Junior and Senior years. At the end of each AP course, an AP Exam is given. Qualifying scores on the AP Exams can enable students to receive college credit and/or advanced standing at a university or college.

High School "GATE" or "Advanced" courses, for example, Math 1 Advanced or ELA 9 GATE, will be identified and designated as "Plus+" courses.

### **SH (SHELTERED)**

Classes designated as Sheltered are open only to newly arrived English Language Learners. In all classes designated, nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. Placement is based on language test scores and teacher recommendations.

### **TR (TRANSITIONAL)**



Open only to English Language Learners. All classes designated Transitional are taught in English using sheltered English Methodology. Placement is based on language test scores.

### **SP (SPANISH)**

Core content courses are offered primarily to Newcomer English Language Learners who are proficient in Spanish. Courses are taught in Spanish. Placement is based on language test scores and teacher recommendations.

### **ELECTIVES**

#### **AVID 1, 2, 3, 4**

Credits: 10/40

(Advancement Via Individual Determination)

Advancement Via Individual Determination (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID college readiness system ensures that all students have the literacy and life-long skills to be successful in college and the workforce, these skills are writing, speaking, self-advocacy, and study skills.

#### **CRT 1 - 4**

Credits: 1/20 (Variable credits)

(Crisis Resolution Training)

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

#### **CROSS-AGE TUTORING**

Credits: 1/10

(Variable Credit)

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

#### **COLLEGE AND CAREER SEMINAR 9**

Credits: 10 (For Elective Credit)

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

#### **HEALTH SCIENCE (SH) (TR) (SP)**

Credits: 5/10

The following subjects will be covered: Mental/Emotional Health, Stress Reduction, Suicide, Sleep, Nutrition, Healthy Relationships/Consent, Human Trafficking, Bullying/Cyberbullying, Communication/Conflict, Abuse/Violence, Alcohol, Tobacco/Vaping, Medicine/Drugs, Understanding Sexuality, Reproductive Health/Human Growth, Infectious/Chronic (non-communicable) Diseases, Sexually Transmitted Infections/HIV.

**JOURNALISM**

Credits: 10/40

(Elective credit - does **not** meet English graduation requirements) (Meets University of California “G” Elective Requirement)

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

**JOURNALISM ADVANCED**

Credits: 10/40

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

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

**LEADERSHIP (1-8)**

Credits: 5/40

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

**MEXICAN AMERICAN LITERATURE**

Credits: 5

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

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

**PHILOSOPHY +**

Credits: 10

(A-G approved but not for Honors designation)

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

**SPEECH**

Credits: 5

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

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

**STUDENT AIDE 1-4**

Credits: 5/20

A semester or year course open to juniors, seniors, and selected sophomores. A maximum of twenty credits can be earned towards graduation. Students may not enroll as a student aide for more than four semesters during grades 7-12. Requires parent consent for enrollment. Grading is Pass (P) or Fail (F), and is not calculated in a student’s grade point average (GPA).

**WORK EXPERIENCE**

Credits: 10/40 (Variable Credits)

(Does not fulfill the vocational education requirement; see “CTE Work Experience” for vocational ed. requirement)

Work Experience is an elective course open to juniors, seniors, and selected underclassmen. Students are allowed to earn credits for their work on the job as part of their course of study. A realistic school and work experience program is provided through the cooperative efforts of the Salinas Union High School District and local businesses and

industries. Meetings are held with the teacher to fortify the job survival techniques learned on the job. No more than ten credits may be earned per semester with a maximum of 40 total credits. Requires parent consent for enrollment.

**YEARBOOK 1-8**

Credits: 10/40

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

**PROGRAMS**

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

Credits: 10/40

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

**STUDENT SUPPORT SERVICES**

Special Education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing a Free Appropriate Public Education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA).

**ENGLISH DEPARTMENT**

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

10 Credits	10 Credits	10 Credits	10 Credits
<input type="checkbox"/> English 9 <input type="checkbox"/> English 9 TR <input type="checkbox"/> English 9 + <input type="checkbox"/> English 9 Intensive <input type="checkbox"/> English 9 PUENTE	<input type="checkbox"/> English 10 <input type="checkbox"/> English 10 TR <input type="checkbox"/> English 10 + <input type="checkbox"/> English 10 PUENTE	<input type="checkbox"/> English 11 <input type="checkbox"/> English 11 AP- Language & Composition	<input type="checkbox"/> English 12 <input type="checkbox"/> Expository Reading and Writing (ERWC) <input type="checkbox"/> English 12 AP- Literature & Composition

**ENGLISH 9 (P) (TR) (+)**  
(Meets University of California “B” English Requirement)

Credits: 10/40

The TR Course is for English Language Learners who have not yet reclassified. The Plus + Course will have a more in-depth classroom discussion and overall greater academic expectations on assignments and time management. This course focuses on the concept of "coming of age" and uses short stories, poetry, drama, film, nonfiction, and novels that present significant milestones in the lives of young people to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Students learn critical thinking and academic English needed to be successful.

**ENGLISH 9 INTENSIVE (P)**  
(Meets University of California “B” English Requirement)

Credits: 10

This yearlong course is designed as an option for students to take concurrently with High School English Language Development 3. English 9 Intensive provides students with an introduction to a rigorous English Language Arts curriculum. The course is structured to provide intensive intervention in a single-period block, meets the requirements of the Common Core English 9 State Standards, and has been approved as meeting the A-G English (B) subject requirements.

**ENGLISH 9 PUENTE (+)**  
(Meets University of California “B” English Requirement)

Credits: 10/40

This heterogeneous course is for students identified at their school site as eligible for Puente (placement depends on Puente’s recruitment process at the individual site). The course focuses on the concept of "coming of age" and uses short stories, poetry, drama, film, nonfiction, and novels that present significant milestones in the lives of young people to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Mexican American/Latino literature and other multicultural literature and themes are also integrated into the common core aligned, English curriculum. Using a collaborative model, students learn critical thinking and academic English needed to be successful. In addition, students participate in an independent reading program and complete a recursive writing portfolio designed by UC Berkeley faculty and reviewed by Puente regional educators on an annual basis. Finally, given the scope of all of the curriculum, it is a promising practice for schools to administer the program with an additional homeroom/intervention period that is used for instruction.

**READING, LANGUAGE, AND LEARNING 9 (R180)**  
(Elective credit - does not meet English graduation requirements)

Credits: 10/40

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

**ENGLISH 10 (P) (TR) (+)**  
(Meets University of California “B” English Requirement)

Credits: 10/40

The TR Course is for English Language Learners who have not yet reclassified. The Plus + Course will have a more in-depth classroom discussion and overall greater academic expectations on assignments and time management. This course focuses on the concept of "culture" and uses short stories, poetry, drama, nonfiction, and novels that present how culture affects the lives of young people to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Students learn critical thinking and academic English needed to be successful.

**ENGLISH 10 PUENTE (+)**  
(Meets University of California “B” English Requirement)

Credits: 10/40

This heterogeneous course is for students identified at their school site as advanced learners (placement is continuous and adheres to Puente guidelines). This course focuses on the concept of "culture" and uses short stories,

poetry, drama, nonfiction, and novels that present how culture affects the lives of young people in order to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Mexican American/Latino literature and other multicultural literature and themes are also integrated into the common core aligned, English curriculum. Using a collaborative model, students learn critical thinking and academic English needed to be successful. In addition, students participate in an independent reading program and complete a recursive writing portfolio designed by UC Berkeley faculty and reviewed by Puente regional educators on an annual basis. Finally, given the scope of all of the curriculum, it is a promising practice for schools to administer the program with an additional homeroom/intervention period that is used for instruction.

**ENGLISH 11 (P)**

Credits: 10/40

(Meets University of California “B” English Requirement)

This course focuses on the concept of the "American Dream" and uses short stories, poetry, drama, nonfiction, and novels that present the American experience to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Students learn critical thinking and academic English needed to be successful.

**AP ENGLISH 11 - Language and Composition**

Credits: 10/40

(Meets University of California “B” English Requirement)

This college-level English course prepares students for the College Board Advanced Placement Exam. Students who receive a score of three, four, or five on the AP exam may earn college credit. The AP English Language and Composition course aligns with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**ENGLISH 12 (P)**

Credits: 10/40

(Meets University of California “B” English Requirement)

This course focuses on the concept of "Perceptions" and uses short stories, poetry, drama, nonfiction, and novels that present the American experience to teach Common Core State Standards (CCSS), as measured by the Smarter Balanced Assessment System. Students learn critical thinking and academic English needed to be successful.

**EXPOSITORY READING AND WRITING/ERWC (P)**

Credits: 10/40

(Meets University of California “B” English Requirement)

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of how they can participate in society, and their development as critical consumers and effective communicators within society. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 3) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules. By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

**AP ENGLISH 12 - Literature and Composition**

Credits: 10/40

(Meets University of California “B” English Requirement)

This college-level English course prepares students for the College Board Advanced Placement Exam. Students who receive a score of three, four, or five on the AP exam may earn college credit. The AP English Literature and Composition course aligns with an introductory college-level literary analysis course. The course engages students

in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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

Students are assessed with the English Language Proficiency Assessments for California (ELPAC) before they are enrolled in the appropriate level of ELD. Decisions regarding course placement in Designated ELD should be made based on individual student data, including time in US schools, former schooling, additional proficiency data, graduation credits accrued, and teacher recommendations.

One year or ten credits of English Language Development are accepted by the UC or CSU systems as meeting one unit of the English subject requirement. A maximum of twenty (20) credits of ELD is applied to satisfy the English graduation credit requirement.

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

Credits: 5/40

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

The Academic Language and Literacy courses provide designated ELD instruction for long-term English Learners and those exiting ELD 3. There are four courses. The classes are intended to serve students with their grade-level peers. The classes use research-based pedagogy to provide designated ELD instruction at students' proficiency levels. The courses are backward planned from meaningful application tasks that build to grade-level standards. The tasks are sequenced to grow in complexity over the course of the year and are used to determine the specific linguistics forms and high-leverage vocabulary that students need to continue to develop their English proficiency and be successful in their content area classes. The goal is to provide the instruction necessary for students to successfully reclassify as expeditiously as possible.

### **ENGLISH LANGUAGE DEVELOPMENT 1 and 2**

Credits: 20 per course

The primary goal of English Language Development **1 and 2** is to teach Newcomer students English – functions, forms, and fluency – to increase communicative competence in listening, speaking, reading, writing, and thinking for both social and academic purposes. Instruction is delivered in the target language. English Language Development **1 and 2** are aligned with the California English Language Development Standards. ELD 1 and ELD 2 are taught during blocks of two periods each.

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

Credits: 10

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

### **ENGLISH LANGUAGE DEVELOPMENT 3**

Credits: 10

(Meets University of California “B” English Requirement)

The purpose of English Language Development 3 is to increase the academic English proficiency of advanced newcomers. Students engage in substantial, recurrent practice in writing extensive, structured papers in response to a variety of rhetorical tasks. There is an emphasis on using evidence taken from complex written sources for the writing genres of research, argument, and response to literature. Students interact with and analyze a range of texts to build an understanding of text structure, cohesion, and language choices based on purpose and audience. Students receive systematic instruction in specific linguistic forms and high-leverage vocabulary. This course is aligned with the California English Language Development Standards and has been approved as meeting the A-G English (B) subject requirements.

## VISUAL AND PERFORMING ARTS DEPARTMENT

Two years of either Visual and Performing Arts **OR** Career Technical education (the same pathway recommended) **OR** one year of Visual Performing Arts and one year of CTE (20 units)

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

### ART

**ART 1-2** Credits: 5/10  
(Meets University of California "F" Visual and Performing Arts Requirement)

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

**ART 3-8 (P)** Credits: 5/30  
(Meets University of California "F" Visual and Performing Arts Requirement)

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

**AP ART HISTORY** Credits: 10

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

**DIMENSIONAL ART 1-8** Credits: 5/40  
(Meets University of California "F" Visual and Performing Arts Requirement)

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

**ART DESIGN 1-4** Credits: 10/20

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

**ART SURVEY** Credits: 10

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

**CERAMICS 1-2** Credits: 5/10  
(Meets University of California "F" Visual and Performing Arts Requirement)

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

**CERAMICS 3-4**

Credits: 5/10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**AP STUDIO ART**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**GENERAL ART**

Credits: 10

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

**DANCE****DANCE 1**

Students will learn, discuss, evaluate, and perform the basic elements, and a vocabulary of various dance forms including cross-cultural, historical, and contemporary.

