

Mt. Shasta High School

Home of Scholars and Champions



Student Academic Handbook 2026-2027

710 EVERITT MEMORIAL HIGHWAY
MOUNT SHASTA, CA 96067
(530) 926-2614

School Webpage: www.mountshastahighschool.com

MOUNT SHASTA HIGH SCHOOL
HOME OF SCHOLARS and CHAMPIONS

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Siskiyou Union HSD Administration

- Marie Caldwell, Superintendent mcaldwell@sisuhsd.net

Mission Statement

Our mission is to ensure that all students graduate qualified for post-secondary school options, including university enrollment, community college, career-technical enrollment, military service, or the job market, so that they have genuine choices after graduation.

Vision Statement

Our vision is to create an inclusive culture in order to help our students value themselves as learners, become educated citizens, college and career ready, and acquire a global perspective as contributing participants in a rapidly changing world.

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GENERAL INFORMATION

OFFICE HOURS

The main office is staffed Monday through Friday from 7:30 a.m. to 3:30 p.m.

Phone: 530-926-2614

FAX: 530-926-5162

UPDATED INFORMATION AND ACTIVITIES CALENDAR

Mt. Shasta High School maintains a webpage with an updated activities calendar and news located on the front page. This site has schedules, policies, academic counseling information, and athletic department information, as well as individual teacher web pages and a weekly bulletin. Please bookmark this site to keep up with school announcements: mountshastahighschool.com

BELL SCHEDULES

Regular Day Schedule (M, T, Th, F)			Wednesday Schedule Collaboration/Staff Development		
Period 1	8:00am-8:52am	52min	Period 1	8:00am-8:43am	43min
<i>Nutrition/Passing</i>	8:52am-9:02am	10min	<i>Nutrition/Passing</i>	8:43am-8:53am	10min
Period 2	9:02am-9:54am	52min	Period 2	8:53am-9:37am	44min
<i>Passing</i>	9:54am-9:59am	5min	<i>Passing</i>	9:37am-9:42am	5min
Period 3	9:59am-10:50am	51min	Period 3	9:42am-10:26am	44min
<i>Passing</i>	10:50am-10:55am	5min	<i>Passing</i>	10:26am-10:31am	5min
Period 4	10:55am-11:46am	51min	Period 4	10:31am-11:14am	43min
<i>Lunch</i>	11:46am-12:16pm	30min	<i>Passing</i>	11:14am-11:19am	5min
<i>Passing</i>	12:16pm-12:21pm	5min	Period 5	11:19am-12:02pm	43min
Period 5	12:21pm-1:13pm	52min	<i>Lunch</i>	12:02pm-12:32pm	30min
<i>Passing</i>	1:13pm-1:18pm	5min	<i>Passing</i>	12:32pm-12:37pm	5min
Period 6	1:18pm-2:09pm	51min	Period 6	12:37pm-1:21pm	44min
<i>Passing</i>	2:09pm-2:14pm	5min	<i>Passing</i>	1:21pm-1:26pm	5min
Period 7	2:14pm-3:05pm	51min	Period 7	1:26pm-2:10pm	44min

VISITORS

All visitors must report to the office. Any person wishing to visit classes must first be authorized by the principal. Please make an appointment 24 hours in advance to insure someone can meet with you.

WORK PERMITS

Work permits are issued by the school and are required of all students under 18 years of age who work for wages. Before work permits are issued, a job must first be secured. Work permits can be revoked for poor school attendance, poor behavior, or if a student does not maintain at least a 2.0 GPA.

LOCKERS

Each student is issued a locker for his/her personal use as a privilege and is responsible for its appearance and condition. Students are advised not to share lockers or exchange lock combinations. The school does not guarantee the security of items in lockers, nor does it assume any liability for such security.

CAMPUS SAFETY

CLOSED CAMPUS POLICY

Mount Shasta High School maintains a closed campus. Students may not leave campus between classes or mid-morning break. The only time that the campus is open is during students' lunch period. Students are permitted to leave campus during lunch, but must return on time for their next period. This privilege may be revoked if students have a habitual tardiness and/or cuts from classes that follow the lunch period. Students leaving campus without permission will be subject to appropriate school discipline. Students will remain on campus throughout their scheduled school day with following exceptions only:

- Students who check out through the school office for off-campus appointments or due to illness (prior parent / guardian permission is required)
- A parent or legal guardian calls and speaks to the school office staff to excuse the student from school

The following closed campus rules and regulations are in effect:

- The right of property ownership are to be observed at all times; littering, loitering, and trespassing are not permitted.
- Loitering or sitting in vehicles in the school parking areas during breaks and lunch period is not permitted
- Smoking, use of illegal drugs, and consumption of alcohol are not permitted at any time on the school campus or in adjacent areas to the school.

STUDENT VEHICLES

Students are not to go to their cars during or between classes. The privilege of bringing vehicles on campus may be suspended for misconduct or unsafe operation of a vehicle. Students parking illegally on campus will receive up to two warnings from MSHS and may receive an additional warning from the MSPD. Students who have exceeded these three warnings may have their vehicles towed and impounded.

SKATEBOARDS, ROLLER BLADES, ROLLER SHOES, BICYCLES & SCOOTERS

Skateboards, roller blades, roller shoes, bicycles and scooters may be used as a means of transportation to and from school. However, they may not be ridden on campus at any other time, including after school hours.

BUS REGULATIONS

All students riding a school bus to and from school or school activities must conduct themselves according to the "Regulations of Pupil Transportation" as set forth by the California State Department of Education and the California Highway Patrol. Violation of bus regulations can result in denial of transportation.

CARE OF SCHOOL PROPERTY

Any student who shall in any way deface, damage, or destroy any school property shall be liable to appropriate disciplinary action. The student and his or her parents/guardians shall pay any expense incurred by the school district in replacing or repairing school property.

ELECTRONIC DEVICES

Cell phones, personal music players & other electronic signaling devices (ie smart watches) are to be turned off and stored in backpacks during class time unless permission is granted from the classroom teacher. On a first (1st) violation, teachers may collect and send devices to the office where they will be retained until the end of the day. If a 2nd violation occurs, the device will be given to the principal and the parent will be contacted to pick it up from the office. A 3rd violation will result in a student/guardian agreement to check the phone in at the office daily or not bring a phone on campus at all.

SCHOOLWIDE LEARNING OUTCOMES

Mount Shasta High School Graduates are:

1. Creative and complex thinkers who:

- a) demonstrate value for learning by striving to excel
- b) develop inspirations and passions in their areas of interest
- c) Experiment with new ideas by being willing to take risks
- d) challenge their own beliefs by seeing the point of view of others
- e) solve college and career-related problems using various types of reasoning.
- f) Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- g) Develop skills building towards demonstrating or exceeding proficiency on State Standards

2. Active citizens who:

- are informed, involved, and take an active role in community issues.

- Identify and ask significant questions that clarify various points of view to solve problems.
- analyze how various components interact with each other to produce outcomes in a complex world.
- interpret information and conclude to make informed decisions.
- understand the need to adapt to a changing world and modify roles and responsibilities appropriately.

3. Effective communicators who:

- recognize that the elements of communication are written, verbal (vocabulary, enunciation, projection) and nonverbal (body language, eye contact, listening, attentiveness, etc), and use them in the appropriate contexts.
- interpret verbal and nonverbal communications and respond appropriately.
- demonstrate the understanding of information by interpreting technical and academic language and explaining it in common language.
- advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

4. Technologically proficient citizens who:

- utilize technology responsibly and ethically
- utilize technology to produce individual and shared products
- develop foundational skills to be used throughout life
- know how to identify accurate and valid information through cross-referencing multiple sources
- understand the importance of internet security and privacy for themselves and others
- can adapt to ever-evolving technology

ACADEMIC POLICIES

GRADUATION REQUIREMENTS

In order for a student to graduate from Mt. Shasta High School, they must complete requirements over the four-year period. First and foremost is completion of the course and credit requirements. Students must complete a minimum of 250 credits (including at least 95 credits of electives) to graduate. Upperclassmen must be enrolled in a minimum of four (4) courses. Freshmen and sophomores must be enrolled in seven(7) courses.

