

CONCORD HIGH SCHOOL

2022-2023 9th Grade Course Catalog

We are a community that strives to inspire independent critical thinkers who are academically, emotionally, socially and physically prepared to become contributing members of a global society.



The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, facilities and practices shall be free from 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 orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics (Governing Board Policy 0410).

Contact Us / How to File a Complaint

For questions, concerns or complaints regarding student harassment, discrimination, intimidation and bullying, please contact Jennifer Sachs, Chief of Educational Services, at sachs@mdusd.org or by phone at (925) 682-8000 x4016.

For questions, concerns, or complaints regarding compliance with Title IX employee issues, please contact Dr. John Rubio, Chief of Human Resources, at rubio@mdusd.org or by phone at (925) 682-8000 x4136.

This course description catalog was developed by the Concord High School staff to help our students and parents understand our educational program and make informed choices. We are proud to offer this curriculum to you. Please consider carefully the course descriptions and related information contained in this catalog. Remember that educational growth and personal development will result from a process of informed decision making.

Disclaimer: Courses in this catalog may not be offered due to budget cuts, teacher's credentials, or lack of student enrollment.

A Student's Guide For Successful Educational Planning

1. Read the information contained in this catalog and involve your parents. You will also need to talk to teachers, counselors, and administrators whom you trust and who know your capabilities and aspirations. Remember choices that are appropriate for your friends may not be the right ones for you.
2. This booklet was designed for YOU! Use it like a workbook.
3. Consider college entrance requirements when making your choices. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation. When in doubt, always choose the more difficult course or sequence of courses. ***A recent College Board study disclosed that the more high school academic work students complete, the greater their SAT performance.***
4. In any given area, take care to plan a sequence of courses that makes sense. For example, each course in math should logically follow the one before.
5. Refer to the graduation requirement worksheet on Page 4. Do you need to repeat a requirement because of a D or F? **(D's must be made up in order for the courses to count for college entrance. F's must be made up for high school graduation. Remember, classes repeated to raise a D grade DO NOT earn additional credits.)** The four-year educational plan that you choose must include all of the graduation requirements.
6. The business community has advised us that the best way to train our students for careers is to teach them to read, write and compute; be on time; and get along with others. Making thoughtful choices now will better prepare you for future careers.

Parents as Partners in Planning

1. All student schedules must be approved by parents. Please plan carefully with your student.
2. Students are expected to complete BOTH semesters of a year long class.
3. A maximum of twenty (20) credits of teacher assistant or forty (40) credits of work experience can receive elective credit towards graduation during your four years at Concord High.
4. A course failed in any required area (Math, English, Social Studies, Science, Fine Arts and PE) must be repeated or replaced.
5. The UC and CSU systems will not accept D grades to satisfy course entrance requirements. Classes may be repeated to raise a D grade; however, such repeated classes DO NOT earn additional credits toward graduation from Concord High School.
6. Homework is required by Board policy and should be monitored by parents. Parents are partners with the Concord High School staff. We encourage you to maintain ongoing contact with teachers and check Homelink/Parent Portal. We are excited to work together with you in planning your student's four-year program.

Schedule Change Requests

The Mt. Diablo Unified School District requires all students to enroll in six classes each semester. Seniors may request a five period day if specific criteria is met. Students wishing to **DROP** a class must do so during the first three weeks of the semester with parental and counselor/administrative approval. Students dropping a class while maintaining a passing grade will receive a "No Credit" or "Withdrawal" on their records. A student/parent/teacher/counselor/administrator conference may be required prior to allowing a student to drop a class. Students dropping a class while maintaining an "F" will receive an "F" on their records. Teachers may recommend a "No Credit" or "Withdrawal" for students in special cases. Students who DROP a class after the third week of the semester will receive a grade of **WF**.

THE ONLY ACCEPTABLE REASONS FOR A SCHEDULE CHANGE ARE:

- Schedule does not include the required six – periods
- Student has passed a course shown on the schedule in an approved program (summer intervention, adult school, etc.)
- Academic misplacement or computer error

Academic Preparation

The following discussion will introduce the types of classes offered, their abbreviations, and the grading policy.

Elective Courses

These are the subjects not required for graduation that students may elect to take because of interest, need, or preparation for goals after high school.

College Preparatory Courses

These are courses designed for the college-bound students and certified by the University of California as meeting their high school "a-g" subject requirements. The California State Universities and private colleges also accept these courses.

Honors Courses

These courses are based on the criteria established by the University of California and California State Universities. They are open to a select number of 10th, 11th, and 12th grade students according to high ability, motivation and achievement. Students will earn an additional grade point: an A=5 grade points instead of 4, a B=4, and a C=3.

Advanced Placement

Advanced Placement courses offer our students the opportunity to do college level work while still in high school. The courses are available to qualified, academically talented students in the tenth, eleventh, and twelfth grades. According to their AP examination performance, students **MAY** receive college credit for each examination taken. Based upon the number of AP courses taken, it is possible for a student who is successful on the exams to enter college at or near the sophomore level. Parent, teacher and administrator approval is required **BEFORE** enrolling. Enrollment is limited. Once accepted into an AP course, students are expected to make a commitment to complete both semesters.



