

The background of the cover is a painting titled "Golf Ball Sunset" by Haley Hahn. It depicts a serene sunset scene. The sky transitions from a deep blue at the top to a vibrant orange and yellow near the horizon. In the distance, a dark silhouette of a cliff or island is visible, with a single, small white object (a golf ball) perched on its peak. The foreground shows a sandy beach curving along the water's edge, with dark, shadowed areas in the lower corners.

*Half Moon Bay
High School*

*Student Planning Guide
2019-2020*

"Golf Ball Sunset" by Haley Hahn, Class of 2019



Half Moon Bay High School

2019-20 Course Offerings

Quick Reference- Course Numbers

Agriculture and Natural Resources

- Introduction to Agriscience (CTE) – 0613
- *Biology & Sustainable Agr. (CTE) – 0616
- *Chemistry and Agriscience (CTE) – 0617
- *Adv Interd. Science for Agr. (CTE) – 0624
- *Veterinary Science (CTE) – 0606
- *Agriculture Projects – 0612

Art

- Art Spectrum - 0572
- *Art II – 0552
- *Art III – 0556
- *AP Studio Art:
 - Drawing (0569)
 - 2D (0560)
 - 3D (0561)
- *Early College: Art 401/405 – 0554/0555

Arts, Media & Entertainment

- *Animations I – 0642
- *Broadcasting – 0643
- *Adv Video Production (CTE) – 0644
- Drama – 0585

AVID

- *AVID I – 0821
- *AVID II – 0822
- *AVID III – 0823
- *AVID IV - 0824
- *AVID Tutor – 0829

Building Trades & Construction

- Small Gas Engines – 0656
- Guitar Making – 0660
- Wood Technology I (CTE) – 0650
- Construction Technology I (CTE) – 0653
- *Construction Technology II (CTE) - 0654
- Beginning Metalworking – 0658
- *Advanced Metalworking – 0664

Computer & Information Science

- *Computer Science Principles – 0648

English

- English I - 0107
- *English I – Advanced – 0106
- English II – 0122
- *English II - Advanced – 0121
- English III – 0132
- *AP English Language & Comp- 0148
- ERWC: English IV – 0144
- *AP English Literature & Comp – 0147

ELD

- *ELD I – 0869
- *ELD II – 0853
- *ELD III – 0864
- *ELD IV – 0841
- *ELD V -- 0859
- *Adv ELD Strat Academic Support- 0884
- English I – SDAIE – 0108
- English II – SDAIE – 0126
- English III - SDAIE - 0134
- English IV - SDAIE - 0141

Mathematics

- *Algebra Readiness – 0310
- *Algebra I – 0320
- *Algebra I Enhanced- 0321
- *Geometry – 0330
- *Geometry Enhanced- 0331
- *Advanced Geometry – 0335
- *Algebra II – 0340
- *Advanced Algebra II – 0345
- *Pre-Calculus – 0359
- *Advanced Pre- Calculus- 0363
- *AP Statistics – 0362
- *AP Calculus AB – 0360
- *AP Calculus BC- 0364
- *Finite Math – 0367

Music

- Beginning Music – 0581
- Concert Band – 0583
- *Marching Band-0579
- *PRIDE Jazz Ensemble – 0577
- *Chorale – 0582

Physical Education

- Core P.E. Program:
 - Grade 9 (0813)
 - Grade 10 (0814)
- *Elective P.E. Power & Strength – 0803
- *Elective P.E. Dual & Team - 0804
- *Independent Study P. E. - 0815

Publications

- *Journalism & Literary Journal (0190)
- *Yearbook – 0182

**Indicates teacher signature required*

New Courses are in BOLD

Science

- Earth Science – 0425
- *Biology – 0430
- *Chemistry – 0440
- *Physics – 0450
- *Marine Ecology – 0412
- *AP Environmental Science- 0438
- *AP Biology – 0432
- *AP Physics 2 – 0456

Social Science

- Freshman Social Studies – 0204
- *AP Human Geography – 0202
- World History – 0212
- *AP World History – 0215
- United States History – 0220
- *AP United States History – 0221
- American Government/Economics – 0230
- *AP Government/Economics – 0234
- *AP Psychology – 0193

World Languages

- Spanish I – 0500
- *Spanish II – 0510
- *Spanish III - 0515
- *AP Spanish Language – 0528
- *AP Spanish Literature – 0529
- Spanish for Spanish Speakers I – 0490
- *Spanish for Spanish Speakers II – 0492
- French I – 0530
- *French II – 0535
- *French III – 0540
- *AP French Language – 0545

Resource/Special Education

- *Foundational Study Skills – 0754
- *Foundational English – 0752
- *Foundational World History – 0772
- *Foundational United States History – 0704
- *Foundational American Gov/Econ – 0753
- *Foundational Physical Science – 0770
- *Foundational Life Science – 0776
- *Foundational Math – 0757

Special Programs

- *Leadership – 0820
- *Peer Helpers – 0989
- *Online Credit Recovery - 0835
- *Student Aides:
 - Teacher's Aide – 1999
 - Office Aide – 0910
 - Library Aide – 0002
 - Tech TA – 2000



***Half Moon Bay High School
Student Planning Guide
2019-2020***

This program planning guide will provide you with long-range guidelines for planning your high school courses in preparation for graduation and for college entrance or employment. Careful thought on your part, with helpful advice from your parents, teachers, counselors, and friends will undoubtedly save you regrets and difficulty in the future. The decisions you make now are important ones. This planning guide has been prepared to help you make these decisions.

We urge you and your parents/guardians to read this guide completely. Special programs and increased opportunities are available to students with some initiative and willingness to plan ahead.

Please evaluate your past academic performance with your counselor and teachers. Check the prerequisites or requirements for the courses you would like to take next year. Keep in mind the requirements for graduation. If you have uncertainty about your credits, your counselor or the registrar will be happy to advise you on your class standing.

STUDENT CHECK LIST

The most efficient and effective way to use the Student Planning Guide is to carry out each step listed below and check it off when you finish it. A time-line for the scheduling process will be given by your counselor during the *Course Selection PLP* counseling session.

- _____ 1. Read the introductory pages of this guide and become familiar with the general content.
- _____ 2. Review your transcript and your 4 year plan on Naviance (leave your transcript attached to your course request form).
- _____ 3. Read the course descriptions, especially the prerequisites, of all courses you are planning to request.
- _____ 4. If required, obtain signatures for courses needing prior approval, including your parent/guardian's signature (if requesting an Advanced/AP Course or a TA position, be sure to attach a contract).
- _____ 5. Be sure you have selected at least 2 appropriate alternate courses in the event that your course is not available.
- _____ 6. Turn your course requests in on time. **DUE DATE:** _____

Please remember...

All efforts will be made to enroll you in the classes you select.

If you have not met all of the course requirements, you will be placed in the appropriate course. If the course you select is not available, you will be placed in an alternate or other available course. Please see Schedule Change policy for more information.

Graduation and UC/CSU Requirements

Students must meet all the requirements for graduation (credits and courses) by the deadline for senior grades in June to be eligible to participate in the graduation ceremony. Students who must complete graduation requirements in the summer following the senior year will not be eligible to participate in the June ceremony and will receive a diploma at the end of summer school.

1. Complete Minimum of 230 Credits
2. Pass Required Courses
3. Complete 35 hours of Community Service

UC/CSU required "A-G" courses		Half Moon Bay HS required courses	
A	2 YEARS Credits: 20 1 Year of World History/Cultures AND 1 Year US History OR 1 semester of U.S. History AND 1 semester of American Government	Social Studies	4 YEARS Credits: 40 9th: Fresh. Studies/World Studies 10th: World History 11th: US History 12th: American Government AND Economics (1 semester each)
B	4 YEARS* 40 Four years of college-preparatory English. No more than one year of A-G approved ELD-type courses can be used to meet this requirement. *ELD 3 and SDAIE English III are A-G approved.	English	4 YEARS * 40 9th: English I 10th: English II 11th: English III 12th: English IV *SDAIE English and ELD courses satisfy requirements
C	3 YEARS (4 years recommended) 30 Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 Algebra 2 or Integrated Math 3	Mathematics	3 YEARS* 30 Must include Algebra 1 *Algebra Readiness satisfies requirements
D	2 YEARS (3-4 years recommended) 20 2 of the following 3 foundational subjects: Biology, Chemistry, Physics, or AP sciences	Science	2 YEARS (1 Physical; 1 Life) 20 9th: Earth Science or Ag Env Scie 10th: Biology or Ag Bio 11th: Chemistry or Ag Chem
E	2 YEARS (3 years recommended) 20 <i>In the same language other than English</i>	Foreign Language	1 YEAR** 10 OR 1 year Fine Art
F	1 Yearlong course in one of the following: 10 Dance, Drama/Theater, Music, or Visual Art	Fine Art	1 YEAR** -- Or 1 year Foreign Language
G	1 YEAR/2 SEMESTERS chosen from 10 additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives	Electives	14 SEMESTERS 70 Additional courses beyond those used to satisfy graduation requirements will be considered elective credit
	(Phys. Ed. NOT required for UC/CSU)	Physical Education	4 SEMESTERS 20
ALL UC/CSU REQUIRED CLASSES MUST BE PASSED WITH GRADES OF "C-" OR BETTER		TOTAL HMBHS REQUIRED CREDITS: 230	
http://www.universityofcalifornia.edu/admissions/			

Please use the
Four-Year Planning Worksheet
on the following page to assist in course selection.



Half Moon Bay High School

Lewis Foster Drive, Half Moon Bay, CA 94019 • 650 712-7200
 Cabrillo Unified School District • <http://hmbhs.schoolloop.com/>

Name: _____ Grade _____ Date _____

Grade 9 – Freshman	Grade 10 – Sophomore	Grade 11 – Junior	Grade 12 – Senior
Fresh Soc. Stud. English: _____ Physical Education Math: _____ Science/Other: _____ Other: _____ Other: _____	World History English: _____ Physical Education Math: _____ Science/Other: _____ Other: _____ Other: _____	U.S. History English: _____ Math: _____ Other: _____ Science/Other: _____ Other: _____ Other: _____	Government/Economics English: _____ Other: _____ Other: _____ Other: _____ Other: _____ Other: _____

Credit Recovery

<u>Summer School</u>	<u>Summer School</u>	<u>Summer School</u>
1) _____ 2) _____	1) _____ 2) _____	1) _____ 2) _____

Adult Ed Program (Pass/Fail only)

1) _____ 2) _____

Half Moon Bay High School Graduation Requirements	CSU/UC A-G College Prep Requirements
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- ___ 4 years English
 - ___ 1 year Freshman Studies/Social Studies
 - ___ 1 year World History
 - ___ 1 year U.S. History
 - ___ 1 year American Government/Economics or Ag Gov/Econ
 - ___ 2 years Physical Education (PE)
 - ___ 3 years Math (must include Algebra I)
 - ___ 1 year Fine Arts (Art, Music, World Languages)
 - ___ 1 year Physical Science (Earth Science, Ag Science, Chem/Ag Chem.,Physics)
 - ___ 1 year Life Science (Biology, Ag Bio)
 - ___ Elective (70 credits – anything not counted under another category)
- For more information, visit:**
 HMBHS website: <http://hmbhs.schoolloop.com>
 California Community Colleges: www.cccco.edu or www.CaliforniaColleges.edu
 California State Universities: <https://www2.calstate.edu/>

- ___ **A - History/Social Science** – 2 years required
1 year of World History and 1 year of U.S. History
 - ___ **B - English** – 4 years required
4 years of college-prep English (may include 1 year of A-G approved ELD)
 - ___ **C - Mathematics** – 3 years required, 4 recommended
Algebra I, Geometry, Algebra II, Pre Calc, AP Calc, AP Stat
 - ___ **D - Laboratory Science** – 2 years required, 3 recommended
Biology, Chemistry, Physics, Ag Bio, Ag Chemistry, AP Biology, AP Environmental Science, AP Physics
 - ___ **E - Language Other than English** – 2 years required, 3 recommended. Must be the same language. Middle school courses can fulfill part of this requirement.
 - ___ **F - Visual and Performing Arts** – 1 year required
1 yearlong arts course from a single discipline: music or visual art.
 - ___ **G – College Preparatory Electives** – 1 year required
Examples: Pre Calc, Earth Science, Spanish III, Art II, Ag Enviro. Science, Yearbook, AVID III, AVID IV, Leadership, AP Psychology, Marine Ecology
- University of California go to:**
www.universityofcalifornia.edu/admissions/

Policies

Class Attendance

Regular class attendance is required. Missing class, even due to illness, will affect achievement and/or grades for students. Excessive absences will endanger the student's success.

Students should clear absences through the Attendance Office within 24 hours of the absence. Students are encouraged to have their parents clear the absence the day of absence by calling the Attendance Office at 712-7200 ext. 5000 (English), ext. 5010 (Spanish); otherwise, a note signed by the parent or guardian should accompany the student to the Attendance Office upon the student's return.

Students shall be allowed to make up work they have missed because of excused absences (in a timely manner). Teachers are not required to allow students to receive credit for work missed due to truancy or other unexcused absences. Per policy created by the Academic Council, no students will be allowed to test outside of the final exam dates unless the absence is excused. Please plan accordingly.

A senior student must have a school attendance record of 92 percent (92%) actual attendance of the periods in which the student is enrolled for the current school year. Both excused and unexcused absences will be counted. Absences due to school-sponsored trips and/or school activities are not counted as absences toward the 92% attendance requirement. Excessive tardies may impact this percentage.

Course Guidelines

Each year-long course is worth 10 credits unless otherwise noted. Students are expected to earn 30 credits per semester, 60 credits a year, for a six period day. Therefore,

- All 9th, 10th, 11th grade students must be enrolled in a (6) period day.
- 12th grade students who need 50 credits or less at the start of their senior year, must take a minimum of five (5) courses; we highly recommend that all seniors take six (6) courses for college eligibility and acceptance.

Schedule Changes

Half Moon Bay High School's Master Schedule is based on student selection. The counselors inform every student, through the PLP scheduling process, of the seriousness of their course selections. **Please note that student's course schedules are not based on period requests or teacher requests, nor will changes be made to accommodate extra-curricular schedules and personal preferences.**

Schedules may be changed **only for the following reasons** based on counselor review of the student transcript:

- Student is missing a class required for graduation.
- Student is in the wrong level (i.e. scheduled in Spanish 2, but should be in Spanish 3).
- Students who wish to increase rigor into an Adv/AP or into a college prep course.
- Student completed a summer school course and needs to adjust the schedule.
- Student has fewer than 5 classes.

Students must attend the courses they are enrolled in until an official course change has been approved by administration and made by the counseling office. Failure to attend assigned classes will constitute truancy.

Course Withdrawal Policy

All courses attempted will be reflected on the transcript and receive a mark. Please see below for more details:

<u>Deadline</u>	<u>Grade</u>
Aug 23, 2019	Drops granted prior to this date will not appear on the transcript. There is a one-week window to turn in the <i>Schedule Change Request</i> form, however changes may occur the week following. See Schedule Change policy for more details.
Sept 20, 2019	A drop anytime between August 30, 2019-September 20, 2019 will reflect a “W” with no credit on the transcript. <u>Any drops after this date will reflect a “WF” grade on Transcript</u>
End of 1st semester	A drop any time after Sept. 20th, 2019 to the end of the first semester will result in a “WF” grade on Transcript; Student will be placed in another class to replace dropped class.
Feb 7, 2020	Courses are considered year-long. However, a drop any time between End of 1st Semester-February 7th, 2020 will reflect a “W” with no credit on the transcript for 2 nd semester. <u>Any drops after this date will reflect a “WF” grade on Transcript</u>
End of 2nd semester	A drop any time after Feb. 7th, 2020 to the end of the second semester will result in a “WF” grade on Transcript; Student will be placed in another class to replace dropped class.

