

2024 -2025 Course Catalog

Concord High School

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 identify, 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.

INTRODUCTION

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 carefully consider 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

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.

This booklet was designed for YOU! Use it like a workbook.

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.

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.

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.

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

All student schedules must be approved by parents. Please plan carefully with your student.

Students are expected to complete BOTH semesters of a year-long class.

A maximum of twenty (20) credits of teacher assistant (TA) or forty (40) credits of work experience can be earned towards elective credit for graduation during your four years at Concord High.

A course failed in any required area (Math, English, Social Studies, Science, Fine Arts and PE) must be repeated or replaced.

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.

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.

PROGRAMMING AND SCHEDULING

Students registered at CHS during the Spring semester will select their class schedule for the next school year. Students are placed in specific classes and periods based on the classes available and sections created in the Master Schedule. The availability of classes is determined by:

- Student needs and interests
- Availability of appropriately credentialed faculty
- Availability of facilities, materials and funds
- State and district, policies, regulations and requirements
- UC/CSU a-g requirements for college/post-secondary education
- Career Technology Education pathway sequence requirements

Every student is guaranteed placement in the courses required for graduation. It is not possible to guarantee placement in elective classes. Students are encouraged to carefully consider their alternative selections in the event their first choices are either full, do not fit into their schedule due to a conflict with another class, or are cancelled due to low student enrollment.

PROGRAM CHANGES

It is crucial that serious consideration be given to each of the courses a student selects. Students and care providers should consider the expectations of each class requested, especially Honors and Advanced Placement courses. Every student needs to plan his/her course of studies while keeping in mind additional personal interests and commitments such as sports, work, and family responsibilities. **The completion of the course request process in HomeLink constitutes a contract between the student and Concord High School.** The Master Schedule, and possible hiring of teachers to teach those classes, is based on the courses students select in the spring prior to the start of the new school year.

POLICY FOR DROPPING/CHANGING A CLASS

The Mt. Diablo Unified School District requires all students to enroll in six classes each semester. (*Seniors may petition the principal for a 5-period day if specific criteria are met.*) Students wishing to DROP a class must do so during the first two weeks of the semester with parental and 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/administrator conference may be required prior to allowing a student to drop a class. Students dropping a class after the first grading period will receive an "F" or no grade (NM) on their transcript. Teachers may recommend a "No Credit" or "Incomplete" for students with extenuating circumstances.

THE ONLY ACCEPTABLE REASONS FOR A SCHEDULE CHANGE ARE:

- The student's schedule does not reflect a 6-period day
- The student has already passed a course shown on the schedule
- Academic misplacement or computer error

SCHEDULING OVERVIEW

Before you schedule your classes online:

- Check your graduation requirements – make sure you have all the classes you need by reviewing your transcript
- Check course prerequisites. Sign up ONLY for the classes for which you meet the prerequisites
- Check the college admission requirements to assure a-g completion
- Check courses needed to complete a CTE pathway
- Complete your Course Selection Worksheet
- Enter course selections on HomeLink
- The Course Selection window in HomeLink will close on January 31st.
- Any alterations or additions to course requests after this date will need to be processed by a Counselor.
- Students new to Mt. Diablo Unified School District should contact the Registrar for enrollment information.

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 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.

Honor 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 Courses

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 motivated 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 complete both semesters.**

GRADUATION REQUIREMENTS and COLLEGE INFORMATION

REQUIRED COURSES	CONCORD HIGH SCHOOL	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 (Living Earth, Chemistry, Physics preferred)
World Language	20 credits	2 years same language *3rd year recommended	2 years same language *3rd year recommended
Career Technical Education	Complete a course in 2 of 3 of the areas	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
- ✓ Ethnic Studies/Healthy Living
- ✓ 1 Elective*

Sophomore

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

Junior

- ✓ English III
- ✓ US History
- ✓ Algebra II or Financial Algebra
- ✓ 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
- ✓ Ethnic Studies/Healthy Living

Sophomore

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

Senior

- ✓ English IV or AP Literature
- ✓ Pre-Calculus, AP Pre-Calculus 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

PE 9

World Language

Juniors

English III *or* AP Language

US History *or* AP US History

AVID 11

Chemistry

Algebra II *or* higher

Ethnic Studies

Sophomores

English II *or* Pre-Honors

World History *or* AP World History

AVID 10

Geometry *or* Algebra II

World Language

PE

Seniors

English IV

or AP Lit.