GRADUATION REQUIREMENTS and COLLEGE INFORMATION
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REQUIRED COURSES	CONCORD	CAL STATE UNIVERSITIES	UNIVERSITY OF CALIFORNIA
English	4 years (40 credits)	4 years	4 years
Math	3 years (30 credits) Including: Algebra 1	3 years Including: Algebra 1 Geometry Algebra 2	3 years Including: Algebra 1 Geometry Algebra 2 4th year recommended
Social Studies	3 years (30 credits) World History US History US Gov/Econ.	2 years	2 years
Science	2 years (20 credits) 1 year life science 1 year physical science	2 years	2 years Both lab science 3rd year recommended (Biology, Chemistry, Physics preferred)
World Language	Complete a course in 2 of 3 of the areas (20 credits)	2 years same language 3rd year recommended	2 years same language 3rd year recommended
Career Technical Education		NA	NA
Visual Performing Arts		1 year college prep performing or visual art	1 year college prep performing or visual art
Physical Education	2 years (20 credits)	N/A	N/A
Electives	60 credits	1 year college prep elective or additional year of above subjects	1 year college prep elective or additional year of above subjects
TOTAL	220	Minimum of 15 college prep classes	Minimum of 15 college prep classes

PLANNING SECTION

Model Four-Year Program for Graduation

Freshman

- ✓ English I
- ✓ Algebra I
- ✓ Living Earth
- ✓ PE 9
- ✓ 2 Electives*

Sophomore

- ✓ English II
- ✓ Geometry
- ✓ World History
- ✓ Physical Education
- ✓ Chem in the Earth System
- ✓ 1 Elective*

Junior

- ✓ English III
- ✓ US History
- ✓ Algebra II
- ✓ 3 Electives*

Senior

- ✓ English IV
- ✓ Govt./Economics
- ✓ 4 Electives*

*20 elective credits must be taken at any grade level from 2 out of the 3 categories:
VAPA **OR** World Language **OR** CTE

Model Four-Year Program College Prep

Freshman

- ✓ English I
- ✓ Algebra I or Geometry
- ✓ Living Earth
- ✓ World Language
- ✓ PE 9
- ✓ 1 Elective *

Sophomore

- ✓ English II or English II Pre-Honors
- ✓ Geometry, Algebra II, Alg II/Trig
- ✓ World History or AP World History
- ✓ World Language
- ✓ Chem in the Earth System
- ✓ Physical Education

Junior

- ✓ English III or AP Language
- ✓ Algebra II, Algebra II/Trig, Pre-Calculus, or Pre-Calculus Honors
- ✓ Physics or Physics Honors, Biotechnology, Chemistry or AP/H Chemistry, Zoology, or Physiology or Physiology Honors
- ✓ US History or AP US History
- ✓ World Language

Senior

- ✓ English IV or AP Literature
- ✓ Pre-Calculus, Pre-Calculus Honors or AP Calculus
- ✓ AP Chemistry, Physics or Physics Honors, or AP Biology
- ✓ Gov/Economics or AP Econ/AP Gov
- ✓ 2 Electives*

*At least 2 years of the same Foreign Language AND 1 year of a Fine Art must be taken.



AVID Advancement Via Individual Determination

What is AVID?

AVID is a program for students who are college-bound and have the individual determination to be successful, but who many need some support along the way. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II. The AVID Seminar for the junior and senior years prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Seminar students are expected to participate in, and eventually act as moderators for, Socratic Seminars. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, all the while focusing on a culminating senior paper, portfolio, and/or project. Students must complete both junior and senior years for one year of UC admission credit.

Who is Eligible to Join?

- Students in grades 9 - 11
- Students striving for a 3.0 - 4.0+ cumulative GPA
- Students who are motivated and individually determined to attend a 2 or 4 year college
- Any and all Concord High students are encouraged to apply to be in AVID. Interested students may pick up an application in Room 304

Classes

Freshman

English I
Algebra I or Geometry
AVID 9
Living Earth
World Language
PE

Sophomores

English II or Pre AP English II
World History or AP World Hist
AVID 10
Geometry or Algebra II
World Language
PE



Juniors

English III or AP Lang
US History or AP US Hist
AVID 11
Chemistry
World Language
Elective

Seniors

English IV or AP Lit
Govt/Econ or AP Gov/AP Econ
AVID 12
Algebra II or higher
Elective
Elective

Students are encouraged to take the most challenging courses, such as Honors and Advanced Placement classes.

CHS Pathways

Concord High has the following CTE (Career Technical Education Pathways) for students to enter.

- Engineering
- Building and Trades
- Automotive Engineering
- Computer Applications
- Visual and Performing Arts

Human Services Academy

A California Partnership Academy

What is the CHS Academy?

The Academy is a "school-within-a-school," funded by the state of California. Our focus is on health and human services. Our goal is to assist students with building fundamental academic knowledge and strong skills necessary for future college and career success.



We are:

- A California Partnership Academy in its 28th year at Concord High School.
- A college and career program incorporating regular college and career exploration field trips.
- A career-focused program that offers mentoring and internship programs.
- A close-knit community of learners that offers smaller class size as well as strong academic, parental, and peer support.

Who is Eligible to Join?

- Students in grades 10, 11 & 12
- Students striving for a 2.0 - 4.0 cumulative Grade Point Average
- Students who want to be motivated and involved in their school and community.
- Student's interested in exploring careers in the health or human services careers.
- Any and all Concord High students are encouraged to apply to be in the Academy. Interested students may pick up an application at the Academy office or speak with an Academy Coordinator.

What are some things we do?

- Work closely with our students to get into college
- Prepare students for careers in human services fields
- College campus visits to UC, CSU, and Community College
- Take a dual enrollment course at DVC
- Run the CHS food pantry
- Educate CHS about issues such as Domestic Violence, Mental Health, and Homelessness
- Participate in job shadow and career exploration field trips
- Provide a supportive environment for all students
- Organize a "Healthy Habits fair" at a local elementary school
- Organize the campus wide Diversity Conference
- Run Concord High's recycling program
- Organize Concord High's Annual Blood Drives



Classes

Sophomores

English II
World History
PE or Elective
Career Transition/School to Job
Math*
Foreign Language*

Juniors

English III
US History
Academy Psychology
Physiology
Math*
Foreign Language*

Seniors

ERWC
Academy Sociology
Government/Economics*
Chemistry
Elective*
Elective*

*Classes outside the Academy

Students are encouraged to take the most challenging courses, such as Honors and Advanced Placement classes. While in those challenging classes, they will receive support and guidance in their other Academy elective classes.