Advancement Course Policy

Students may enrich their HMBHS experience and earn additional credits through concurrent enrollment at community colleges and/or four-year universities. A petition for concurrent enrollment **must** be completed prior to enrolling at a college or university and filed with your Counselor. The Mathematics Department only allows Geometry as a course for advancement for math placement and must be approved by their Algebra 1 teacher. Students will not receive high school credit if they have not been pre-approved for concurrent enrolment. Students must arrange to have their official transcripts from other schools sent to the registrar at HMBHS.

All official transcripts must be received prior to the first day of the school year. Without this official documentation, schedule changes for advancement cannot be made.

Credit Recovery

Credit recovery can be accomplished by:

- Taking courses via HMBHS Credit Recovery during the school year or in summer school. Credit Recovery is a class that gives students the time and support to complete coursework required to receive a passing grade in a course needed for graduation or college eligibility.
- Taking courses externally via a community college course: see below.

External Courses

External courses at the community college level can be accomplished by:

- **Pre-approval by HMBHS Administration is required**, in order to receive both high school and college credit for the course. This can be done through the External Course Request form found on the Half Moon Bay High School home page. (Students will not receive high school credit if they have not been pre-approved for credit recovery enrollment.)
- If completing community college course for credit recovery, in order to move on to next class official transcripts must be received prior to the first day of the semester. Without the official documentation, schedule changes for advancement cannot be made.
- Students will be granted one term (Fall, Spring, or Summer) to complete external course requests if taken independently from HMBHS-sponsored Credit Recovery programs or course advancement.

ADVANCED PLACEMENT (AP) AND ADVANCED COURSE ADD/DROP POLICY

Advanced Placement (AP) courses are college level courses and are therefore more demanding and challenging than regular courses in content knowledge, commitment, and effort. In addition, they require very strong reading and writing skills. This applies also to Advanced courses in English and Math. It is recommended that students enroll in no more than three (3) Advanced or AP courses within the same school year to avoid an excessive academic load. Students and families must be mindful in selecting a class schedule as **requested AP and Advanced courses cannot be dropped.**

The AP/Advanced Contract

In order to take an AP/Advanced course, students and parents/guardians must sign the **AP/Adv Contract** which stipulates the following:

In addition to meeting the prerequisites of the course, the student is expected to:

- Complete summer work (if applicable - depends on individual instructor).
- Stay in the course for the entire school year. Students will not be allowed to drop (even if they fail to complete summer assignments).
- For AP courses: Take the AP test in May at a cost of approximately \$105 per exam (financial aid may be available).

So, when students and parents sign this contract, it is understood students will not be able to move out of the class.

Placement and Waivers

Students at HMBHS are placed in courses on the basis of:

- Semester grades during the previous year of the same subject
- Scores on benchmark exams
- Successful completion of prerequisites
- Teacher recommendation

If a student does not meet one or more of the prerequisites for an AP/Advanced course, they and their parents/guardians may request a **Waiver of Course Prerequisites/Department Recommendation** and be placed in the requested course. However, the student and parents/guardians must understand that this request is contrary to the department's recommendation and that the student will not be permitted to drop this class once enrolled. **This decision could result in unsatisfactory grades and possible loss of credit.**

In addition, if a student requests more than three (3) Advanced or AP courses within the same school year, they and their parents/guardians will sign a **Waiver of AP/Adv Recommendations** and the student will meet with administration to make sure they understand the impact on their workload. The purpose of the meeting is to give the student the chance to consider and re-evaluate what the life/work balance should be for them and what their following year is truly going to look like given we cannot make changes once we leave at the end of the school year. At that point either they can change to three or fewer, or proceed with the waiver.

IT IS EXTREMELY IMPORTANT THAT FAMILIES HAVE SERIOUS CONVERSATIONS ABOUT A STUDENT'S DESIRE FOR ADVANCED CLASSES VERSUS THE SIZE OF THEIR WORKLOAD AND ABILITY TO SUCCESSFULLY MEET THE AP/ADVANCED COURSE REQUIREMENTS.

Physical Education: Procedures for Medical Release from Physical Education Participation

A Half Moon Bay High School student must be an active participant in a physical education class to receive physical education credit. However, a medical situation may impact a student's ability to actively participate in his/her physical education class. In those situations, the following criteria will apply:

1. If a student is beginning a physical education class, but within the first three weeks of the semester, a medical situation prevents the student from participating for the duration of the semester, the student will be enrolled in an alternate class, will not receive physical education credit, and will re-enroll in physical education in a following semester.
2. If a student is enrolled in physical education and a medical situation occurs that prevents the student from participating in all activity for a specified period of time, the student will continue to be eligible for physical education credit, provided that the injury/illness is for five weeks or less (25 school days or less). The student will continue to attend class as scheduled. The student must complete reasonable alternate assignments and attend make-up sessions, as arranged by the physical education teacher.
3. If a student is enrolled in physical education and a medical situation occurs that prevents active participation for more than five weeks (more than 25 school days), the student will not be eligible for physical education credit, provided that the injury/illness is for five weeks or more. The absences do not need to be consecutive days and the student must have a doctor's note. The student must retake the quarter. The school staff may consider an alternate placement for the student, such as a student aide in the physical education class, while the student is inactive. Credits for the semester or quarter missed can be recouped through: Online Credit Recovery or at a local Community College.
4. Physical education teachers must take into consideration when a student has physical limitations due to injury, illness, or chronic issue, and will allow program modifications for that student. The student/parent/guardian must give the physical education teacher a physician's note, detailing the student's physical limitations. The physical education teacher will notify administration/counseling/attendance of any change in student status. Parents may obtain a medical note to give their doctor on the Physical Education website.

For more information, please visit: <https://hmbhs.schoolloop.com/physical-education-department>

Grading

Letter grades A through F are used for most Half Moon Bay High School courses. Classes such as T.A., and other Aide positions use Pass/Fail grading. Plus and minus are not used in grade point calculations. The grade point average (GPA) is determined by adding all grade points earned and dividing by the sum of all credits attempted in courses where letter grades were received. Grade points are assigned as follows: A = 4, B=3, C=2, D=1, F=0. Students enrolled in AP classes will receive an extra bump to their weighted GPA for each grade of C- or above in an AP course. (Example: If a student receives an A in AP World History, it will count as a 5 in the weighted GPA calculation instead of a 4.)

Repeated Courses - Grade Policy

A student may elect to repeat a course. The rules regulating a repeat course are:

1. Permanent record should reflect an accurate record of all student work.
2. The course title and grade will be recorded each time the course is attempted.
3. When a course is repeated, the credits will be given only once.
4. The highest grade is retained and included in the GPA calculation regardless of when taken (refer to individual colleges/universities for their policies).

Duplicate Credit

Students sometimes repeat a course for the purpose of improving a grade (please note that colleges/universities have individual policies regarding this practice). Ordinarily, no additional credit will be earned. However, the following departments may offer some courses for duplicate credit with the permission of the teacher and counselor:

- Agriculture, Art, ELD, Building Trades, Music, Physical Education, Technology, AVID Tutor

In addition, the following courses may be repeated for additional credits:

- Yearbook, Leadership, Journalism & all Aide positions (Teacher, Library, Tech and Office)
 - 20 credits max in Aide positions can count towards graduation. Pass/Fail grading.

Incomplete Policy

A student who receives an "Incomplete" mark has six weeks from the end of the quarter to make up the incomplete work. Unless make-up work is completed at the end of week six, the "Incomplete" grade becomes a "Fail" or F for the course. Students must communicate with their teachers in a timely manner regarding make-up/incomplete work.

California High School Proficiency Examination - (CHSPE)

Persons who are sixteen (16) years old or older may elect to take the California High School Proficiency Examination. Persons who are younger than sixteen (16) may take the test if they have completed a year of enrollment in the 10th grade or will complete a year of enrollment in the 10th grade at the end of the semester in which the test date falls. The College Entrance Examination Board (CEEB) will administer the examination and there is a charge for the examination. Upon receipt of the CHSPE certificate of exemption, the student is eligible, with guardian approval to exit high school and apply for entrance into the community college system. For more information and registration, go to <http://www.chspe.net>

Withdrawals

Students transferring to another school must bring the school secretary a written statement from their parents or legal guardian stating the reason for withdrawal. He/she must check out with each teacher, the librarian, and the school secretary. Books, chromebooks/hotspots, and other materials must be returned (or paid for) to the school.

Textbooks and Equipment

It is the responsibility of the student to maintain and return all textbooks, chromebooks/hotspots and other equipment. Students will be assessed for the cost to replace all lost/damaged items.

Advisory

Advisory is part of the block schedule, once a week for 55 minutes. The purpose of Advisory is to reduce student stress and workload by allowing time to begin and/or catch up on homework within the school day. This allows for students to gain the opportunity for assistance within the school day reducing the time for lunch and after school led interventions. The objective is to support homework completion and therefore higher levels of student success in the classroom.

- Advisory was created with split level 9/11 or 10/12 students to potentially create a mentoring system for our student's school wide
- Provides a way for teachers to mentor students over the course of their education.
- A pass system has been established for students to visit other classrooms, to provide students time within their school day to begin, catch up, or check in with teachers about homework and/or missed exams.
- Provides a system to intervene and/or support students over the course of their education.
- The Advisory class affords 1.0 elective credit per semester and is evaluated on a Pass/Fail system.

Valedictorian/Salutatorian Criteria

Students for Valedictorian and Salutatorian will be selected using a point system. Students will receive points for:

- Overall unweighted GPA
- Total credits earned at HMBHS only
- Number of Early College courses taken
- Number of AP courses completed at HMBHS
- In addition, there must be no incidence of academic dishonesty, "U" citizenship grades, or disciplinary action resulting in suspension under Ed. Code section 48900

Cougar PRIDE

Can't hide that
Cougar



PRIDE!

Perserverence	P	Always try your hardest and give your best effort. Continue forward even when the path may be tough. Push through in reaching your goals.
Respect	R	Show dignity and compassion towards others. Honor yourself and our community. Spread kindness around campus.
Integrity	I	Demonstrate academic honesty. Do the right thing. Be your own personal statement.
Diversity	D	Respect and appreciate differences of others. Honor the similarities between us all. Make new friends and experience new things.
Engagement	E	Be involved, show your Cougar PRIDE! Attend campus and community events. Share your thoughts in class, participate!

At Half Moon Bay High School, we "Can't hide our Cougar PRIDE!" The Positive Behavior and Support Team (PBIS) has been charged with the mission of improving school climate and culture through the implementation of positive expectations and norms. The PBIS team in collaboration with all staff are working together in providing students with a clear understanding of what are school expectations are through support systems. Our acronym of PRIDE stands for Perseverance, Respect, Integrity, Diversity and Engagement. This year, students can look forward to engaging in fun ways of showing their Cougar PRIDE, while also positively contributing to our school community as a whole. The chart below states how Half Moon Bay High School Cougars show their PRIDE every day on campus!

HONOR CODE

ACADEMIC INTEGRITY POLICY

(abridged version, full version should be reviewed in the Student Handbook)

The Cabrillo Unified School District is committed to advancing the pursuit of intellectual excellence and to maintaining the highest standards and expectations for academic integrity among all students. Half Moon Bay High School believes in establishing a school climate that promotes ethical and responsible student conduct and encourages honesty. In conjunction with that belief, we support the development of a school culture that furthers our academic mission and recognizes the hard work of students and staff members alike. We are convinced that pressure for high grades, nor inadequate time for studying or assignment completion, nor unrealistic parental expectations justify students acting dishonestly. As a professional learning community, we will not tolerate any infractions that create or result in an unfair academic advantage for one student, or a disadvantage for another. Any form or act of academic dishonesty will undermine our standards of excellence and violate the trust that bonds all members of the school community.

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules (BP 5131.9).

DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is an attempt to disrupt the evaluation process. It includes using a person's work, concepts, designs, data, ideas, research, or documentation, without giving proper credit to the source. Academic Dishonesty goes beyond plagiarism to also include identical answers or unlike problems on an exam, lying, cheating, using or providing unauthorized materials in preparation for an exam/test/quiz, or using or providing unauthorized materials during an exam/test/quiz, and other acts, such as the theft or falsification of records and files.

FORMS OF ACADEMIC DISHONESTY

Examples include, but are not limited to, the following:

- Looking at someone else's work product, or knowingly allowing someone else to look at one's work product during an exam, test, or quiz
- Using any kind of "cheat notes" during an exam, test, or quiz
- Copying any work assigned to be done independently or letting others copy one's work (it is the responsibility of the individual teacher to clarify expectations about homework and projects with their classes, in writing on their course syllabi)
- Having unauthorized access to or using stolen exams, tests, or quizzes (paper or digital copies alike)
- Providing or selling exam, test, or quiz information to other students
- Using an electronic device (calculator, cell phone, camera, or other gadgets) to give or receive or copy information before, during, or after an exam, test, or quiz
- Collaborating on an exam, test, quiz or assignment with any other person without prior approval from the teacher
- Lying about attendance or ability to complete assignments and/or assessments
- Lying about other people being responsible for low grades or missing scores/assignments
- Claiming credit for work in a group project when work was done by others
- Attempting to misrepresent the authorship of student work, i.e., having someone else write a paper
- Copying or closely paraphrasing sentences, phrases, or passages from an un-cited source while writing a paper or doing research
- Using the views, opinions, or insights of others without proper acknowledgment
- Fabricating or altering laboratory data
- Accessing and/or using copyrighted test bank questions or any materials designed for instructors' use only

Consequences for violating the Academic Integrity Policy vary, please consult the Student Handbook for the full version, including associated consequences.

SUPPORT & GUIDANCE

Post Graduation Options

As you examine your interests, abilities, and goals, you will have a better idea of what you would like to do in the future. Before you make a final decision, it is important to know the different options that are available and what you must do to achieve your goals. These will be discussed in detail throughout high school in the Personal Learning Plan (PLP) Counseling Program. The major categories are:

1) Four-Year University

Visit <http://connection.naviance.com/halfmoon> for info on all Colleges/Universities across the country.

University of California (UC) Entrance Requirements: www.universityofcalifornia.edu

The University of California's "A through G" plan is the means by which high school graduates meet minimum college and university entrance requirements. All courses must be UC approved; for HMBHS's UC Course List visit <https://hs-articulation.ucop.edu/agcourselist/institution/2137>. See course descriptions and planning worksheet (p. 3).

a)	Social Science (US History/World History)	2 years
b)	English	4 years
c)	Mathematics (Algebra I, Geometry, Algebra II)	3-4 years
d)	Laboratory Science	2-3 years
e)	World Language (same language)	2-3 years
f)	Visual or Performing Arts	1 year
g)	College Preparatory Electives	1 year

At Half Moon Bay High School, the "G" Electives" may be met with American Government/Economics, Pre-Calculus, AP Calculus, AP Statistics, Finite Math & Statistics, Earth Science, Ag Environmental Science, Journalism, Leadership, Yearbook, Marine Ecology, Physics, AP Biology, French III, AP French IV, Spanish III, and AP Spanish Language, AP Spanish Literature, AVID III/IV or one year of advanced fine arts, band or music.

Other college prep electives may be taken at a community college if they are transferable to a university and pre-approved by department chairs and administration. See *External Course/Concurrent Enrollment process (p. 45)*.

Academic Requirements: While the UC uses a comprehensive review process, they use grades and test scores to determine initial eligibility. In calculating an applicant's grade point average for admission, the UC will use the grades earned in "A-G" courses taken in the 10th and 11th grades. A grade of 'C-' or better is required in all of the "A-G" courses including those taken in freshman year.