AVID 12

Algebra II *or* higher

Physics *or* other Lab Science

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

Construction/Building and Trades

Transportation/Automotive Engineering

Visual and Performing Arts

ACADEMIC SUPPORT ELECTIVES FOR STUDENTS

The following courses are support classes that would be recommended by a teacher or counselor.

ENGLISH LANGUAGE DEVELOPMENT 3 (0273)

Grades 9 – 12

Prerequisite: Placement by ELPAC 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 ELPAC level 4. The direct English instruction contained in this course will move students from Early Advanced (ELPAC level 4) to Advanced (ELPAC level 5). 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 ELPAC Assessment

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

This course is designed for English Learners at ELPAC level 5 (Advanced). The direct English instruction contained in this course will prepare students to exit the English Language Development Program. 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 uses EL Achieve’s Constructing Meaning 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)

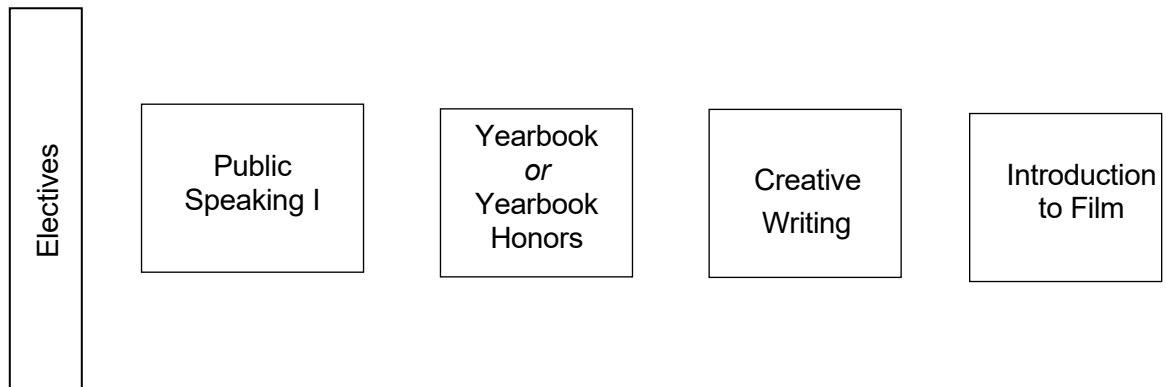
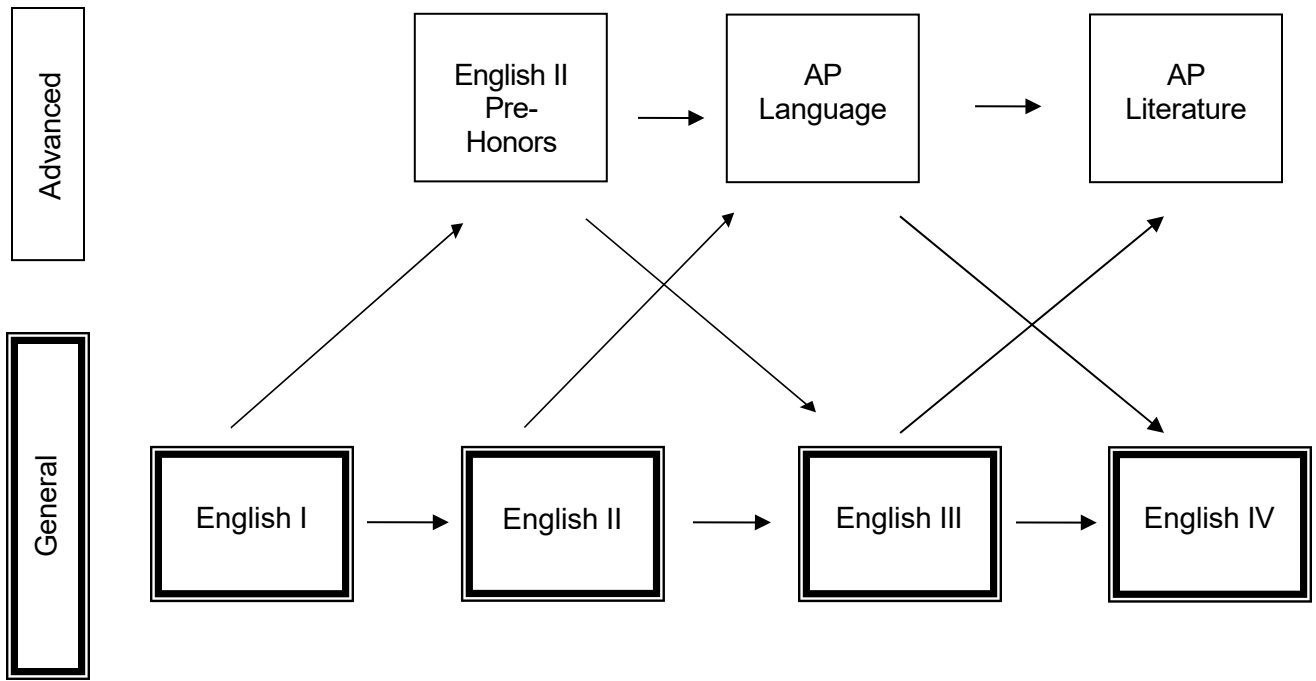
Grades 9-12