**FOLKLORICO BEGINNING & INTERMEDIATE**

Credits: 5/20

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**THEATER ARTS****THEATER ARTS 1-2**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**THEATER ARTS 3-4**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**THEATER ARTS 5-8**

Credits: 10/20

(Meets University of California "F" Visual and Performing Arts Requirement)



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

### **REPERTORY THEATER**

Credits: 10/40

(Meets University of California "F" Visual and Performing Arts Requirement)

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

## **MUSIC**

### **BAND 1-2**

Credits: 10/20

It offers students the opportunity to learn to read music and play an instrument. Students learn the fundamentals of music, concert scales, and ensemble experience. Activities during the year include Pep Band, Concert Band, and instrument-specific ensembles. As a performing organization, commitment is required beyond class time for performances and rehearsals. Attendance is required at all rehearsals and performances. Uniforms are furnished except for shoes and socks.

### **BAND 3-4**

Credits: 10/40

(A-G approved)

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

### **BAND 5-8**

Credits: 10/40

(A-G approved)

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

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

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

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

Credits: 10/20

(Meets University of California "F" Visual and Performing Arts Requirement)

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

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

Credits: 10/20

(Meets University of California "F" Visual and Performing Arts Requirement)

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

### **VOCAL MUSIC 7-8**

Credits: 10/20

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

### **GUITAR 1-2**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

### **GUITAR 3-4**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

### **MULTIMEDIA**

Credits: 10

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

### **MUSIC APPRECIATION 1 & 2**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

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

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

The purpose of this course is to enhance the student's understanding of the underlying principles of music, such as major scales and musical forms. This course also explores technology resources used to create, evaluate, arrange, and perform music. Real-world applications of music technology are discussed, and topics covered include sound systems and recording, film scoring, radio commercials, and jingles.

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

Credits: 10

(Prerequisites: Completion of Music Theory 1-2 or approval of instructor) (Meets University of California "F" Visual and Performing Arts Requirement)

The purpose of this course is to further enhance the student's understanding of the principles of music. This course also explores technology resources used to create, evaluate, arrange, and perform music. Real-world applications of music technology are discussed, and topics covered include sound systems and recording, film scoring, radio commercials, and jingles.

### **PERCUSSION 1-8**

Credits: 10/40

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

**ORCHESTRA 1-8**

Credits: 10/40

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**STAGE JAZZ STUDIES 1-8**

Credits: 10

(Meets University of California "F" Visual and Performing Arts Requirement)

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

**WORLD LANGUAGES DEPARTMENT**

Twenty (20) units of World Language in the same language are required for graduation. Courses meet World Language graduation requirements unless specified. World Languages prepare students to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century.

**AMERICAN SIGN LANGUAGE**

For a Novice-High Range Level, students learn to participate in exchanges, comprehend exchanges, and present on a variety of topics using familiar vocabulary and learned grammatical structures in the context of Culture, Connections, and Comparisons. Assessments are standards-based. Students are assessed on the communication standard in three modes: interpretive (receptive), interpersonal (spontaneous receptive and expressive), and presentational (prepared expressive). When applicable, Culture, Connections, and Comparison are embedded in assessments of the Communication standard.

**AMERICAN SIGN LANGUAGE 1 - 3**

Credits: 10/40

(Meets University of California "E" Language Other than English Requirement)

American Sign Language is a visual-spatial language rather than a spoken one. The Communication emphasis is on expressive skills (signing) and receptive skills (watching and comprehending) to understand and communicate with others.

**FRENCH 1**

Credits: 10

(Meets University of California "E" Language Other than English Requirement)

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

**FRENCH 2**

Credits: 10

(Meets University of California "E" Language Other than English Requirement)

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

**FRENCH 3**

Credits: 10

(Meets University of California "E" Language Other than English Requirement)

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

**AP FRENCH 4 LANGUAGE AND CULTURE**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

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

**JAPANESE 1**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

This course is for students with no previous formal Japanese language study. It focuses on communication skills and Japanese culture through topics such as identity, family and friends, school, the home, and daily activities. This course is primarily conducted in Japanese.

**JAPANESE 2**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

This course is designed for students who have successfully completed Japanese 1 or can demonstrate an equivalent level. It focuses on communication skills and Japanese culture through topics such as friendship, food, holidays, fashion, weather, and Japanese ethics. This course is primarily conducted in Japanese.

**JAPANESE 3**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

This course is for students who have successfully completed Japanese 2 or can demonstrate an equivalent level. It focuses on communication skills and Japanese culture through topics such as family bonding, environmental issues, health, community travel, and job careers. This course is primarily conducted in Japanese.

**AP JAPANESE 4 LANGUAGE AND CULTURE**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

This is a college-level course for students who have successfully completed Japanese 3 or can demonstrate an equivalent level. It focuses on communication skills and Japanese culture through topics such as smartphone addiction, design, technology and innovation, immigration, historical figures, and future plans. This course is primarily conducted in Japanese.

**SPANISH 1**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

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

**SPANISH 2**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

This is an intermediate college preparatory Spanish course. By the use of created language in relevant settings, students will continue to develop their listening, reading, writing, and speaking in the Spanish language. Grammar continues to be presented in a meaningful context with the present tense review from Spanish 1 and a thorough introduction of the preterit tense. The class is conducted in the target language.

**SPANISH 3**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

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

## **AP SPANISH 4 LANGUAGE AND CULTURE**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

## **SPANISH FOR HERITAGE SPEAKERS**

(Credits: 10/40)

These classes are for students whose primary language is Spanish.

### **Spanish 1 – Heritage Speaker**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

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

### **Spanish 2 – Heritage Speaker**

Credits: 10

(Meets University of California “E” Language Other than English Requirement)

The course focuses on reading short stories and articles, writing paragraphs and compositions, and oral expression. Students are encouraged to take the AP Spanish Language Exam. For Spanish-speaking students only. This class is designed to enable students to develop their reading and writing skills in the Spanish language. The main emphasis is on intensive writing instruction, basic sentence elements, punctuation, vocabulary development, as well as reading comprehension. Once mastered, these transferable skills enable the student to learn to read and write the English language more effectively.

### **Spanish 3 – Heritage Speaker**

Credits: 10

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

### **Spanish 4 – Heritage Speaker (AP Spanish Literature and Culture)**

Credits: 10

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and the United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretative), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including an exploration of various media (e.g. art, film, articles, literary criticism).

## **SPANISH BASIC SKILLS**

Credits: 10

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

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

## MATHEMATICS DEPARTMENT

Our Math program requires a minimum of thirty (30) units. Twenty (20) units must be in high school math, including Math 1. All courses are offered to meet high school math graduation requirements unless otherwise specified.

**MATHEMATICS 1** Credits: 10  
(Meets University of California “C” Math Requirement)

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

**MATHEMATICS 1 +** Credits: 10  
(A-G approved but not for Honors designation)

This course is open to all students who have successfully completed CC8 or CC8 Advanced. Mathematics 1 + will cover the same content as Mathematics 1 and will also include the foundations for preparing for college-level mathematics courses through the addition of higher-level standards referred to in the Common Core as “plus (+) standards”.

**MATHEMATICS 2** Credits: 10  
(Meets University of California “C” Math Requirement)

Mathematics 2 is the second course in the Integrated Math Pathway. Mathematics 2 is a one-year course open to all students who have completed Mathematics 1. The focus of this course is number and quantity, algebra, functions, modeling, geometry, statistics, probability, and trigonometry.

**MATHEMATICS 2 +** Credits: 10  
(A-G approved but not for Honors designation)

This course is open to all students who have successfully completed Mathematics 1 or Mathematics 1+. Mathematics 2 + will cover all of the same content as Mathematics 2 and will also include the foundations for preparing for college-level mathematics courses through the addition of higher-level standards referred to in the Common Core as “plus (+) standards”.

**MATHEMATICS 3** Credits: 10  
(Meets University of California “C” Math Requirement)

Mathematics 3 is the third course of the Integrated Math course sequence. The course focuses on modeling functions and their graphs, composition of functions, and inverses of linear, exponential, quadratic, polynomial, rational, and logarithmic functions. Students will further their knowledge and build upon prior relationships of linear, exponential, and quadratic functions they have studied in Integrated Math 1 and Math 2. Students will also explore the properties of logarithmic expressions and functions.

**MATHEMATICS 3 +** Credits: 10  
(A-G approved but not for Honors designation)

This course is open to all students who have successfully completed Mathematics 2 or Mathematics 2+. Mathematics 3+ will cover all of the same content as Mathematics 3 and will also include the foundations for preparing for college-level mathematics courses through the addition of higher-level standards referred to in the Common Core as “plus (+) standards”.

**MATH 1A** Credits: 10  
(Meets University of California “C” Math Requirement)

Math 1A is the first course in a two-year course sequence designed to support students in the successful completion of Integrated Math 1. Students in this course will complete Math 1 over a two-year cycle comprised of Math 1A and Math 1B. In Math 1A, students will develop their conceptual understanding of Numbers and Quantities and algebra standards.

**MATH 1B** Credits: 10  
(Meets University of California “C” Math Requirement)

Math 1B is the second course in a two-year course sequence designed to support students in the successful completion of Math 1. Students in this course will complete Math 1 over a two-year cycle comprised of Math 1A and Math 1B. In Math 1B, students will develop their conceptual understanding of function, congruence and proofs, statistics, and modeling with data.

**CONSUMER MATH** Credits: 10  
(Meets math graduation requirements)

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

**EXPLORATIONS IN DATA SCIENCE** Credits: 10  
(Meets University of California “C” Math Requirement)

This course is open to all students who have successfully completed Mathematics 2 or Math 2+. It will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, and the power of data in society. Students can take this course concurrently with Mathematics 3/3+.

**MATHEMATICAL ANALYSIS** Credits: 10  
(Meets University of California “C” Math Requirement)

Math Analysis is open to all students who have completed Math 3 or Math 3 +. The course covers Trigonometry, Applications of Trigonometry, advanced topics in Algebra, Polar Coordinates, and Parametric Equations.

**TRANSITION TO COLLEGE LEVEL MATH** Credits: 10  
(Meets University of California “C” Math Requirement) Prerequisite: Mathematics 3

TCLM is a fourth-year high school mathematics course that emphasizes mathematical modeling, problem-solving, and applications of mathematics to the real world. Students will work on mathematical reasoning skills through problem-solving in statistics, probability, counting methods, graph theory, geometry, and informatics. Students work in groups to learn new concepts and develop a deeper understanding of previously learned concepts and relationships among them. The course’s pedagogical approach accentuates the following: discussions, equitable group work, and positive mindsets.

**AP PRE-CALCULUS** Credits: 10  
(Meets University of California “C” Math Requirement)

This course helps students prepare for AP Calculus and transition into a STEM major in college. In AP Pre-Calculus, students explore everyday situations and phenomena using mathematical tools and lenses. Students build deep mastery of modeling and functions through regular practice and examine scenarios through multiple representations. They will learn how to observe, explore, and make mathematical meaning from dynamic systems, an essential practice for thriving in an ever-changing world.

**AP CALCULUS AB**

Credits: 10

(Meets University of California “C” Math Requirement)

Open to students who have completed Mathematical Analysis or Math 3/Math 3+. The course content covers the AB Calculus curriculum as defined by the Advanced Placement Course Description. Students must be proficient in elementary functions, their graphs, and analytic geometry. Calculus AB is designed to be taught over a full high school academic year to prepare students to take the AP Calculus AB examination. The study of Functions, Graphs, Limits, Differential and Integral calculus is the focus of the course.

**AP CALCULUS BC**

Credits: 10

(Meets University of California “C” Math Requirement)

Calculus BC is open to students who have completed Math Analysis or Math 3/3+, but it is highly recommended that students complete AP Calculus AB. Students need to understand the limits, derivatives, interactions, and applications to succeed with the BC course's advanced topics. Calculus BC is a full year of college calculus of functions of a single variable. It includes all of the topics from Calculus AB plus additional topics that include parametric, polar, and vector equations and their derivatives, applications of integrals, and other methods of anti-differentiation and Polynomial Approximations and Series. Students are prepared to take the AP Calculus BC examination as described in the Advanced Placement Course Description.

**AP COMPUTER SCIENCE A**

Credits: 10

(Meets University of California “C” Math Requirement) Prerequisite: Math 1 or equivalent

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

**AP STATISTICS**

Credits: 10

(Meets University of California “C” Math Requirement)

This advanced mathematics class is open to students who have completed at least Math 2/2+. This course can be taken concurrently with Math 3/3+ or AP Calculus AB. The course content covers the Statistics curriculum as defined by the Advanced Placement course description. The content is divided into four major themes: Exploratory Analysis, Planning a Study, Probability, and Statistical Inference. The daily focus in the classroom is problem-solving.

**PHYSICAL EDUCATION**

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

**PHYSICAL EDUCATION – 9**

Credits: 10

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

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

**PHYSICAL EDUCATION**

Credits: 10

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

This course is designed to allow students to learn through a comprehensive sequentially planned Physical Education program aligned with the California Model Content Standards. Students will be empowered to make choices, meet



challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include fitness, team activities, gymnastics/tumbling, aquatics (where accessible), and combative.