The grades earned in AP and Early College level courses may earn extra grade points (on a "weighted GPA") when applying to a university. See your high school counselor for limitations. It is highly encouraged that students set goals that include at least one of these courses in their 4 year plan.

Examination Requirement - Applicants for college freshman status must submit the following test scores:

1. One aptitude or achievement exam, either the SAT I (Scholastic Aptitude Test), with writing, or the ACT (American College Test) with writing.
2. For UCs in particular majors, taking two (2) SAT II, subject matter tests is recommended but no longer required.

Register for the SAT at www.collegeboard.org

Register for the ACT at www.actstudent.org

California State University (CSU) Entrance Requirements:

<https://www2.calstate.edu/>

It is recommended that students follow the UC 'A-G' preparatory program in high school in order to qualify for the California State Universities. Eligibility is based on an "Eligibility Index" which is a combination of grade point average and college entrance examination scores. Course Requirements are nearly identical to those of the University of California.

Academic Requirements: The scholarship requirements for the CSU are the same as that for the University of California. Grades of C- or better are needed in all of the required courses. There are a few special rules regarding the validation of lower grades – see your counselor for specifics.

Examination Requirement – An aptitude or achievement exam is required, and it may be either the SAT Reasoning or the ACT (the writing is not necessary).

Private and Out of State Universities

<https://www.commonapp.org/> (for Private/Independent Colleges and Universities)

It is generally recommended that students follow the UC/CSU 'A-G' preparatory program in high school in order to qualify for private and out of state universities. It is in the student's best interest to research each individual university to determine additional or alternate requirements; for example, while the UCs no longer require SAT Subject Tests, many private and out of state universities have maintained this requirement.

2) Community College Transfer

A student planning to transfer to a four-year college or university can complete their first two years of study at a community college. It is important that you consult with your college advisor/transfer counselor at the community college in order to arrange a program/contract which will meet the requirements to transfer to the college or university of your choice. For more information on transferring, go to www.assist.org. *Students planning this academic path are urged to complete four years of Math in high school in addition to four years of English (required). Community colleges are now considering multiple measures, including a 4th year of Math, student's transcripts/grades, and/or a placement exam. These options will allow them to begin taking transferable level courses. Please note that because of budget cuts and a high demand for Community College courses, it is unlikely that students will be able to complete all transfer requirements in two years.*

3) Community College - Vocational School

Vocational training at a community college or technical school, will enable you to develop the knowledge & skills to give you job security and allow for advancement in your work. Admission to a community college requires that you complete a high school program of study, OR pass the high school proficiency examination, OR be 18 years of age and able to profit from a college studies. An Associate of Arts (AA) or Associate of Science (AS) degree is awarded in many two year vocational technical programs. A one year certificate program is also available in certain fields.

4) Entry Level Jobs

Taking high school courses which relate to your interests would help to qualify you for entry-level jobs. Following a Career Technical Education pathway at HMBHS can provide you with training and qualifications.

For more information about college searches or career exploration, we encourage you to explore our Naviance website at: <https://hmbhs.schoolloop.com/naviance>

The Cabrillo Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex (sexual harassment), sexual orientation, marital, family, parental status, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints regarding this policy, please contact Jason Owens, Director of Personnel and Pupil Services, Equity/ Title IX Compliance Officer at (650) 712-7109.

For more information about Half Moon Bay High School, we encourage you to explore our website at: <http://hmbhs.schoolloop.com/>

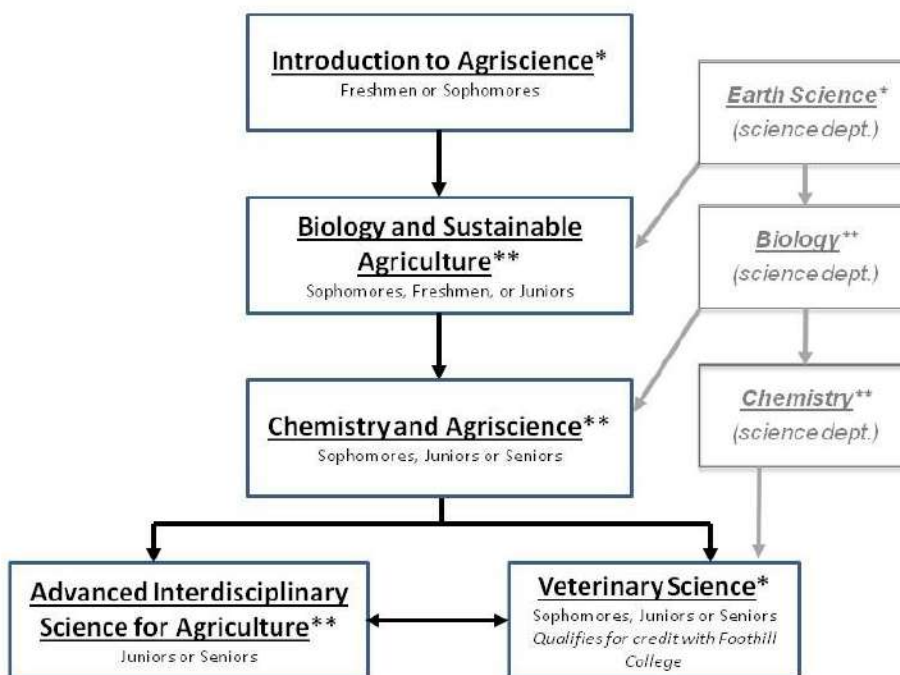
HMBHS COURSES

2019-2020

AGRICULTURE and NATURAL RESOURCES

Half Moon Bay High School Agriculture and Natural Resources Course Offerings

The Career Technical Education (CTE) Agriscience Pathway includes the following courses: **Introductory:** Introduction to Agriscience and/or Biology and Sustainable Agriculture **Concentrator:** Chemistry and Agriscience **Capstone:** Advanced Interdisciplinary Science for Agriculture.



**D Level Courses: fulfill the UC and CSU college admission requirements for a Laboratory Science course.
*G Level Courses: fulfill the UC and CSU college admission requirements for a college prep Elective course.

For other courses meeting science requirements look at the Science Department

Introduction to Agriscience (0613)

- Yearlong course – 10 credits
- Grades eligible: 9, 10 (11, 12 w/Ag teacher approval)
- Prerequisites:
 - At least concurrent enrollment in Algebra I
- Graduation requirement: Physical Science
- CTE Credit: Agriscience Introductory 7130
- UC/CSU A-G requirement: 'G' (Elective)

This Agriculture science course is the first in a four year sequence of Agriculture courses; it is open to all students interested in the fields of agriculture science and/or related businesses. Emphasis is placed on natural resources and the earth science principles involved in

agricultural production. Students will also be introduced to California agriculture, the diversity of agricultural careers and opportunities, record keeping, critical thinking, and leadership development.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Biology and Sustainable Agriculture **(0616)**

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, (12 w/ Ag teacher approval)
- Prerequisites:
 - At least concurrent enrollment in Geometry
 - ‘C-’ or higher in Ag Env Science OR B- or higher in Algebra I
 - Ag teacher signature if not taken Ag Science
- Graduation requirement: Life Science
- CTE Credit: Agriscience Introductory 7133
- UC/CSU A-G requirement: ‘D’ (Laboratory Science)

Sustainable Agriculture and Biology 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. Like AP and Honors courses, this course also offers the ability for students to receive a grade bump if they score a C- or higher in the course each semester.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Chemistry and Agriscience (0617)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - At least concurrent enrollment in Algebra II
 - C- or higher in Ag Biology
 - Ag teacher approval
- Meets the graduation requirement for Physical Science credit
- CTE Credit: Agriscience Concentrator 7134
- UC/CSU A-G requirement ‘D’ (Laboratory Science)

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant

and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program is an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course.

Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Adv. Interdisciplinary Science for Ag. (0624)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - At least concurrent enrollment in Algebra II
 - C or higher in Chemistry & Agriscience
 - Ag teacher approval
- Meets the graduation requirement for Physical Science credit
- CTE Credit: Agriscience Capstone 7135
- UC/CSU A-G requirement ‘D’ (Laboratory Science)

Students will learn to use common farm machinery and equipment, as well as perform soil tillage, crop cultivation, irrigation, and crop harvesting; students will learn to manage greenhouse production, on a small and large scale; students will also practice the principles of market and breeding livestock, including care, feeding, and handling. Students will be required to keep time and financial records of their practice and submit it for FFA proficiency awards. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. This class will involve a collaboration with local farms, greenhouse operations, and educational organizations. 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 Career Development Event competition at FFA events. The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Agriculture Projects (0612)

- Variable length course – variable credit
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Concurrent enrollment in an agriculture class
 - Ag teacher approval
 - ‘C-’ or higher in current Ag class
- Graduation requirement for Elective credit
- UC/CSU A-G requirement: None

Students enrolled in an agriculture class may participate in Ag Projects. This class is designed to support a student raising livestock to show at the county fair or other shows approved by instructor. Breeding and year round projects must seek instructor approval. Students must maintain at least a 2.0 GPA and have a completed Ag Projects contract on file. A student may earn up to 10 credits per semester and credits are based on which species they raise as listed below:

<u>Project</u>	<u>Maximum Credits per Semester</u>
Horse	5 – fall and spring semester
Beef	5 – fall and spring semester
Goat	5 – spring semester only
Lamb	5 – spring semester only
Hog	5 – spring semester only
Internship	5 – fall and spring semester
Turkeys*	3 – spring semester only
Chickens*	3 – spring semester only
Rabbits*	3 – spring semester only

* Total number of credits earned is not dependent on number of animals of these species raised. (Two rabbits receive the same amount of credit as one rabbit).

Veterinary Science (0606)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - C- or higher in Ag Biology or Biology
 - Ag teacher approval
 - At least concurrent enrollment in Chemistry recommended
- Meets the graduation requirement for Life Science credit
- CTE Credit: Approved
- UC/CSU A-G requirement ‘G’ (Laboratory Science)
- Meets a requirement with Foothill College in Vet Science program

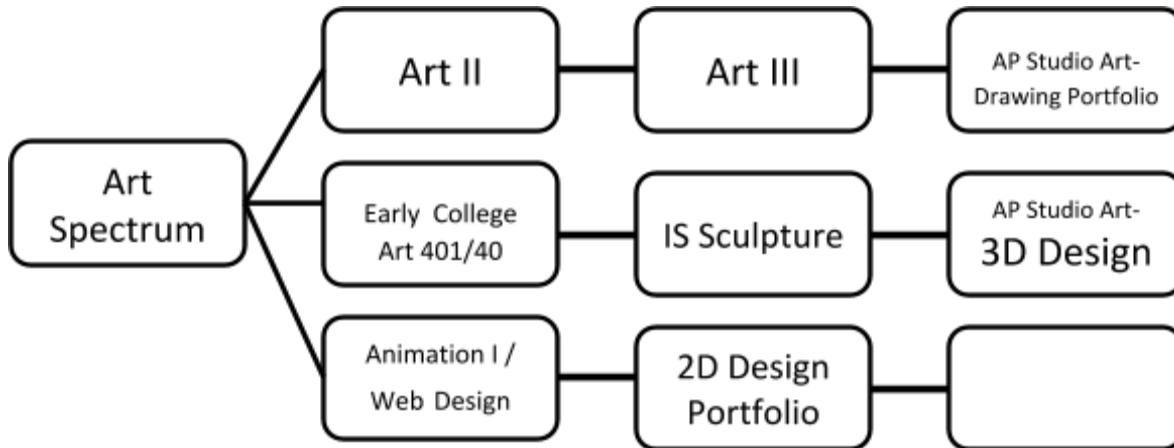
The Veterinary Science course is a course that is designed to prepare students for entry-level employment or for advanced training in the veterinary assisting industry. The curriculum focuses on broad, transferable skills and stresses understanding and demonstration of the following elements as they relate to veterinary science: planning, finance, management, genetics, anatomy/physiology, and related use of technology. Students also explore health, safety, and issues related to labor, community, and the environment

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project related to the botanical world, which they will need to design and work on outside of class time.

ART (Visual & Performing Arts)

See Chart below for Art Department Pathways & Course Offerings

Note: The pathway listed below is relevant for students entering the Art Department in the 2019-20 school year.



Art Spectrum (0572)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: Fine Art
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Art Spectrum is an exciting gateway class for the art AND technology courses. Art Spectrum touches on drawing, painting, sculpture, and design.

Students will engage in a variety of projects based on the elements of art and principles of design.

Art Spectrum covers a variety of two and three dimensional art experiences, emphasizing technical and expressive skills, as well as the language of art. While students may come with prior art experience, this class is important to building a strong high school level foundation. Units primarily focus on art making, but also include discussions, reflections and critiques, written assignments, and introductions to important artists and works of historical significance. Central to the curriculum is an in-depth exploration of the elements of art and principles of design; fundamental concepts used to understand the visual arts. The class addresses the state Visual Arts Framework Content Strands: artistic perception, creative expression, historical, cultural context, aesthetic valuing, and connections to other areas of life.

Course Objectives

1. To gain familiarity with art materials, concepts, and vocabulary

2. To become competent in basic drawing, painting, design and sculpture techniques
3. To explore different ideas, styles, and media as a means to foster creative thinking & personal expression
4. To learn about the relationship between art and culture throughout time
5. To learn to perceive and talk about art and design, using the language of art
6. To develop good studio habits, including respect for studio, materials, self, and others

Project Examples

1. Design, using a variety of media
2. Shading and drawing from life
3. Painting, including work in design, abstraction and mixed media
4. Sculptural media, including ceramics, paper mache', environmental installation, and wire.

Art II (0552)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current art teacher approval
 - 'C' or higher in Art Spectrum
 - Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' or 'G' (Visual & Performing Arts or Elective requirement)

Art II continues the study of art on a more advanced level, with a greater emphasis on skill acquisition, self-expression, development of "student voice", and problem solving. Written tests, art history, outside writing, and weekly sketches outside of class are

required. Working from observation is stressed more in Art II and students will pursue continued studies in printmaking, drawing (including perspective), painting (acrylic and watercolor), pastel, graphic design, charcoal, and colored pencil. A sketchbook is required and it includes one hour of homework a week. A gallery review is required once per quarter.

Portfolio development will be supported through quarterly one-on-one consultations and class critiques. Sketchbooks continue to be an essential part of documenting personal and artistic growth, and museum visits and reports offer important exposure to art trends and concepts. Participation in digital documentation of artwork is required to prepare for college or personal portfolios. Students have the opportunity to curate and exhibit their body of work.

Art III **(0556)**

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Current art teacher approval
 - ‘C’ or higher in Art II
 - Department approval
 - ◆ Students must submit a portfolio for review by the Art III teacher.
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘F’ or ‘G’
(Visual & Performing Arts or Elective requirement)

Art III continues where Art II ends. The emphasis of the program is preparation for an advanced placement portfolio. While the curriculum offers more freedom to explore individual interests, the focus is on working from observation. Specifically integrated are the elements of art and the principles of design. A sketchbook and/or altered book is required with visits to museums, galleries, or art lectures as part of student study. Art history is used as a means of understanding styles, techniques, and major artists and their importance in the world.

1st Semester: Continued figure drawing, working from observation, still life, drawing on site, and composition throughout the semester are key. Charcoal, cut paper, ink, embossing, and paint are just a few of the mediums used.

2nd Semester: Emphasis is on graphics and acrylic painting, and working to develop “student voice”.

AP Studio Art & Drawing

- Drawing** **(0569)**
- 2-Design** **(0560)**
- 3-Design** **(0561)**

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:

- Current Art teacher approval
- ‘B’ or higher in Art III
- Breadth portfolio submission
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘F’ or ‘G’
(Visual & Performing Arts or Elective requirement)

Advanced Placement Art is a college level course in the visual arts. Students who successfully complete the requirements can request credit from the college or university they will attend. Credit may be awarded once the AP Portfolio has been submitted and reviewed by the AP College Board.