Prerequisite: If offered, completion of EL ALD A

EL Academic Language Development (ALD) Course B is designed to teach Long-term English Learners the academic language necessary for the academic success that leads to reclassification. The core instructional units, Rites of Passage and Pursing the American Dream, parallel and reinforce the grade- level expectations of a freshman or sophomore English language arts course, while also providing English Language Development instruction at the Early Advanced and Advanced proficiency levels.

Students in this class also read and discuss culturally relevant novels and work with their teacher or assigned staff member to 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



ENGLISH COURSES

ENGLISH I, Grade 9 (0010)

Grade 9

Prerequisite: None

This course fulfills the UC/CSU “b” requirement

English I is a required one-year 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. This course is aligned with the MDUSD adopted Language Arts Content Standards.

ENGLISH II, Grade 10 (0060)

Grade 10

Prerequisite: English I

This course fulfills the UC/CSU “b” requirement

English II is a required sophomore class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually reinforcing. This course is aligned with the MDUSD adopted Language Arts Content Standards.

ENGLISH II PRE-HONORS, Grade 10 (0065)

Grade 10

Prerequisite: English I

This course fulfills the UC/CSU “b” requirement

English II Pre-Honors is an elective course that fulfills the English II requirement. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. It stresses additional exposure to various types of literature and continues the emphasis on developing written expression. Skills and concepts are taught in an integrated way to be mutually reinforcing. This course is designed for students who are highly motivated, able to assume considerable responsibility for their progress, and willing to pursue topics in depth. This course is aligned with the MDUSD adopted Language Arts Content Standards.

ENGLISH III, Grade 11 (0130)

Grade 11

Prerequisite: English II or Pre-Honors

This course fulfills the UC/CSU “b” requirement

English III is a one-year required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature with an emphasis on American authors will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually reinforcing. This course is aligned with the MDUSD adopted Language Arts Content Standards.

AP ENGLISH LANGUAGE AND COMPOSITION (0126)

Prerequisite: English II or Pre-Honors

This course fulfills the UC/CSU “b” requirement

This AP course engages students in becoming skilled readers of prose written in a variety of historical periods, disciplines, and rhetorical contexts. Students also become skillful writers who compose for a variety of purposes which prepares them to become effective and confident writers not only in their college courses but in their professional and

personal lives as well. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will experience the process of composing while writing in a variety of genres emphasizing the expository, analytical, and argumentative modes which form the basis of academic and professional communications. They also will engage in personal and reflective writing that fosters the development of writing in any context. Students will become increasingly aware of themselves as writers and techniques employed by the writers they read. This course is aligned with the MDUSD adopted Language Arts Content Standards.

ENGLISH IV (0190)

Grade 12

Prerequisite: English III or English Lang

This course fulfills the UC/CSU "b" requirement

English IV is a required one-year senior class. In this course, students will expand their knowledge of the classics, modern works of world literature, and nonfiction. This course focuses on the close reading of literary works and nonfiction, and on advanced forms of composition with the development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing. This course is aligned with the MDUSD adopted Language Arts Content Standards.