ACADEMIC SUPPORT ELECTIVES FOR 9TH GRADE STUDENTS

The following classes are support classes that could be recommended by a teacher for students in need.

AIMS II (ACADEMIC INTERVENTION FOR MATH SUCCESS IN GEOMETRY) (1302)

Grades: 9-12

Prerequisite: Teacher recommendation.

This course provides the student the mathematical skills and knowledge required for success in the Algebra I and is taken concurrently with Algebra I. It will strengthen the student's understanding and mastery of algebra concepts while helping them to be successful in Algebra I.

ENGLISH LANGUAGE DEVELOPMENT 3 (0273)

Grades 9 – 12

Prerequisite: Placement by ELD/CELDT Assessment

This course fulfills the UC/CSU “b” requirement (students may only use 1 year toward this requirement)

This course is designed for English Learners at CELDT level 4. The course objectives include communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of early advanced grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

ENGLISH LANGUAGE DEVELOPMENT 4 (0274)

Grades 9 – 12

Prerequisite: Placement by ELD/CELDT Assessment

This course fulfills the UC/CSU “b” requirement (students may only use 1 year toward this requirement)

This course is designed for English Learners at CELDT level 5 (Advanced). The course objectives include advanced communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will develop an understanding of a variety of career opportunities as they learn the English Language.

EL ACADEMIC LANGUAGE DEVELOPMENT A (0690)

Grades 9-12

Prerequisite: None

EL Academic Language Development (ALD) Course A is designed to teach Long-term English Learners the academic language necessary for the academic success that leads to reclassification. The course instructional units, Determining an Identity and Recognizing Acts of Heroism, to teach portable academic language and to guide reflection on academic identity. Students in this class also read and discuss culturally relevant novels and work with their teacher to set personal academic goals and monitor their progress toward them.

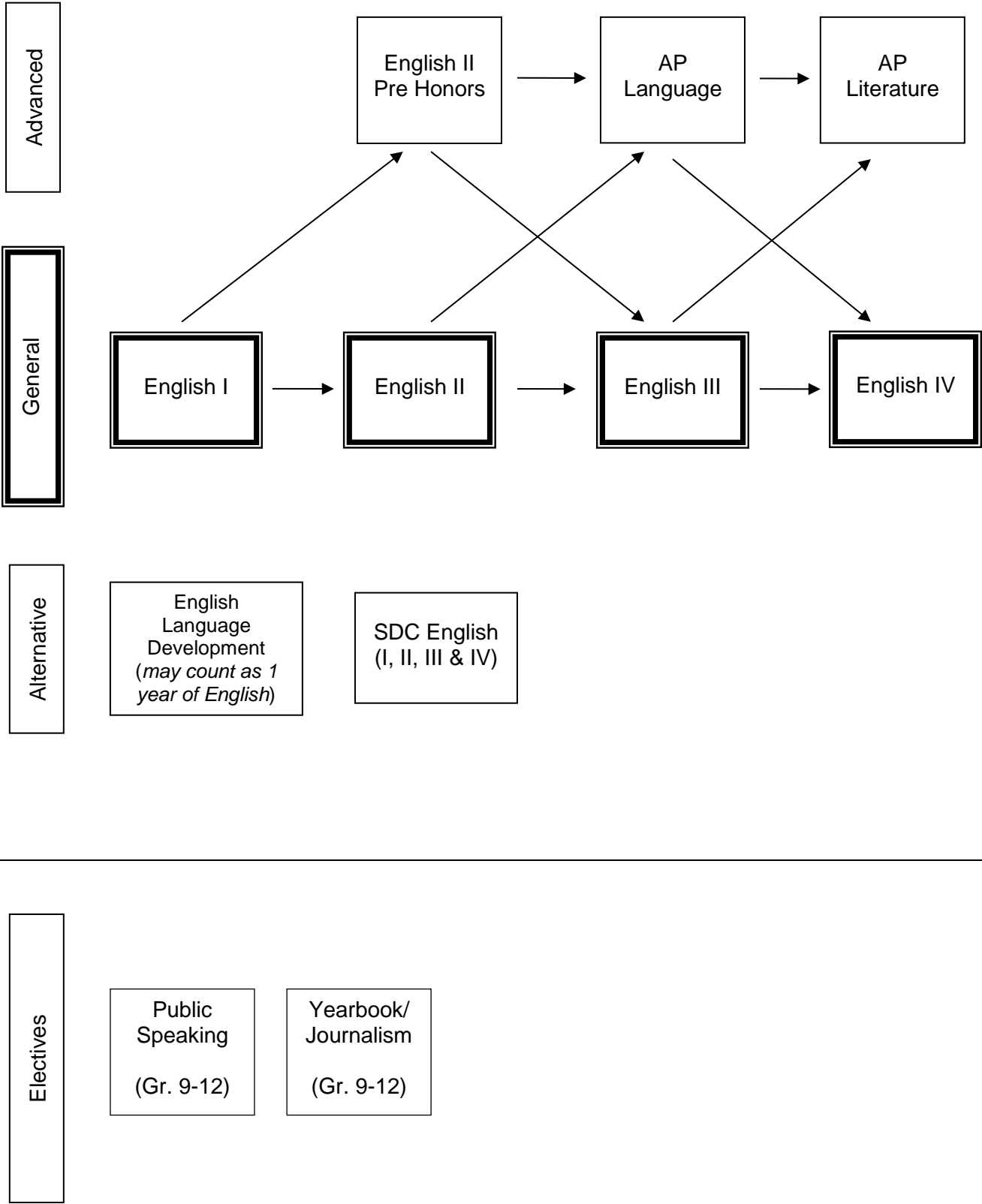
EL ACADEMIC LANGUAGE DEVELOPMENT B (0691)

Grades 9-12

Prerequisite: If offered, completion of EL ALD A

ELALD Course B is designed to teach the academic language necessary for the academic success that leads to reclassification. The core instructional units, Rites of Passage and Pursuing the American Dream, parallel and reinforce the grade-level expectations of a freshman or sophomore English language arts course, while also providing ELD instruction at the Early Advanced and Advanced proficiency levels. Students in this class also read and discuss culturally relevant novels and set personal academic goals and monitor their progress toward them. The purpose of the course is to provide Long-term English Learners with the academic mentoring, the instruction in the forms and functions of academic language, and the strategically-scaffolded practice reading, speaking, and writing about grade-level-content-related themes that they need to Re-classify as Fluent English Proficient.