### **PHYSICAL FITNESS TEST DESCRIPTION**

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

### **P.E. ELECTIVE COURSES**

Course III meets elective graduation requirements

#### **P.E. LEADERSHIP – COURSE III**

Credits: 10

(Prerequisite: Completion of Courses I & II)

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

#### **P.E. LEADERSHIP II – COURSE III**

Credits: 10

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

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

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

Credits: 10

(Prerequisite: Completion of Courses I & II)

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

#### **AQUATICS – COURSE III**

Credits: 10

(Prerequisite: Completion of Courses I & II)

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

**SCIENCE GRADUATION REQUIREMENTS**

<b>INTEGRATED SCIENCE PATHWAY</b>  <b>OR</b>  <b>AGRISCIENCE PATHWAY</b> <b>BIOLOGICAL SCIENCES      CREDITS: 10</b> <b>PHYSICAL SCIENCES        CREDITS: 10</b>  Meets University of California "D" Science Requirement	
<b>BIOLOGICAL SCIENCES</b>	<b>PHYSICAL SCIENCES</b>
<b>ANATOMY/PHYSIOLOGY</b>	<b>ASTRONOMY</b>
<b>AP BIOLOGY</b>	<b>AP CHEMISTRY</b>
<b>MARINE BIOLOGY</b>	<b>EARTH &amp; SPACE SCIENCE</b>
<b>FORENSIC BIOLOGY</b>	<b>AP PHYSICS</b>
<b>AP ENVIRONMENTAL SCIENCE</b>	<b>CHEMISTRY</b>
<b>ENVIRONMENTAL SCIENCE</b>	<b>PHYSICS</b>
<b>NGS 2, NGS 2H*</b>	<b>NGS 1*</b>
<b>NGS 3*</b>	<b>NGS 3*</b>
<b>BIOLOGY &amp; SUSTAINABLE AGRICULTURE</b>	<b>CHEMISTRY &amp; AGRISCIENCE</b>
<b>ADVANCED INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AGRICULTURE - HONORS*</b>	<b>ADVANCED INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AGRICULTURE - HONORS*</b>

\*only for students who transfer into the SUHSD, five units of this ten-unit course may be applied to the biological science requirement

## SCIENCE DEPARTMENT

Students must complete two years of science courses that meet the equivalent of one year of physical science and one year of biological science. \*Beginning with the 2018-2019 school year, all entering students or students taking science for the first time are required to successfully complete NGS 1 & NGS 2 as prerequisites before taking any non-AP courses, or the Agricultural Science Pathway.

### **AP COMPUTER SCIENCE PRINCIPLES**

Credits: 10

(Meets University of California “D” Science Requirement)

Prerequisite: Math 1 or equivalent

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

## INTEGRATED SCIENCE PATHWAY

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

Credits: 10

(Meets UC lab requirement for an integrated course) (Meets University of California “D” Science Requirement)

A 9<sup>th</sup> grade or first high school laboratory-based science class that is aligned to California adopted Next Generation Science Standards. This course will focus on the integration of Earth & Space Science, Chemistry, Physics, and Biology around units that address relevant, real-world phenomena. Students learn about periodic table trends and chemical reactions, properties of light, the Big Bang Theory, stellar nucleosynthesis, gravitational forces between planets, plate tectonics, weathering & erosion, co-evolution of earth, and life, DNA, cellular respiration, mitosis, meiosis, and natural selection. Students will be actively engaged in classroom learning experiences that will foster scientific exploration and develop their problem-solving skills.

### **NEXT GENERATION SCIENCE 2 (SHL) (TR) (SP)**

Credits: 10

(Meets University of California “D” Science Requirement)

A 10<sup>th</sup> grade or second high school laboratory-based science class that is aligned to California adopted Next Generation Science Standards. This course will continue the focus on the integration of Earth & Space Science, Chemistry, Physics, and Biology around units that address relevant, real-world phenomena. Students learn about homeostasis, energy in cells & ecosystems, biodiversity, human impacts, climate change, and renewable energy. Students will be actively engaged in classroom learning experiences that will foster scientific exploration and develop their problem-solving skills.

### **NEXT GENERATION SCIENCE 2 (H) (SHL) (TR) (SP)**

Credits: 10

(Meets University of California “D” Science Requirement)

A 10<sup>th</sup> grade, second high school laboratory-based science class that is aligned to California adopted Next Generation Science Standards. This course will continue the focus on the integration of Earth & Space Science, Chemistry, Physics, and Biology in units that address relevant, real-world phenomena. This course will include additional emphasis on engineering, problem-solving, project-based learning, rigorous mathematical analysis, and student-driven inquiry. (Requirements: co-enrollment in Math 2, B or higher in NGS1 or teacher recommendation, placement assessment score of 80% or higher)

### **NEXT GENERATION SCIENCE 3 (SHL) (TR)**

Credits: 10

(Meets University of California “D” Science Requirement)

This course will continue the focus on the integration of Earth & Space Science, Chemistry, Physics, and Biology in units that address relevant, real-world phenomena. Centered around a storyline of Earth in climate crisis in the future, students will explore genetics to eradicate a disease, and will plan for sustainable life on Earth. This course

will include additional emphasis on engineering, problem-solving, project-based learning, rigorous mathematical analysis, code writing, and student-driven inquiry. (Requirements: successful completion of NGS1 and NGS2)

## **AGRISCIENCE PATHWAY**

### **BIOLOGY AND SUSTAINABLE AGRICULTURE**

Credits: 10

(Meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: biological science, Vocational Education, Elective.)

Agriculture is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. National FFA Organization and Supervised Agricultural Experience Program (SAE) are integral parts of the curriculum.

\*Students will be expected to complete 2 hours of work outside of class time for each hour of instruction

### **CHEMISTRY AND AGRISCIENCE**

Credits:10

(Meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: physical science and elective).

This lab-based course is aligned with the California Content Standards for Chemistry and will include an agricultural component. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine the properties of soil and land and their connections to plant and animal production. Students will develop an Agriscience research project in which each student will investigate a scientific question related to the course content, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on the analysis of the data. Students will develop and present a capstone soil management plan for agricultural producers. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. National FFA Organization and Supervised Agricultural Experience Program (SAE) are integral parts of the curriculum.

### **ADV INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AGRICULTURE - Honors**

Credits: 10

(Meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: biological science, vocational education, or elective)

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real-world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for the Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Final projects will be eligible for the Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

## BIOLOGICAL SCIENCE ELECTIVES

### AP BIOLOGY

Credits: 10

(Meets University of California “D” Science Requirement)

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

### ANATOMY/PHYSIOLOGY (P) (+)

Credits: 10

(Meets University of California “D” Science Requirement)

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

\*\*The ANATOMY/PHYSIOLOGY (+) option will be available for signup during the first week of class. Prior completion of Chemistry is highly recommended for the Honors option. This course prepares students for the Biology AP exam in addition to the standard course description above.

### MARINE BIOLOGY (P)

Credits: 10

(Meets University of California “D” Science Requirement)

Prerequisite: Successful completion of NGS 1 & 2\*. Chemistry is also highly recommended.

The course covers a wide range of both physical and biological influences upon life in the ocean. Frequent laboratory work and field study support the course.

### FORENSIC BIOLOGY

Credits: 10

(Meets University of California “D” Science Requirement)

Prerequisite: Two years of previous science lab courses or successful completion of NGS 1 & 2\*.

Students in this course will study biology and earth sciences by engaging in investigations of how scientific evidence is used to solve crimes. Additionally, this course is integrated with the CTE standards in Public Services and Legal Practices.

### ENVIRONMENTAL SCIENCE

Credits: 10

(Meets University of California “D” Science Requirement)

The Environmental Science course is a lab-based college preparatory course designed to investigate the role of humans in their environment through the use of project-based investigations, modeling, coursework, and fieldwork. Students will develop an understanding of biological and physical environmental science through project-based units connected to their environment. Emphasis will be placed on resource management for a sustainable future and critical thinking skills to make informed decisions concerning complex environmental issues.

### AP ENVIRONMENTAL SCIENCE

Credits: 10

(Meets University of California “D” Science Requirement)

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course has been developed to be a rigorous science course that stresses scientific principles and analysis and includes a laboratory component.

## PHYSICAL SCIENCE ELECTIVES

### PHYSICS (P)

Credits: 10

(Meets University of California "D" Science Requirement)

Prerequisite: Successful completion of NGS 1 & 2\* or A grade of "C" in Math 1 and 2

The course surveys the major concepts of classical and modern physics, stressing breadth rather than depth, and is aligned to the Next Generation Standards for physics. This lab-based course develops students' skills in analytical thinking and gives participants first-hand experience with scientific inquiry.

### AP PHYSICS 1

Credits: 10

(Meets University of California "D" Science Requirement)

A grade of "B" or higher in Math 2. It is recommended that students be concurrently enrolled in Math 3 or higher math classes. Two years of science with a "B" or higher and with teacher recommendation.

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

### AP PHYSICS 2

Credits: 10

(Meets University of California "D" Science Requirement)

Prerequisites based on College Board: students should have completed AP Physics 1 or a comparable introductory physics course, and should have taken or been concurrently enrolled in Math 3.

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

### PHYSICS-BASED ASTRONOMY

Credits: 10

(Meets University of California "D" Science Requirement)

Prerequisite: Successful completion of NGS 1 & 2\* or a grade of "C" or better in previous science courses or concurrent enrollment or approval of instructor.

Physics-Based Astronomy is an advanced study of how we use physics to quantitatively observe, study, and analyze, the functioning of the universe, and how the laws of physics are used to explain how the universe has evolved. Course topics include an in-depth study of orbital motions, planetary characteristics, solar astrophysics, spectral analysis, stellar dynamics, galactic classifications, and cosmology.

### CHEMISTRY (P)

Credits: 10

(Meets University of California "D" Science Requirement)

Prerequisite: Successful completion of Math 1 & 2 or NGS 1 & NGS 2 \*

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

### CHEMISTRY (H)

Credits: 10

(Meets University of California "D" Science Requirement)

Prerequisite: Successful completion of Math 1 & 2, or \* NGS 1 & NGS 2 and/or approval of the instructor.

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

**AP CHEMISTRY**

Credits: 10

(Meets University of California “D” Science Requirement)

Prerequisites based on College Board: students should have successfully completed a general high school chemistry course and Math I

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

**EARTH AND SPACE SCIENCE (P) (SHL) (TR) (SP)**

Credits: 10

(Meets University of California “G” Science Requirement)

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

**SCIENCE STUDENT AIDE**(Does **not** meet Science graduation requirements)

Credits: 10

**SOCIAL SCIENCE DEPARTMENT**

Thirty (30) units of Social Science and are required for graduation, including World History/Geography, U.S. History, Government, and Economics. An additional (5) units of College Preparatory elective in Intro to Ethnic Studies is required for graduation beginning with the class of 2024. All courses meet Social Science graduation requirements unless otherwise specified.

**AGRICULTURAL BUSINESS ECONOMICS (P)**

Credits: 5

(Meets University of California “G” Elective Requirement)

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

**AGRICULTURAL GOVERNMENT (P)**

Credits: 5

(Meets University of California “A” Social Science Requirement)

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

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

Credits: 5

(Meets University of California “G” Elective Requirement)

This one-semester course required of all seniors will enable students to understand the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student’s ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital. The student will also work to

understand how the economy functions and how economic reasoning can inform decision-making will provide students with the tools to become financially literate and independent.

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

Credits: 5

(Meets University of California “G” Elective Requirement)

Prerequisite: A grade of “C” in other AP courses is recommended, or instructor approval

AP Microeconomics aims to give students an understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

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

Credits: 5

(Meets University of California “G” Elective Requirement)

Prerequisite: A grade of “C” in other AP courses is recommended, or instructor approval

This course aims to give students an understanding of the principles of economics that apply to an economic system as a whole. It places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **INTRO TO ETHNIC STUDIES**

Credits: 5

(This one-semester course is required for high school graduation) (Meets University of California “G” Elective Requirement)

In this semester course, students will utilize the themes of indigeneity, intersectionality, coloniality, and hegemony to explore issues of self and communal identities, examine intergenerational trauma and foster collective hope and healing. Through an interdisciplinary and critical lens, students will learn the histories of Indigenous, African-American, Latin-American/Raza, Asian-American, Filipino, Pacific-Islander, Undocu-Studies, LGBTQ+, women’s studies, environmental justice studies, and movements for social justice. Through this, students will gain the knowledge, skills, and dispositions necessary for transformational change through the positive image of self and community.