Each student is required to complete the following course requirements:

- 4 years of English (Required Ethnic Studies embedded in English 2)
- 3 years of Mathematics (**Integrated Math I** or equivalent, minimum)
- 1 year of Life Science
- 1 year Physical Science
- 1 year World History
- 1 year US History

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- 1 year Civics/Economics
- 2 years of P.E (or 1 year and 4 seasons of participation in a school sport after 1 year is completed)
- 1 year of a Fine Art/Language other than English (advanced Wood/Manuf can fulfill the requirement)
- 1 semester of Financial Literacy - Class of 2030
- Completion of the Senior Project.

Senior Project: Students will be provided with the guidelines for the Senior Project during their senior year. All completed projects will be due by May.

COURSE SEQUENCES

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
1	English	English	English	English
2	Math I	Math II	Math/ Pathway/ Concentration Elective	Math/ Pathway/ Concentration Elective
3	Biology	Physics or Chemistry	Science/ Pathway/ Concentration Elective	Science/ Pathway/ Concentration Elective
4	Study Skills / Music Appreciation	World History	U.S. History	Civics/ Economics
5	PEALS	PE II	Pathway/ Concentration Elective	Pathway/ Concentration Elective
6	* Language (Other than English) / Elective	* Language (Other than English) / Elective	* Language (Other than English) / Elective	* Language (Other than English) / Elective
7	CTE Pathway I	CTE Pathway II	*	*

* Elective

MATH COURSE SEQUENCES

9th	10th	11th	12th
Prealgebra	Math I	Math II	Math III
Math I	Math II	Math III	Pre-Calculus (or AP)
Math II	Math III	Pre-Calculus (or AP)	AP Calculus
Math III	Pre-Calculus (or AP)	AP Calculus	College Math Course

Placement: Entering freshmen will be placed in Integrated Math I unless the student would like to take a placement test. Staff will also look at PSAT 8/9 math scores as well as 8th grade CAASPP scores to determine appropriate placement.

Sequence: Students MUST receive a “C” or above in order to advance to the next class in the sequence or obtain teacher permission.

SCIENCE COURSE SEQUENCES

9th	10th	11th	12th
Biology or Conceptual Physics	Physics Chemistry	Anatomy AP Biology/ AP Environmental Science AP Chemistry / AP Physics I	

*Does not meet A-G Lab Science requirement

Prerequisites:

1. Anatomy: Biology
2. AP Biology: Biology & Chemistry (or concurrent enrollment in or teacher’s approval)
3. AP Physics: Completion of Chemistry or Physics and completion of (or concurrent enrollment in) Integrated Math III
4. Chemistry: Biology
5. AP Chemistry: Chemistry

CLASS SCHEDULE CHANGES

A student’s class schedule may be changed under the following conditions:

Students are inappropriately or mistakenly placed in a class(es).

OR

Parent request; the request must occur within the first two weeks of the semester.

A student’s class schedule will not be changed for the following reasons:

- To avoid or be with a friend(s).
- To avoid or be with a specific teacher.

No class changes are made after the 10th day of the semester without teacher, parent, and administrative approval. Students must wait until the quarter to drop a class. Classes dropped ***after the tenth day*** of the 2nd quarter will result in a “W/F” grade for the semester.

AP classes are a year-long commitment.

ACADEMIC INTEGRITY

All students are expected to maintain academic integrity at all times. Academic integrity means honesty and responsibility in scholarship. Students must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts unless the assignment is defined by the teacher as a collaborative assignment. *See the MSHS Academic Integrity Policy for more detailed information.*

REPORTS of STUDENT PROGRESS

Report cards: Reports are issued at the end of each nine-week grading period. If a student's grade falls at or below a C- during the half of the quarter, a progress report will be mailed home. The 1st and 3rd quarter report cards serve as progress reports toward a students' semester grade. The 1st semester (end of 2nd quarter) and 2nd semester (end of 4th quarter) grades are the transcript grades of record.

Grading: The A-B-C-D-F range of grades is used in most classes. An "F" is a failing grade. A's and B's are recommended grades for college entrance, however, grades lower than a C are unacceptable (for college entrance) and the class will have to be retaken. An "Incomplete" (I) grade must be made up within 6 weeks from the end of the grading period unless additional time is granted due to unusual circumstances; the incomplete grade becomes an "F" unless it is made up in the specified time.

Pass/Fail Grading: Pass/Fail grading will be used for any student/teacher aide classes. Failing grades have a negative effect on a student's grade point average.

Citizenship: The following codes will be given for citizenship: O= outstanding; S= satisfactory; N= needs improvement; U= unsatisfactory.

MSHS Advanced Placement (AP) Grading Policy: A student who completes an AP class and earns a grade of "C" or higher will earn an extra grade point for the earned grade in the student's GPA calculation. Students are not required to take the AP Exam for that course, however, it is recommended. College admissions personnel like to see the AP course and the exam taken

ATTENDANCE POLICIES

The MSHS administration and staff firmly believe that classroom attendance is an integral and vital part of a successful learning process. In addition to the mastery of subject matter, the benefits of good attendance include valuable experiences in discussion, simulation, technology, group activity, audio-visual presentation, student/teacher interaction, and work habits that are virtually impossible to replicate and/or make up.

TYPES OF EXCUSED ABSENCES

(Section 48205 of the California Education Code)

If a student is absent for one of the following reasons, the absence and/or tardiness will be excused. Any other reasons for an absence will be unexcused, and any other reason for a tardy will result in a detention issued by the student's teacher. If a student is more than 30 minutes late for a class, the student is considered absent for attendance purposes.

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1. Illness
2. Quarantine directed by county or city health officer
3. Medical, dental, optometric, or chiropractic appointment
4. Attendance at funeral services of a member of the student's immediate family, as long as the absence is not more than one day if the service is conducted in California, and not more than three days if the service is conducted outside California
5. Jury duty
6. Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
7. Serving as a member of a precinct board for an election

Absences excused for justifiable personal reasons include the following items. It is the policy of Mount Shasta High School that the student must request permission from the principal in writing prior to the absence.

1. An appearance in court
2. Attendance at a funeral service
3. Observance of a holiday or ceremony of the student's religion
4. Attendance at a religious retreat (not to exceed four hours per semester)
5. Attendance at an employment conference
6. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

Note that vacations, car trouble, inclement weather, and train or traffic delays are not reasons for excused tardies or absences. The administration and staff of MSHS appreciate your efforts in getting students to school on time and working with us to minimize the negative impact unexcused absences and tardies have on a child's learning.

ATTENDANCE PROCEDURES

Tardies:

All students must check into the office to receive a pass to class if he or she is late for first period or the period after lunch. Teachers are responsible for period attendance and will mark students tardy during other periods. A student is tardy if he or she arrives late to school or class up to 5 minutes after class begins. Accumulations of tardies will result in progressive disciplinary actions that include conferences with the attendance recovery coordinator, detention, parent meetings, attendance contracts, Saturday school, SART, and SARB meetings.