ENGLISH COURSE MATRIX	
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9TH GRADE ENGLISH COURSES

ENGLISH I, Grade 9 (0010)

Grade 9

This course fulfills the UC/CSU “b” requirement.

English I is a required freshman class designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, spelling, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 1 (0249)

Grade 9 - 12

Prerequisite: Placement by ELD/CELDT Assessment.

This course fulfills the UC/CSU “b” requirement. (students may only use 1 year toward this requirement)

This is a two period course designed for English Learners at CELDT level 1 (Beginning), who have been in the United States for less than one year and have no literacy skills in their primary language. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) to Early-Intermediate (CELDT level 2). The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

ENGLISH LANGUAGE DEVELOPMENT 2 (0272)

Grades 9 - 12

Prerequisite: Overall score of a 3 or above on CELDT

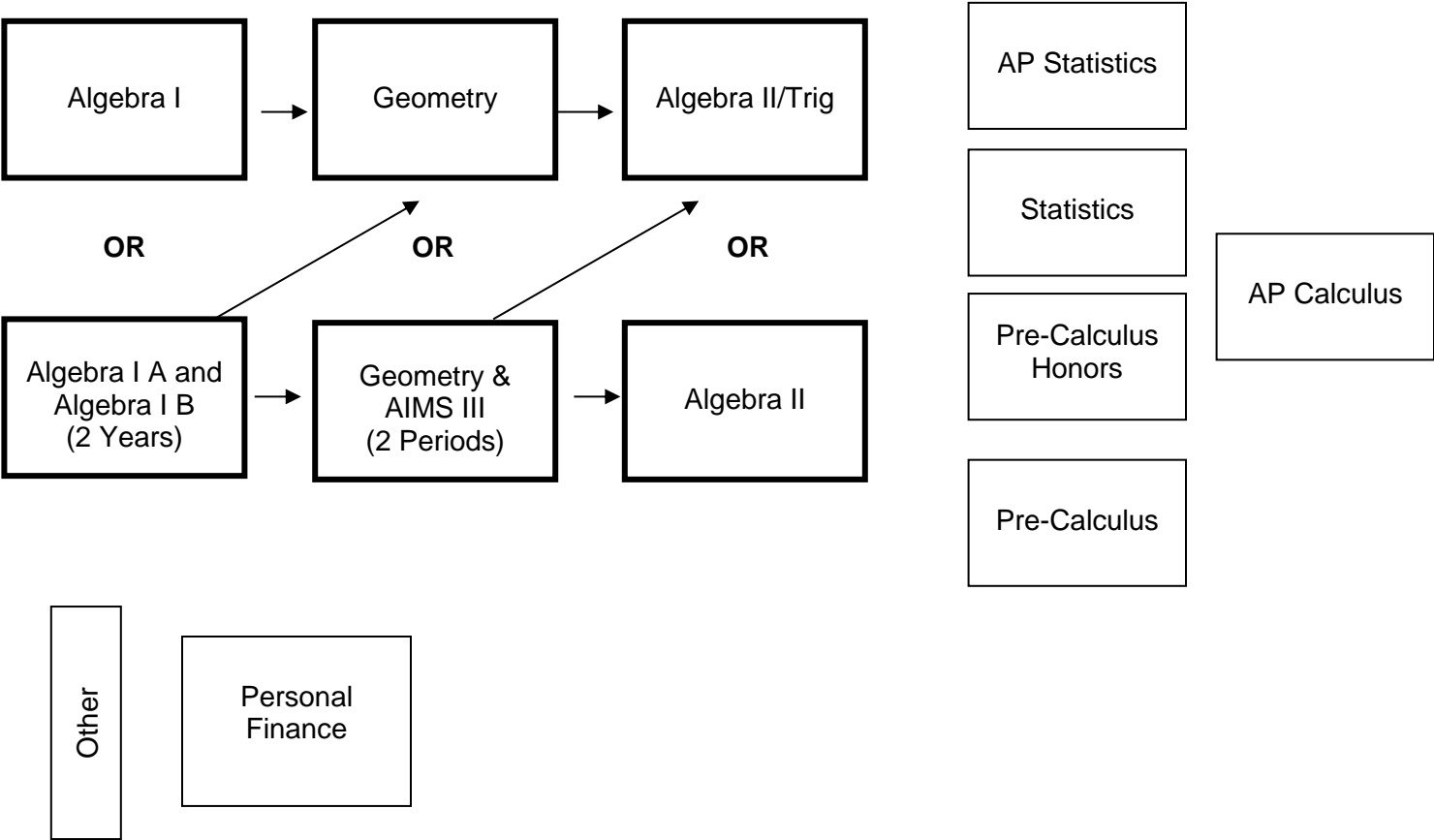
This course fulfills the UC/CSU “b” requirement. (students may only use 1 year toward this requirement)

This course is designed for English learners at CELDT level 3. The direct English instruction contained in this course will move students from Intermediate (CELDT level 3) to Early Advanced (CELDT level 4). The course objectives include communication skills in listening speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate master of intermediate grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.



MATHEMATICS COURSE MATRIX

This level based on
teacher recommendation



*****Note*****

Boxes in **Bold** are the minimum requirements to be considered for UC and CSU admission.