AP LITERATURE, Grade 12 (0216)

Grade 12

Prerequisite: English III or English Lang

This course fulfills the UC/CSU "b" requirement

This course engages highly motivated students in the careful reading and critical analysis of imaginative literature. Students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is wide and deep and builds upon the reading done in previous English courses.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 1 (0249)

Grade 9 - 12

Prerequisite: Placement by ELD/ELPAC 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 ELPAC 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 (ELPAC level 1) to Early-Intermediate (ELPAC 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 ELPAC

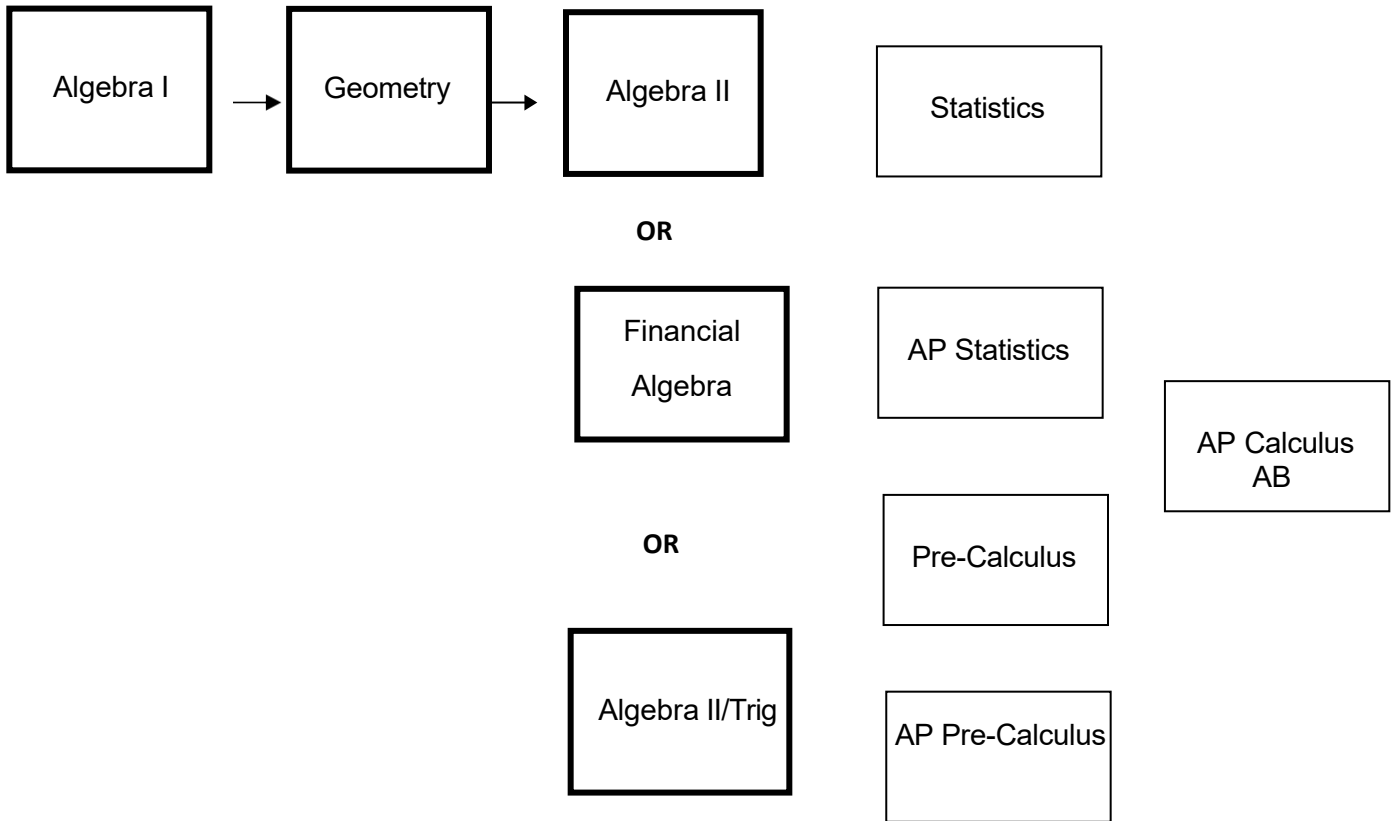
This course fulfills the UC/CSU "b" requirement (students may only use 1 year toward this requirement)

This course is designed for English learners at ELPAC level 3. The direct English instruction contained in this course will move students from Intermediate (ELPAC level 3) to Early Advanced (ELPAC 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.

MATHEMATIC 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 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.

ALGEBRA II (1330)

Grades 9 - 12

Prerequisite: Successful completion of Geometry.

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

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

ALGEBRA II/ TRIGONOMETRY (1340)

Grades 10 - 12

Prerequisites: Successful completion of Geometry with a “B” or higher and teacher recommendation. This course fulfills the UC/CSU “c” requirement.

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).***

FINANCIAL ALGEBRA (1350)

Grades 11 - 12

Prerequisite: Successful completion of Algebra I.