### **ETHNIC STUDIES**

Credits: 10

(Meets University of California “G” Elective Requirement)

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

### **AP EUROPEAN HISTORY**

Credits: 10

(Meets University of California “A” Social Science Requirement)

The course has students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students will develop and use the same skills, practices, and methods employed by historians. The course also gives students six themes (Interaction of Europe and the World, Poverty, and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, Individual and Society, National and European Identity) to explore throughout the course to make connections among historical developments in different times and places.

### **MEXICAN-AMERICAN STUDIES**

Credits: 10

(Does **not** meet Social Science graduation requirement) (Meets University of California “G” Elective Requirement)



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

**PSYCHOLOGY 1-2 (P)**

Credits: 5/10

(Does **not** meet Social Science graduation requirement) (Meets University of California “G” Elective Requirement)

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

**AP PSYCHOLOGY**

Credits: 10

(Meets University of California “G” Elective Requirement)

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

**TOPICS IN HISTORY: WORLD WAR 2**

Credits: 10

(Does **not** meet Social Science graduation requirement)(Meets University of California “G” Elective Requirement for 11<sup>th</sup> & 12<sup>th</sup> Graders)

This is a study of the causes, course, and aftermath of World War II, with particular emphasis on the influence of American culture and foreign policy within world politics. In addition to discussing American grand strategy and the course of the war in both Europe and the Pacific, the class will consider topics such as the United States’ mobilization for war; roles of women and minority groups in the war effort; the use of submarine and strategic air warfare; and the use of nuclear weapons against Japan.

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

Credits: 5

(Required for graduation) (Meets University of California “A” Social Science Requirement)

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

**AP UNITED STATES GOVERNMENT**

Credits: 10

(Does **not** meet Economics graduation requirement – A-G approved)

Prerequisite: a grade of “C” or better in other AP courses is recommended or instructor approval. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete political science research or applied civics project.

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

Credits: 10

(Required for graduation – A-G approved)

This course is open to juniors and seniors only. In this course, students examine major developments and turning points in American history from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the

role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power.

**AP UNITED STATES HISTORY**

Credits: 10

(A-G approved)

This course has students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course also gives students seven themes to explore throughout the course to make connections among historical developments in different times and places.

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

Credits: 20\*

(A-G approved) (\*Ten credits English 11 and ten credits U.S. History)

A two-period block, year English/Social Science course for juniors. American Experiment is structured to the culture of the United States. Equal emphasis is placed on the study of American literature and history as one relates to the other. History is studied topically and the four American novels that are read each semester reflect and illuminate the history topics. The course emphasizes grammar skills, and reading, expands students' expository writing skills, speaking, and listening, and requires quarterly projects, including research papers. Students should have completed English 10 or possess at least average reading and writing skills.

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

Credits: 10

(Required for graduation) (Meets University of California "A" Social Science Requirement)

Students in this course cover a period of more than 250 years and highlight the intensification of truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. As students move through the years 1750 through the present, they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the United States exerted great military and economic power. They explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. Students analyze the results of these exchanges and their ability to see connections between events and larger social, economic, and political trends.

**WORLD HISTORY HONORS**

Credits: 10

(Meets University of California "A" Social Science Requirement)

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

**AMERICAN FILM HISTORY**

Credits: 10

(Meets University of California "G" Elective Requirement)

American Film History can be studied in terms of technological developments (sound and color), changing trends in filmmaking (mise-en-scene, montage, alternative narrative structures) including style and genres (musicals, westerns). Film History can be studied in the context of broader historical developments. Moreover, the course is interdisciplinary. The course lays the groundwork for students to pursue film studies in college.

## CAREER TECHNICAL EDUCATION (CTE) PATHWAYS AND ACADEMIES

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

CTE Pathway classes are offered at Mission Trails ROP Center, Alisal High School, Salinas High School, North Salinas High School, Everett Alvarez High School, Rancho San Juan High School, Mount Toro High School and El Puente High School. In many of our CTE classes, students will be given the opportunity to participate in job shadowing, classes at local offsite locations, work-based learning experiences and Career Student Leadership Organizations (CTSOs) such as Future Farmers of America, SkillsUSA and Health Occupations Students of America (HOSA).

CTE Academies exist in some schools and are designed to offer students the opportunity to integrate academic studies with a specific career. The focus or theme of each academy is incorporated throughout academic classes, including math, science, English and social studies as well as career technical education classes in a particular CTE pathway. The following academies are available at our district:

CTE Academy	School
Health Academy	AHS and NSHS
Engineering Academy	AHS
Fitness and Sports Training (FAST Academy)	SHS
Green Construction Academy	SHS
Agriculture International Academy	EAHS

Credits applicable toward high school graduation can be earned each semester. Normally 10 credits per semester are awarded for each one hour long yearly class. CTE courses meet the Salinas Union High School District graduation requirements for vocational/career and technical education or elective. Some courses meet science or visual and performing arts credit. Most CTE courses meet A-G requirements.

## FREQUENTLY ASKED QUESTIONS

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

**How are CTE classes structured?**

Each CTE Course is part of a sequence of courses related to a particular occupation called a “pathway”. Multiple pathways are part of an industry sector.

**Why take a CTE course?** CTE courses are sequenced to create pathways for students in a course of study, which can lead to employment and/or post-secondary education opportunities. CTE can help students get the experience needed to get a job of their choice and explore careers in a variety of fields. Many classes include the opportunity to job shadow in a business or industry within our community.

**How are CTE classes unique?** CTE classes are conducted in classrooms equipped to industry standards. Most courses are a combination of classroom instruction and work-based learning (WBL). Classes are taught by highly-qualified professionals from the industry who are credentialed through the California Commission on Teacher Credentialing (CTC) to teach in their areas of expertise.

**How does a student become a “Pathway Completer”?**

A CTE Pathway “Completer” is a student who completes a CTE pathway sequence (concentrator and capstone courses within the same area of study) and passes the capstone course with a C- or better. Students should work with their Academic Counselor and Career Counselor to select the pathway that best meets their career interests.

**Are CTE classes A-G Approved?** Yes. Most of our CTE courses are A-G approved.

**Can I get a job after completing a CTE Pathway?** Yes. CTE courses are aligned to CTE Anchor Standards which reflect the expectations from business and industry and most offer entry level industry certifications. Students enrolled in CTE courses will master sector-specific core academic standards, communication skills, create a career and education plan, apply technology, utilize critical thinking, practice personal health, understand financial literacy, act as a responsible citizen, model integrity, ethical leadership and effective management, work productively in teams, demonstrate creativity and innovation, employ reliable research strategies and understand the environmental, social and economic impacts of decisions. Thus, students who complete a CTE Pathway are better prepared to obtain entry level employment after high school.

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## REGISTRATION

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### HIGH SCHOOL STUDENTS:

SUHSD has a Career Center at each comprehensive site to ensure that all students have college and career exploration opportunities. These Career Centers are staffed by a Career Technician, Career Counselor and Work Experience Coordinator. Our Work Experience Coordinators assist students with work permits, community service and connecting Work Based Learning opportunities to CTE courses. Our Career Counselors are dedicated to guiding students in the selection of a CTE Pathway or academy that is aligned with their life goals. Career Counselors also monitor student success and guide students in selecting a postsecondary institution of their choice. Students select their CTE courses side by side with the academic counselor during pre-registration every spring. For further information on college and career opportunities, contact the Work Experience Coordinator and Career Counselors at your school site.

### Career Center Staff Contact Information:

AHS	Maira Amador , Career Counselor Dr. Julissa Mendoza, Work Experience Coordinator	(831) 796-7600	maira.amador@salinasuhd.org julissa.mendoza@salinasuhd.org
EAHS	Dr. Brian Preble, Career Counselor Evan Robinson, Work Experience Coordinator	(831) 796-7800	brian.preble@salinasuhd.org evan.robinson@salinasuhd.org
EPS	Avilene Tiscareno, Career Counselor/Work Experience Coordinator	(831) 796-7700	evelyn.tiscareno@salinasuhd.org
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**CTE SECTORS**

**AGRICULTURE AND NATURAL RESOURCES SECTOR**

Agriculture and Natural Resources Sector							
Course sequence	AG Business Pathway	AG Mechanics Pathway	Animal Science Pathway	Ornamental Horticulture Pathways		Agriscience Pathway Sub Pathway: Sustainable Agriculture	Plant and Soil Science Pathway
Introductory Course						Biology and Sustainable AG	
Concentrator Course	AG Business Occupations	AG Mechanics 1/2	Animal Care 1/2	Art History of Floral Design 1/2	Environmental Horticulture 1/2	Chemistry and Agriscience	AG Technology and Seed Science
Capstone Course	Adv AG Business	AG Mechanics 3/4	Vet Science	AG Business Floral Design	Hydrology, Landscape, & Sustainable Environmental Design	Advanced Interdisciplinary Science for Sustainable AG	Advanced Seed Science and Research: Plant Genetics and Breeding



**Sector description:** The Agriculture and Natural Resources Sector Pathways are designed to prepare students for entry level positions as production associate, mechanic, farm hand, floral designer, gardener or equine manager or related fields. Students study skills as marketing, sales, management, safety practices, use of tools, project planning, welding, concrete work, electrical wiring, carpentry, livestock production and marketing, animal care, veterinary practices, floral based projects, plant growth and development, plant nutrition, garden preparation, landscape design, life, earth, physical and chemistry sciences with agricultural applications, including the chemical and biological principles that govern plant science, classify seeds and analyze the biological changes in seed quality during production, all necessary skills for entry level positions in the above mentioned employment fields. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Ag Business Occupations:** This course is UC “G” (college preparatory elective) approved and meets the vocational education, elective or VAPA graduation requirement. Credits: 10. This course is designed for the study of agriculture business and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principles as they relate to agriculture and agricultural production systems work within global economic systems, including basic economic concepts, supply and demand, pricing and marketing considerations, production factors, resource allocation, cost analysis, problems specific to agriculture, plus state and federal farm programs affecting the economic positions of agriculture companies. Including life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a “business” that will produce, package, determine prices, and market their products.

**Advanced Ag Business Occupations:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. It is a capstone course for the CTE Ag Business Pathway Credits: 10. This course provides a basic understanding of the marketing aspects of the agricultural industry including global agricultural markets. This course is designed for students interested in Agriculture Business and Agriculture Production. Along with classroom instruction, this course offers co-curricular on-the-job learning experience related to tasks performed in Agri-Business. This would include companies that allow students in the following occupations: Agriculture Production, Supplies and Services, Mechanics, Processing, Ornamental Horticulture and Natural Resources and Rural Recreation.

**Agriculture Mechanics 1-2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: OSHA 10 General: Agriculture and iCEV: Southwest Professional Communications Certification. Credits: 10. This course is strongly recommended for all beginning students, those seeking an extended agricultural mechanics studies program and those students wanting a variety of skills in agricultural mechanics. This course will cover general equipment and shop safety practices, selection and use of hand and power tools, project planning with materials, oxy-acetylene and arc welding, basic concrete work, basic electrical wiring, and principles of carpentry. Career awareness, Future Farmers of America (FFA) achievement programs, and supervised project program opportunities will also be studied. Practical experience will be gained through student completion of selected projects related to study areas. Individual student construction of projects will complement class studies and qualified projects will be entered in the county fair for competition. FFA and Supervised Agricultural Experience Program (SAEP) are integral parts of the curriculum.

**Agriculture Mechanics 3-4:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: OSHA 10 General: Agriculture and iCEV, Southwest Professional Communications Certification. (Prerequisite: Agriculture Mechanics 1/2) Credits: 10. This course provides students in agriculture an opportunity to reinforce and extend understanding of applied mechanical applications. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Air-carbon Arc Cutting, Plasma Arc Cutting, Safety and Metal Fabrication. In addition, record keeping, communication skills, employability and human relation skills will be covered. Leadership development and Supervised Agricultural Experiences (SAE’s) are also integral to this course.

**Animal Care:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10 Certifications offered: iCEV Elanco Fundamentals of Animal Science Certification. This course provides students with training and skills for jobs related to livestock production and marketing. Course will include 60 hours of group instruction with a minimum of one hour each calendar week. Group instruction may include field trips and teacher supervised activity at the school farms and/or county fair.

**Veterinary Science:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective or biological science. (Prerequisite: Animal Care 1/2) Credits: 10. Certifications offered: iCEV Elanco Fundamentals of Animal Science Certification, Elanco Veterinary Medical Applications. This is a hands-on science and lab-based course in which students learn about small animal care, small animal body systems, and veterinary clinical practices amongst other areas. Students will also be able to experience hands-on activities at the school farm as well as during classroom labs.

**Art History of Floral Design:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective or visual performing arts. Certifications offered: iCEV, Benz School of Floral Design. Credits: 10 Provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flower, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design.