When a student will be absent:

As a school, we are working to improve our students' attendance and the process we use to verify absences. Your attendance is very important to us. If you are not here, you cannot participate in the learning activities of the day. There is also a financial impact of students being absent. Each day a student is not in attendance, a school loses funding, regardless of the reason or purpose of the absence. Money is vital to keeping our programs, such as academic support, our elective programs, and athletics, strong. If an absence is unavoidable, the following steps must be followed. These steps apply to every absence, excused or not excused, all day or partial day:

- When a student is absent, a parent or guardian must call the office and let them know the student is absent and the reason for the absence *within 3 school days of the first day of the absence*. Please call the office ASAP if your student is absent. If an absence is not cleared within 3 school days, it will become unexcused and the student will be issued a cut.

- When a student returns to school from an absence, he or she should go straight to the office to get a pass to class. The time and day of return is then noted.
- Remember that vacations, shopping trips, or any absence other than illness or religious reasons are unexcused absences as identified in state education code. With prior approval by the administration short term independent study (a minimum of five school days) could be available to you. Please call or come to the office to discuss this. This must be done fourteen days prior to the absence.

When a student is leaving the campus during class time:

Students may only leave school during class time if a parent or guardian has given verbal permission to the office or written a signed and dated note to excuse the student for one of the excusable reasons listed above. Students **MUST** check out bodily at the front office window before leaving campus. If a student leaves at lunch but does not return to attend his or her next class a student is considered to have cut unless a parent or guardian checks the student out with the office before class begins.

When a student is only present for part of the day:

If a student attends school for any part of the school day, the student is responsible for submitting work due in all of the classes on the student's schedule for that day.

MT. SHASTA HIGH SCHOOL SPORTS - [Link to Athletic Handbook](#)

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Late Aug. - Oct./Nov.	Nov. - Feb.	March - May
Cross Country (co-ed)	Basketball Cheer	Golf (co-ed)
Football	Boys' Basketball	Baseball
Football Cheer	Girls' Basketball	Softball
Swim (co-ed)	Ski & Snowboard (co-ed)	Track & Field (co-ed)
Soccer (co-ed)		
Girls' Volleyball		

PROCEDURES TO PARTICIPATE

- 1) Physical Exam:
 - a) All sports require a physical examination by your doctor. One physical exam is required each year; exams carry over to each sport for that academic year.
 - b) May not participate until the Sports Physical Form (available in the MSHS office) has been signed by a doctor and turned in to the office.

2) Assumption of Risk/Proof of Insurance Form: Return this to the Office BEFORE your first day of practice.

a) Coaches will contact you about other specific team information after you have enrolled at MSHS

3) Life of an Athlete:

1. Upon beginning the first sport of any school year, each athlete (plus one parent/guardian) MUST attend this evening meeting hosted at MSHS. If not, athletes may not compete until the athlete and at least one parent/guardian schedule a face-to-face meeting with the principal or coach during regular business hours at the school.
2. Coaches will contact families to announce the meeting time and date.

ACADEMIC ELIGIBILITY

A student must be “*ELIGIBLE*” to represent MSHS on interscholastic athletic teams and hold a student body office.

A student is academically eligible if they are enrolled in and passing at least four (4) MSHS classes (20 semester units), and have a GPA of 2.0 on current and preceding report cards. Students may have only one (1) “F”. Students must be in attendance all day and have all detentions served to practice or participate in an event.

MSHS ATHLETE ATTENDANCE POLICY

It is the policy at MSHS that any student athlete who is more than 30 minutes late for any class on either a practice day or game day will not be allowed to attend practice or play in a game on that day unless absence was due to a doctor’s appointment and a note from the doctor (with the time and date of the appointment on it) has been turned into the office. In addition, any student who has been absent for the entire day, whether due to doctor’s appointment or illness, will also be unable to practice or play in game.

APPROPRIATE STUDENT FAN BEHAVIOR AT MSHS CONTESTS

A sports fan’s responsibility is to create a positive competitive atmosphere for everyone involved in the contest: Fans, Families, Players, Coaches, Press Officials

- Stand at appropriate times, but remain seated for the majority of the game so others may watch from a seated position.
- Follow and participate with our cheerleaders’ cheers.
- Show exuberant support for our players.
- Treat other teams, officials and the other fans like our guests.
- Show respect to everyone, including other teams, officials and the other fans.
- Appreciate extraordinary performances from all players.
- Keep remarks, gestures, celebrations and language appropriate, just as is done in classrooms.
- Respect the space of players, coaches and officials on the court or field...before, during and after the contest.
- When in doubt, remain neutral.

Inappropriate behavior will result in immediate removal from the sports venue and perhaps being banned from all remaining school events for the year.

SCHOOL-WIDE EXPECTATIONS

Mt. Shasta Students are expected to be B.E.A.R.S - Brave, Exceptional, and Resilient Scholars.

At all times and in all locations, students are expected to be: Safe, Respectful, and Responsible



Mount Shasta High School B.E.A.R.S Brave, Exceptional, and Resilient Scholars Schoolwide Expectations

<u>Location</u>	Be Safe	Responsible	Respectful
Classroom	Walk in and sit down calmly No throwing things Follow Directions	Turn in assignments on time Show up on time Do your own work; use AI responsibly.	Don't have a cell phone out without permission Engage in lessons Speak kindly
Hallways	Hands to yourself- no shoving each other Walk at a reasonable pace Don't clog walkways	Pick up after yourself Go to and from where you are going Walk on the right side	Quiet Voices and no swearing Be mindful of others and aware of your surroundings
Locker Room / Bathrooms	* Pay attention to your surroundings *No vaping or fighting *Don't climb on lockers or play in showers or stalls	Clean up messes - Keep Clean! Don't leave clothes and food in lockers Don't Loiter Do not "hang out" in bathroom spaces	Respect others' belongings Respect School property Mind people's privacy
Parking Lot	Drive Slow and Cautiously Be Careful Backing Out	Don't Text and Drive! Don't Sit and Hang Out in Your Car or the Parking Lot!	Park in Designated Spaces Leave other people's vehicles alone
Shop/Lab	Wear correct PPE Gear Follow directions	Take care of tools and equipment Use equipment correctly	Clean up after yourself Listen to Directions
P4- Cafeteria	Wait in line patiently No food fights	Keep Clean and pick up after yourself	Be kind and have manners

**Expectations created by MSHS Student Body 2025/2026

DISCIPLINE

APPLICATION OF SCHOOL DISCIPLINE POLICY

According to California State law (the Education Code), students are under the jurisdiction of school rules and the Education Code from the moment they leave their houses to go to school in the morning until the moment they arrive home in the afternoon/evening. The same law applies from the moment students leave for an extracurricular event until the moment they arrive home afterwards.

DRUG FREE SCHOOL

Students and parents are reminded that Mt. Shasta High School is a Drug-Free School. The school reserves the right by law to conduct locker and/or personal searches on campus or in the parking lot area, and the school may request that law enforcement use drug-sniffing dogs to facilitate searches.

TOBACCO FREE SCHOOL

It is school policy that the use of tobacco products is prohibited at any time or anywhere on district property and in district vehicles, by students, staff and visitors. This includes, but is not limited to, cigarettes, cigars, clove cigarettes, and smokeless, betel, and nicotine delivery devices such as electronic cigarettes. Vapor devices of any type are not allowed on campus.

As per California Ed Code Section 48900 and 48911, a student may be suspended for no more than 5 days for possession or use of tobacco, while on campus or during any activity that is related to school attendance, which includes the following:

- While going to or coming from school.
- During the lunch period whether on or off campus
- During, or while going to or coming from, a school-sponsored activity.