This course fulfills the UC/CSU “c” requirement

Financial Algebra is a college-preparatory course that uses sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, precalculus, probability and statistics, calculus and geometry along with technology to solve financial problems that occur in everyday life. (The mathematics topics are introduced, developed, and applied in an as-needed format in the financial settings covered. Algebra 1 is the only prerequisite.) Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. ***This class replaces Personal Finance.***

PRE-CALCULUS (1390)

Grades 11 – 12

Prerequisite: Completion of Algebra 2 with a “C” or better and/or teacher recommendation

This course fulfills the UC/CSU “c” requirement

The first semester of this course is a study of trigonometry. During the second semester selected advanced algebra topics are studied. These topics include logarithms, sequences and series, matrices and determinants, probability and statistics. The course is culminated with use of the computer to enhance understanding of the concepts studied in this course.

AP PRE-CALCULUS (1410)

Grades 10 – 12

Prerequisites: C or better in Algebra II/Trigonometry, or Algebra II with a B or better, or Pre-Calculus

This course fulfills the UC/CSU “c” requirement

In AP Pre-Calculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Pre-Calculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college pre-calculus course that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP CALCULUS AB (1375)

Grades 11 - 12

Prerequisite: None

This course fulfills the UC/CSU “c” requirement

This course consists of the study of functions, limits, continuity, differentiation, integration, and applications of the

principles of differential and integral calculus. The course will prepare students for the Advanced Placement Test in Calculus AB.

STATISTICS (1520)

Grades 11 - 12

Prerequisite: C or better in Algebra II or Algebra II/Trig

This course fulfills one year of the high school mathematics requirement and UC/CSU "c" requirement.

The purpose of the Statistics course is to encourage student awareness of the importance of mathematics in the real world. This course is an introduction to fundamental statistical problem solving and interpretation of data. Students will gather, analyze, and interpret data. Students will apply appropriate statistical models to draw conclusions and learn to use technology in solving statistical problems. The course will cover basic statistical concepts that will prepare the student to take a college-level statistics course in the future.

AP STATISTICS (1530)

Grades 11 - 12

Prerequisite: successful completion of Algebra II

This course fulfills the UC /CSU "c" requirement

The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four board conceptual themes:

- Exploring data: Observing patterns and departures from patterns
- Planning a study: Deciding what and how to measure
- Anticipating patterns: Producing models using probability and simulation
- Statistical inference: Confirming models

RATIONALE

In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, and business. Every semester more than 170,000 students take their first statistics course from the mathematics or statistics department at a college or university. The vast majority of these students take a non-calculus based introductory course that is equivalent to the Statistics AP course. A large number of other students take a similar introductory course from other departments who teach their own statistics course. Science, engineering, business, and mathematics majors usually take an upper division calculus-based course in statistics, for which the Statistics AP course will be effective preparation.

WORLD LANGUAGES

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.

ASL II (5902)

Grades 9-12

Prerequisites: Successful completion of ASL I

This course fulfills the UC/CSU “e” requirement

Level II ASL is a communication/performance-based course in which students hone their receptive and expressive ASL skills to expand fluency. Students apply these skills and learn more advanced skills while exploring a variety of themes and topics. They compare and contrast similarities and differences between the target culture and the hearing culture* (see glossary). In doing so, they develop cultural sensitivity and awareness of appropriate behaviors and attitudes within the target culture. Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

ASL III (5903)

Grades 9-12

Prerequisites: Successful completion of ASL II

This course fulfills the UC/CSU “e” requirement

Level III ASL is a communication/performance-based course in which students deepen their receptive and expressive ASL skills to expand fluency. Students apply these and more advanced skills in exploring a variety of topics and special projects. They reinforce their understanding of the similarities and differences between the target culture and the hearing culture* (see glossary). In doing so, they strengthen their cultural sensitivity and awareness of appropriate behaviors and attitudes within the target culture. Students meet the expectations of the communicative functions within the context of familiar vocabulary and structures. They communicate in a manner that is comprehensible to most native speakers. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

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 III (5720)

Grades 10 – 12

Prerequisite: Spanish II or consent of instructor

This course fulfills the UC/CSU “e” requirement

Level III Spanish is a communication-based course in which students’ progress on the continuum of developing fluency in Spanish. Students explore and expand a variety of themes or topics. Students are introduced to the literature of the target culture(s). They gain cultural sensitivities 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. Students will communicate in a manner that is comprehensible to most native speakers. Phonological and grammatical errors are frequent and are addressed in a way which promotes communication and student confidence.