**Agriculture Business Floral Design:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective or VAPA. Certifications offered: iCEV: Center for Financial responsibility personal financial literacy certification Center for Financial Responsibility Personal Financial Literacy. (Prerequisite: Art History of Floral Design) Credits: 10 Teaches students how to make corsages and floral arrangements, including bridal bouquets and other specialty items. Growth and maintenance of ornamental flowers under greenhouse conditions will also be introduced.

**Environmental Horticulture:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Certifications offered: BASF Plant Science certification, Bentz School of Floral Design principles of floral design certification. In this class, emphasis is placed on introductory studies in the horticulture industry, plant growth and development, equipment and uses, soils and plant nutrition, propagation methods, garden preparation, and methods of special ornamental and garden plant production. Students receive practical skills training through laboratory and class cooperative activities conducted in the greenhouse facilities.

**Hydrology, Landscape and Sustainable Environmental Design:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective VAPA. (Prerequisite: Environmental Horticulture) Credits: 10. The class will serve as the capstone course in the environmental horticultural pathway. The course covers all aspects of environmentally sound landscape design. Students will develop an awareness of current environmental issues and determine how best to approach various issues, depending on regions and territories. Other instructional objectives include the history of landscape architecture, technical drafting, and computer design.

**Biology and Sustainable Agriculture:** This course meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: biological science, Vocational Education, Elective. Credits: 10. Biology and Sustainable Agriculture is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science, principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. National FFA Organization and Supervised Agricultural Experience Program (SAE) are integral parts of the curriculum. \*Students will be expected to complete 2 hours of work outside of class time for each hour of instruction

**Chemistry and Agriscience:** This course meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: physical science or elective). Credits: 10. Certifications offered: BASF Plant Science certification. This lab-based course is aligned to the California Content Standards for Chemistry and will include an agricultural component. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine the properties of soil and land and their connections to plant and animal production. Students will develop an Agriscience research project in which each student will investigate a scientific question related to the course content, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. Students will develop and present a capstone soil management plan for agricultural producers. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. National FFA Organization and Supervised Agricultural Experience Program (SAE) are integral parts of the curriculum.

**Advanced Interdisciplinary Science for Sustainable Agriculture - Honors:** This course meets University of California “D” Science Requirement. This course fulfills one of the following graduation requirements: biological science, vocational education or elective) Credits: 10. This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry.



Additionally, students will connect the products created in this class with industry activities to link real-world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for the Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Final projects will be eligible for the Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

**Agricultural Technology and Seed Science:** This course is UC “D” approved and meets one of the following graduation requirements: biological science or physical science or VAPA or vocational education or elective. Certifications offered: iCEV. Credits: 10. The success of the agricultural industry depends on good quality seed. The progress in agriculture depends upon production and marketing of good, quality seed of high yielding varieties. This course is the first course in this pathway that involves seed production and technology. Seed technology is the science of dealing with the methods of improving physical and genetic characteristics of seed. It involves such activities as variety development, evolution and release of varieties, seed production, seed processing, and certification and storage. This is an interdisciplinary science course that includes classifying seeds by groupings of seed type and formation, demonstrating the events of seed germination, summarizing the physiological and biochemical aspects to break seed dormancy, reading articles to become familiar with the latest discoveries and research in seed science and technology, and analyze the biological changes in seed quality during production, processing, and storage.

**Principles of Plant Genetics and Breeding (Advanced Seed Science and Research):** This course is UC “D” approved and meets one of the following graduation requirements: biological or physical science or vocational education or elective. This course will offer job shadowing and leadership opportunities. (Prerequisite: Agricultural Technology and Seed Science) Credits: 10. This course is the second of two consecutive courses in the pathway. This course is designed for students who would like to further enhance their knowledge about agricultural technology and seed science. The Advanced Seed Science and Research course deals with the principles of plant breeding, including the science of how traits are passed from one generation to the next by predicting phenotypes and genotypes of offspring and their parents; marker assisted plant selection, including the use of deoxyribonucleic acid (DNA) markers in marker-assisted selection (MAS) breeding and mutation breeding, including the study of changes at the DNA level.

## ARTS, MEDIA AND ENTERTAINMENT SECTOR

Arts, Media and Entertainment Sector				
Course Sequence	Digital Media Arts Academy	Design, Visual and Media Arts Pathway	Graphic Design Pathway	Game Design and Integration Pathway
Introductory Course	Art in the Digital Age			
Concentrator Course	TV Media Production	TV Media Production	Art in the Digital Age	<b>Computer Game/Design/Animation</b>
Capstone Course	Cinema Arts & Production	Cinema Arts & Production	Graphic Design	Advanced Game Design

**Sector description:** The Arts, Media and Entertainment Sector Pathways are designed to prepare students for entry level positions as design associates, crafters, junior video editors, production artists, three-dimensional (3D) technical artist associates or related fields. Students develop skills in digital imagery, communication, video and film production, film preparation, computer graphic design, publishing, and video game design. For more information visit:

[www.salinahsd.org/rop](http://www.salinahsd.org/rop)

**Art in the Digital Age:** This course is UC “F” (visual and performing arts) approved. The course complies with one of the following graduation requirements: vocational education or elective or visual performing arts Credits: 10. This course starts by exploring the invention of photography starting with the Digital Single Lens Reflex (DSLR) camera Adobe Lightroom CC and Adobe PhotoShop CC. As the next step, the course continues to explore how these advancements changed history, culture, the arts and communication. Students will learn how to become a Professional Photographer from both visual interpretation of images and on all manual settings on DSLR cameras. Visual interpretation along with critical thinking is implemented in cross-curricular projects. The role of contemporary technology in the global market will be connected to commercial applications, trends in contemporary art as a result of technological advancements, and the role of the artist in today’s society. The projects produced will have practical connections to real world relationships in the technological and commercial art fields allowing the students to see clear attainable pathways to career and/or college success. Students will learn about stop-motion animation video with a mixture of Photography and Video Editing. Students will also mix their own soundtracks using Adobe Audition and Apple Logic Pro X.

**TV Media Production:** This course is UC “F” (visual and performing arts) approved. The course fulfills one of the following graduation requirements: vocational education or elective or VAPA Credits: 10. This course is a foundation course for students interested in video arts. Students learn technical and artistic aspects of video production as well as film history, theory, analysis and preparation. Students learn to use digital video cameras. They also learn to use software programs such as Final Cut Pro X, Compressor, Motion, Logic Pro, Mainstage, Adobe Premiere, Adobe Media Encoder, Audition, Adobe Photoshop, Adobe Lightroom, Adobe SpeedGrade, Adobe After Effects, and Microsoft Office to film, edit, and create sound and music for their videos. Students will be required to develop four main video projects by working collaboratively in small production teams.

**Cinema Arts & Production:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective or VAPA. Articulated with Hartnell College TAC 54 course. Certifications offered: Precision Exams Television Broadcasting. (Prerequisite: TV Media Production) Credits: 10. This class is a foundation course for students interested in video and film production. Students will learn technical and industry aspects of video and film production as well as the following aspects of working with film: history, theory, analysis, aesthetics, artistry and appreciation. Using professional digital cameras, students will film, edit, and provide sound to make their own videos. Students will learn the aspects of pre-production, production, and postproduction. They will learn all major aspects of videography, lighting, and audio, as well as the art of directing. Students will also gain a historical perspective of the film industry and how advances in technology have changed the way, films are made. Students will edit videos using Adobe Premiere CC, Adobe After Effects CC, Adobe Media Encoder, Adobe Audition CC and other Adobe and Apple Professional Applications. Students will also mix their own soundtracks using Adobe Audition. Students are provided with the opportunity to participate in actual television programs. Students will prepare an ePortfolio for their work.

**Graphic Design:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective or VAPA. (Prerequisite: Art in the Digital Age) Credits: 10. Students learn computerized special effects, make professional posters, publish a newsletter, create exciting computerized presentations, and make their own advertising video. Students will also learn computer graphic design, animation, and make a digital portfolio in the form of a published website.

**Computer Game/Design/Animation:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective, or VAPA. Credits: 10. The success of a video game depends on good quality video game design. This course engages students in the basic process of using technology to design video games. It involves learning about the history of video games, the design process, visual

communication, graphic design, three-dimensional (3D) modeling, storyboarding, games genres, the creation of design documents, game engine integration, basic concepts of gameplay and computer programming.

**Advanced Game Design:** This course is UC “F” (visual and performing arts) approved and meets one of the following graduation requirements: vocational education or elective or VAPA (Prerequisite: Game Design) Credits: 10. This course deals with the advanced process necessary to complete the design of a complex video game. Students will review the design process and will learn about advanced visual communication and graphic design, enhanced 3D modeling, in depth storyboarding and design document creation, various methods of character design, game engine integration, concepts of gameplay, advanced computer programming, dimensional form analysis and sound authoring.

## BUILDING AND CONSTRUCTION TRADES SECTOR

Building and Construction Trades Sector			
Course Sequence	Cabinetry, Millwork and Woodworking Pathway	Green Construction Academy	
<b>Introductory Course</b>		Pre-Engineering	Construction Technology 1-2
<b>Pre-Concentrator Course</b>		Construction Technology 3-4	Construction Technology 3-4
<b>Concentrator Course</b>	Construction Technology 1-2	Mill Cabinet Construction	Mill Cabinet Construction
<b>Capstone Course</b>	Construction Technology 3-4	Multi Craft Core Construction	Multi Core Craft Construction
<p><b>Sector description:</b> The Construction technology and Green Construction Academy Pathways are designed to prepare students for entry level positions as mechanical helper, carpenter apprentice, cabinet maker and installer or woodworker or related fields. Students study topics like robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies. Students develop skills in planning, designing, layout, estimating, problem solving, fabrication of wood products, use of simple jigs and fixtures, cabinetmaking and furniture making, nomenclature and advanced operational techniques of woodworking and cabinet shop equipment, creating blueprints, project packets, and student-centered construction projects. These topics and skills are all necessary for entry level positions in the above mentioned employment fields. For more information visit: <a href="http://www.salinasuhd.org/rop">www.salinasuhd.org/rop</a></p>			

**Pre-Engineering:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is designed to generate an interest in careers in engineering and related fields. Students are exposed to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity-oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system.

**Construction Technology 1-2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Certifications offered: OSHA 10

General Construction. This course is open to all beginning students interested in the wood products pathway. The students will use a variety of woodworking tools to produce useful wood products. All machines will be introduced by teacher demonstrations, multimedia presentations and related student readings. Students will gain experience in planning, designing, layout, estimating, problem solving, and fabrication of wood products. The safe and correct use of tools, machines, and materials will be stressed at all times. Students will apply academic concepts in English, mathematics and science. Emphasis will also be placed upon the students sharing responsibilities with the teacher for the maintenance and management of the shop facilities.

**Construction Technology 3-4:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Construction Technology 1/2) Credits: 10. Certifications offered: OSHA 10 General Construction. Construction Technology 3-4 is the advanced course of this pathway. This course will study advanced phases of wood products, including furniture, and basic cabinet construction and sustainable building techniques. Students will learn advanced operational techniques of portable and stationary woodworking equipment, and the use of simple jigs and fixtures. This course is designed for students preparing for postsecondary and technical education in the construction and engineering fields. Students will apply academic concepts in English, math and science to their woodworking projects.

**Mill Cabinet Construction:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Pre-Engineering) Credits: 10. Through a series of individual and group experiences, this course is designed to instruct students in the advanced phases of cabinetmaking and furniture making, nomenclature and advanced operational techniques of woodworking and cabinet shop equipment. Students will receive instruction in furniture making, cabinetry, wood and wood by-products and materials used in the construction of furniture. Students will practice communication skills by applying reading, writing, listening, speaking, visual and nonverbal skills. Methods used in achieving the course objectives include lecture on the course as outlined, exams and reading assignments, demonstrations and laboratory projects. Methods of evaluating objectives or outcomes include examinations, review of evaluations, a project, a final examination and participation and attendance. Required materials include a notebook, shop coat or apron, tape measure and pencil.

**Multi Craft Core Construction:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: Occupational Safety and Health Administration (OSHA) 10 Hour Safety, Building Trades Pre-Apprenticeship Program. (Prerequisite: Mill Cabinet Construction) Credits: 10. This course has been developed to integrate skills and concepts from the building and construction trades with applied mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real-world connections between the field of construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council (NBTC).