DRESS CODE

It is not the intent of the school to override the prerogative of parents in determining what appropriate dress and grooming is. The administration's concern is for the health, safety, and well being of students and the avoidance of distractions to learning. It is in this spirit that the school has set the following guidelines. Students in violation of the dress code will be given the opportunity to remedy the violation on site or asked to call their parents to bring appropriate clothing. All violations will be cited in the student's discipline record.

All footwear is acceptable except steel-toed boots. Students in P.E., shop or laboratory science classes must wear footwear that is appropriate for active participation and safety.

Clothing should fit appropriately and shall be sufficient to conceal undergarments when the student is sitting or standing.

Tube tops, mesh shirts, sheer blouses, muscle shirts, half shirts, and men's sleeveless undershirts are not appropriate for school. Shirts and blouses must cover undergarments, back, abdomen, and cleavage. Skirt and shorts length must be school appropriate and not revealing. Pants must fit snugly at the hips.

Any attire/paraphernalia/symbol that signifies gang affiliation will not be allowed on campus.

Any attire/paraphernalia/symbol that displays a logo or other message promoting alcohol or controlled substances, violence, or illegal activity may not be worn or brought on campus.

Clothing, accessories, and jewelry shall be free of writing, pictures, symbols, or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious, or ethnic values, presents a safety hazard, or that advocate racial, ethnic, gender or religious prejudice or discrimination are prohibited.

The administration has the final word on appropriate clothing.

BEHAVIORS CAUSING DISCIPLINARY ACTION

Attendance • Tardies • Unexcused Absences / Cutting Class	Respect & Responsibility • Defiance of Staff • Disorderly Conduct / Profanity • Verbal Abuse • Bullying • Inappropriate Public Displays of Affection • Dress Code Violations • Bus Misconduct • Electronic Device Misuse	Property & Safety • Theft • Vandalism or Property Damage • Arson • Fighting or Physical Assault • Weapons • Explosive Devices • Extortion / Robbery • Hazing
Drugs & Alcohol • Tobacco or Vaping • Alcohol • Drugs or Drug Paraphernalia	Academic Integrity • Forgery • Cheating / Plagiarism	Student Protection • Sexual Harassment • Bullying

DISCIPLINARY ACTIONS - [Link to District Discipline Matrix](#)

Students who exhibit the above problem behaviors will be subject to certain disciplinary actions. Depending upon the behavior of the student, one or more of the following actions will be taken by officials. The action taken will be according to Board Policy and State Law.

Informal Talk -A school official (teacher, administrator, or counselor) will talk to the student and try to reach an agreement regarding how the student should behave. A teacher or administrator will document the talk.

Parent Contact -A school official (teacher, administrator, or counselor) will contact and talk with parents about student behavior. Parents will be advised of the student's improper behavior and disciplinary action taken. A teacher or administrator will document the contact.

Conference - A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior. The conference is recorded in the administrative record.

Student Success Team -The Student Success Team (SST) consists of concerned staff members (i.e. teachers, support personnel), parents, and the principal. The purpose of the SST is to support and advise students who are having difficulty in their current educational program.

Detention -Students may be detained in school for disciplinary or other reasons for a maximum of one hour after the close of school. 30-minute detentions may be served before school, at lunch or after school in the library or

office. Students are ineligible to attend or participate in extracurricular activities such as a sport, various practices, dances, etc. unless all detentions are served.

Suspension -The student is informed that he/she is subject to suspension (five days or less). The student is also informed regarding the due process procedure. The student’s parents/guardians are notified by telephone that the student is subject to suspension. Notification to the responsible adults must include clear instructions regarding the due process procedure. A record is placed in the student file.

Expulsion -The student is informed that he/she is subject to expulsion. The student is also informed regarding the due process procedure. The student’s parents/guardians are notified by telephone and certified letter that the student is subject to expulsion. Notification to the responsible adults must include clear instructions regarding the due process procedure. The school district superintendent will recommend to the Board of Education that the student be expelled. The due process procedure is immediately initiated. The expulsion does not become effective until the due process procedure has been completed. A record is placed in the student’s file.

Transfer to a Community Day School -A proposed transfer notice may be sent to parents/guardians to initiate the transfer for the student to receive special behavior and educational services. Parents/guardians and students have an opportunity to appeal.

RIGHTS – DUE PROCESS

Suspensions and Expulsions -The school principal or designee has the right to suspend a student for a period of up to five days. In cases of this type, an informal hearing between the principal, student, and other appropriate persons will be conducted if possible. After the hearing is completed, the principal decides if a suspension is appropriate. The principal will attempt to notify parents by telephone before this action is taken. Students or parents/guardians may appeal. A written notice will be sent. The school principal has the right to recommend to the district superintendent that a student should be expelled. In cases of this type, a hearing will be conducted at the school district central office before the School Board.

When the school principal recommends to the district superintendent that a student should be expelled, the hearing will be conducted before the Board of Education or a hearing panel.

If a student violated a school rule and is subject to a suspension or transfer to Community School or expulsion, the student and his/her parent/guardians will be formally notified. Part of the notification process will include instructions regarding the due process procedure.

Appeal -The student or the student’s parent/guardians have the right to appeal a suspension or expulsion. An appeal for a formal hearing at either the district or Board of Education level, whichever is appropriate, must be made after notice has been received regarding a potential suspension, transfer, or expulsion.

ACTIVITIES

2025-2026 STUDENT GOVERNMENT OFFICERS

President	
Vice President	
Secretary	
Treasurer	

Student School Board Member	
Senior Class President	
Senior Class Vice President	
Junior Class President	
Junior Class Vice President	
Sophomore Class President	
Sophomore Class Vice President	
Freshman Class President	
Freshman Class Vice President	

ASSEMBLIES

Behavior at an assembly is different than at a rally. At all times, students' behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. A good impression of our school can be destroyed by unacceptable conduct such as whistling, inappropriate clapping, rowdiness, and talking during a program.

DANCES

Student behavior is expected to be appropriate for a school function.

Slow dancing behavior will be appropriate (Ed Code 48900, subdivision I).

Only one warning will be issued for inappropriate dance behavior, and then the student will be asked to check in with the foyer monitor who will contact the student's parents/guardians. The student will wait to be picked up. The school dress code is in effect.

Students will not use or be under the influence of drugs or alcohol. (Ed Code 48900, subdivision C).

Students will not reenter a dance after leaving.

If asked to leave the dance, a student will not be able to attend any dances for the remainder of the school year.

THIS INCLUDES PROM. If a student is asked to leave the Prom, the student will be subject to disciplinary action by the school, including school suspension.

GUEST PASSES

MSHS students may request guest passes for non-MSHS students to attend school dances. Any student guest wishing to attend a school dance must have an approved guest pass. Guest Passes will be issued and guests will be allowed in the dance if ALL of the following conditions are met.

1. The pass is applied for by the deadline for the dance.
2. The Mt. Shasta High School student is eligible with satisfactory school attendance and behavior, including no detentions.
3. The guest is a student at another high school whose principal recommends guest pass approval (the principal's signature must be on the guest pass application).

4. The host and guest must arrive at the dance at the same time and must enter together.
5. Passes requested for guests over the age of 18 who are not enrolled in a high school are considered on an individual basis. Anyone over the age of 20 or in a grade below 9th grade will not be approved for a guest pass.

MSHS COURSE DESCRIPTIONS

ENGLISH

English I: This is an introductory course required for all freshmen. It is a project-based curriculum that involves students in reading, writing, speaking, listening, critical thinking, problem solving, and collaborating. Students engage in writing various types of essays, explore a wide range of informational texts and literature, strengthen their grammar and vocabulary, and enhance their presentation skills.