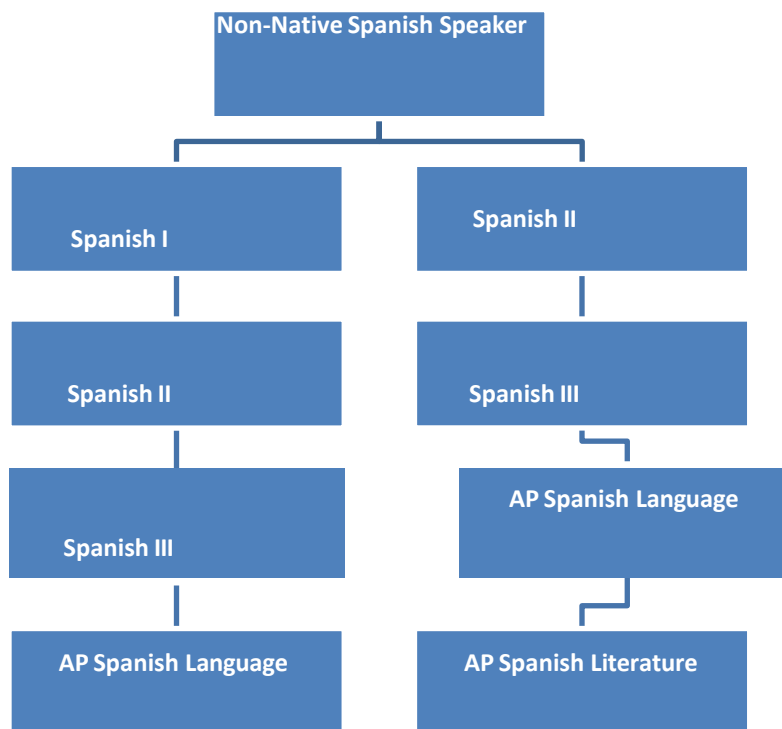
AP SPANISH LANGUAGE (5840)

Grades 11 - 12

Prerequisites: Spanish III or consent of instructor

This course fulfills the UC/CSU “e” requirement

Level IV Spanish is a communication-based course in which students’ progress on the continuum of developing fluency in Spanish. Students explore and expand a variety of themes or topics. Students continue a study of literature of the target culture(s). They increase their cultural sensitivity and attitudes within the target culture(s). Students will meet the expectations of the communicative functions within the context of familiar vocabulary and structures. Students will communicate in a manner that is comprehensible to most native speakers.



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.

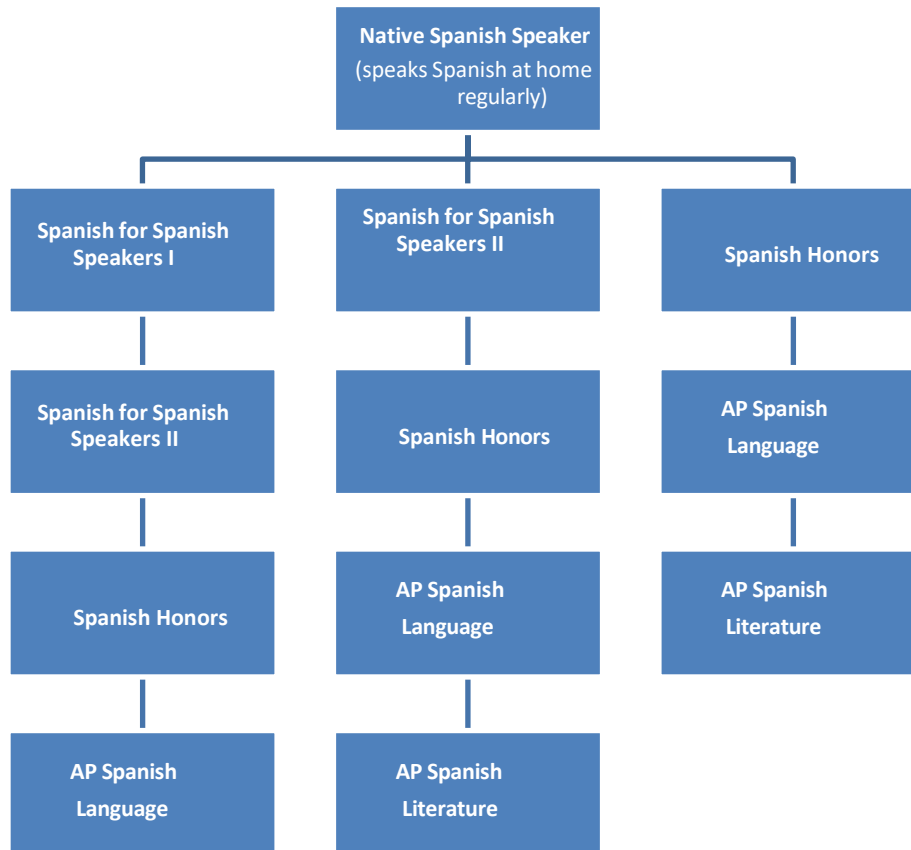
SPANISH HONORS (5841)