Portfolios are the top priority with 24-28 pieces completed by the submission date in May of each year. Emphasis is placed on direct observation, application of elements and principles, and the development of a body of work called “concentration,” that is based on student choice. Commitment to 10 hours of work per week is understood. Mandatory summer assignments are due the first day of class in order to remain in the program.

Early College: Art 401/405 **(0554)**

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - C- or higher in Art Spectrum
 - Current Art Spectrum teacher approval
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘F’ or ‘G’
(Visual & Performing Arts or Elective requirement)

Part of College of San Mateo's Early Start program, Art 401 is an introduction to 3-D Design. In the class, students will be working on short design challenges that introduce materials through the lens of the principles of design. Student will work on the constructive, modeling, and reductive processes to create pieces that address specific design parameters. This is an introductory course; no previous experience is needed.

The second part of this Yearlong sequence, Art 405, refines the sculptural approaches and techniques that were introduced in Art 401. The media is open and may include glass, stone, metal, wood, found objects, and/or non-traditional materials. The themes range from representational interpretation of the human form to purely abstract and conceptual works. The knowledge and skills acquired from Art 401 are foundational to this course.

Upon completion of each semester, students will receive an extra bump in their weighted GPA, as this is a college level course. Grades will also be reflected on the College of San Mateo transcript.

ARTS, MEDIA & ENTERTAINMENT

The Career Technical Education (CTE) Production & Managerial Arts pathway includes the following courses: Broadcasting Communication Arts and Advanced Video Production as the capstone course.

Animation I (0642)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - C- or better in Art Spectrum
 - Current or former art teacher approval
- Graduation requirement: Fine Art
- UC/CSU A-G requirement 'F' or 'G' (Visual & Performing Arts or Elective requirement)

Using Adobe Flash CS5 students will experience a comprehensive yet concise introduction to Adobe Flash Professional CS5. The student will learn the art of creating exceptional interactive experiences, animations, and applications that run on the web, and on the desktop. The student will learn how to use special effects, draw objects, incorporate sound and video, and be introduced to ActionScript 3.0. Also, the student will learn to appreciate the history of Animation. Finally, students will be familiarized with copyright laws.

Broadcasting Communication Arts (0643)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Pathway through Career Technical Education (CTE)
- Prerequisites:
 - Technology teacher approval
- Graduation requirement: Fine Art
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

In this class, students will produce the daily TV announcements. Students will demonstrate proficiency in operating complex technical equipment used in the production and editing of video programs. Students will reflect on the use of images in a variety of different video styles. Students will use project management and leadership skills to critically evaluate their own and other student's work for broadcast. There will additionally be classroom lessons as students will learn about the history and development of TV and the Internet. Students will explore and evaluate potential career paths in the creative, technical, and management aspects of television and video production.

Advanced Video Production (0644)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Technology teacher approval
 - "C" or higher in Broadcasting
- Graduation requirement: Fine Art
- Pending UC/CSU A-G requirement: 'F' (Visual and Performing Arts)
- Career Technical Education (CTE) approved course

The goal of the course is to create a second year advanced course for Broadcasting students as part of a Career Technical Education (CTE) path. Through this course, which is the second and final foundational level of the 2-year high school broadcasting sequence, students will continue to develop the edit and production skills needed to work in the television and video industry. This course will act as the capstone to the Production and Managerial Arts Pathway under the Arts, Media and Entertainment Industry Sector.

Production and Managerial Arts Industry in this form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require "publication" or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public. In this course we will be looking to build on these skills for our students who may want to pursue careers in this industry sector at either a community college or four-year university.

Drama (0585)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Graduation requirement: Fine Art
- Pending UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

The drama class is a performance-based class that is designed to meet the [California State Standards for Drama](#). In this class students will develop their theatrical knowledge through activities which guide their learning about character development, voice expression, stage terminology, and theater history. Class members will explore character development and use of space via drama games and improvisation; monologues and scene performance; present performances for other students; and view and critique live theatrical performances in the immediate Bay Area. Throughout the year students will explore the human condition, acting styles, and genres

from early drama, through Shakespeare, and modern times.

Areas of Focus:

- Theatre Games/ Improvisation:
- Voice
- Stage Terminology/ Theatre Vocabulary
- Theatre History
- Acting

AVID

Advancement Via Individual Determination

AVID I (0821)

- Yearlong course – 10 credits
- Grades eligible: 9
- Prerequisites:
 - Application and interview process, signed contract four-year commitment
 - Teacher Recommendation
 - Must maintain 2.0 GPA
 - Preferred completion of AVID 8th grade
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

AVID is designed to prepare students for the rigor involved with succeeding at a four-year college. The curriculum places emphasis on college entrance and placement exams, college study skills, test taking, note taking, and research. Students will receive two periods of instruction per week in college entry-level skills, two periods per week in tutoring and study groups, and one period per week in motivational activities and academic skills. AVID I is the first class in a 4-year sequence. Concurrent enrollment in advanced courses will be highly recommended to promote college eligibility.

AVID II (0822)

- Yearlong course – 10 credits
- Grades eligible: 10
- Prerequisites:
 - Application and interview process, signed contract three-year commitment
 - Preferred completion of AVID I
 - Current AVID Teacher Approval
 - GPA of a 2.0 required
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

AVID II is designed to prepare students for the rigor involved with succeeding at a four-year college. The next foundational level of the 4-year high school sequence, AVID II builds upon students' critical thinking and

organization skill, places emphasis on test taking strategies to prepare students for college entry exams, and goes more in-depth into career exploration and resume building. Students will receive two periods of instruction per week in college entry-level skills, two periods per week in tutorials, and one period per week in motivational activities and academic skills. AVID II is the second class in a 4-year sequence. Concurrent enrollment in advanced courses is required to promote college eligibility.

AVID III (0823)

- Yearlong course – 10 credits
- Grades eligible: 11
- Prerequisites:
 - If AVID II has not been completed, then an application and interview process, signed contract and two-year commitment
 - Preferred completion of AVID II
 - Current AVID Teacher Approval
 - GPA of a 2.0 required
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' (Elective)

AVID III is designed as the next foundational level of the 4-year high school sequence. AVID III is part 1 of the AVID Senior Seminar. AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors where students will engage in higher levels of WICOR (writing, inquiry, collaboration, organization and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing, and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. Organized around college and career mapping, Personal statements, and college research at the end of their junior year to prepare for their senior year.

Students will also engage in college-bound activities, methodologies, and tasks that are achieved during the junior and senior year. Topics include Testing, Preparation, Exploration and College Fit and Finances.

AVID IV (0824)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - Completion of AVID III
 - Current AVID Teacher approval required
 - Minimum 2.0 GPA
 - If AVID III has not been completed, then an application and interview process, signed contract one-year commitment
 - Summer work may be required, such as completion of SAT/ ACT and/or personal statements for college applications

- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' (Elective)

AVID IV is designed as the last foundational level of the 4-year high school sequence. AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors where students will engage in higher levels of WICOR (writing, inquiry, collaboration, organization and reading) strategies than experienced in prior years of AVID. These higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year. Organized with the intention of teaching students the skills to be financially literate, career focused, and learn the basics for college entry.

Students will also engage in college bound activities, methodologies and tasks that support student enrollment into a 4-year university. Topics include Testing, College Applications, Scholarships, and more.

AVID Tutor (0829)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Application and interview process
 - Grades in math, science, and English classes will be considered for eligibility
 - Strong preference for students with leadership abilities and past tutoring experience
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is a leadership position within the AVID program. As a tutor, you will be an active participant in the learning, growth, and personal development of AVID students. AVID tutors assist students by facilitating collaborative tutorials that take place in small groups based on subject areas. Tutors will use Socratic questioning and collaborative learning techniques to help the students come up with the answers to their questions on their own and by working with fellow student. Tutors will be trained in these teaching methodologies and materials to work with AVID students during tutorials. Tutors will also work closely with the AVID Coordinator and be able to participate in AVID field trips and presentations. Tutors will be placed either at HMBHS and/or at Cunha; placement will be determined by the AVID Coordinator.

BUILDING TRADES & CONSTRUCTION

The Career Technical Education (CTE) Building Trades and Construction pathway includes the following courses: Wood Tech I, Construction Tech I, and Construction Tech II as a capstone. This pathway includes participation in SkillsUSA program is a curriculum that helps prepare students in the workplace through personal skills, workplace skills and technical skills embedded in academics. Students will also participate in SkillsUSA competitions at the Regional, State and National levels.

Small Gas Engines (0656)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is designed to study the fundamental principles and theory of operation of small gas engines (4 cycle, 2 cycle, and rotary) and alternate sources of power. Special emphasis will be given to lubrication, fuel, carburetion, and exhaust systems. Practical experience in disassembly, rebuilding, testing, troubleshooting, maintenance, and ordering of parts will constitute a major part of the program. A unit of alternate power sources, present and future, will be given along with these practical experiences.

Guitar Making (0660)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Wood Tech advised
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

In this course, students are introduced to guitar making. Acoustic guitars are constructed from a provided kit. Students are instructed on the proper use of guitar making tools required to build a complete playable guitar. A small project is used to introduce all machines and tools needed to complete the guitar. A unit will also be included on the history of the guitar to round out the experience. Proper use of hand tools and machines will be emphasized. Students are required to complete the guitar to receive a passing grade in this class. Students will also be learning basic woodworking skills and safety as it relates to working in a shop.

Wood Technology I (0650)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Graduation requirement: Elective
- CTE Credit: Approved
- Pending UC/CSU A-G requirement: ‘G’ Elective

The goal of the course is to create a complete three course pathway for Construction Technology students as part of a Career Technical Education (CTE) path. The hope is that through this course, which is the second of the 3-year high school construction sequence, students will continue to develop the carpentry skills needed to work in the residential and commercial construction industry. This course will act as the concentration course to the Residential and Commercial Construction Pathway under the Building Trades and Construction Industry Sector.

Residential and Commercial Construction Pathway and more specifically the Wood Technology course is to allow students to acquire the basic knowledge and skills used in furniture construction, cabinet making and the construction process. Students will learn to safely use woodworking tools and machines to produce a quality furniture project. Students will also be introduced to carpentry through model design and construction. Safety is stressed throughout the program.

Construction Technology I (0653)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Graduation requirement: Elective
- Prerequisites:
 - Wood Tech Required
- CTE Credit: Approved
- Pending UC/CSU A-G requirement: ‘G’ Elective

The goal of the course is to create a complete three course pathway for Construction Technology students as part of a Career Technical Education (CTE) path. The hope is that through this course, which is the second of the 3-year high school construction sequence, students will continue to develop the carpentry skills needed to work in the residential and commercial construction industry. This course will act as the concentration course to the Residential and Commercial Construction Pathway under the Building Trades and Construction Industry Sector.

Residential and Commercial Construction Pathway and more specifically the Construction Technology course is to provide students with entry level skills in the

occupational areas of carpentry, construction trades, cabinetmaking, and furniture production. Emphasis will be placed on production methods and materials.

Construction Technology II (0654)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Teacher approval required
 - ‘C’ or higher in Construction Technology I
- Graduation requirement: Elective
- CTE Credit: Approved
- Pending UC/CSU A-G requirement: ‘G’ Elective

The goal of the course is to create a complete three course pathway for Construction Technology students as part of a Career Technical Education (CTE) path. The hope is that through this course, which is the third and final level of the 3-year high school construction sequence, students will continue to develop the carpentry skills needed to work in the residential and commercial construction industry. This course will act as the capstone to the Residential and Commercial Construction Pathway under the Building Trades and Construction Industry Sector.

Residential and Commercial Construction Pathway provides learning opportunities for students interested in preparing for careers in construction and building design, performance, and sustainability. The standards focus on the manner in which residential and commercial structures are designed and built. The pathway includes instruction in the way in which these structures are built (Class B California License).

Beginning Metalworking (0658)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Wood Tech advised
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

Beginning Metalworking is a course that is divided into nine-week segments that may or may not overlap. The first nine weeks are very structured. Students learn the safety for all the equipment and hand tools. Next, instruction is given on the basic operations that can be performed on the metalworking machinery and power tools. The emphasis then switches to welding. For the rest of the nine-week period, and usually well into the second nine weeks, students learn the basics of arc and gas welding. For the rest of the semester, students must work on required projects that are designed to bring

them into contact with specific operations, problems, and experiences.

The individual student, in conjunction with the teacher, determines the course for the second semester. It is mandatory that the students commit to explore areas of personal interest and challenge their skill level. By the end of the year, students will have a basic understanding of gas welding, arc welding, forging, sheet metal, wrought iron and bench work.

Advanced Metalworking (0664)

- Yearlong course – 10 credits
 - May be taken twice for repeat credit
- Grades eligible: 11, 12
- Prerequisites:
 - Current industrial arts teacher approval
 - 'C-' or higher in Beginning Metalworking
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is also divided into nine week segments that may or may not overlap. The course content for each nine-week period is determined by the individual student in conjunction with the teacher. It is mandatory for students to make a contract every nine weeks in which they commit themselves to explore and study certain areas of personal preference. There are no required projects; however, students are expected to design and construct challenging projects which will tax their abilities and require that they use a variety of machine operations. It is also expected that these projects will involve a more diverse application of the materials used in the shop and will provide an opportunity for advanced problem solving through the use of technical and mechanical knowledge gained in previous classes.

Computer & Information Science

Computer Science Principles (0648)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Teacher approval required
- Graduation requirement: Elective
- Pending UC/CSU A-G requirement: 'G'

An interactive introductory course for student's brand new to programming that teaches the foundations of computer science using the Python language. Not only will his year-long course prepare students for AP Computer Science courses, but it will teach students how

to think computationally and solve complex problems, skills that are important for every student.

ENGLISH

English I (0107)

- Yearlong course – 10 credits
- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

Students will carefully evaluate poetry, novels, plays, non-fiction, and short stories. The focus of this course is building students' skills as critical thinkers, readers, speakers, and writers. Emphasis will be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS.

English I – Advanced (0106)

- Yearlong course – 10 credits
- Grades eligible: 9
- Prerequisites:
 - Current English teacher approval
 - Grade of 'A' in English
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

The advanced strand is for students who like the extra challenge and/or who are interested in enrolling in Advanced English II during the 10th grade year. While covering the same coursework as the English I class, it will require additional coursework that is more rigorous and demanding. Students will be expected to perform a greater volume of work, to move at a faster pace, and to engage in more analytical thinking. Emphasis will be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS.

English II (0122)

World Literature

- Yearlong course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
 - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

This course is designed to introduce students to world literature. The emphasis will be on literature and other texts that correspond to World History and Civilization curriculum in the Social Studies Department. Focus will also be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS.

English II - Advanced (0121)
World Literature

- Yearlong course – 10 credits
- Grades eligible: 10
- Prerequisites:
 - Departmental approval based on meeting the following requirements:
 - ◆ Fall semester grade: at least 85% in Advanced English I or at least 90% in college prep English I
 - ◆ Score of 5 or 6 on departmental writing assessment
 - ◆ Current teacher recommendation
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

This course is for students who would like the extra challenge and/or who are interested in enrolling in AP English Language and Composition during the 11th grade year. While covering the same curriculum as the English II class, it will require additional coursework that is more rigorous and demanding. Students will be expected to perform a greater volume of work, to move at a faster pace, and to engage in more analytical thinking. Emphasis will be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS.

English III (0132)
American Literature and Composition

- Yearlong course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
 - None
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

This course is designed to introduce students to historical, cultural, and literary developments in the United States from the pre-colonial period to contemporary life. This will involve the study of major developments in poetry, short stories, plays, and novels. Emphasis will be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS.