## BUSINESS AND FINANCE SECTOR

Business and Finance Sector	
<b>Course Sequence</b>	<b>Business Management Pathway</b>
<b>Concentrator Course</b>	Business Technology 1-2
<b>Capstone Course</b>	Computer Business Applications

**Sector description:** The Business Management Pathway is designed to prepare students for entry level positions as account clerk, office technician, computer operator and Information Technology (IT) trainee or related fields. Students study topics such as word processing, spreadsheets, databases, desktop publishing, presentation software, touch typing using the standard computer or typewriter (QWERTY) keyboard system, Microsoft Office Suite, basic Science, Technology, Engineering and Mathematics (STEM) skills, Hypertext Markup Language (HTML) programming, and computer literacy. The aforementioned topics are all necessary for entry level positions in the above mentioned employment fields. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Business Technology 1-2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Students will be able to understand the field of communications as applied to personal and professional situations, they will demonstrate competency by selecting and using appropriate forms of communication in a variety of situations. Students will be introduced to word processing, spreadsheets, databases, desktop publishing, presentation software, and graphics. Additionally, touch-typing using the standard computer or (QWERTY) keyboard system is reinforced. Importance will also be placed upon maintaining organization of assignments and management of electronic files. Students will understand professional and ethical behavior consistent with regulations and organizational norms. Students will compile employment readiness support documents which will include: a cover letter, a resume, references and a digital portfolio demonstrating a culmination of best coursework.

**Computer Business Applications:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or VAPA or elective. (Prerequisite: Business Technology 1-2) Credits: 10. Develops skills in word processing, spreadsheet creation, presentation, and database development with industry standard computer applications. Teaches formatting and develops skills using Microsoft Office Suite, introduces STEM, Hypertext Markup Language (HTML) programming, graphics, and computer literacy. Students will compile employment readiness support documents, which will include a cover letter, a resume, references and a digital portfolio demonstrating a culmination of best coursework.

## EDUCATION, CHILD DEVELOPMENT AND FAMILY SERVICES SECTOR

Education, Child Development and Family Services Sector		
Course Sequence	Child Development Pathway	Education Pathway
<b>Concentrator Course</b>	Child Development 1-2	Careers in Education 1-2
<b>Capstone Course</b>	Child Development 3-4	Careers in Education 3-4

**Sector description:** The Child Development and Education pathways are designed to prepare students for entry level positions as care associate, child care provider, nanny, sitter, teacher’s aide or related fields. Students study skills like responsibility, decision-making, communication, teamwork and management. Topics covered in this sector include creating a healthy and nurturing environment for children, basic academics, safety, human development and its implications in a classroom setting, principles of teaching and learning, principles of team building and creating a positive school climate, philosophies of education, leadership, and exceptional student issues. The aforementioned skills and topics are necessary for entry level positions in the above mentioned employment fields. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Child Development 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Students learn how to create a healthy, nurturing environment for children and become aware of the developmental stages they go through from conception to age five. Students study and apply the physical, social, emotional and intellectual needs of children as they work with preschoolers. Students plan and lead a variety of activities for young children. Responsibility, decision-making and management are job skills learned in this class. This is an introductory course for the future parent, teacher, health care provider, or psychologist.

**Child Development 3/4:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Child Development 1/2) Credits: 10. This course continues to focus on the emotional/psychological, cognitive and physical development of the child. Current theoretical and research perspectives are emphasized. Included is a historical and socio-cultural overview of child development. A multi-disciplinary approach requires students to produce essays, oral presentations, and projects.

**Careers in Education 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This entry level course is designed to provide students with knowledge of career opportunities in the field of teaching and educational professions. Students are trained based on career preparation standards, including basic academic, safety and communication skills. A portion of the class time will be spent in internships in a school setting allowing students to apply concepts, analyze real life situations, and reflect on their own teaching practice. All students are required to observe and/or participate in a variety of settings and classrooms at the primary, elementary and/or secondary levels. The course prepares students for college and university teacher training programs.

**Careers in Education 3/4:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Careers in Education 1/2) Credits: 10. Students continue to learn and be trained in theories of human development and the implications for a classroom, principles of teaching and learning, principles of team building and creating a positive school climate, philosophies of education and leadership, and exceptional student issues. Students continue to participate in internships in a school setting allowing them to apply concepts, analyze real life situations, and reflect on their own teaching practice. The course prepares students for college and university teacher training programs.

## ENGINEERING AND ARCHITECTURE SECTOR

Engineering and Architecture Sector				
Course Sequence	Engineering Academy		Engineering Technology Pathways	
<b>Concentrator Course</b>	Pre-Engineering	Digital Electronics	Functional Design Through Algebra	Foundations of Technology and Engineering
<b>Capstone Course</b>	Principles of Engineering	Engineering Design and Development		Advanced Engineering and Technology
<p><b>Sector description:</b> The Engineering and Architecture Sector pathways are designed to prepare students for entry level positions as field and tower technicians, soil inspectors, after school enrichment instructors, i Operating System (iOS) apprentices and in testing, heating, ventilation and air conditioning (HVAC) or related fields. Students study topics such as robotics, electronics, manufacturing processes, pneumatics, mechanisms, computer design technologies, energy and power, materials and structures,</p>				

automation, statistics, kinematics, design process, engineering standards, technical documentation and engineering design. Students develop skills in design, combinational and sequential logic, communication, teamwork, computer programming, and sketching techniques. Students utilize mathematical operations (mathematical equations, graphs, and algebraic relationships) to optimize the outcome of engineering challenges. Students apply their mathematical skills through a coding project using Science, Technology, Engineering, Arts and Mathematics (STEAM) kits. In addition, students employ valid and reliable research methods and apply appropriate academic and technical skills necessary for entry level positions in the above mentioned employment fields. For more information visit: [www.salinasuhsd.org/rop](http://www.salinasuhsd.org/rop)

**Pre-Engineering:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is a Project Lead the Way (PLTW) high school engineering course. This course is designed to generate an interest in engineering and related occupations as career goals and expose students to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system.

**Principles of Engineering:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Introduction to Engineering Design) Credits: 10. This course is a Project Lead the Way (PLTW) high school engineering course. Designed for students who wish to explore a broad range of engineering topics including engineering achievements throughout history, career fields in engineering, mechanisms, energy and power, materials and structures, sketching techniques, automation, statistics, and kinematics. Students develop problem-solving skills as they complete research and design projects to create solutions to various engineering problems. Students document their work in the engineering notebook, and create a professional portfolio communicating their solutions and newly acquired skills to peers and members of the professional community.

**Digital Electronics:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is a Project Lead the Way (PLTW) high school engineering course. Digital electronics is the foundation of all modern electronic devices such as cellular phones, Moving Picture Experts Group Layer-3 (M-PEG 3 or MP3) players, laptop computers, digital cameras, high definition televisions. Students investigate the digital circuit design process to create circuits and present solutions that can improve people’s lives. The major focus of the Digital Electronics course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation.

**Engineering Design and Development:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Digital Electronics) Credits: 10. This course is a Project Lead the Way (PLTW) high school engineering course. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**Functional Design Through Algebra:** This course is UC “C” (college preparatory mathematics) approved and meets one of the following graduation requirements: vocational education or elective or high school math. Credits: 10. This University of California Curriculum Integration (UCCI) course engages students to discover the power of mathematical modeling. Through a variety of engineering design projects, students utilize mathematical operations to optimize the outcome of each challenge. Students will design parachutes, bungee jumps and boats. Students will document calculations, graphical relationships, sketches of prototypes and final designs in an engineering notebook that includes summaries of each project and ideas for future redesigns. By building understanding of mathematical equations, graphs, and algebraic relationships, students will see how mathematical understanding can verify optimal performance and design in a variety of applications.

**Foundations of Technology and Engineering:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is a Paxton-Patterson high school engineering course. This course provides a student experience that develops career ready practices in the context of project based learning. Areas of study include alternative energy, architectural design, biotechnology, communications technology, construction technology, digital electronics, environmental technology, manufacturing technology, materials science, robotics & automation, transportation technology. Students will work productively in teams, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation employ valid and reliable research methods and apply appropriate academic and technical skills.

**Advanced Engineering and Technology:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Foundations of Technology and Engineering) Credits: 10. This course is a Paxton-Patterson high school engineering course. It is designed for students who have passed the Foundations of Technology and Engineering course as it continues to develop career ready practices in the context of project based learning. Areas of study include architecture & construction, alternative energy & environment, Robotics, Manufacturing & Materials. Students will work productively in teams, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills.

## HEALTH SCIENCE AND MEDICAL TECHNOLOGY SECTOR

Health Science and Medical Technology Sector						
Course Sequence	Public and Community Health Pathways		Patient Care Pathway CPA		Fitness and Sports Training Academy (FAST)	Patient Care Pathway
Introductory Course					Intro to Sports Medicine	
Concentrator Course	Dental Careers 1	Health Occupations	Foundations of Nursing 1	Medical Assistant 1	Physical Therapist Aide 1-2	Sports Medicine Athletic 1/2
Capstone Course	Dental Careers 2	Physical Therapy Aide	Foundations of Nursing 2	Medical Assistant 2	Sports Medicine 1/2	Sports Medicine Athletic Trainer

**Sector description:** The Health Science and Medical Technology Sector pathways are designed to prepare students for entry level positions as a dental assistant in training, medical assistant, health aide or physical therapy aide or related fields. Students study skills as taking and recording of vital signs, processing and mounting radiographs, sterilizing instruments, dental terminology and basic laboratory procedures, front office procedures, patient intake process, electronic health record, clinical procedures, medication administration, diagnostic procedures; communication skills, ethics, legalities, nutrition, fitness, patient observation, environmental and patient safety, body mechanics, patient interaction skills, minor physical therapy exercise, legal



liability in the health field and insurance, care and prevention of athletic injuries, investigation, experimentation, data collection and data analysis, all necessary for entry level positions in dental assisting, medical assisting, nursing, physical therapy, sports medicine fields. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Dental Careers 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. The dental assistant is a valuable member of the dental health team who performs many essential duties in the dental office. These duties may include preparing the patient for treatment, assisting the dentist in all procedures, recording of vital signs, processing and mounting radiographs, sterilizing instruments, dental terminology and basic laboratory procedures. The dental assistant may also assist in the front office by making appointments for patients, confirming appointments, and helping with other office records. All instruction is geared to chairside assisting, providing patient care, and related duties with minimal training in front office skills. Students learn specific dental competencies, like the science of dentistry, oral health, infection prevention, occupational health, patient information and radiographic imaging. Students will have an opportunity to job-shadow in a local dental office.

**Dental Careers 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, cardiopulmonary resuscitation (CPR), Dental Radiology. (Prerequisite: Dental Careers 1) Credits: 10. Students continue to learn specific dental competencies, like dental materials, assisting in dental care and dental administration and communication skills. Students will have an opportunity to job-shadow in a local dental office.

**Medical Assistant 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Upon completion of this course, students will be prepared for successful employment as a medical assistant in a back office setting or other related position through the medical office internship that students complete. Students also continue to aim for higher education towards pre-med, physician assistant, or any other medical career interest. Students will be exposed to both employment skills and critical thinking skills to develop the ability to adapt to the rapidly changing technological and social components of the workplace. Students will learn skills related to the patient intake process through the patients' check out, especially the clinical elements that are involved. Example skills learned are therapeutic communication, ethics, administrative procedures and medical billing and coding. Students participate in job shadowing at local clinics.

**Medical Assistant 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, cardiopulmonary resuscitation (CPR), Bloodborne Pathogens, Health Insurance Portability and Accountability Act (HIPAA), NMAC through AMCA. (Prerequisite: Medical Assistant 1) Credits: 10. Students continue to learn and be trained in skills like hands-on operation of electronic health record, body systems, their structure and function, clinical procedures, medication administration, diagnostic procedures and are prepared for the National Medical Assistant Certification (NMAC) through American Medical Certification Association (AMCA). Students participate in job shadowing at local clinics.

**Foundations of Nursing 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course provides entry level training leading to nurse assistant and home health aide certification. Instruction covers basic nursing skills, ethics and safety, communication skills and body mechanics. Students participate in job shadowing at local nursing homes.

**Foundations of Nursing 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, cardiopulmonary resuscitation (CPR), iCEV: Southwest Professional Communications Certification. (Prerequisite: Foundations of Nursing 1) Credits: 10. Students continue to learn and be trained in skills like medical terminology, basic anatomy and physiology. Included are classroom, laboratory and clinical experiences. Upon successful completion of both, students are qualified to take the state written and clinical examinations. The home health aide portion of the course consists of 20 hours of theory and 20 hours of clinical work, covering the following topics: intro to aide & agency role, interpretation of medical and social needs of clients. Personal care services, nutrition, and

cleaning and care tasks in the home are covered as well as changing bed linen, preparing meals, assisting in and out of bed, bathing, dressing, and grooming. Students participate in job shadowing at local nursing homes.