Grades 10 - 12

Prerequisites: Oral proficiency in Spanish, Spanish for Spanish Speakers II and/or teacher recommendation

This course fulfills the UC/CSU "e" requirement

Spanish Honors is a performance-based course in which students progress on the continuum of developing fluency in Spanish, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target cultures, they further expand their intercultural knowledge and awareness. Students will develop both practical and long-range intellectual benefits. This course is aligned with the State Framework and National Standards. Spanish Honors is the level three course for Spanish to Spanish Speakers.



SCIENCE COURSES

LIVING EARTH (2930)

Grades 9 – 10

Prerequisite: None

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.

CHEMISTRY IN THE EARTH SYSTEM (2940)

Grades 10 – 12

Prerequisites: Algebra I completion with grade of “C” or better, concurrent enrollment in Geometry

This course fulfills the UC/CSU “d” requirement

Chemistry in the Earth System, a course based on the Next Generation Science Standards, explores the way in which matter interacts, combines and changes. This course explains how chemical processes help drive the earth system. By using science and engineering practices, evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, use mathematics and computational thinking, and develop models to make interpretations and investigate the natural world.

BIOTECHNOLOGY I (2250)

Grades 11 - 12

Prerequisites: Previously taken Living Earth

This course fulfills the UC/CSU “d” requirement

Biotechnology allows advanced biology students to further their study in the specific areas of genetics, microbiology, and molecular biology. The course will be current, in-depth and provide practical applications and will include trends, issues and employment opportunities in these areas of science. Included are the study inheritance, physiology of genetic diseases, the human immune system, and the relationship of technology with human affairs, medicine and industry. Science attitudes, thinking process and skills and applications of science and technology to social problems are emphasized.

AP BIOLOGY (2044)

Grades 11 - 12

Prerequisites: Completion of Living Earth and Chemistry with a “B” or higher and teacher recommendation

This course fulfills the UC/CSU “d” requirement

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors. AP Biology includes those topics regularly covered in a college biology course for majors or in the syllabus from a high-quality college program in introductory biology. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used for AP Biology should be those also used by college biology majors. The kinds of labs

done by AP students must be the equivalent of those done by college students.

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

PHYSICS of the Universe (2720)

Grades 11 – 12

Prerequisites: Completion of Algebra I and Living Earth

This course fulfills the UC/CSU “d” requirement

Physics of the Universe, a course based on the Next Generation Science Standards, explores the way in which physical processes govern the universe. Physics is the study of matter, forces, and their interactions. By using science and engineering practices, evidence from experiments, research, and observations, students will learn how to formulate questions, evaluate claims, use mathematics and computational thinking, and develop models to make interpretations and investigate the natural world.

PHYSICS HONORS (2725)

Grades 11 - 12

Prerequisites: Completion of Algebra II/Trig with a grade of “B” or better and permission of instructor

This course fulfills the UC/CSU “d” requirement

Honors Physics is an intensive study into the physical phenomena that govern the events that occur in the world around us. Mathematical analysis and problem-solving approaches are emphasized. Laboratory exercises will require students to apply knowledge to new situations and require them to work in situations that require unique and imaginative solutions. Honors Physics is intended for the serious student with an interest in the sciences or science-related careers. Topics discussed are mechanics, vectors, forces, gravity, energy, thermodynamics, gas laws, waves, electromagnetism, nuclear physics, and modern physics.

PHYSIOLOGY (2840)

Grade 10 - 12

Prerequisite: Biology with a “C” or better

This course fulfills the UC/CSU “d” requirement

This is a laboratory course that includes a detailed and comprehensive study of the structure and function of cells, tissues, organs, and systems of the human body. Concepts from the physical sciences are developed and applied as needed. Science attitudes, thinking processes, laboratory and communication skills and technology are incorporated. Personal as well as global health issues are emphasized. This course qualifies as a laboratory science in meeting University of California entrance requirements.