Ethnic Literature and Studies: The year-long 10th grade Ethnic Studies Literature course centers the experiences of historically marginalized communities, voices, and identities. The course is built around essential questions related to the issues and intersections of gender, race, ethnicity, class, language, tradition, colonization and colonialism.

Honors 10 Grade Ethnic Studies Literature: Students in the English-Ethnic Studies Literature course read and analyze a broad range of nonfiction and fiction selections, deepening their awareness of how language works in effectively communicating an idea. This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society. Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories.

English III: This is an American literature-based curriculum that parallels the U.S. History course content. The literary works of Poe, Crane, Twain, London, Hemingway, Steinbeck, Faulkner and others are a part of the literary package. An in-depth study of SAT vocabulary is part of the course content.

AP English Language and Composition (Grade 11): This course will engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers. The composition segment of this course will emphasize the expository, analytical, and argumentative writing that form the basis of academic and professional communication as well as personal and reflective writing. Prerequisite: "A" grades for previous English classes before enrolling. 11th/12th grade level students only.

English IV: This is a course designed to help students prepare for their entry into post-secondary education. Components include: reading a variety of materials, both exposition and literature; utilizing the CSU developed curriculum for 12th grade; study of the elements of grammar; and a survey of British literature. Completion of the Senior Project is required.

AP Literature and Composition (Grade 12): This class will engage students in the careful reading and critical analysis of imaginative literature. It will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. Writing will be an integral part of the class; the AP Exam for this class is weighted toward student writing about literature. It is strongly recommended that

students have “A” grades for previous English classes prior to enrolling. Prerequisites: Priority enrollment goes to AP English Language & Composition students; teacher permission required for all other students.

MATH

Pre-Algebra: Pre-Algebra is the first math course that some students will be enrolled in that prepares students for the Integrated 1 course curriculum. The course covers key algebra topics of linear and exponential functions. The course also focuses on geometric transformations and congruence. Successful completion of the majority of the course material will give the student credit for Integrated Math 1. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practice Standards apply throughout the course.

Integrated Math I: CCSS Integrated Mathematics I is the first course of a three course sequence including CCSS Integrated Mathematics I, II, and III. This one year long course satisfies the Common Core Standards for Integrated Math I. It strengthens and builds on the students' previous knowledge in middle school math. This course focuses on algebraic expressions, linear functions, some basic exponential functions, exponents, polynomials, solving equations, geometric congruence, proof and construction methods, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications. * UC, CSU

Integrated Math II: CCSS Integrated Mathematics II is the second course of a three course sequence including CCSS Integrated Mathematics I, II, and III. This one year long course satisfies the Common Core Standards for Integrated Math II. It strengthens and builds on the students' previous knowledge from Integrated Mathematics I. This course focuses on quadratic expressions, equations and functions which makes connections to Geometry through the Pythagorean Theorem and the quadratic representations of circles. Number sets are extended to include complex numbers so that all quadratic equations can be solved. Similarity of triangles leads to an understanding of right triangle trigonometry. Links between probability and data are explored through probability and counting methods. Through each course the Mathematical Practice Standards are applied to connect algebra and geometry through reasoning and proof as well as real life applications. * UC, CSU

Integrated Math III: Integrated Math III is the third course of the three course integrated sequence as described in the CCSSM. As per the CCSSM, the overall focus of the course is to (1) explore how different visual displays and summary statistics relate to probability distributions and identify different ways of collecting data, analyzing data and drawing appropriate conclusions; (2) develop polynomial operations, including division, and make connections between zeros and solutions of equations culminating with the fundamental theorem of algebra; (3) extend the domains of trigonometric functions to all real numbers and use the Law of Sines and Cosines; and (4) synthesize and generalize what students have learned about a variety of function families- extending work with exponential functions to include solving exponential equations with logarithms and exploring the effects of transformations on graphs of diverse functions. * UC, CSU

PreCalculus/AP: This is the third course in the college-prep high school mathematics sequence. This discipline

combines many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus. Prerequisites: Int Math I, Int Math II, Int Math III or equivalent. * UC, CSU

AP Calculus: What do electrical engineers, economists, and business managers have in common? All use calculus to answer big questions on the job. In this course, you'll explore the basics of calculus including functions, graphs, integrals, and more, all while gaining valuable problem solving skills. This course can be used to supplement a face-to-face AP* Calculus AB course and is "a-g" and College Board approved. PREREQUISITES: Successful completion of Math through Algebra II and/or Pre-Calculus or equivalent. Grade 11/12 or instructor approval * UC CSU

SCIENCES

Biology: This is a college preparatory life science class. Students explore seven unifying themes in depth. The process of science is explored through inquiry laboratory experiments, problem solving and learning concepts. Students will explore the characteristics of life, biochemistry, metric system, science graphing, cell structure and function, photosynthesis and respiration, Mendelian genetics, human genetics, evolution, ecology and body systems.

* UC, CSU

Anatomy: Anatomy and Physiology is designed to be a rigorous and in-depth look into the structures and functions of the human body. The course will involve lecture notes, book studies, hands-on lab activities, dissections, and long term projects. Anatomy is a very visual science, the ability to identify different structures in relation to other parts of the body will be stressed. An emphasis is put on studying and drawing anatomical diagrams, as well as building 3 dimensional models of the various systems of the body. Students completing this course will be academically prepared to enter into a college level pre-med, pre-vet, or nursing program. As preparation for life after high school, this course is designed to give students an idea of what to expect in a college level anatomy course. (Alternates w/ AP Chemistry.)

* UC, CSU

Conceptual Physics (construction based): This course integrates core NGSS physics concepts with Career and Technical Education (CTE) principles in construction and green building. The objective of this course is for students to learn physics through a project-based approach of designing and improving sustainable structures with a central focus on a "Net-Zero Tiny Build" project.

Chemistry: Chemistry is a challenging, college preparatory class designed for students who wish to investigate the structure, properties, and reactions of matter at the molecular level. Students will learn to measure, organize, and analyze scientific information. They will increase problem solving proficiency and learn to interpret scientific phenomena with logical explanations based on fact and mathematics. During this school year students will be expected to do homework, take notes, engage in class discussions, conduct lab activities with potentially hazardous materials, and write lab reports. Organization, commitment, and study skills will be critical skills in chemistry. Success in high school chemistry requires a dedicated time commitment, both in and out of class. An understanding of general chemistry leads to a more competent and confident career in college, increases a person's options for higher education, and gives a better understanding of the world around us. * UC, CSU

AP Chemistry: AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Prerequisite:

Chemistry. (Alternates with AP Physics) * UC, CSU

Physics: Physics at MSHS is a broad look at the topics of physics, astronomy, and cosmology. Students will study the fundamental laws of the universe through a combination of hands-on lab work, independent investigation, and direct classroom instruction. The key principles of electromagnetism, motion, gravitation, and how all this affects the dynamics of space will be investigated throughout this course. Students will spend a lot of time in lab explorations, designing experiments and making measurements that test the laws of nature. The overall goal of the course is to provide a conceptual understanding of how the universe works. There will be some mathematical analysis involved, but the main focus is for students to complete the course with a more general understanding of the workings of the universe. * UC, CSU

AP Physics 1: This algebra-based, introductory college-level physics course explores:

- Newtonian mechanics
- Work, energy, and power
- Mechanical waves and sound
- Introductory, simple circuits.

Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

This course requires that at least 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations. Prerequisite: Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Physics 1 also includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

(Alternates with AP Chemistry) * UC, CSU

AP Biology: This is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations, readings, discussions and activities. Units covered include: The Chemistry of Life, Cell Structure and Function Cellular Energetics, Cell Communication and Cell Cycle, Gene Expression and Regulation, Natural Selection, and Ecology. Students will develop skills in science practices: modeling, questioning and methods, data analysis and statistics, and science argumentation from evidence. Students will usually complete weekly laboratory investigations. This course will prepare students to take the Advanced Placement Biology Exam in May. (Alternates with AP Environmental Science) * UC/CSU

AP Environmental Science: This college level course is designed to engage students with the scientific principles, concepts, and methodologies required to understand how macro organisms interact within ecosystems. Students identify and analyze natural and human caused environmental problems, evaluate the risks associated with these problems, and examine solutions for resolving or preventing them. Environmental science includes topics from geology, biology, ecology, chemistry, and geography. (Alternates with AP Biology)

Course Units include:

- I:Ecosystems/Biomes/Climatology
- II: Biodiversity
- III: Population biology (wildlife and humans)
- IV: Management of Resources (forests/agriculture/wildlife/water management)
- V: Land and Water Use (local and global)
- VI: Renewable and non -renewable energy resources
- VII: Atmospheric Pollution/climate change
- VIII: Aquatic and Terrestrial Pollution
- IX: Sustainability (of resource use) *UC/CSU

FINE ARTS

Media Art: In this class, students will develop fundamental art skills in a range of fine art media including painting and drawing. They will also experience an introduction to digital art media. They will learn Color Theory, the Elements of Art and the Principles of Design. Students will respond to and analyze artworks, learn content vocabulary, express their observations, apply fundamental artistic skills, understand the historical contributions and cultural dimensions of the visual arts, analyze current and historical works of art and connect their knowledge of the visual arts to other subject areas and careers. Grades 9-12

Digital Arts & Imaging [P]: This class combines the study of graphic design and digital arts, career exploration and preparation, and hands-on skills development and application within the context of a graphic arts studio. The course is structured around interdisciplinary projects that emphasize how the Elements of Art are transformed into digital format. Students study and apply the Principles of Design and experience, first-hand, how these elements and principles are affected by digital media as they engage in client-based design projects. Design and visual/media arts career skills are developed through engagement in the design process from client consultation to product delivery. Grades 10-12 | Prerequisite: Media Arts or teacher approval.

Art Studio (P): In this class, students build on their foundational skills and develop a well-rounded art portfolio. Students will develop skills using new and traditional media in two-dimensional art or ceramics. The students examine major forms of artistic expression from past and present from a variety of cultures. They learn to look at art critically and to analyze what they see. The study of art history and the art world will also be covered through participation in lectures and discussions. Art and design enthusiasts will refine their skills and build confidence in their fine and digital art skills. Grades 11-12 | Prerequisite: Media Arts & Digital Arts & Imaging

Art Studio (Honors): This course is an intensive challenge to build an art portfolio for submission for the college bound art student or provide a sound foundation for the aspiring professional two- or three-dimensional artist. Students will develop skills using new and traditional media. The students examine major forms of artistic expression from past and present from a variety of cultures. They learn to look at art critically and to analyze what they see. The study of art history and the commercial art world will also be covered through participation in lectures and discussion. Students will visit art exhibits outside of class. Grades 11-12 | Prerequisite : Media Arts & Digital Arts & Imaging or Ceramics II

Ceramics I: Ceramics is a studio art course which is designed to develop the artistic skills of the student-artist. Instruction will focus on the 3-dimensional application of the Elements of Art and the Principles of Design. Construction techniques will be emphasized through the use of diverse techniques in hand-building such as slab, mold, coil and extruding as well as throwing on the potter's wheel. Students will learn to finish their work with

colored slip, glazes, and relief techniques. Students will also be expected to have a comprehensive understanding of the history of this sculptural medium as it pertains to their own sense of creative expression as well as art historical and cultural references. Students will maintain a sketchbook throughout the year for idea generation, note-taking and feedback. This course satisfies Career Technical Education standards by learning the skills and knowledge for creating, refining, and exhibiting works of art. Grades 9-12

Ceramics II: Ceramics II is an advanced course in which students may choose to pursue either a hand-building curriculum or a potter's wheel curriculum. Essentially, students work from a prescribed syllabus of assignments sequenced to instruct them on advanced ceramic techniques. There are various discussions, demonstrations, research, writing, and production of ceramic objects covered during this year. Students will analyze and discuss ceramic forms through group critiques and individual reflections according to ceramic concepts as well as the Elements of Art and the Principles of Design. This course will enable students to understand and appreciate artistic expression through writing and discussing material studied. This course satisfies Career Technical Education standards by learning the skills and knowledge for creating, refining, and exhibiting works of art. Grades 10-12 - | Prerequisite: Ceramics I (or teacher approval)

WORLD LANGUAGE

Spanish I: This course provides students with a grammatical and structural base in the Spanish language. This includes the acquisition of basic vocabulary, verb forms in the present and preterite tenses and common expressions. Speaking and listening skills are included in order to immediately involve students in real-life conversations. *UC, CSU

Spanish II: This course continues the grammatical and structural base established in Spanish I. This includes the acquisition of advanced vocabulary, verb forms in the preterite and imperfect tenses and common expressions. Speaking, listening, and writing skills are an integral part of the course. Prerequisite: Spanish I with a "C" or better. * UC, CSU

Spanish II - Medical Terminology For Patient Care: This course uses the new CTE content standard and aligns with the Patient Care pathway standards within the Health, Science, Medical Technology CTE sector. Medical caregivers must be able to communicate with the Spanish-speaking patient on a medically and linguistically appropriate level. Students will build a framework for practice with management of health-related situations. From this established foundation of common scenarios encountered in medical settings, students will incorporate standard medical terminology, knowledge of anatomy and physiology, and patient assessment with clear, accurate Spanish communication in an effort to fuse the medical responder with the medical communicator.

Spanish III: This course continues the grammatical and structural base established in Spanish II. Conversational skills of listening and speaking are emphasized at this level as students begin to use advanced structures and expand their vocabularies. Students design their own applied project to work on during the second semester. Prerequisite: Spanish II with a "C" or better. * UC, CSU

Spanish IV or AP Spanish: This course is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in

listening comprehension, speaking, reading, and writing. Prerequisites: Spanish III with a “C” or better. * UC, CSU

SOCIAL SCIENCES

World History (Sophomores): This course is designed to provide a basic survey of the major events of world history, discuss some of the important contributions of significant individuals, and examine recurring historical trends. * UC, CSU

U.S. History (Juniors): US History is a required two-semester course. The main focus of this course addresses events and themes in United States History from the end of the Reconstruction Era (1877) to the present. The first semester begins with the French and Indian War and ends at the Great Depression. In the second semester, the course continues through the presidency of Ronald Reagan. This is a survey course that presents broad themes throughout the American experience, rather than a detailed study. * UC, CSU

AP U.S. History: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. History from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. * UC, CSU

Civics/Economics (Seniors): During the first semester, students study what is the culmination of the civic literacy strand in the State of California Social Studies framework which prepares students to vote, reflect on the responsibilities of citizenship and to participate in community activities. During the second semester, students examine the basic economic problems facing all individuals-scarcity, choice and economic efficiency. Students study how individual behavior affects the market (microeconomics) and aggregate economic behavior affects the market as a whole (macroeconomics). * UC, CSU

AP Psychology: This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Open to 11th & 12th graders. * UC/CSU

PHYSICAL EDUCATION

Physical Education and Life Styles (PEALS)/PE 1 (Freshmen): This course is part of the Freshman Core Program. It is designed to show students how science, health and physical education are not individual entities but interrelated components to a healthy and active life. The class is designed to give practical knowledge and hands-on activities to students so they can develop and become more aware of their personal fitness, as well as create constructive attitudes for lifelong healthy lifestyles. The state physical fitness test is given at the end of the year.