**Health Occupations:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: BLS -CPR and HeartsaverFirst Aid Training and OSHA. Credits: 10. Prepares students for employment opportunities in the areas of diagnostic, supportive and therapeutic health services. Students will learn communication skills, ethics, legalities, medical terminology, anatomy, physiology, vital signs, nutrition, body mechanics, patient observation, environmental and patient safety, and weights and measures. Students participate in job shadowing at local hospitals.

**Physical Therapy Aide:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, CPR, iCEV: Southwest Professional Communications Certification. (Prerequisite:Health Occupations) Credits: 10. Prepares students in the necessary skills for assisting patients with their physical therapy program. Students will learn about anatomy and physiology, body positioning, body mechanics, vital signs, reporting, charting, communication skills, patient interaction skills, and how to apply minor physical therapy exercise in order to assist in the rehabilitation of the patient. Employment opportunities may be found in hospitals, clinics, chiropractic offices, and convalescent care agencies. Students are offered the opportunity to job shadow at local rehabilitation centers.

**Intro to Sports Medicine:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Focus is to introduce pathway students to various allied health careers, including Emergency Medical Technician (EMT) and Paramedic. The students will obtain the knowledge of college degrees and the path that best suits them for their potential career choice. They will learn basic concepts of organization and administration as well as concepts of legal liability in the health field and insurance. Lastly, they will get an introduction of the basic concepts of rehabilitation.

**Physical Therapist Aide 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Introduction to Sports Medicine) Credits: 10. Prepares pathway students in the necessary skills for assisting patients with their physical therapy program. Students will learn about anatomy and physiology, body positioning, body mechanics, vital signs, reporting, charting, communication skills, patient interaction skills, and how to apply minor physical therapy exercise in order to assist in the rehabilitation of the patient. Employment opportunities may be found in hospitals, clinics, chiropractic offices, and convalescent care agencies.

**Sports Medicine 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, cardiopulmonary resuscitation (CPR), Bloodborne Pathogens, Health Insurance Portability and Accountability Act (HIPAA). (Prerequisite: Physical Therapist Aide 1/2) Credits: 10. Provides pathway students with skills, knowledge, and experience in the areas of physical therapy, athletic training, nutrition, and fitness. Will focus on anatomy and physiology of various muscle groups, the skeletal system, theory of exercise, care and prevention of athletic injuries, rehabilitation, training room organization and skills.

**Sports Medicine Athletic 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Provides students with skills, knowledge, and experience in the areas of athletic physical therapy, training, nutrition, and fitness. Will focus on athletic perspective of anatomy and physiology of various muscle groups, the skeletal system, theory of exercise, care and prevention of athletic injuries, rehabilitation, training room organization and skills.

**Sports Medicine Athletic Trainer:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, cardiopulmonary resuscitation (CPR). (Prerequisite: Sports Medicine Athletic 1/2) Credits: 10. Students will learn about the anatomy and physiology of systems, theories and methods for prevention, evaluation, management and rehabilitation of the body's chemical response to pharmaceutical agents, disease, injury and stress will be pods of observation. Investigation, experimentation, data collection and data analysis will also be studied. Students are

provided Work Based Learning (WBL) opportunities while working with school athletes, athletic trainers and other practicing.

## HOSPITALITY, TOURISM AND RECREATION SECTOR

Hospitality, Tourism and Recreation Sector			
Course Sequence	Food Science and Nutrition Pathway	Food Service and Hospitality Pathways	
Concentrator Course	Advanced Culinary Food Science 1	Culinary 1/2	Restaurant Careers 1
Capstone Course	Advanced Culinary Food Science 2	Culinary 3/4	Restaurant Careers 2

**Sector description:** The Hospitality, Tourism and Recreation Sector Pathways are designed to prepare students for entry level positions as cook, restaurant server and food service assistant or related fields. Students study skills as short order cooking and dining room service, preparing food including safety, sanitation, time and equipment management, safe practices, principles of cooking, various cooking recipes, professionalism, food safety, sanitation, buffet presentation, plate presentation and menu planning, proper hygiene and acceptable attire, proper cleaning procedures and methods of cooking, portion control in recipes, preparation of soups, salads, sandwiches, entrees, baked goods and beverages, techniques used in the hospitality industry, functions of the commercial kitchen and principles of nutrition according to the United States Department of Agriculture (USDA) food pyramid, all necessary for entry level positions in culinary and restaurant careers fields. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Advanced Culinary Food Science 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is designed to prepare students for occupations in the culinary arts and hospitality industry. Learning includes both classroom and laboratory work. The classroom work is designed to teach the core curriculum as well as basic techniques used in the hospitality industry. The lab work is used to teach functions of the commercial kitchen, short order cooking and dining room service. Students will prepare food for advisory meetings, staff and catering jobs. Students may also participate in SkillsUSA and/or other food competitions.

**Advanced Culinary Food Science 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered ServSafe: Food Handler. (Prerequisite: Advanced Culinary Food Science 1) Credits: 10. This course continues to prepare students for occupations in the culinary arts and hospitality industry. Learning includes both classroom and laboratory work. The classroom work is designed to teach the core curriculum as well as advanced techniques used in the hospitality industry. The lab work is used to teach functions of the commercial kitchen, short order cooking and dining room service. Students will prepare food for advisory meetings, staff and local catering for school events. Students may also participate in SkillsUSA and/or other food competitions.

**Culinary 1/2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Students learn to cook and serve a variety of foods and simple meals in a small group and find out how to make healthy food choices by applying nutrition basics, understanding food labels, and shopping wisely. Students will become skilled in the basic techniques necessary for preparing food including safety, sanitation, time and equipment management. These basic skills are necessary for careers in the food service industry.

**Culinary 3/4 (Advanced Culinary):** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: ServSafe: Food Handler. (Prerequisite: Culinary 1/2) Credits: 10. Students learn specific culinary, food service, food safety, sanitation and nutrition competencies, like safe practices, principles of cooking, various cooking recipes, professionalism, food safety, sanitation, buffet presentation, plate presentation and menu planning.

**Restaurant Careers 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course provides hands-on training and experience in entry-level food service through the on-site restaurant classroom. Students learn food service competencies, like knowledge of safe practices, proper food handling and storage, proper hygiene and acceptable attire, proper cleaning procedures and methods of cooking. Students also learn personal, interpersonal, thinking and problem solving and communication skills.

**Restaurant Careers 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: ServSafe: Food Handler. (Prerequisite: Restaurant Careers 1) Credits: 10. This course continues to provide hands-on training and experience in entry-level food service through the on-site restaurant classroom. Students continue to learn specific food service competencies like portion control in recipes, prepare soups, salads, sandwiches, entrees, baked goods and beverages, and principles of nutrition according to the USDA food pyramid. Students also learn about employment awareness, entry level position duties and requirements and seeking and maintaining employment. Finally, students continue to learn personal, interpersonal, thinking and problem solving, communication skills, occupational safety, employment literacy and technology literacy.

## INFORMATION AND COMMUNICATION TECHNOLOGY SECTOR

Information and Communication Technology Sector				
Course Sequence	Networking Pathway	Software and Systems Development Pathways		
Concentrator Course	Intro Network Cable 1/2	Introduction to Computer Science	Robotics Technology	Cybersecurity
Capstone Course	CISCO Advanced Networking	Computer Science 2	Robotics Engineering Technology	Advanced Cybersecurity
<p><b>Sector description:</b> The Information and Communication Technology Sector Pathways are designed to prepare students for entry level positions as computer maintenance technician apprentice, Information Technology (IT) technician apprentice, robot service technician apprentice or related fields. Students study skills as development and use of algorithms, computer programming, computer hardware and software, operating systems, computer networking, robotic automation, engineering practices, Computer-Aided Design (CAD) &amp; Computer-Aided Manufacturing (CAM) and science skills, all necessary for entry level positions in computer, Information Technology (IT) or robotic automation fields. For more information visit: <a href="http://www.salinasuhd.org/rop">www.salinasuhd.org/rop</a></p>				

**Introduction to Computer Science:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course emphasizes the teaching of logic, design, and developing an understanding of basic programming. Students will learn about such topics as writing programs to perform simple tasks, learning basic animation and application development, and will cover such topics as Hypertext Markup Language (HTML), Javascript, and/or Python and the use of graphical interfaces. There are no prerequisites for this course, and no coding or programming experience is required. Embedded

throughout the course are explorations into computer-using careers and ethical and social issues related to computers in the world today.

**Computer Science 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Introduction to Computer Science) Credits: 10. The course continues to build students’ computer science technical expertise. Students will design, implement and analyze solutions to problems through the development and use of algorithms, data structures and object-oriented programming. Students will be able to write, run, test and debug solutions in the JAVA programming language, utilizing standard JAVA library classes and interfaces from the AP JAVA subset. In addition, students will be able to read and understand programs consisting of several classes and interacting objects and understand a description of the design and development process leading to such a program. Students will also learn about computer science careers and explore opportunities in the computer science industry.

**Intro Network Cable 1/2 (CISCO Networking - IT Essentials):** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered CompTIA IT Fundamentals +. Credits: 10. The Cisco® IT Essentials curriculum is designed for Cisco Networking Academy® students in upper secondary schools, technical schools, and colleges or universities who want to pursue careers in IT and learn how computers work, how to assemble computers, and how to troubleshoot hardware and software issues. The goal of this course is to introduce the student to computer hardware and software, as well as operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT. This course prepares students for the CompTIA IT Fundamentals + certification. Articulated with Diablo Valley College CNT 104 course.

**CISCO Advanced Networking (CISCO Networking - Introduction to Networks):** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Introduction to Network Cable 1/2) Credits: 10. The Cisco Certified Network Associate (CCNA)® Routing and Switching curriculum is designed for students who are seeking entry-level jobs in the Information and Communication Technologies (ICT) industry and want to build a foundation for success in computer networking-related careers and degree programs. This course provides an integrated and comprehensive coverage of computer networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and career skills development. Students will be prepared to take the Cisco Certified Entry level Technician (CCENT)® certification exam after completing this course and the Routing and Switching course. Articulated with Diablo Valley College CNT 106 course.

**Robotics Technology:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This introductory level robotics course explores the relation between science and technology. The program is designed to enrich students' knowledge with the following fundamental topics: safety practices in the robotics laboratory, robotic automation in the manufacturing industry, the history and application of technology and engineering as it applies to robotics, engineering practices, robot energy sources, basic kinematics, dynamics, pneumatic and electricity principles, computer programming of robots in the C language, interfacing software and hardware. Basic tool usage is also studied (use proper tools, calipers, micrometers, understand properties of materials and assembly techniques). Lab experiments require groups of students to apply the learned concept by building and testing complex VEX based mobile robots. Students will work in small groups to design, build and program robotic devices that will be used in both school and regional competitions. Integrated in this course are career preparation standards, including basic academic, communication, problem solving and critical thinking skills as well as safety, technology and employment literacy.

**Robotics Engineering Technology (II):** This course is UC “D” (college preparatory laboratory science) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: Autodesk Certified User (ACU). (Prerequisite: Robotics Technology) Credits: 10. The Robotics Course is designed to be a capstone applications course for robotics engineering students. It will build upon prior skills learned such as applied math & physical science techniques, Computer-Aided Design (CAD) & Computer-Aided Manufacturing (CAM) skills and other engineering fundamentals. New competencies will include programming techniques and applications including sensor feedback loops and control system design. Additionally, design of mechanical systems

powered by direct current (DC) motors, pneumatics and elastic potential energy will be integrated. Some specific topics covered will be mechanism design for manipulators and mobile robots, 3D graphic simulation, control design, actuators and sensors, task modeling, human-machine interface, and embedded software. Upon completion of the course, students will be able to solve electromechanical design problems with both human controlled and autonomous solutions. This course prepares students for Autodesk Inventor Certified User (ACU) certification.

**Cybersecurity:** This course is “G” (College preparatory Elective) approved and meets the following graduation requirement: vocational education or elective. Credits: 10. This concentrator course prepares students for the advanced cybersecurity course and certifications. Students will learn cybersecurity topics such as software security, networking, system administration, and the basics of cryptography and programming.

**Advanced Cybersecurity:** This course is “G” (College preparatory elective) approved and meets the following graduation requirement: vocational education or elective. Credits: 10. Course offers certifications related to this field of study. This course is the capstone course of the cybersecurity pathway and will cover advanced topics in the field of cybersecurity, including advanced cryptography, networking, risk assessment and cyber defense.

## MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR

Manufacturing and Product Development Sector			
Course Sequence	Welding and Materials Joining Pathway		Graphic Production Pathway
Introductory Course			Pre-Engineering
Concentrator Course	Industrial Welding and Metal Fabrication 1		Drafting Technology 1/2
Capstone Course	Industrial Welding and Metal Fabrication 2		Drafting Technology 3/4
<p><b>Sector description:</b> Manufacturing and Product Development Sector courses are designed to prepare students for entry level positions as welding apprentices or industrial drafter trainees or related fields. Students study skills such as reading blueprints, cutting and welding metal, manufacturing processes, mechanisms, planning, preparation, interpreting and preparation of engineering and architectural drawings using drafting tools and Computer Aided Design (CAD) software, all necessary for entry level positions in welding or industrial drafting fields. For more information visit: <a href="http://www.salinasuhsd.org/rop">www.salinasuhsd.org/rop</a></p>			

**Industrial Welding and Metal Fabrication 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Students learn to read blueprints, interpret welding symbols, cut metal and weld metal. Welding training is offered in shield metal (stick), mig, tig. Metal cutting training includes plasma arc cutting.

**Industrial Welding and Metal Fabrication 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: Occupational Safety and Health Administration (OSHA) 10 Hour Safety. This course is articulated with Hartnell Community College for WLD 151. (Prerequisite: Industrial Welding and Metal Fabrication 1) Credits: 10. Students

continue to learn to read blueprints, interpret welding symbols, cut metal and weld metal. Welding and metal cutting training includes oxy/gas and plasma arc cutting.

**Pre-Engineering:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. This course is designed to generate an interest in engineering and related occupations as career goals and expose students to the associated technologies through hands-on instruction and problem-solving activities. Scientific principles, mathematical concepts, and communication skills are taught through an activity oriented approach. Robotics, electronics, manufacturing processes, pneumatics, mechanisms, and computer design technologies will be explored by students. Student teams will progress through an articulated modular instructional system.

**Drafting Technology 1-2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective or VAPA. (Prerequisite: Pre-Engineering) Credits: 10. This program prepares individuals to plan, prepare, and interpret engineering and architectural drawings. Drafting prepares a student for occupations such as construction trades, architectural careers, engineer, interior design, and other technology based opportunities. Students will be given the opportunity to create engineering or architectural models through hands on activities.

**Drafting Technology 3-4:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective or VAPA. (Prerequisite Drafting Technology 1/2) Credits: 10. This course instructs students on the identification of drafting terminology and symbols. Students will use drafting tools, computers and AutoCAD software to produce industrial drawings. Students will gain more experience in engineering drawings and architectural plans. Further emphasis will be given to Computer-Aided Design (CAD) & Computer-Aided Manufacturing (CAM) activities. Articulated with Hartnell College CMA 81 course. Certifications offered: Autodesk Certified User (ACU).

## MARKETING SALES AND SERVICE SECTOR

Marketing Sales and Service Sector	
Course Sequence	Professional Sales Pathway
Concentrator Course	Retail Sales and Marketing
Capstone Course	Retail Co-Op
<p><b>Sector description:</b> The Professional Sales Pathway is designed to prepare students for entry level positions as a sales assistant or related fields. Students study skills like sales, customer service, communications, telephone techniques, register operation, making change, and display basics, all necessary for entry level positions in general retail sales. For more information visit: <a href="http://www.salinasuhd.org/rop">www.salinasuhd.org/rop</a></p>	

**Retail Sales and Marketing:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 20. This course trains students to meet entry-level requirements for jobs in general retail sales and related fields. Students will develop skills in the classroom setting, which will be applied in the practical setting of a work internship.

**Retail Co-Op:** This course meets one of the following graduation requirements: vocational education or elective or VAPA. (Prerequisite: Retail Sales & Marketing) Credits: 20. Provides a unique combination of related classroom



instruction and “on-the-job” training. For students 16 years or older who are working in one of the above areas and would like to earn up to 10 credits for the semester. All students must attend one class per week.

## PUBLIC SERVICES SECTOR

Public Services Sector			
Course Sequence	Emergency Response Pathways		Public Safety Pathway
Concentrator Course	Emergency Medical Response (EMR)	Intro to Firefighter	Naval Science 3
Capstone Course	Emergency Medical Technician (EMT)	Fire Science Technology	Naval Science 4

**Sector description:** The Emergency Response Pathways are designed to prepare students for entry level positions as a firefighter recruit, dispatcher, etc. Students study EMT/EMR and firefighting practices. The Public Safety Pathway prepares students for careers in public and military service. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Emergency Medical Response (EMR):** his course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, CPR. Credits: 10. Students will be introduced to all the major areas of study in emergency medical service systems from the perspective of an Emergency Medical Responder (EMR) and will include specifically anatomy and physiology of the human body, EMR principles of emergency medical and trauma care, safety precautions and special considerations for working in the prehospital setting.

**Emergency Medical Technician (EMT):** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, CPR, skills training for EMT certification. (Prerequisite: EMR) Credits: 10. This course prepares students to take and pass the State of California EMT certification test. Students will learn all phases of basic life support and emergency medical services.

**Intro to Firefighter:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, CPR. Credits: 10. Prepares students to pursue a career as a firefighter. Students will learn many day-to-day aspects of routine firefighter duties.

**Fire Science Technology:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: First Aid, CPR, ISC-100, ICS-200, S-190 and OSHA General Safety (Prerequisite: Intro to Firefighter) Credits: 10. Students will learn basic firefighter theory and skills. Topics covered will include fire science, agency organization, regulations, and functions, firefighter safety, characteristics and behavior of fire and fire prevention and control.

**Naval Science 3, 4 (NJROTC):** These course are UC “G” (college preparatory elective) approved and meet one of the following graduation requirements: vocational education or elective. The program teaches students self-discipline and self-reliance, enhances students’ abilities to work cooperatively, and fosters students’ abilities to plan their futures. There is no requirement for students to commit to a career in the Navy after high school to be a part of the program. Naval Science covers maritime history, introduction to leadership, geography, sea power, health, first aid, and more. Instructors are retired Navy officers and enlisted personnel. Participation in the program will include many volunteer opportunities, and additional access to the Service Academies and to College ROTC programs. Credits: 10/20.



## TRANSPORTATION SECTOR

Transportation Sector			
Course Sequence		Systems Diagnostics, Service and Repair Pathways	
Concentrator Course		Engine Maintenance and Repair 1	Auto Service 1
Capstone Course		Engine Maintenance and Repair 2	Auto Service 2

**Sector description:** The Engine Maintenance and Repair and Auto Service Pathways are designed to prepare students for entry level positions as a mechanic’s assistant or related fields. Students study shop safety, the use of basic hand tools, select, store and apply fuels and lubricants, engine and automotive maintenance, service and repair. For more information visit: [www.salinasuhd.org/rop](http://www.salinasuhd.org/rop)

**Engine Maintenance and Repair 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: Occupational Safety and Health Administration (OSHA) 10 Hour Safety Automotive, NC3 Kubota Pre-Delivery Inspection (PDI) & Assembly, Preventative Maintenance Inspection, Maintenance Procedures, Electrical, Hydraulics, Engine, Powertrain and Brakes, Steering, Suspension (BSS); NC3 Snap-On Wheel Service and Alignment, Rotor Matching Master Technician and Tire Pressure Monitor. Credits: 10. Students will learn job search skills, use basic hand tools, shop safety, start and stop gasoline and diesel engines, maintenance skills, minor repairs, select, store and apply fuels and lubricants, and perform maintenance tasks.

**Engine Maintenance and Repair 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Certifications offered: Occupational Safety and Health Administration (OSHA) 10 Hour Safety Automotive, OSHA Forklift, NC3 Snap-On Automotive Scanner Diagnostics, Battery Starting and Charging, Diesel Scanner Diagnostics. (Prerequisite: Engine Maintenance and Repair 1) Credits: 10. Students will learn engine performance, identify the parts of the engine, troubleshoot the engine, computer control system, electrical repairs, steering repairs and general lubrication services for 2-stroke and 4-stroke small engines, identify the parts of the powertrain, and receive forklift training. Students will be able to safely diagnose, plan and implement solutions to complex engine problems. Students will be exposed to diesel engine mechanics.

**Auto Service 1:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. Credits: 10. Certification offered: Occupational Safety and Health Administration (OSHA) 10 Hour Safety Automotive. Students are introduced to automobile service and repair, shop safety, engine repair, automatic transmissions and transaxles, manual drivetrain and axles, suspension and steering, brakes, electrical and electronic systems, heating and air conditioning, and engine performance. After completion of this course, students will be prepared for majors in automotive systems and repairs at college and for an entry level position in today’s automotive services industry.

**Auto Service 2:** This course is UC “G” (college preparatory elective) approved and meets one of the following graduation requirements: vocational education or elective. (Prerequisite: Auto Service 1) Credits: 10. Certifications offered: NC3 Snap-On Multimeter, Battery Starting & Charging, Tire Pressure Monitoring and Pro-Cut Car Brake Lathes. Students continue to learn about automobile service and repair, shop safety, engine repair, automatic transmissions and transaxles, manual drivetrain and axles, suspension and steering, brakes, electrical and electronic systems, heating and air conditioning, and engine performance. After completion of this course, students will be

prepared for postsecondary automotive education, an entry level position in today’s automotive services industry, including NC3 Snap-On Certifications. This course will also provide students with the opportunity to apply and extend concepts studied in their math and science classes (related to algebra, arithmetic, physics, and electrical, computer, and chemical sciences) to the automotive technology industry.

## MULTI SECTOR

Multi Sector	
<b>Course Sequence</b>	<b>CTE Work Experience Pathway</b>
Concentrator Course	CTE Work Experience
Capstone Course	Advanced CTE Work Experience
<p><b>Sector description:</b> The CTE Work Experience course sequence allows for students to earn graduation credits as they complete their CTE Pathway sequence and earn valuable work experience. For more information visit: <a href="http://www.salinasuhd.org/rop">www.salinasuhd.org/rop</a></p>	

**CTE Work Experience:** This course is an elective course for juniors and seniors that are enrolled in a CTE Pathway. Students are given the opportunity to earn elective credits while they work in jobs related to their CTE course of study. This course is recommended for students enrolled in a CTE pathway concentrator course. Meetings are held with the teacher to monitor skills learned on the job. Students will earn no more than 10 credits and parent permission is required.

**Advanced CTE Work Experience:** This course is an elective course for juniors and seniors that are enrolled in a CTE Pathway. Students are given the opportunity to earn elective credits while they work in jobs related to their CTE course of study. This course is recommended for students enrolled in a CTE pathway capstone course. Meetings are held with the teacher to monitor skills learned on the job. Students will earn no more than 10 credits and parent permission is required.

## CTE ACRONYMS SECTION

**CTE:** Career and Technical Education

**CTSO:** Career and Technical Student Organizations that provide student's leadership and technical skills competitions:

**Future Farmers of America (FFA)** is the student leadership organization associated with Agriculture pathways. Historically FFA was Future Farmers of America. State website: <https://www.calaged.org/>

**Family, Careers and Community Leaders of America (FCCLA)** is the student leadership organization associated with Hospitality, Education and Child Development. <https://www.ca-fecla.org/>

**SkillsUSA** is the student leadership organization associated with multiple pathways, including Healthcare, Architecture, Engineering, Arts, Media/Entertainment and Information Technology pathways. <http://www.skillsusa.org/>

**Health Occupations Students of America (HOSA)** is the student leadership organization for the Patient and Medical Care Pathways. <https://www.cal-hosa.org/>.

**Distributive Education Clubs of America (DECA)** prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. <https://www.californiadeca.org/>

**Future Business Leaders of America (FBLA)** is committed to preparing today's students for success in business leadership. <https://www.cafbla.org/>



**Pathway:** A series of an introductory, concentrator and capstone course from the same field that prepares students with a high technical and soft skills in the particular field of study.

**Introductory course:** A course that provides basic information for the concentrator course in the pathway.

**Concentrator course:** CTE course that provides industry pathway specific content skills leading to a single industry competency skill set.

**Capstone course:** The final course in a planned sequence of courses that provides a rigorous and intensive culmination of a course of study. Students that complete a sequence of concentrator and capstone courses are considered **completers** in that pathway.

**IBC:** Industry Based Certifications: Many pathways allow students to be certificated. See each pathway for details.

**WBL:** Defined by many different types of experiences depending on grade level and detailed below. Work based learning can refer to a job shadow, virtual job shadow, or internship. Here are the definitions of various types of WBL:

**Job Shadow:** Observational activity at the business or industry site.

**Virtual Job Shadow:** Virtual observational activity at the business or industry site.

**Internship:** A paid or unpaid supervised training experience through a CTE course.

**Articulation:** Articulation allows students enrolled in specific career and technical education (CTE) courses to seek college credit for work completed in high school. See each pathway for details. The majority of our articulation agreements are made with Hartnell College and some are made with Diablo Valley College.

**A-G approved course:** To be eligible to enter a four-year public college (either the California State University or University of California systems), students must meet a series of course requirements called A through G (A-G). They represent the basic level of academic preparation that high school students should achieve to undertake university work.