AP English Language and Composition (0148)

- Yearlong course – 10 credits
- Grades eligible: 11
- Prerequisites:
 - Departmental approval based on meeting the following requirements:
 - ◆ Fall semester grade: at least 85% in Advanced English II or at least 90% in college prep English II
 - ◆ Score of 5 or 6 on departmental writing assessment
 - ◆ Current teacher recommendation
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

This course requires students to practice writing and revising prose that informs and argues effectively, based on a study of classical and modern rhetorical principles. Students will read a wide variety of prose styles from many disciplines and historical periods to cultivate a strong understanding of audience and purpose. Students will read primary and secondary sources carefully, learn to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by the Modern Language Association (MLA). Emphasis will be placed upon composition, vocabulary development, public speaking, technological literacy, and research methodology. Curriculum and instruction are aligned with CCSS. This course is designed to prepare students for the AP English Language and Composition exam and to provide a college level academic experience.

ERWC- English IV (0144)
Expository Reading and Writing

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - None
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

The Expository Reading and Writing Course (ERWC) is developed with the goal of preparing entering freshmen for college-level English. Course content is drawn from curriculum and instruction designed through a partnership between CSU and other California school districts. Course assignments emphasize the in-depth study of literary, expository, analytical, and argumentative reading and writing. The course is composed of a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. In addition to the ERWC modules, the course will require students to complete a Senior Exit Project and study socio-political themes in literature

from British and multi-cultural sources, with an emphasis on the 20th century.

AP English Literature and Composition (0147)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - Departmental approval based on meeting the following requirements:
 - ◆ Fall semester grade: at least 85% in AP Language and Composition or at least 90% in college prep English III
 - ◆ Score of 5 or 6 on departmental writing assessment
 - ◆ Current teacher recommendation
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

This is a class of interacting with challenging works of literature. Entering students should have a desire to engage with novels and poetry through class discussions and analytical writing. Entering students should also have strong analytical writing skills. The coursework focuses on close readings and in-depth analysis of work ranging from Greek drama and Shakespeare to George Orwell and Nella Larsen. Participation in class and group discussions is essential. Assignments help students develop a personal voice in their writing. Summer assignments are a substantial part of first quarter work and grades. This course is designed to prepare students for the AP English Literature and Composition exam and to provide a college level academic experience. Students who earn a passing grade on the Advanced Placement exam are eligible for college credit.

ELD

English Language Development



ELD classes are open to students classified as English Language Learners (ELL), as defined by the State Department of Education.

ELD I (0869)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current teacher recommendation
 - Departmental approval
 - ◆ Identified ELL; placement determined by ELPAC
- Graduation requirement: English (10 credits)
- UC/CSU A-G requirement: None

This class is open to non-English speaking students and to those with very limited English proficiency. The course begins with basic communication and language survival skills. It then progresses to focus on English, grammar, reading, and writing. Upon completion of this course, students should have a command of survival English language skills, the most important verb tenses, grammar basics and simple reading and writing ability.

ELD II (0853)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current teacher recommendation
 - Departmental approval
 - ◆ Identified ELL; placement determined by ELPAC
- Graduation requirement: English (10 credits)
- UC/CSU A-G requirement: None

This class is open to ELL students who have successfully completed ELD I and/or who have assessed to have intermediate proficiency as determined by the ELPAC and/or other test. In this class, students will continue their study of English language communication skills. There is a focus on reading and writing as well as grammar and oral language development. Upon completion of this course, students will have command of spoken English as well as many of the skills they need to read and write.

ELD III (0864)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current teacher recommendation
 - Departmental approval
 - ◆ Identified ELL, placement determined by ELPAC
- Graduation requirement: English (10 credits)
- UC/CSU systems will accept one year of ELD III toward the ‘B’ requirement (English)

This class continues to develop conversational and written English skills. It emphasizes vocabulary development and comprehension through reading and writing. Students will examine and produce many different types of written expressions. They will also study more advanced grammatical structures. Upon completion of this course, students should have many of the reading and writing skills they need to be successful in their mainstream classes.

ELD IV (0861)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:

- Current teacher recommendation
- Departmental approval
 - ◆ Identified ELL, placement determined by ELPAC
- Graduation requirement: English (10 credits)
- UC/CSU A-G requirement: (Pending)

This class is open to ELL students who have successfully completed ELD III and/or who have assessed to have intermediate proficiency as determined by the ELPAC and/or other test.

This class continues to develop conversational and written English skills. It emphasizes vocabulary development and comprehension through reading and writing. Students will examine and produce many different types of written expressions. They will also study advanced grammatical structures. Upon completion of this course, students should have many of the reading and writing skills they need to be successful in their mainstream classes.

ELD V (0859)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current teacher recommendation
 - Departmental approval
 - ◆ Identified ELL, placement determined by ELPAC
- Graduation requirement: English (10 credits)
- UC/CSU A-G requirement: None

This class is open to ELL students who have successfully completed ELD IV and/or who have assessed to have intermediate proficiency as determined by the ELPAC and/or other test.

This class continues to develop conversational and written English skills. It emphasizes vocabulary development and comprehension through reading and writing. Students will examine and produce many different types of written expressions. They will also study advanced grammatical structures. Upon completion of this course, students should have many of the reading and writing skills they need to be successful in their mainstream classes.

ELD – Adv. Strategic Academic Support (0884)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Identified ELL
 - Placement determined by Teacher & ELPAC scores and academic grades
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is designed to support 9- 12th grade English Learners in preparing for graduation and the academic rigor of high school by providing them with explicit English Language instruction. Emphasis will be placed on high-incidence academic words that are vital to improving academic performance. Support will also be given to students for their content area courses and students will be guided in ways to improve study skills such as note taking and organization.

The following SDAIE courses are available to students classified as English Language Learners (ELL), as defined by the State Department of Education.

SDAIE stands for Specially-Designed Academic Instruction in English. SDAIE classes are taught using special techniques and strategies designed to assist non-native English speakers in both language acquisition and subject matter without altering the content standards.

English I - SDAIE (0108)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Identified ELL
 - Placement determined by ELPAC or other standardized exam
- Graduation requirement: English
- Pending UC/CSU A-G requirement: ‘B’ (English)

Taught using SDAIE strategies, students will carefully evaluate poetry, novels, plays, non-fiction, and short stories. Also, they will gain and utilize technology skills in conjunction with the curriculum. The focus of this course is building students’ skills as critical thinkers, readers and writers. Ultimately, students will be provided with a foundation of English skills preparing them for further high school and post-secondary studies.

English II - SDAIE (0126)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Identified ELL
 - Placement determined by ELPAC or other standardized exam
- Graduation requirement: English
- Pending UC/CSU A-G requirement: ‘B’ (English)

Taught using SDAIE strategies, this course is designed to introduce students to world literature. The emphasis will be on classical literature and other texts that correspond to World History and Civilization curriculum in the Social Studies Department. An emphasis will be

placed on expository writing, vocabulary building, grammar, and public speaking.

English III - SDAIE (0134)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Identified ELL
 - Placement determined by ELPAC or other standardized exam
- Graduation requirement: English
- UC/CSU A-G requirement: ‘B’ (English)

Taught using SDAIE strategies, this course is designed to introduce students to cultural and literary developments in United States from the pre-colonial period through the twentieth-century. This will involve the study of major developments in poetry, short stories, plays, and novels. Continued emphasis will be placed upon composition, vocabulary development, public speaking, and research skills. This course will begin to prepare students for the SAT.

English IV - SDAIE (0141)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Identified ELL
 - Placement determined by ELPAC or other standardized exam
- Graduation requirement: English
- Pending UC/CSU A-G requirement: ‘B’ (English)

Taught using SDAIE strategies, this course is designed with the goal of preparing entering freshmen for college-level English and emphasize the in-depth study of literary, expository, analytical, and argumentative reading and writing. The course is composed of a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. In addition to the ERWC modules, the course will require students to complete a Senior Exit Project and study socio-political themes in literature from British and multi-cultural sources, with an emphasis on the 20th century.

MATHEMATICS

Welcome to the Mathematics Department. 30 credits (3 years) of Mathematics, including Algebra 1, Geometry and Algebra 2 with grades of C or better are required. Courses are continually being revised or developed to challenge all students, both those needing high level

mathematics skills and knowledge and those who need more help and support. The new curriculum relates mathematics more closely to practical applications. Instructional techniques will include lecture, manipulatives, cooperative group work and the use of scientific and graphing calculators. All math courses meet the UC and CSU “c” requirement.

Calculator Requirement

- Algebra 1: Scientific Calculator
- Geometry: Scientific Calculator
- Algebra 2: Graphing Calculator TI-83 Plus or TI-84 Plus
- Pre-calculus: Graphing Calculator TI-83 Plus or TI-84 Plus
- Finite Math: Graphing Calculator TI-83 Plus or TI-84 Plus
- Advanced Placement Statistics: Graphing Calculator TI-83 Plus or TI-84 Plus
- Advanced Placement Calculus AB: Graphing Calculator TI-83 Plus or TI-84 Plus
- Advanced Placement Calculus BC: Graphing Calculator TI-83 Plus or TI-84 Plus
- Advanced Placement Computer Science: Graphing Calculator TI-83 Plus or TI-84 Plus

If purchasing a calculator is a financial hardship, please contact our Assistant Principal. If you would like to donate a calculator to a needy student, please deliver to your math teacher.

General Placement: All students are automatically placed into the math course that would naturally follow their last full-year math course unless they provide proof of a successful completion of approved summer work (see below)

Incoming 9th graders:

All incoming 9th graders are automatically enrolled in Algebra 1. Those wishing to enroll in Geometry must produce a transcript from the middle school which lists either “Algebra 1” or “Common Core Accelerated Math.” (For private school transcripts that do not list Algebra 1, students must provide a math syllabus listing topics that were covered for approval). Students taking Algebra 1 in 8th grade will be placed in Geometry or Advanced Geometry based on their final exam for Algebra 1 first semester. Those that score extremely high will be offered to take two maths next year: Advanced Geometry and Advanced Algebra 2. **It is strongly recommended that all math courses be taken within our district.**

District-Offered Acceleration:

Concurrent Enrollment Geometry

This option is available to students during the summer after they’ve completed Algebra 1. They can take this

course at local community colleges. It is recommended only for students who meet the following criteria:

- Passed CUSD Algebra 1, Fall Semester with an A- or better
- CAASPP Math score greater than 2600

If students meet these criteria but choose not to attend the concurrent enrollment, summer acceleration class, they may still be eligible for acceleration during the school year. Details regarding these options are specified below in the math chart showing all pathways.

Please refer to the following chart for the HMBHS Mathematics Curricular Pathways. Referring to this chart will be helpful in integrating math courses and requirements into your four-year plan. Half Moon Bay High School's current graduation requirement is three years of mathematics; however, we recommend taking four years of math.

HMBHS Mathematics Curricular Pathways

	Freshmen	Sophomores	Juniors	Seniors
1	Algebra Readiness	Algebra 1 Enhanced	Geometry Enhanced	Algebra 1 (recommended) OR Alg 2
2	Algebra Readiness	Algebra 1 Enhanced with a double block including Algebra I	Geometry Enhanced with a double block including Geometry	Algebra 2
3	Algebra 1	(Advanced) Geometry	(Adv.) Algebra II	(Advanced) Pre-Calculus, Finite Math
4	(Advanced) Geometry	(Advanced) Algebra II	(Adv.) Pre-Calculus or Finite Math	AP Calculus AB and/or AP Statistics and/or AP Computer Science
Accelerated Pathway				
5	Algebra I	(Advanced) Geometry & Algebra 2	(Advanced) Pre-Calculus	(Advanced) AP Statistics and/or AP Calculus AB and/or AP Computer Science
6	Advanced Geometry & Advanced Algebra 2	(Advanced) Pre-Calculus	AP Statistics and/or AP Calculus AB and/or AP Computer Science	AP Statistics and/or AP Calculus BC and/or AP Computer Science
7	Advanced Algebra II (Geometry completed in 8th grade or summer concurrent enrollment)	(Advanced) Pre-Calculus	AP Calculus AB and/or AP Statistics and/or AP Computer Science	AP Calculus BC and/or AP Statistics and/or AP Computer Science

Half Moon Bay High School's current graduation requirement is three years of mathematics; however, we recommend taking four years of math.

Algebra Readiness (0310)

- Yearlong course – 10 credits
- Grades eligible: 9
- Prerequisites:
 - Qualifying score on Placement Test
 - Teacher recommendation
- Graduation requirement: Math
- UC/CSU A-G requirement: None

This year-long course is designed to prepare students for their first year of Algebra. Areas of emphasis will include

a review of the fundamental operations of arithmetic and basic concepts of rational numbers in both fractional and decimal form. In addition, students will learn to solve first-degree equations, perform operations on polynomials, graph first-degree equations, and apply these skills to problem solving.

Algebra I Enhanced (0321)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11
- Prerequisites:
 - Current math teacher approval
 - 'C-' or higher in Algebra Readiness
 - Qualifying score on Placement Test
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

Algebra 1 Enhanced is intended to build a foundation for future math classes. This is the second year of the enhanced track. This course will study algebraic expressions, integers, and mathematical properties that will lead into working with variables and linear equations. Students will also study graphing, polynomials, quadratic equations, systems of equations and data analysis. This year-long course is designed to incorporate extra support for ELL and students with special needs in mathematics.

Geometry Enhanced (0331)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘C-’ or higher in Algebra I Enhanced
 - Qualifying score on Placement Test
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

Geometry 1 Enhanced is a course that studies a variety of topics using shapes with problems, basic proofs, and basic constructions. This is the third course in the enhanced track. Students will enhance their Algebra skills by using 2-dimensional and 3-dimensional geometric figures and appropriate formulas. Also, students will study basic trigonometry. This year-long course is designed to incorporate extra support for ELL and students with special needs in mathematics. After the completion of this course, students are encouraged to take Algebra 1, then Algebra 2.

Algebra I (0320)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11
- Prerequisites:
 - Current math teacher approval
 - ‘C-’ or higher in Algebra Readiness
 - Qualifying score on Placement Test
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

This course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, quadratic functions, and rational expressions and equations.

Geometry (0330)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘C-’ or higher in Algebra I
 - Qualifying score on Placement Test
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

This is a primary course in plane Euclidean geometry. The purpose is to develop geometric skills and concepts and the ability to construct formal logical arguments and proofs in a geometric setting. Topics include reasoning and proof, perpendicular and parallel lines, congruent and similar triangles, properties of quadrilaterals, area of polygons and circles, volume and surface area of space

figures, transformations, right triangles and trigonometry. Time will be spent showing the connections between algebra and geometry. The students will work with constructions and geometrical software to help them develop geometric intuition.

Advanced Geometry (0335)

- Yearlong course – 10 credits
- Grades eligible: 8, 9, 10
- Prerequisites:
 - Current math teacher approval
 - Departmental approval
 - ‘A-’ or higher in Algebra I
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

Students develop logical reasoning skills and creative problem solving skills while discovering the fundamental concepts of Euclidean Geometry using technology and hands-on investigation. In addition to the topics listed in Geometry (0330), students will explore tessellations and non-Euclidean geometry.

Algebra II (0340)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘C-’ or higher in Geometry
 - Qualifying score on Placement Test
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

This course expands on the mathematical content of Algebra I and Geometry. Many new concepts and techniques are introduced that will be basic to more advanced math courses. Topics include: absolute value, complex numbers, quadratic, polynomial and rational expressions and functions, exponential and logarithmic functions, arithmetic and geometric sequences and series, and probability and statistics. A TI-83/84 plus graphing calculator will be used in the class.