PE 2: This class will cover physical skills, sports analysis, and regulations to such sports as; basketball, softball, track, golf, tennis/badminton, football and others. Prerequisite: PE 1 or permission by instructor.

PE Option: As per SUHSD Board Policy AR6146 (a) Mandated Courses-Must Pass as determined by Teacher i (4) Effective July 1, 2000 students may satisfy the physical education requirement for participation in district interscholastic athletic programs carried on wholly or partially after regular school hours when such participation entails a comparable amount of time (E.C. 51222) and physical activity. Students must apply in writing within two weeks of the conclusion of each sports season in order for the requirement to be waived. Applications must be made to the principal or designee. One interscholastic sport per season waives one quarter of a year's PE requirement; maximum requirement of one year of PE may be waived via interscholastic athletics.

PERFORMING ARTS

Choir: This course is designed to introduce students to the process of performing music in a group or as a soloist. The daily class procedure will include improving sight-reading skills, adapting tone, and experimenting with emotion and diction in preparation for upcoming performances.* UC, CSU

Instrument Ensemble: This course is designed to allow the concert band student to learn major and minor keys and scales as well as a majority of the notation marks used in musical literature. The student will also perform a vast variety of music from various style periods, past and present.

Drama: Drama incorporates the elements of media and live theater into a one-year course. Semester 1 will focus on "Infotainment" and is the introduction course in the Broadcast news Production Career Pathway. Students will learn to produce news broadcasts, TV documentaries and TV comedy hour, and learn to film, edit and package their programming. Semester 2 focuses on Entertainment, producing 1 live theatrical production, and focusing on professional theater expectations and careers. This class is an audition only class for acting students, and open enrollment for those wishing to focus on technical skills. * UC,CSU

OTHER COURSES

Yearbook: Students sell advertisements to local merchants, learn photography (concentrating on composition and lighting), and use a desktop publishing program to create the yearbook pages. Prerequisite: Interested students sign in May for the following year. Open to 10-12 graders.

Leadership: This class is offered to elected student body officers who organize student body activities. These activities include, but are not limited to, Homecoming, Blood Drive, Assemblies, Food Drive, Winter Carnival, and dances. Prerequisites: Must be elected student body officer or class officer and abide by the by-laws.

Academic Support: This course is for students with an IEP or a 504. See more thorough course description under R.S.P.

TA: Available to 11-12 graders. Must have teacher approval prior to registration. Seniors may have a maximum of 2 TA periods. This is a P/F course and it is not calculated into a student's GPA.

Office Aide: Available for 11-12 graders. Must have the office's approval prior to registration. This is a graded course and is calculated into your GPA.

CAREER TECHNICAL EDUCATION

Introduction to Drafting & Woodworking: This is an introductory course to both Drafting and Woodworking. In the drafting portion of the course, students learn the fundamental use of drafting tools and develop basic drafting techniques and skills through elementary drawings. Computer Aided Drafting applications will also be introduced. This class provides the skills necessary to work with the drawings they will encounter in the Woodworking Class. In the woodworking portion, students learn the fundamentals of woodworking including tool identification, project design and layout, material estimating, cutout, millwork, assembly and finishing.

Advanced Woodworking: This class will continue with the coursework introduced in Introduction to Drafting & Woodworking. Advanced instruction is given in the use of hand tools and power machinery. Second year students will construct a project given by the instructor and then they may work on projects of their own choosing. Third and Fourth year students will be able to design and construct challenging projects on their own. Woodturning will also be introduced. Safe operation of a production facility will be emphasized. This class may be repeated. Prerequisite: Introduction to Drafting & Woodworking (Beginning Drafting & Woodworking)

Manufacturing I*: EXPLORATORY AND INTRODUCTION TO MANUFACTURING TECHNOLOGY: 9-12 grade students go through this Exploratory Program. Students will be introduced to the basics of safety, as well as the use and care of hand tools, power tools, and stationary equipment. Students will learn four welding processes directed by AWS training procedures and be introduced to all cutting processes available in the lab. Students will be introduced to manufacturing methods with an introduction to machinery and material types, along with their basic applications. Students start with small metalworking projects, which will lead to projects that are more complicated. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. Students are instructed in and demonstrate skills and knowledge in machine safety, measuring tools, speeds and feeds, lathe operation, mill operation, pedestal grinder, various types of cutting tools, and drill press operation. Students continue to receive instruction in safety requirements and demonstrate sound safety practices. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum.

Manufacturing II-IV*: Students will enhance and expand their understanding and application of machinery and material types, along with their applications. Student projects will be more complex – appropriate to the student's level of education, training and skills. Instructor and student will determine expectations, projects, and outcomes. Students will continue to receive instruction in safety requirements and demonstrate sound safety practices. AWS Certification may be available to qualified students. Grades 10-12 Prerequisites: Completion of Manufacturing I with a B or better grade or Instructor Approval. *UC, CSU

RESOURCE SPECIALIST PROGRAM* (R.S.P.) - ACADEMIC SUPPORT

Mt. Shasta High School's Resource Specialist Program serves individuals with exceptional needs who require educational services beyond those provided in regular classes with modification. These students are identified and placed in the Resource Specialist Program (RSP) and given an Individual Education Program or a 504 Plan to follow. Mt. Shasta High School adheres to a full inclusion philosophy that students with special needs are best served by being a regular participant in general education programs. Modifications are specialized to meet

developmental needs. Students served by this program have a directed curriculum which focuses on life skills, vocational training, and remediation of academic skills.

Specifically, the Resource Specialist Teacher will act as a case carrier and be responsible for:

- Screening of referrals to determine those students possibly eligible for the program
- Making parent contacts and holding parent conferences
- Arranging for and conducting appropriate assessment needed to define specific learning needs.
- Coordinating and actively participating in the delivery of services to each student.
- Monitoring and providing direct instruction to pupils on active caseload in areas of need.

*Note: The above class is open only to students that have an IEP, 504 or an academic history of failing grades. Each class receives 5 credits per semester.

CAREER PATHS

Education with a Goal: A career path is a sequence of courses that prepare you for a career. Some career paths are short and will lead to a career immediately after high school. Others will lead to Community Colleges or vocational/technical schools and a certificate program. Still others require more extensive education, a four -year baccalaureate, fifth year (masters), or extensive postgraduate professional degree (Ph.D. or M.D.). Your MSHS courses should be selected with a specific career goal in mind. Progress toward your career path here will save you time and money later on.

Pathway Options: In addition to meeting graduation and college entrance requirements, your courses should include the following course if you plan on a career in...

Clerical, Administrative Assistant, Mechanic, Technician

- 3 years of Math
- 3 years of Science
- Personal Finance, Exploring Computer Science, Accounting

Commercial Arts, Music

- 4 years of visual or performing arts
- Drafting, Woodshop, Manufacturing I & II

Computer Science

- Programmer, Electronics technology, Graphic Design
- 4 years of Math through Math Analysis
- Yearbook
- 4 years of Science including Chemistry & Physics

Drafting & Advanced Wood

- Manufacturing I
- Wood I & Adv. Woodworking

Engineering Technology / Civil, Electrical, Architecture, Aeronautical, Mechanical

- 4 years of Math through Math Analysis
- 4 years of Science including Chemistry & Physics

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Forestry

- Forest Service, Biologist
- 4 years of Science including Biology, Chemistry, Physics, AP Biology, AP Environmental
- 3 years of Math through Algebra II

Medical/Professional

- 4 years Math & Science
- Careers in Health

Medical/Technical / X-ray Technologist

- 3 years of Math
- 3 years of Science
- Personal Finance/Surviving Technology
- Intro to Health Careers
- Career Pathways in Health

Nursing / Vocational-Registered Nurse

- 3 years Science through Biology
- 3 years of Math through Algebra II
- Intro to Health Careers/Career Pathways in Health
- Vocational/Technical

POST HIGH SCHOOL INFORMATION

CALIFORNIA COMMUNITY COLLEGES

California has [116 community colleges](#) that offer coursework to prepare students to transfer to a four-year college/university or to prepare students for the world of work in a specific career area. All community colleges offer an extensive program of academic courses. However, the career training programs vary according to the needs of the students and available faculty. Students may attend any community college in the State of California if they are a high school graduate, 18 years of age, or have passed the California High School Proficiency Examination.