9TH GRADE MATHEMATICS COURSES

*****Algebra I is a requirement for graduation**

Taking a course that is beyond a student's preparation or ability will have a detrimental effect on the student and his/her progress. Choose the appropriate math course, keeping in mind prerequisites and the ability and motivation of the student.



Regarding calculators:

Most college prep courses (Algebra I and above) at Concord High are taught on the assumption that students own or have regular access to a programmable graphing calculator. Most teachers use the TI-82 in class on a regular basis and there are limited class sets of TI-82's for use in the classroom. We recommend the TI-83 for Algebra I thru Calculus.

ALGEBRA IA (1250)

Grades 9 – 12

Prerequisite: Teacher recommendation

This course fulfills the UC/CSU "c" requirement.

Algebra 1A teaches algebraic concepts that can be applied to real-world and mathematical situations. The content includes: the structures and properties of real numbers; data analysis concepts and methods; exponents, absolute value, square roots, radicals, and scientific notation; various solution strategies; coordinate geometry and graphing; various ways of analyzing and expressing patterns, relations and functions; and the use of variables and algebraic expressions.

ALGEBRA I (1310)

Grades 9 - 12

Prerequisite: Qualifying score on assessment test or teacher recommendation.

This course fulfills the UC/CSU "c" requirement. This course fulfills the California State Algebra graduation requirement.

This course provides the student with the knowledge of concepts identified in the California State Standards. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated in all the topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

GEOMETRY (1320)

Grades 9 - 12

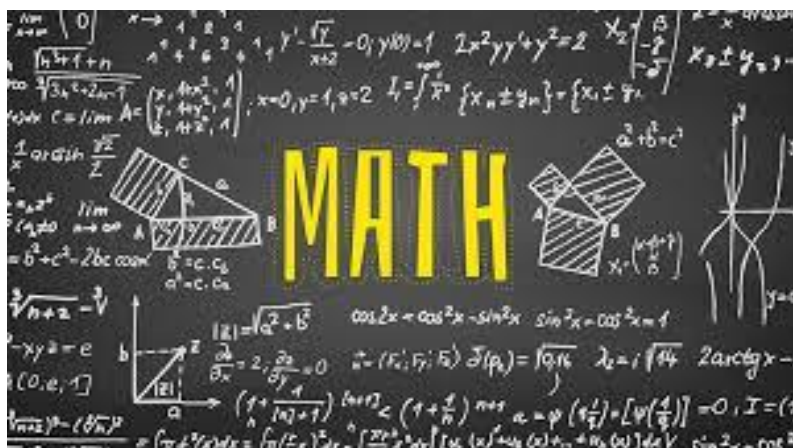
Prerequisite: Successful completion of Algebra I.

This course fulfills the UC/CSU "c" requirement.

This course provides the student with the knowledge of concepts identified in the California State Standards. Emphasis is on geometry skills and concepts. The ability to communicate mathematical reasoning and understanding will be incorporated in all the topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. This course is the second course in the three-year mathematics requirement for four-year college admission.

Grades 10 - 12

This course provides the student with the knowledge, concepts, skills identified in the California State Math Standards for Algebra II and Trigonometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic and trigonometric settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission. ***This class moves at a faster pace than Algebra II (1330).***



9TH GRADE WORLD LANGUAGE COURSES

ASL I (5901)

Grades 9-12

Prerequisites: None

This course fulfills the UC/CSU “e” requirement

Level 1 ASL is a communication/performance based course in which students use receptive and expressive ASL skills to begin to develop fluency. Students learn to use these skills while exploring a variety of themes and topics. They begin to recognize similarities and differences between the target culture and the hearing culture* (see glossary). Students will communicate within the context of learned vocabulary and structure. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Students will develop confidence in moving between an aural/oral language and a visual/gestural language. Receptive and expressive skills are still emerging.

SPANISH I (5700)

Grades 9 – 12

Prerequisite: None

This course fulfills the UC/CSU “e” requirement

Level I Spanish is a communication-based course where students use listening, speaking, reading, and writing skills to begin to develop fluency in Spanish. Students learn to use these skills while exploring a variety of themes or topics. They begin to recognize similarities and differences between target culture(s) and American culture.

Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Phonological and grammatical errors are frequent and are addressed in a way which promotes communication and student confidence.

SPANISH II (5710)

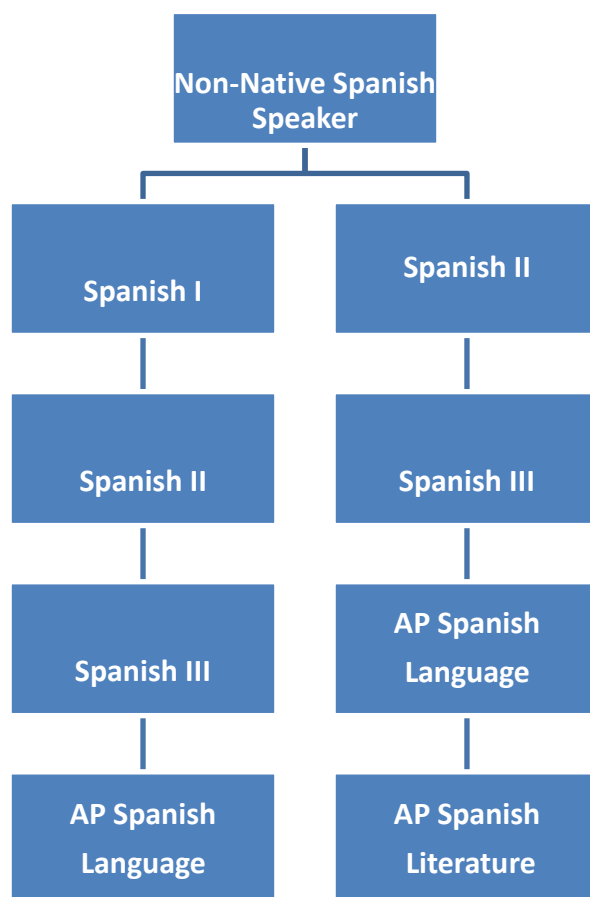
Grades 9 – 12

Prerequisite: Spanish I or consent of instructor

This course fulfills the UC/CSU “e” requirement

Level II Spanish is a communication-based course in which students use listening, speaking, reading and writing skills as they continue to develop fluency in Spanish. Students learn to use these skills while exploring a variety of themes or topics. They begin to gain cultural sensitivity and awareness of appropriate behaviors and attitudes within the target culture(s).

Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. They will communicate in a manner that is comprehensible to a native speaker who is accustomed to non-native speakers. Phonological and grammatical errors are frequent and are addressed in a way which promotes communication and student confidence.



SPANISH FOR SPANISH SPEAKERS I (5701)

Grades 9 - 12

Prerequisite: Oral proficiency

This course fulfills the UC/CSU “e” requirement

Spanish for Spanish Speakers is a communication-based course in which students improve their language skills in listening and speaking, and concentrate on developing reading and writing proficiency. Students expand these skills while exploring a variety of themes and topics. They begin to recognize similarities and differences between cultures and to appreciate the cultural contributions of Spanish speaking peoples.

The course is an alternative to Spanish I for Spanish speaking students and prepares students for Spanish II or a higher level course. The instructional strategies, emphasis and time spent on specific performance objectives differ from Spanish I because of greater emphasis on reading and writing skills. Much of the content for cultural understanding is based on the students’ own experience and questions.

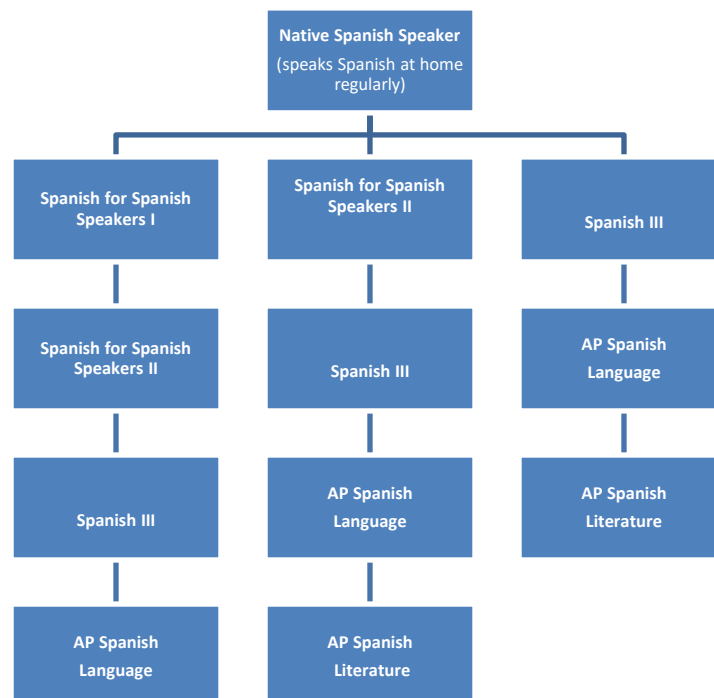
SPANISH FOR SPANISH SPEAKERS II (5702)

Grades 9 – 12

Prerequisite: Oral proficiency in Spanish, Spanish for Spanish Speakers I, and/or teacher recommendation.

This course fulfills the UC/CSU “e” requirement

Spanish for Spanish Speakers II is a language arts course for students to advance their language skills in listening and speaking, and continue to develop their reading and writing proficiency. Students expand these skills while exploring literature-based themes and topics. They recognize similarities and differences between cultures and appreciate the cultural contributions of Spanish speaking peoples. Successful completion of this course (“C” or better/teacher recommendation) allows students to enroll in any appropriate advanced level Spanish course.



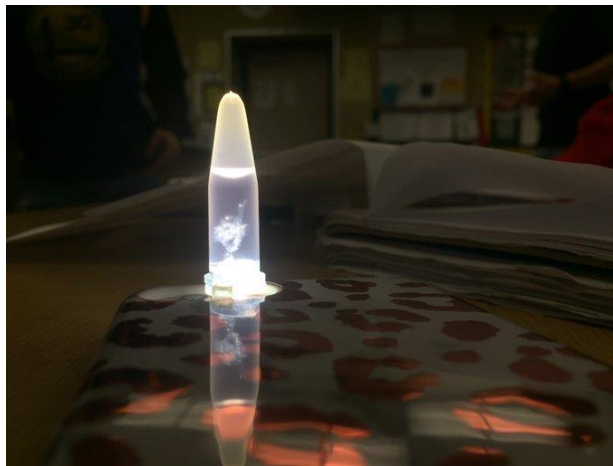
9TH GRADE SCIENCE

LIVING EARTH (2930)

Grades 9, 10

This course fulfills the UC/CSU “d” requirement

The Living Earth course, based on the Next Generation Science Standards, explores relationships between the living and nonliving components of Earth’s systems. By using science and engineering practices, cross-cutting disciplinary concepts, and evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, and develop models to make interpretations and investigate the natural world. Topics will include: Ecosystems Interactions and Energy, History of Earth’s Atmosphere: Photosynthesis and Respiration, Evidence of Evolution, Inheritance of Traits, Structure, Function, and Growth (from cells to organisms) and Ecosystem Stability and the Response to Climate Change.



9TH GRADE PHYSICAL EDUCATION

9th GRADE PHYSICAL EDUCATION (PE9) (8520)

Grade 9

Ninth grade physical education is composed of activities from the eight areas included in the physical education handbook and the model curriculum standards. It will also include a cognitive-based, health-related fitness program. This year forms the core program and will be the base for a sequentially developed elective program.