Advanced Algebra II (0345)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘A-’ or higher in Geometry both semesters
 - ‘B-’ or higher in Adv. Geometry both semesters
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

This course continues the student’s study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, matrices. Major topics include absolute

value, complex numbers, quadratic expressions and functions, arithmetic and geometric series and sequences, and probability and statistics. Students will also be introduced to conic sections and various trigonometry topics including the unit circle. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling. Appropriate technology, from graphing calculators to application software, will be used regularly for instruction and assessment. A TI-83/84 plus graphing calculator will be used in the class.

Finite Math (0367)

- Yearlong course – 10 credits
- Grade eligible: 12
- Prerequisites:
 - C- or better in Algebra 2 or Advanced Algebra 2
- Graduation requirement: Math
- Pending UC/CSU A-G requirement “C” (Mathematics)

This is a year long college preparatory math course is an alternative to Pre-calculus. It provides 10 elective credits of mathematics for college bound students not planning to major in the sciences. Topics include review and extension of Geometry and Algebra 2 skills, statistics, street networks, circuits, linear programming, coding information, and apportionment.

Pre-Calculus (0359)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘C-’ or higher in Algebra II
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

This course prepares students for further study in mathematics and science. The students will develop a better understanding of mathematics as well as a solid foundation for calculus. The emphasis of this course is on the development and understanding of functions, trigonometry, parametric equations, polar coordinates, matrices, sequences and series, binomial theorem, mathematical induction and statistics.

Advanced Pre-Calculus (0363)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘B-’ or higher in Adv. Algebra II both semesters
 - ‘A-’ or higher in Algebra II both semesters

- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

Advanced Pre-Calculus is a course that prepares students for further study in mathematics and science. The students will develop a better understanding of mathematics as well as a solid foundation for calculus. The emphasis of this course is on the development and understanding of functions, trigonometry, parametric equations, polar coordinates, matrices, sequences and series, binomial theorem, mathematical induction, and statistics. A TI 83/84 plus graphing calculator will be used in the class.

AP Statistics (0362)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘A-’ or higher in Pre-calculus
 - ‘C-’ or higher in Advanced Pre-calculus
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

Advanced Placement Statistics is a one year course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: describing patterns and departures from patterns. (2) Sampling and Experimentation: planning and conducting a study. (3) Anticipating Patterns: exploring random phenomena using probability and simulation. (4) Statistical Inference: estimating population parameters and testing hypotheses. This course covers the material usually found in an introductory college level statistics course. At the end of the courses students are highly encouraged to take the Advanced Placement exam in statistics.

AP Calculus AB (0360)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Current math teacher approval
 - ‘A-’ or higher in Pre-Calculus
 - ‘C-’ or higher in Advanced Pre-calculus
- Graduation requirement: Math
- UC/CSU A-G requirement: ‘C’ (Mathematics)

AP Calculus parallels a college level course and includes the following topics: (1) elementary functions, limits, and continuity; (2) differentiation of algebraic and transcendental functions; (3) applications to motion, natural growth, graphing, extreme, and related rates; (4) the definite integral, fundamental theorem of calculus and techniques of integration; (5) applications to area,

volume, and arc length; and (6) sequences, series, and elementary differential equations. College credit is available upon passing scores on the advanced placement test.

AP Calculus BC (0364)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - Current math teacher approval
 - Completion of AP Calculus AB
 - Score of 4 or 5 on the AP Calculus AB exam
- Graduation requirement: Math
- UC/CSU A-G requirement ‘C’ (Mathematics)

AP Calculus BC will continue to explore concepts involving limits and continuity, derivatives, application of the derivative, integration and anti-differentiation. New topics that will be explored will be different techniques of anti-differentiation and applications of the definite integral. The course will explore infinite series defined as the limit of a sequence of partial sums, tests for convergence and Power series. Each topic will be presented numerically, geometrically, symbolically and verbally as students learn to communicate the connections among these representations. A TI-83/84 graphing calculator will be used in this course.

MUSIC

Beginning Music (0581)

- Yearlong Course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: Fine Arts
- Pending UC/CSU A-G requirement: ‘F’ (Fine Arts)

In this class students will learn music reading, writing, rhythm, and basic skills on instruments like the piano, ukulele, guitar, and percussion. This class will also develop ensemble skills and musical expression. The class will perform ensembles in parts ranging from 2-6-part harmony in a variety of genre from different periods in history and world cultures. Music Listening will have included all genres, and include connections to current popular music. This class is open to all students without audition. Although intended for beginners, all are welcome and with instructional differentiation can be appropriate for multiple levels of music experience.

Concert Band (0583)

- Yearlong Course – 10 credits
- Grades eligible: 9
- Prerequisites:
 - None
- Graduation requirement: Fine Arts
- Pending UC/CSU A-G requirement: ‘F’ (Fine Arts)

Concert Band is open to all students with some instrumental proficiency. All incoming freshmen will be placed in Concert Band if band is selected at time of registration. History and elements of music and style will be discussed during rehearsals as appropriate. The Concert Band performances include festivals, public concerts, and assemblies. Concert Band may be repeated for credit.

Marching Band (Instrumental Music)

(0579)

- Yearlong Course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Must pass audition
- \$300 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘F’ (Fine Arts)

Participation in all performances (including those on weekends); marching is mandatory. Participation in August band camp is required.

The Cougar Marching Band/Wind Ensemble is open to advanced-level instrumentalists by audition. All students are expected to march. History and elements of music and style will be discussed during rehearsals as appropriate. Cougar Marching Band/Wind Ensemble performances include football games halftime shows, competition parades and festivals, public concerts, & assemblies. This course may be repeated for credit.

Jazz Ensemble (0577)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current music teacher approval
 - Department approval
 - ◆ Audition required
 - ◆ Concurrent enrollment in another music course is advised.
- \$150 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘F’ (Fine Arts)

Participation in performances is required. History and elements of jazz music will be discussed during rehearsals as appropriate. The jazz band performances include public concerts, festivals, and assemblies. Jazz band may be repeated for credit.

Chorale (0582)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- \$150 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Participation in performances is required.

Students will be exposed to more advanced vocal techniques. A wide variety of musical styles and forms will be studied. The chorale performances include public concerts, festivals, and assemblies. Pianists are encouraged to enroll as accompanists. Chorale may be repeated for credit.

PHYSICAL EDUCATION

All Freshmen and Sophomores are **REQUIRED** to be enrolled in one of the following P.E. classes (unless medically excused. Please see p.6 more information).

For All Core P.E. Classes:

Proper Gym Attire

Proper gym attire is required of every student; it includes a change of clothing for health, supervision and safety reasons. Proper attire consists of:

- Gym shorts or sweatpants: black or gray
- Gym T- shirt: All students in Core 1-2 and Core 3-4 have the following uniform options: A HMB Physical Education Regulation T-Shirt, which can be purchased at registration/schedule pick-up, in August, **OR** a blank, solid orange T-Shirt (free from prints, stripes, and brands)
- Tennis/athletic shoes that are non-marking
- Sweat clothes are optional

*Black, white, or gray hoods are acceptable if plain on front and back.

*Any HMBHS Cougars or team sweatshirts also acceptable (in school colors only).

Lockers

Lockers will be assigned in the P.E. class. Student may buy a lock from P.E. teacher for \$8, or bring own dial combo lock. No key locks.

Core P.E. Program

Core 1-2: Grade 9 (0813)

Core 3-4: Grade 10 (0814)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Graduation requirement: Physical Education
- UC/CSU A-G requirement: None

The Physical Education Core Program is a **mandatory two-year program** in which students are introduced to various sports and activities, as well as character education, personal responsibility, anti-bullying campaign, disabilities awareness, and life-long activities. Emphasis is placed on skills, fitness, techniques, and fundamentals in various activities while stressing sportsmanship, integrity of the game, and positive social interactions between male and female students, as well as students of various abilities. Students must pass four semesters (2 years) of Physical Education before graduation is possible. Safety and care of athletic equipment are stressed. Semester physical performance tests are administered. Written assignments will be assigned weekly. In addition to the above, students will also show competency in the activity through written, verbal and physical assessment. Activities include but not limited to: softball, basketball, touch football, weight training, tennis, volleyball, field hockey, wrestling, swimming, aerobics, running and badminton and other non-competitive individualized activities.

Elective P.E. “Power & Strength” (0803)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Signature of approval by course instructor or by current 10th grade Physical Education teacher
- Graduation requirement: Elective (May be used for PE requirements for 11-12th grade transfer students)
- UC/CSU A-G requirement: None

The focus of the Physical Education elective program, “Power & Strength,” will consist of resistance training, core development, upper/lower body plyometrics and cardiovascular conditioning. This program is geared to the next level of physical education after the Core PE program, focusing on strength, power, speed, explosion, flexibility and agility.

Elective PE: Dual and Team Activities (0804)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Signature of approval by course instructor or by current 10th grade PE teacher
- Graduation requirement: Elective (May be used for PE requirements for 11-12th grade transfer students)
- UC/CSU A-G requirement: None

This course is one year that gives the 11th and 12th grader a more advanced opportunity to play four different sports. Students will play BASKETBALL, SOCCER, VOLLEYBALL, and BADMINTON. They will learn the rules of the game (unlike the modified rules in Core Physical Education), develop skills and insight of each game. Students will learn different types of offensive and defensive plays.

Independent Study Physical Education (0815)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - 'B' or higher in Core 1-2.
 - Score of 89 or higher on Physical Fitness Test administered by ISPE teacher.
 - ISPE Teacher signature required
 - Must complete application packet and meet criteria for IS PE –Administrative Regulation No. 6158.1
 - Application must be completed and submitted with your course request form.
 - Administrative approval required
- Graduation requirement: Physical Education
- UC/CSU A-G requirement: None

The following will be adhered to with respect to ISPE enrollment:

- No late enrollment requests will be considered.
- Students are required to complete summer work
- Students will attend mandatory monthly meetings and complete all assigned work.

ISPE Type A and B students will be expected to complete a supplementary Physical Education curriculum that will include monthly writing assignments and corresponding meetings with the ISPE teacher.

To be eligible to enroll in **ISPE Type A**, several criteria must be met including ongoing participation in a competitive activity for at least three years, a certified instructor, and at least 400 minutes of activity per 10 school days. Students may meet these requirements through an off-campus activity.

ISPE Type B “Athletic PE” requires successful completion of three high school offered, CIF-CCS sanctioned, sports. 5 credits are earned at the completion of the second season, and the remaining 5 credits at the end of the third season. Please contact the HMBHS Department Head or your counselor for further information.

PUBLICATIONS

Publications: Journalism & Literary Journal (0190)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - 'B' or higher in English or History
 - Application required
 - Journalism teacher approval
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' (Elective)

Students will write stories, take photographs, design graphics, sell advertising, create videos and podcasts, collaborate with peers, and manage the website for the Paw Print, the student newspaper. They will learn and practice writing, communication, and leadership skills as they produce both the online school news site and the monthly print edition. Journalism students should be able to meet deadlines, work well with others, and have an interest in writing, photography, design, and computers. This course will require students to cover certain events and coverage after school and outside of class time. Students must complete an application in order to be considered for the class.

Publications: Yearbook (0182)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Yearbook teacher approval
 - 'B' or higher in English
 - ◆ Application required
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' (Elective)

Students create a one-of-a-kind yearbook. All students write, design, layout, organize, illustrate, photograph, and produce a 208-page book of memories for the entire school community. *Las Olas*, the HMBHS Yearbook, is for all students and presents as many different events and activities as possible, making it an important part of the school experience. Participation in Yearbook demands responsibility, talent, time, organizational skills, the ability to work well with others, and the ability to meet deadlines. Many students focus on one major facet of production such as photography, layout and design, or writing and reporting. Computer experience is very helpful, as the layouts and designs will all be done with inDesign and Adobe Photoshop. Students also study the history of media and study photography as an art and as a skill. The instructor considers a limited selection of students.

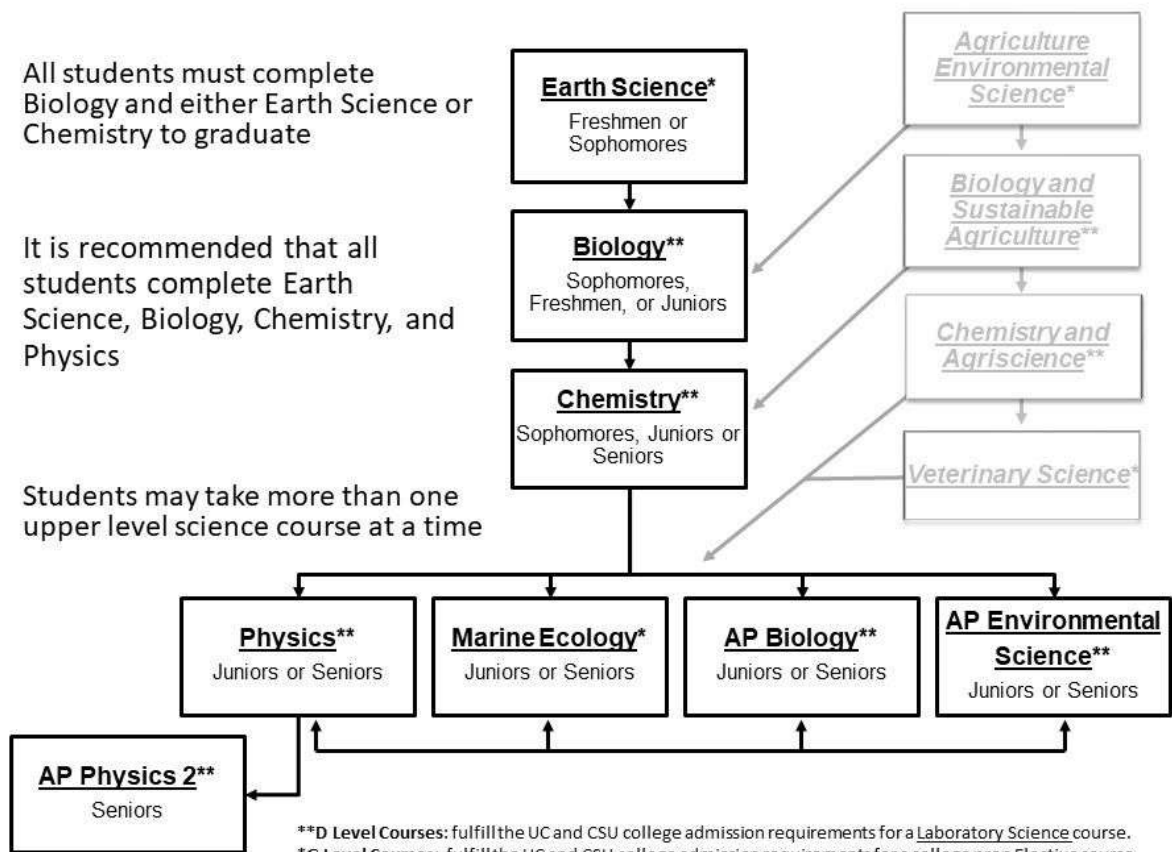
SCIENCE

****D Level Courses:** fulfill the UC and CSU college admission requirements for a Laboratory Science course.

***G Level Courses:** fulfill the UC and CSU college admission requirements for a college prep Elective course.

For other courses meeting science requirements look at the **Agriculture Department**

Half Moon Bay High School Science Curricular Pathways



For other courses meeting science requirements look at the **Agriculture Department**

Earth Science (0425)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - At least concurrent enrollment in Algebra I
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'G' (Elective)

This course includes topics in Astronomy, Cosmology, Geology, Paleontology, Natural Resources, Oceanography, Meteorology and Climate. Upon successful completion of this course, students will gain a deeper understanding and appreciation of the physical world in which they live.