All community colleges have programs that are designed to help you with your career development. These programs involve pre-professional areas where you are prepared to attend a four-year college, as well as two-year programs where you may begin work after completion of a career education/certificate program.

College of the Siskiyous in Weed, (530-938-4462) offers excellent liberal arts, transfer, and vocational programs. Among its outstanding vocational programs is a fire science program that includes one of the four Certified Fire Academies in California, the Process Technology program that trains technicians for automated manufacturing environments, and a Licensed Vocational Nursing program. Transfer students from COS are eligible to attend Oregon Institute of Technology without paying out-of-state tuition.

Siskiyou County students who want to attend Southern Oregon University in Ashland, Oregon do not pay out-of-state tuition.

Other community colleges near MSHS:

- Shasta College –Redding 530-225-4600
- Butte College—Oroville 530-895-2484
- Lassen College—Susanville 530-257-6181
- College of the Redwoods—Eureka 707-445-6700
- Feather River College—Quincy 530-283-0202
- Los Rios Community College District (Sacramento, Folsom & Roseville)

CALIFORNIA STATE UNIVERSITIES

Academic excellence has been achieved by the California State University (CSU) through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. The CSU System has a practical, career-oriented approach to education in contrast to the more theoretical approach offered by the U.C.'s. The CSU system grants bachelor and master degrees.

The CSU offers more than 1,800 bachelors and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study. In addition, a variety of teaching and school service credential programs are available. <https://www.calstate.edu/>

CSU Campuses		
CSU Bakersfield 661-664-2011 www.csubak.edu	CSU, Monterey Bay 831-582-3518 www.monterey.edu	San Francisco State Univ. 415-338-1113 www.sfsu.edu
CSU Channel Islands 805-437-8400 www.csuci.edu	CSU Northridge 818-677-3700 www.csun.edu	San Jose State Univ. 408-283-7500 www.sjsu.edu
CSU Chico 530-898-6321 www.csuchico.edu	CSU Long Beach 562-985-5417 www.csulb.edu	CSU San Marcos 760-750-4848 www.csusm.edu
CSU Fresno 559-278-2261 www.csufresno.edu	CSU Los Angeles 323-343-3901 www.calstatela.edu	Sonoma State University 707-664-2778 www.sonoma.edu

CSU Fullerton 714-278-2300 www.fullerton.edu	Cal Poly Pomona 909-869-2000 www.csupomona.edu	CSU Stanislaus 209-667-3151 https://www.csustan.edu/
CSU East Bay 510-885-3000 www.csueastbay.edu	CSU Sacramento 916-278-3901 www.csus.edu	CSU San Bernardino www.csusb.edu 909-880-5200
Cal Poly Humboldt 707-826-4402 www.humboldt.edu	California Maritime Academy 800-561-1945 www.csum.edu	San Diego State Univ. 619-594-6336 www.sdsu.edu
CSU Dominguez Hills 310-243-3696 www.csudh.edu	Cal Poly San Luis Obispo 805-756-2311 www.calpoly.edu	

UNIVERSITY OF CALIFORNIA

The [University of California](http://www.universityofcalifornia.edu) (UC) is made up of nine general campuses. (UC San Francisco focuses on health education and it only offers graduate degrees.) The UC system is the research system of public higher education in California. All of the campuses have distinguished faculties, excellent libraries, research laboratories and high academic standards. The UC's accept the top 12.5% of graduating seniors. Although it is true that UC's are more difficult to get admitted into, a UC may not be the best school for you to attend and here's why: At the UCs, the programs are more research and theory-oriented. Students study how and why things happen. The CSU's on the other hand, were actually created as teaching colleges. Therefore, the type of education you receive there is more hands-on and teaches more practical approaches. The UC's grant professional and doctorate degrees, as well as bachelor and master degrees.

UC Campuses		
Berkeley	Los Angeles	San Diego
Davis	Merced	Santa Barbara
Irvine	Riverside	Santa Cruz

Websites for College-bound Students
College and Career Options - - helps students of all ages and their families in Shasta and Siskiyou counties make informed choices about post-high school education by providing advisors in the schools, confidential financial aid advising, free workshops, and up-to-date informational material.



[Educational Opportunity Program](#) (EOP) CSU's EOP program was designed to help low-income, first generation, historically educationally disadvantaged students succeed academically in college and graduate.

[Fastweb.com](#) - A clearinghouse of scholarships.

[Ford Scholars Program](#) - Applications available in November - due March.

[McConnell Scholars Program](#) - Applications available in October - due March.

[NCAA Eligibility Center](#) - This site is for the potential college athlete. The eligibility criteria for competing in college athletics, forms used for gaining eligibility, list of NCAA approved classes and courses to help determine eligibility are all found at this site. Other info regarding competing in college athletics is available. If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center. Plan to register before starting your freshman year of high school.

SCHOLARSHIPS and GRANTS

Mount Shasta High School receives scholarships from local, state, and national programs. Local scholarships tend to come from local service groups and organizations. In addition, there are scholarships available through the Ford Foundation (Roseburg Industries) and the McConnell Foundation that benefit students from Siskiyou County. More information regarding these and other scholarships are posted on a board across from the office and in [MSHS Scholarships 2024/2025](#), a database provided to MSHS students for local and regional scholarships. The Dean of Students works with the students to support them with scholarship applications.

Financial aid is available to help meet college expenses. It is very important for all students who plan on post-secondary education (community college, four-year college or vocational school) to explore financial aid options. You must apply for financial aid by filing a [FAFSA](#) from (Free Application for Federal Student Aid). The FAFSA is used by post-secondary institutions to determine your eligibility for financial aid, and by the state and federal government for grants. Our campus holds a financial aid information night in the Fall.

TYPES OF GRANTS

CAL Grants—These grants are awarded to students who will be attending California Community Colleges, four-year schools or vocational schools. To qualify for a Cal Grant, a student must be a U.S. citizen, a permanent resident of California, or an eligible non-citizen. Students selected for Cal Grants must meet the scholastic criteria (GPA earned in the 10th and 11th grades), and the demonstrated family financial needs criteria. To apply for a Cal Grant, students must complete the FAFSA and the G.P.A. Verification Form.

Pell Grants—These are awards to help undergraduates pay for their education after high school. For many students, these grants provide a foundation of financial aid, to which aid from other federal and non-federal agencies may be added. Unlike loans, grants do not need to be paid back. To apply for a Pell Grant, simply check "Yes" to the appropriate question on your FAFSA.

Merit Grants - "Merit based grants are monetary awards given in recognition of exceptional academic achievement. Where need based grants are awarded on the basis of income disparity, merit based grants require students to demonstrate high levels of academic achievement, commitment to service and leadership qualities."

(<http://www.gocollege.com/>)

MILITARY OPTIONS

[U.S. Army](#): 530/941-3813

[U.S. Navy](#): 530/221-8065

[U.S. Air Force](#): 530/221-6188

[U.S. Coast Guard](#): 707/268-2470

[U.S. Marine Corps](#): 530/221-6863