All students will be exposed to the areas of aquatics, combatives, physical activity, gymnastics/tumbling, individual and dual sports, mechanics of body movement, rhythm and dance, team sports and a cognitive-based, health-related fitness program.



ELECTIVES FOR 9TH GRADE STUDENTS

ART DESIGN A (4241)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

This course introduces students to the fundamentals and principles of visual arts. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer graphics, etc. Basic tools are explained and demonstrated and techniques are practiced to promote creative expression through active student participation. The history and criticism of visual arts are presented through the use of projects, films, videos, and slides. Work outside of class is required, for example: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This class is designed for all students with or without previous experience in the visual arts and prepares students for Art Design B-4240 and more advanced classes.

ART DESIGN B (4242)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

This course provides a deeper understanding of the concepts and techniques learned in Art Design A-4241. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer generated ideas, etc. Tools are explained and demonstrated and techniques are practiced to promote creative expression through active student participation. Work outside of class is required, for example: portfolio or project preparation, reading, writing, or critical viewing where appropriate. The history and criticism of visual arts are presented through the use of projects, films, videos, and slides. This course prepares students for more advanced classes.

ART I (4130)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Art I is a visual arts class that introduces students to the elements of art and principles of design. Students improve drawing skills and visual perception, the basis of most visual art, through principles based on the text “Drawing on the Right Side of the Brain.” This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as printmaking, pastel, pencil, paint, and ink. The student will respond to, analyze, and make judgments about form, content, techniques, and purpose in works of art as evidenced by creation/evaluation of portfolios. Major conceptual ideas in art and art history are also included. Tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. This course supports cross-curricular learning and basic school-to-career awareness. Art I is designed for students with or without previous experience in the visual arts and can prepare students for more advanced classes.

ASB LEADERSHIP (9210)

Grades 9 – 12

Prerequisite: Required for elected or appointed student body and class officers

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

This is a year course which develops those unique characteristics, attitudes, and skills which empower a person to make significant changes in self and to move a group of people in new and positive directions.

When a student is enrolled beyond one year, he or she has been elected or appointed to an office with increased scope and responsibility. In addition to refining the skills learned previously, the student will be expected to complete more difficult projects, prepare and provide peer instruction, and do additional reading, interviewing, and research in the areas of leadership and group process.

CERAMICS I (4250)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Ceramics I is a class that introduces students to the fundamentals and principles of the visual arts and is open to any student in grades 9-12. The history and criticism of visual arts are presented through the use of projects, lectures, films and slides. This class provides a basic understanding of how to see, evaluate and interpret visual arts through a variety of media. Basic tool techniques are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes.* Techniques are pinch, coil, slab, sculpture, decorating, and glazing works made of clay.

COMPUTER APPLICATIONS (6022)

Grades 9-10

Prerequisite: None

Pathway: Computer Applications Pathway Course 1

Note: These two semester-long classes are taken together as one elective.

This course provides comprehensive instruction in the Microsoft Office Suite software programs including Word, Excel, Publisher, Access, and Powerpoint. Instruction will also cover the Windows operating system, Internet use and basic webpage design. Students will learn computerized writing and presentation skills both for school uses like term papers and essays, as well as everyday business uses expected by employers. An option exists for students who are interested in taking the Microsoft Certification exam in Office Technologies.

ENGINEERING ESSENTIALS (7715)

Grades 9 - 10

Prerequisite: Enrollment in Algebra 1

Pathway: Engineering Pathway Course 1

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

Engineering Essentials will offer a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems through engineering essentials. By inspiring and empowering student with an understanding of engineering and career opportunities, Engineering Essentials will broaden participation in engineering education and the engineering profession.

ETHNIC STUDIES (3497) – Pilot Course (may not be offered if demand is low)

Grades 9-12

Prerequisite: None

Pathway: None

Through a balance of historical and sociological approaches, this course examines the American experience of citizens and residents such as African Americans, Native Americans, Latinos, Middle Easterners, Asians, and Pacific Islanders. Major focus is placed on the themes of immigration, cultural values/traditions, law and society, and labels and stereotypes. This course promotes a development of cross-cultural understanding and respect for the perspectives of others.

GUITAR - BEGINNING (4740)

Grades 9-12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Beginning Guitar is a course open to students in grades 9-12. Students will earn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparations, written assignments, and exploration of school-to-career possibilities.

GUITAR - ADVANCED (4770)

Grades 9-12

Prerequisite: Successful completion of Beginning Guitar or teacher approval.

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Advanced Guitar is a course open to students in grades 9-12. Students will use the skills and knowledge acquired in Beginning Guitar to advance the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparations, written assignments, and exploration of school-to-career possibilities.

JAZZ BAND – INSTRUMENTAL MUSIC III (4700)

Grades 10 – 12

Prerequisite: Instrumental Music II, or equivalent experience with teacher recommendation

Pathway: nONE

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Jazz Band – Instrumental Music III is an advanced course in jazz. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with some skill and to know and understand the harmonic structure of the music that is played. Students will be encouraged to write for this ensemble. The jazz band will perform on many occasions for the general public at music festivals. Membership in the group is by teacher recommendation to insure that the students have a high level of musical skill and to maintain a balanced instrumentation.

MUSIC TECHNOLOGY I (4950)

Grade 9

Prerequisite: Teacher recommendation

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Introductory course for students with skill levels of beginning to developing. Music Tech I will develop the students Artistic Skills in the areas of Artistic Perception, Creative Expression, Historical & Cultural Context, Aesthetic Valuing, Connections/Relationships/Applications, Creativity, Performing/Presenting/Producing, Responding, and the Connecting of music through study and performance. Emphasis will be placed on musicianship skills and technology and engineering skills, including filtering, dynamic processing, effects processing, synthesizers/samples/MIDI, microphones/recording practice, and mixing and mastering.