Students will participate in laboratory experiments and activities in which they ask questions, develop hypotheses, collect data, and draw conclusions. They will also construct and analyze models of natural phenomena. Students will advance their science skills by learning how to take notes from lectures, developing models, keeping a notebook and participating in laboratory activities and class discussions.

This course is recommended for freshmen as a first year high school science course. The course is also appropriate for older students who need to complete their graduation requirement for Physical Science credit.

Biology (0430)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - At least concurrent enrollment in Geometry (C- or better in Algebra 1)
 - Current science teacher approval
 - C- or better in previous science course
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

This course is an introduction to the study of living things. Topics will include: the history and methods of biology, biochemistry, cell structures and functions, evolution, animal and plant physiology, animal nerves and immune systems, genetics and biotechnology, classifications of organisms, and the relationship between organisms and their environments.

Biology employs an inquiry approach to learning which emphasizes lab work to build on knowledge gained from lectures and reading. Students are expected to seek answers by hypothesizing, experimenting, collecting data, using mathematical skills to analyze data, drawing conclusions, and suggesting further questions. Students will participate in discussion and laboratory experiments and will keep a laboratory, lecture, and reading notebook. In addition to group work and whole class work, students are expected to be self-motivated and study independently each week.

Chemistry (0440)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current science teacher approval
 - 'C-' or better in Biology or Ag Biology
 - At least concurrent enrollment in Algebra II (C- or better in Geometry)
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Chemistry is fast becoming the foundation for the student's first year science course at the college level and for career entry into the medical or technical fields. A mathematical brush-up is followed by a rigorous exposure to the fundamental concepts and principles of Chemistry. Laboratory experiences are central to the Chemistry course.

Physics (0450)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Current science teacher approval
 - At least concurrent enrollment in PreCalculus

- 'C-' or better in Biology (or Ag Biology), Chemistry (or Ag Chemistry) and Algebra II
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Physics is a mathematical approach to the study of matter and energy. The first semester deals with the mechanics of motion, forces, and gravity. The second semester will concentrate on energy; waves of sound and light, electricity and magnetism. Students should be prepared to work with a calculator and the fundamentals of graphing. Algebra and trigonometry are used in physics problem solving.

Marine Ecology (0412)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Current science teacher approval
 - Participation in a mandatory informational meeting with the Marine Ecology instructor
 - 'C-' or higher in Biology (or Ag Biology) and Chemistry (or Ag Chemistry)
 - Priority given to seniors, based on science grades
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'G' (Elective)

This course is an in-depth look at marine organisms as well as the physical, chemical, and geological characteristics of the earth's oceans. Students will gain an understanding of the principles of marine ecology as well as the problems affecting marine ecosystems. Special emphasis will be placed on the local rocky intertidal, kelp forest, estuary, and sandy shore communities. Students will gain a strong background in the biology and natural history of marine invertebrates, fish, birds, mammals, and algae. This course will involve lectures, reading, discussion, field studies, laboratory experiments, and written work. Laboratory and field studies will emphasize experimentation, data collection and analysis that develop critical thinking and communication skills. Students will be expected to use knowledge gained in this course to lead groups of younger students at the tide pools and/or aquarium.

In order to accommodate field trips (to local beaches, tide pools, and harbor) this course will have an alternate schedule determined by instructor. This course will be offered during 1st period/pride period. Local field trips will typically take place in the mornings. These trips require at least a 2 hour block of time and will begin 30-60 minutes before the normal start time. Due to fluctuations of the tides, field trips may occur any day of the week. Field trips may also take place during the school day after school hours, depending on the tides and other factors. Additionally, students will participate in several full-day field trips each semester. Field work

is an integral part of the course and cannot be replaced by in-class or homework activities.

AP Environmental Science (0438)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - ‘C-’ or higher in Biology (or Ag Biology) and Chemistry (or Ag Chemistry)
 - Current science teacher approval
 - Participation in a mandatory informational meeting with the AP Environmental Science instructor
- Graduation requirement: Life Science
- UC/CSU A-G requirement ‘D’ (Laboratory Science)

Students taking this course gain a foundation in the principles, concepts, and methodologies required to understand the interrelationships of the natural world and to analyze, prevent, and resolve the environmental problems. This is an interdisciplinary course which embraces a wide variety of topics from multiple areas of study. Students learn about the structure and function of natural ecosystems, human impacts on natural and manmade systems, the history of the environmental movement, and the implications of laws, economic and political systems on environmental issues. Students also gain an awareness of environmental science career opportunities. Students learn both laboratory and field techniques related to the monitoring of natural systems and the assessment of human impact on ecosystems. The course incorporates both academic and applied studies. An emphasis is placed on the use of critical thinking and analytical skills to make a positive impact on the environment. Students who participate in this course will be prepared to take and pass the College Board Advanced Placement Environmental Science exam.

Field work is integral to the AP environmental science course and students will participate in multiple working field trips over the course of each semester. Field work may take place during or outside of the regular school day. Students enrolled in the course will miss other classes for field trips and are responsible for keeping up with all work in those classes. Field work is mandatory and cannot be replaced by in-class or homework activities.

AP Biology (0432)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - ‘C-’ or higher in Biology (or Ag Biology) and Chemistry (or Ag Chemistry)
 - Current science teacher approval
 - Participation in a mandatory informational meeting with the AP Biology instructor
- Graduation requirement: Life Science
- UC/CSU A-G requirement: ‘D’ (Laboratory Science)

Advanced Placement Biology is a one year course that covers the following subjects: chemistry of life, cells, cellular energetics, heredity, molecular genetics, and evolutionary biology, diversity of organisms, structure and function of plants and animals, and ecology. Laboratory experiences are an important part of this course and are written up in a lab notebook. This course covers the material usually found in an introductory college level biology course. At the end of the course students are expected to take the Advanced Placement exam in biology.

AP Physics 2 (0456)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - ‘C-’ or higher in Physics, Chemistry (or Ag Chemistry), and Pre Calculus
 - Current science teacher approval
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: ‘D’ (Laboratory Science)

The goal of AP Physics 2 is to provide students with an experience equivalent to a college level physics course. AP Physics 2 requires a serious commitment from students. Students should be prepared to devote a significant amount of time to working on problem sets, writing lab reports, and deep thinking outside of class. Students should take AP Physics 2 as a second year physics course. Students taking this course should have strong mathematical skills. Additional subjects covered that are new from regular physics include Thermodynamics, Fluid Mechanics, Advanced E&M, Quantum Mechanics and Optics.

SOCIAL STUDIES

Freshman Social Studies Life Skills and World Studies

Semester 1: Life Skills (0203)

- One semester course – 5 credits
- Grades eligible: 9 (normally), 10, 11, 12
 - Prerequisites:
 - None
 - Graduation requirement: Freshman Social Studies
 - UC/CSU A-G requirement: None

In this first semester orientation course of Freshman Social Studies, students will develop academic skills needed throughout high school and beyond, including organization, note taking, homework habits, test-taking skills, and reflective and academic writing techniques.

The course also will emphasize computer research and presentation skills. Students will receive state-mandated instruction in the following areas: Alcohol, Tobacco and Drug Abuse Prevention and Human Sexuality. In addition, students will explore the topics of bullying (including cyber-bullying), violence prevention, diversity and tolerance. Media Literacy techniques will be used to analyze and present work on these issues. Driver Education (written only) will take place at the end of the semester. However, students may only get their Provisional Permit after they turn 15 ½ years old, have completed and passed this section of the class and register to take Driver Training (not offered at HMBHS). This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

Semester 2: World Studies (0204)

One semester course – 5 credits

- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: Freshman Social Studies
- UC/CSU A-G requirement: 'A' (History)

In this second semester of Freshman Social Studies, World Studies continues the development of the academic and computer research and presentation skills begun in the first. This course is designed to provide a foundation in the fundamentals needed for success in 10th grade Modern World History, and is aligned to Grade 10 Content Standards. The course integrates the study of world geography and history beginning with Classical Europe, with an emphasis on democracy and the rule of law, and their connection to the development of the US constitution. Geographic regions covered also include Africa, Asia and the Middle East, concentrating on imperialism, the rise of new nations, and modern conflicts and issues.

This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

AP Human Geography (0202) **(Includes State Requirements)**

- Yearlong course – 10 credits
- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
 - 8th grade social studies teacher **AND** counselor recommendation
 - Grades: A or B in 8th grade social studies
- Graduation requirement: Freshman Social Studies
- UC/CSU A-G requirement: 'A' (History)

AP Human Geography provides students a challenging, fast-paced learning experience equivalent to most college level introductory human geography courses. The course introduces students to the systematic study of patterns and processes that have shaped human understanding,

use, and alteration of Earth's surface. Students learn to apply spatial concepts and landscape analysis to evaluate human socioeconomic organization and its environmental consequences. Students who meet course expectations will be prepared to take the Advanced Placement Examination in Human Geography, which may qualify them for college credits depending on exam performance. Students will also receive state-mandated instruction in the following areas: Alcohol, Tobacco, and Drug Abuse Prevention and Human Sexuality. Driver Education (written only) will take place at the end of the semester. However, students may only receive their Provisional Permit after turning 15 ½ years old, have completed and passed this section of the class, and register to take Driver Training (not offered at HMBHS).

World History (0212)

- Yearlong course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
 - None
- Graduation requirement: World History
- UC/CSU A-G requirement: 'A' (History)

World History is a required one-year course that is taken in the sophomore year. The course examines the rise of democratic ideals in western civilization and then surveys the major trends and turning points in 19th and 20th century world history. Major units in the course include: the Enlightenment, Nationalism, Imperialism, the Industrial Revolution, World War I, World War II and the Cold War. Students will further develop their academic abilities including the following: good study habits, research and writing skills, and the ability to make connections between ideas and actions.

AP World History (0215)

- Yearlong course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
 - Freshman Social Studies teacher approval
 - Grades: A or B in Freshman Studies (first semester)
 - Passing score on second quarter English department benchmark writing assessment
- Graduation requirement: World History
- UC/CSU A-G requirement: 'A' (History)

This is a challenging and rigorous course that is tailored to prepare students for the Advanced Placement exam in World History for which students may obtain college credit on passing scores. This intense course surveys global world history from 1200 C.E. to the Present, with a focus on the modern world since 1450 C.E. The course will emphasize writing skills as well as historical research and interpretation. Students will obtain a deep understanding of global patterns and interactions among

civilizations through time. The course covers the material usually found in an introductory college-level World History course.

United States History (0220)

- Yearlong course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
 - None
- Graduation requirement: U.S. History
- UC/CSU A-G requirement: 'A' (History)

The course begins with a brief review of early American history and proceeds to the post-Civil War era and the 20th century. Major units will address: the frontier and western settlement, immigration and industrialization, the Progressive Era, Imperialism and WWI, the 1920's and the Great Depression, World War II, the Cold War, the civil rights movement, and social change in the post-Vietnam War era. Students are expected to produce clear and effective writing in a variety of forms, facilitate project presentations, and demonstrate research skills, including reading comprehension, communication, listening skills, and note taking.

AP United States History (0221)

- Yearlong course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
 - World History teacher approval
 - Grades: A or B in World History (first semester)
 - Passing score on second quarter English department benchmark writing assessment
- Graduation requirement for U.S. History
- UC/CSU A-G requirement: 'A' (History)

This course will focus on U.S. History from 1607 to the present. Major emphasis will be placed on historical research and interpretation. By meeting course expectations students will be prepared to take the Advanced Placement Examination in American History and/or excel on the College Board Achievement Test in American History.

American Government/Economics (0230)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - None
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History) for 1 semester and 'G' (Elective) for 1 semester

One semester will focus on the basic structure of and operation of our federal government, as well as an awareness of contemporary issues as they develop. The other semester deals with economics and will explore the

following areas: 1) an understanding of the role of the economist, 2) an understanding of the structure and function of the American economic system, and 3) an appreciation of how economic principles apply to individuals in a society. This course may include additional economics curricula approved by the Social Studies Department.

Community Service will be assessed for the 35 hour graduation requirement. *For more info on Community Service, please see pg 41.*

AP Government/Economics (0234)

- Yearlong course – 10 credits
- Grades eligible: 12
- Prerequisites:
 - US History teacher approval
 - Grades: A or B in US History (first semester)
 - Passing score on second quarter English department benchmark writing assessment
- AP Credit given for Government only
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History) for 1 semester and 'G' (Elective) for 1 semester

This is an intense course designed primarily to prepare students to take the Advanced Placement examination in American Government. Students should expect to do challenging independent research and interpretation while studying the evolution and current function of US Government.

AP Psychology (0193)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - History teacher approval
 - Grades: A or B in current history class (first semester)
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' (Elective)

A.P. Psychology is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level Psychology course, and to prepare students for the A.P. Psychology exam. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, socio-cultural, and humanistic schools of thought. By meeting course expectations students will be prepared to take the Advanced Placement Examination in Psychology. Students are expected to complete summer assignments in conjunction with meeting prerequisites.

WORLD LANGUAGES

Philosophy for World Languages Study:

In a world which is becoming more international all the time, languages are a vital part of every educated person. World language study can be immensely rewarding, opening up a whole new world of experience. The study of language will also give a new perspective on one's own language. The study of a world language requires a mature approach to study. Students who succeed in language are those who keep up with class and homework assignments and are willing to participate in many conversations with their peers on a regular basis.

Generally, at least four years of study are necessary for high school students to acquire sufficient proficiency in a foreign language to function effectively in everyday communication situations. Furthermore, any student taking four years of a language becomes eligible for the State Seal of Biliteracy.

SEAL OF BILITERACY:

The Seal of Biliteracy is an award given by a school, school district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy appears on the diploma of the graduating senior. The SEAL has been adopted and implemented in dozens of school districts including Cabrillo Unified School District; thousands of students have received the award. An increasing number of professional organizations and other entities have endorsed the SEAL.

A Seal of Biliteracy is a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.

High School Criteria for the "Seal of Biliteracy" English Component

- Proficient or Advanced score on ELA CST (please note that this test is changing)
- 2.0 Grade Point Average in all ELD and/or ELA courses toward graduation

World Language Component

- Score of 3 or higher on World Language AP Exam OR
- Score of 4 or higher on IB Exam OR
- Score of 600 or higher on a world language SAT II Subject Exam OR
- 4 years of the same language or equivalent with an overall 3.0 GPA in the course of study

For more information, please go to:
<http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Spanish I (0500)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - None
 - Note: This is NOT a course designed for Spanish speakers or students from a Spanish-speaking household. Spanish speakers must take Spanish for Spanish Speakers I or French I to satisfy the language college prep requirement.
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 1})

Students enrolled in Spanish I will be given a sound basis in grammar, sentence structure, vocabulary, and pronunciation. Beginning conversational abilities will be established through the study of dialogues and interpersonal activities (conversations). Reading skills and cultural awareness will be enhanced through the short sketches, video productions and occasional field trips in the lesson, coupled with supplementary readings and instructor's anecdotes.

Spanish II (0510)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current Spanish teacher approval
 - 'C-' or higher in Spanish I or equivalent and/or teacher's discretion
 - Not intended for Spanish speakers or students from a Spanish-speaking household. Spanish speakers must take S4SS courses or French.
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 2})

In this course there is a general review of the grammatical structures of the first year. This is followed by a steady progression toward a thorough understanding of the Spanish language. The use of the target language by the teacher progressively increases throughout the school year until it is used approximately

70% of the time. At this level, there is continued emphasis on the study of more complex grammatical structures and an increase of the complexity in reading material. The student is expected to expand use of the target language in discussion and analysis of readings. Regular interpersonal activities (conversations) and cultural lessons continue to be an enriching element of the instruction.