ORCHESTRA - INSTRUMENTAL MUSIC II (4980)

Grades 9 – 12

Prerequisite: Teacher recommendation

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Orchestra – Instrumental Music II is a course in orchestral music of different styles and periods. Students must possess some ability to perform on their instrument. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. This class is open to students who already play a string instrument, but with teacher permission a student who wishes to learn to play an instrument could be accepted.

PHOTOGRAPHY ARTS I (4420)

Grades 9 – 12

Prerequisite: None

Pathway: Photo Arts Pathway Course 1

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will expand their base for making informed aesthetic judgments.

Students will learn to operate 35 mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and learn the basics of design and lighting theories related to photography. Students will be challenged with assignments that replicate professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.

PIANO I (4730)

Grades 9-12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Piano is an introductory course for students with skill levels of Beginning to Developing. Piano I will develop the students Artistic Skills in the areas of Artistic Perception, Creative Expression, Historical & Cultural Context, Aesthetic Valuing, Connections/Relationships/Applications, Creativity, Performing/Presenting/Producing, Responding, and the Connecting of music through study and performance. Emphasis will be placed on musicianship skills which include Aural Skills (internal and external hearing and listening), Visual Skills (Music Literacy), and Kinesthetic Skills required to perform on the piano.

PUBLIC SPEAKING I (0860)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

Public Speaking I is an elective course designed to help students develop oral language skills in a variety of planned and spontaneous public speaking situations, and to gain research and organizational skills necessary for a variety of types of oral presentations.

STAGE BAND – INSTRUMENTAL MUSIC II (4710)

Grades 9 – 12

Prerequisite: Teacher recommendation

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Stage Band– Instrumental Music II is an introductory course in playing jazz. Students must be able to play their instrument with a fair degree of skill. The music will consist of different styles of commercial music and jazz. Students will begin to develop the skills of improvisation and knowledge of harmony. The stage band will make a number of public performances during the year. Membership in the group is by teacher recommendation to insure that the students have sufficient skills in playing their instrument to benefit from the class and to maintain a balanced instrumentation.

SYMPHONIC BAND - INSTRUMENTAL MUSIC III (4720)

Grades 9 – 12

Prerequisite: Teacher recommendation

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Symphonic Band-Instrumental Music III is an advanced instrumental music class. Students must be able to play their instrument with a high degree of skill, and teacher recommendation is required for enrollment in this class. This band will give a number of performances for the general public and at music festivals. Marching band will be a part of the activity of this band. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

TRANSPORTATION TECHNOLOGY I (7050)

Grades: 9-12

Prerequisite: None

Pathway: Automotive Engineering Pathway Course 1

Introductory automotive/transportation technology course designed to impart broad knowledge about automotive systems, with hands-on experience in the safe use of tools and shop equipment to complete selected projects in a simulated workplace team environment. Students will also learn about career opportunities in the transportation technology industry and develop a personal consumer education as it relates to the ownership of a personal vehicle.

VOCAL MUSIC II - CONCERT CHOIR (4910)

Grades 9 – 12

Prerequisite: None

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Concert Choir is a class that is open to any student 9-12. Students will learn vocal techniques, and rehearse and perform choral music of different styles, cultures and periods. Performances for school, community and music festivals are an important part of the class instruction. Concert Choir will help a student prepare for Vocal Ensemble or Show Choir.

VOCAL MUSIC III (4920) - SHOW CHOIR

Grades 10 – 12

Prerequisite: Audition

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Vocal Ensemble is open to students in grades 10-12 by teacher recommendation and who can demonstrate advanced skill and knowledge of vocal techniques, elements of music and interpretation of musical styles, periods, and cultures. Membership is by audition or teacher recommendation. The Ensemble performs on many occasions for school and community and at music festivals.

VOCAL MUSIC III (4925) – ADVANCED CHOIR

Grades 10 – 12

Prerequisite: Audition

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**F-Elective**”

Vocal Ensemble is open to students in grades 10-12 by teacher recommendation and who can demonstrate advanced skill and knowledge of vocal techniques, elements of music and interpretation of musical styles, periods, and cultures. Membership is by audition or teacher recommendation. The Ensemble performs on many occasions for school and community and at music festivals.

WOODWORKING TECHNOLOGY (7930)

Grades 9 – 12

Prerequisite: None

Pathway: Construction Pathway Course 1

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

Basic Woodworking Technology introduces a student to the basic skills of cabinet making, furniture making and carpentry. The student will be able to demonstrate knowledge of hand and power tool operation and appreciate safe working practices, and to use materials with understanding and conservation. Explore occupational and vocational interests. Have a working knowledge of measurement, planning and applicable mathematical calculations. Demonstrate and appreciate good design, craftsmanship, and construction techniques. Become an informed consumer of wood and wood by-products.

YEARBOOK (0810)

Grades 9 - 12

Prerequisite: Application

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

This course introduces students to a variety of writing and layout skills involved in creating and publishing a yearbook. Students will study current and trendy design theories, the aesthetics of composition and the evaluation of visual communication. These elements will then be applied to learning in other art forms across the curriculum. The pace and setting of the course will simulate the professional work environment preparing students for a variety of post-graduation careers.

YEARBOOK HONORS (0810)

Grades 9 - 12

Prerequisite: Application

Pathway: None

This course is certified by the University of California as an “a-g” course in the “**G-Elective**”

Yearbook Honors: Advanced Media Leadership is a year-long capstone option in which students undertake editorial positions, which teach leadership skills. Editors in this class have successfully completed pre-requisites in design, photography and journalism production and writing. This leads to a year of serving in a design leadership role in the production team for the student yearbook, as well as studying college and career options and preparing for the future. Leadership options will range from serving as the chief design organizer and planner of story teams to serving as editors over larger staffs.