Spanish III (0515)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current Spanish teacher approval
 - ‘C-’ or higher in Spanish II or equivalent and/or teacher recommendation
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 3})

Students experience a continued review of the grammatical structures learned in their first two years before going on to an advanced level of Spanish grammar. The students are introduced to Spanish and Latin American literature through selected readings. At the beginning of second semester, this course is conducted almost completely in the target language by the teacher while students are expected to utilize Spanish most of the time as well. Stress is placed on the refinement of oral proficiency just as it becomes more intense.

AP Spanish Language (0528) **Spanish Language**

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current Spanish teacher approval
 - ◆ ‘B-’ or higher in Spanish III or S4SS II
 - ◆ OR Satisfactory performance on the Written and Oral Placement Exam for incoming immersion students and students from a Spanish-speaking household
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 4})

AP Spanish Language is a college-level course designed for 11th and 12th graders. 9th and 10th graders are welcome to take this advanced course, provided they meet the teacher’s approval and/or successful completion of the Placement Exam. At this level the student is expected to finely tune his or her ability in all five skill areas of language (communication, connections, cultures, comparisons, and communities) as well as come to a deeper appreciation of the culture. Students are expected to understand conversation, video,

newspapers, magazines, and other media and to constantly make every effort to intelligently speak and write in the target language during class time. There is a great emphasis placed upon reading, discussion, and writing about selected pieces of contemporary Hispanic literature as well as current, modern-day topics of interest. Stress is placed on preparation for the Advanced Placement Spanish Language Examination. The class is conducted entirely in Spanish, just as the students are required to speak in the target language at all times. The completion of summer work is required prior to the beginning of AP Spanish Language.

AP Spanish Literature (0529) **Spanish Literature**

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current Spanish teacher approval
 - ‘B’ (85%) or higher in AP Spanish Language
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement ‘E’ (Language Other Than English {LOTE 5})

This course is the continuation of AP Spanish Language; however, it has as its main focus the study of the major literary works of the Spanish speaking world. Obviously, the student is expected to have a high level of proficiency in the four skill areas of the language as necessary tools for the study of literature and the writing of essays about literary works. As with AP Spanish Language, stress is placed on preparation for the Advanced Placement Spanish Language Examination.

Spanish for Spanish Speakers I (0490)

- Yearlong course – 10 credits
- Grades eligible: 9, 10
- Prerequisites:
 - Enrollment in the Spanish Immersion program or Spanish as a home language
 - Satisfactory performance on oral and written placement exam
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 2})
- Fulfills college req. for 2 years of language

This course emphasizes continued development and refinement of reading and writing skills, instruction in grammar and syntax, vocabulary enrichment, and improvement of oral communication skills. This is an entry-level, year-long Spanish course designed to meet the needs of native speakers of Spanish and students continuously enrolled in the Spanish Immersion Program. Class will be conducted entirely in Spanish.

Spanish for Spanish Speakers II (0492)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11
- Prerequisites:
 - ‘C-’ or higher in Spanish for Spanish Speakers I and/or teacher recommendation
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 3})
- Fulfills college req for 3 years of language

This is a year-long course that emphasizes advanced and continued development and refinement of reading and writing skills, instruction in grammar and syntax, vocabulary enrichment, and improvement of oral communication skills. This is an advanced-level, year-long Spanish course designed to meet the special needs of native speakers of Spanish and students continuously enrolled in the Spanish Immersion Program. Enrollment in this class will enable the student to progress to AP Spanish 4. Students who meet these requirements are eligible to take part in the AP program. Class will be conducted entirely in Spanish.

French I (0530)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - None
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 1})

Students enrolled in French I will be given a sound basis in grammar, sentence structure, vocabulary, and pronunciation. Beginning conversational abilities will be established through the study of dialogues, oral practice, and communication based activities. Reading skills and cultural awareness will be enhanced through the short sketches in the lesson, occasional field trips coupled with supplementary readings and instructor's anecdotes.

French II (0535)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current French teacher approval
 - ‘C-’ or higher in French I or equivalent and/or teacher’s discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 2})

In this course there is a brief general review of the grammatical structures principles of the first year (in greater depth and detail). This is followed by a steady progression toward a thorough understanding of the

Spanish language. The use of the target language by the teacher progressively increases throughout the school year until it is used approximately 70% of the time. The degree to which the course is conducted in the target language is progressively increased until French is used exclusively except for the explanation of complex structures. At this level, there is continued emphasis on the study of more complex grammatical structures there is a steady and increase of the complexity in reading material. The student is expected to expand use of the target language in discussion and analysis of readings. Regular cultural lessons continue to be an enriching element of the instruction.

French III (0540)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Current French teacher approval
 - ‘C-’ or higher in French II or equivalent and/or teacher’s discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ (Language Other Than English {LOTE 3})

Students experience another review of the grammatical structures learned in their first two years before going on to an advanced level of French grammar. The students are introduced to French literature through selected readings. At the beginning of second semester, this course is conducted almost completely in the target language by the teacher while students are expected to utilize French most of the time as well. While stress is placed on the refinement of oral proficiency just as it becomes more intense.

AP French Language (0545)

French Language

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Current French teacher approval
 - Departmental approval
 - ◆ ‘B-’ or higher in French III
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: ‘E’ Language Other Than English {LOTE 4}).

AP French Language is an college-level course designed for 11th and 12th graders. 9th and 10th graders are welcome to take this advanced course, provided they meet the teacher’s approval. At this level the student is expected to finely tune his or her ability in all five skill areas of language (communication, connections, cultures, comparisons, and communities) as well as come to a deeper appreciation of the culture. Students are expected to understand conversation, video,

newspapers, magazines, and other media and to constantly make every effort to intelligently speak and write in the target language during class time. There is a great emphasis placed upon reading, discussion, and writing about selected pieces of contemporary French literature as well as current, modern-day topics of interest. Stress is placed on preparation for the Advanced Placement French Language Examination. The class is conducted entirely in French.

Credit for Foreign Language not offered at Half Moon Bay High School

Education Code 51243 allows the opportunity for the school district's governing board to give credit for a foreign language taken at an accredited high school or established school or program.

Any student who would like to earn foreign language credit from a program not affiliated with Half Moon Bay High School must obtain approval from the principal.

* Students who have completed two years of formal instruction in a school where a language other than English was used as a medium of instruction beginning in grade six or later have met the LOTE requirement for the UC/CSU A-G coursework. Consecutive enrollment is not required.

RESOURCE/ SPECIAL EDUCATION

Half Moon Bay High School offers Special Education Programs for students who have disabilities that affect their education. There is a Resource program for students with mild disabilities. The classes labeled Foundational are considered Resource. There is also a Special Day Class program for those with moderate to severe disabilities. Students assigned to classes in these programs are also encouraged to participate in general high school offerings with back-up support provided by a Special Education teacher. Enrollment in Special Education classes is determined by an Individualized Education Plan (IEP). For further information, please contact your student's high school counselor.

Foundational Study Skills (0754)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

The course offers support in a small group setting to resource students with their general education work.

Organization, study skills and vocational awareness activities are also emphasized.

Foundational English (0752)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: English
- UC/CSU A-G requirement: None

This course is designed to build both your written and oral English skills. It will also focus on reading comprehension, analysis, and vocabulary. You will read quality literature and examine diverse themes. You will become more familiar with literary and writing conventions, as well as literary terms and genres. You will be given assignments that ask you to use various expository writing formats. In doing so, you must use language in an organized and precise manner. You will be expected and required to read, think, write and participate. This course is designed to challenge and stretch your current skills while developing new skills.

Foundational Math (0757)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: Math
- UC/CSU A-G requirement: None

This year-long course is designed to support students in solidifying their understanding of basic math concepts. Instruction will be based off of student need and assessment in an effort to “fill in the gaps” on previously covered mathematical concepts. Areas covered will include basic operations with fractions and decimals, consumer math, graphing linear equations, and problem solving strategies. Students who have passed Algebra Readiness will review skills necessary to encourage success in Algebra 1 Enhanced.

Foundational Life/Physical Science (0776/0770)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: Science
- UC/CSU A-G requirement: None

This year-long course is designed to support students in solidifying their understanding of basic science concepts. Instruction will be based off of student need and assessment in an effort to “fill in the gaps” on previously covered scientific concepts. Areas covered will include basic astronomy, geology, natural resources, oceanography and climate topics as they relate to physical science. Areas covered for life science will include basic biology, cell structures and functions.

Foundational World History (0772)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: World Studies
- UC/CSU A-G requirements: None

World History is a required 1 year course that examines the rise of democratic ideals in western civilization and then surveys the major trends and turning points in the 19th and 20th century world history.

The course will follow guidelines of the General Education World History Curriculum (with modifications) to meet the requirements for RSP students to successfully pass the class.

Foundational United States History (0704)

- Yearlong course – 10 credits
- Grade eligible: 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP
- Graduation requirement: United States History
- UC/CSU A-G requirement: None

U.S. History is a required 1 year course that examines the major historical events that shaped the United States from the late 18th century to the present.

The course will follow guidelines of the General Education United States History Curriculum (with modifications) to meet the requirements for RSP students to successfully pass the class.

Foundational American Government/Economics (0753)

- Yearlong course – 10 credits
- Grade eligible: 10, 11, 12
- Prerequisites:
 - Prior departmental approval, must have signature of case manager
 - Must be stated in current IEP

- Graduation requirement: American Government/Economics
- UC/CSU A-G requirement: None

The course will combine a study of how government works on all levels in the United States along with an understanding of the American economic system.

The course will follow the guidelines of the General Education Government/Economics with modifications. Grading is a combination of assignments, homework, and classroom participation.

Special Day Classes

For students with moderate-severe disabilities.

Program goal: For the students to learn the necessary skills to be safe and independent on campus and in their community.

Curriculum focuses on: Vocational skills, social skills, life skills curriculum in math, reading, and vocabulary.

Specific curriculum is determined by each students Individual Education Plan (IEP).

Most students in the SDC program work toward a Certificate of Completion, rather than a diploma.

SPECIAL PROGRAMS

Leadership (0820)

- Yearlong course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
 - Leadership teacher approval
 - Application
 - Minimum GPA of 2.0
 - Must be approved by counselor
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' Elective

The Leadership Class is responsible for a variety of events, including Student Government, student and staff recognition programs, assemblies, Homecoming, blood drives, dances, talent show, etc. Leadership students are expected to attend these events as well as dedicate time both inside and outside of class in order to properly prepare for these events. In addition, students will have weekly academic assignments, including reading, writing, and project-based, focusing on the pillars of leadership. Students should be motivated, independent, social, and work well with others. Students will learn to be leaders as well as reliable teammates. To be considered for the Leadership class, students must complete an application and submit letters of recommendation. The ASB Executive Board Officers and Class Officers will be elected and enrolled in the Leadership class as well. The goal of the Leadership

class is to instill and ignite Cougar pride in each and every student and staff member at HMBHS!

Peer Helpers (0989)

- Yearlong course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
 - Peer Helper teacher approval
 - Application
 - Minimum GPA of 2.0
 - Must be approved by counselor
- Graduation requirement: Elective
- UC/CSU A-G requirement: 'G' Elective

Peer Helpers operates under the belief that all students have something positive to contribute to school climate and when empowered to use these skills, more students are being served on a social emotional level. Throughout the course of the year students will develop leadership, listening, decision making, communication and basic counseling skills that will be put to practice through peer to peer counseling, student led workshops and mediation which will add another level of support and intervention available to all students on campus. Through the training, students will also become more self-aware, be able to facilitate conversations with their peers on identity, familial and social struggles that may be impacting academic and emotional well-being. Peer Helpers will not only work with individual counseling, they will also focus on creating and facilitating psycho-education workshops in the classroom and through campus. Peer Helpers will be working closely with Counseling for consultation.

Student Aides:

Teacher's Aide	(1999)
Office Aide	(1998)
Library Aide	(0002)

- Yearlong course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
 - Department, Counselor, and Admin approval
 - ◆ Minimum 2.5 GPA
 - ◆ Attendance at 92% or higher
 - ◆ Student must be in good standing
 - Contract with supervisor/teacher
- Graduation requirement: Elective
 - Students may count no more than 20 service credits toward the 70 credit elective requirement for graduation
- UC/CSU A-G requirement: None
- Students are given grades of Pass/Fail

Student aides are responsible for a variety of tasks which vary based on the setting served and may include data entry, filing, organization, assisting in physical education classes, and other clerical duties. Office aides are

responsible for running passes, helping to run the front desk, greeting visitors, answering phones & taking messages, and assisting office personnel in anyway necessary. Aides are imperative to the staff and must be responsible, trustworthy, and dedicated to their positions. It is a privilege to serve as an aide and thus, this position requires a contract with the adult supervising the student; this contract clarifies expectations and responsibilities. If interested in being an aide, the student should discuss the possibility with the potential supervisor before scheduling classes with their school counselor.

Community Service

All students must complete a minimum of 35 hours of Community Service as a requirement for graduation. Students may perform their Community Service any time during their high school career; however, it is recommended that students begin long before their senior year so that they can include it on their college and scholarship applications.

There is a single [Community Service Form](#) required for each volunteer position for students to record where and when hours are completed. This is available in the front office and on the Students/Community Service section of the HMBHS website.

To have their volunteer hours count towards Community Service, students must:

- Arrange an interview for a volunteer position once they've been referred by the school or someone in the community.
- Fill out a completed Community Service Form which includes:
 - The non-profit agency contract
 - The signed parent release/ transportation section
 - The hours worked portion
- Submit the completed form to your Social Studies teacher when all hours are completed.

Home Hospital Teaching

The Home Hospital Teaching Program is designed for students who are unable to attend regular school because of a temporary illness, injury, or other special circumstance for a period from two to six weeks. Each pupil is allowed one hour of instruction for each day that school is in session.

ALTERNATIVE CREDIT

Credit Recovery

HMBHS Credit Recovery is an online program available to students during the school year based on counselor recommendation that gives students the time and support to complete coursework required to receive a passing grade in a class and/or credits needed for graduation or college eligibility. Credit Recovery is assigned as a class that:

- Meets during first period or after school
- Attendance is mandatory, and students should also complete work at home
- Offers remedial credit (credit recovery)
- Can allow students to gain A-G eligibility
- Students receive letter grades that are added to their transcript

External Courses/Concurrent Enrollment

(Community College – CSM, Skyline & Cañada)

<http://www/smccd.edu/collegeconnection>

Community college classes are **FREE** while enrolled at HMBHS!

External courses at the community college level can be taken ***depending on school/department policies***, for credit recovery, for advancement, or elective credit.

- **Pre-approval by HMBHS Administration is required**, in order to receive both high school and college credit for the course. This can be done through the [External Course Request form](#) found on the Forms section of the Half Moon Bay High School home page.

(Students **will not** receive high school credit if they have not been pre-approved for concurrent enrollment.)

- If completing community college course for credit recovery, in order to move on to next class official transcripts must be received prior to the first day of the semester. Without the official documentation, schedule changes for advancement cannot be made.
- Students will be granted one term (Fall, Spring, or Summer) to complete external course requests if taken independently from HMBHS-sponsored Credit Recovery programs or course advancement.
- Students are responsible for obtaining and sending official transcripts to HMBHS.

Summer School

- Summer school is offered for credit recovery similar to the Credit Recovery online program.
- Summer School will be scheduled on a funds-available basis. Students should not rely on it as funding is tentative.
- Summer school enrollment is on a priority/first-come-first served basis. Students should return their Summer School applications ASAP!
- If offered, classes will be given through online credit recovery and or via class instruction.
- Attendance is mandatory. Students who are absent may be dropped.
- There may also be special programs and classes available for students as recommended by counselors.