PHYSIOLOGY HONORS (2785)

Grade 10 - 12

Prerequisite: Biology with a “C” or better

This course fulfills the UC/CSU “d” requirement

This is a laboratory course that includes a detailed and comprehensive study of the structure and function of cells, tissues and the organ systems of the human body. Concepts from the physical sciences are developed and applied as needed. Science attitudes, thinking processes, laboratory and communication skills and applications of science to social problems and personal decision making are emphasized. This course qualifies as a laboratory science in meeting University of California entrance requirements. (Included in all of the units are college level laboratory experiences which incorporate qualitative and quantitative problem-solving processes unique to most high school physiology classes. Also, biotechnology equipment will be used to enhance the students experience of physiological systems and the human genome.)

ZOOLOGY (2920)

Grade 10 – 12

Prerequisites: Biology with a “C” or better and consent of instructor

This course fulfills the UC/CSU “d” requirement

This is a course deals with the diversity, characteristics and classification of major groups of both invertebrate and vertebrate animals, including functional systems, adaptations and behavior. The course also deals with geographical distribution of animals, animal evolution, ecological relationships and conservation. Laboratory and fieldwork are integral to the course and includes study of both live animals and preserved specimens. The course qualifies as a laboratory science for University of California entrance requirements.

SOCIAL SCIENCE COURSES

WORLD HISTORY (3490)

Grade 10

Prerequisite: None

This course fulfills the UC/CSU “a” requirement

This course offers a study of world civilizations with an emphasis on cultures from the mid-eighteenth through the twentieth centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science method.

AP WORLD HISTORY (3540)

Grade 10

Prerequisite: None

This course fulfills the UC/CSU “a” requirement

This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the last thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, have set the human stage. This course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a community. Students will be prepared to take the AP Exam in World History.

UNITED STATES HISTORY (3530)

Grade 11

This course fulfills the UC/CSU “a” requirement

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation’s beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920’s, the New Deal and the Great Depression, World War II, the Cold War and the 1950’s, the 1960’s, the 1970’s, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

AP UNITED STATES HISTORY (3531)

Grade 11

Prerequisite: None

This course fulfills the UC/CSU “a” requirement

The aim of AP U.S. History is to provide students with a learning experience equivalent to that obtained in post college introductory U.S. History courses and to prepare students for successful completion of the AP exam. This course will explore the major events, personalities, social, cultural, and technological changes that have shaped U.S. history from the 15th to the 20th centuries.

US GOVERNMENT (3280)

Grade 12

U.S. Government fulfills the UC/CSU “a” requirement

The Government course will study the basic structure of American government, exploring what the role of government should be under our Constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society.

ECONOMICS (3150)

Grade 12

Economics fulfills the UC /CSU “g” requirement

The Economics course will explore the basic principles and operations of the free market economy in the context of choices among scarce resources. Further, students will gain understanding of our role in the global economy, illustrating our interdependence. Lastly, students will develop skills for personal economics.

AP ECONOMICS (Micro) (3141)

Grade 12

Prerequisite: none

The Economics course fulfills the UC/CSU “g” requirement

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

AP US GOVERNMENT (3262)

Grade 12

Prerequisite: none

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

The aim of AP U.S. Government is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses and to prepare students for successful completion of the A.P. exam. This course will give students an analytical perspective on government and politics in the U.S. and familiarize the student with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.

PHYSICAL EDUCATION COURSES

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. ***PE9 is a graduation requirement.***

BASKETBALL (8875)

Grades 10 – 12

Prerequisite: PE9

Advanced Basketball is the examination of advanced mental and physical fundamentals of the game of basketball. This course may not be for everyone, it requires mental, physical, and emotional preparation. Mental fundamentals will consist of how to play the game of basketball offensively. Students will learn how to play team defense as well as team offense. Physical fundamentals will include form shooting, and specific drills related to dribbling and passing.

SOCCER (8810)

Grades 10 - 12

Prerequisite: PE9

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiorespiratory activities. Students will learn basic fundamentals and advanced techniques of soccer, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

TEAM SPORTS (8870)

Grades 10 – 12

Prerequisite: PE9

Team sports consist of the following units of instruction: Volleyball, football, soccer, speedball, basketball, and softball. Instruction in skills will be provided in each activity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied, and evaluated for all grade levels. Team sports is a course is designed to give students the opportunity to learn team sports and techniques used for obtaining optimal physical fitness. Activities may include, but are not limited to, volleyball, football, soccer, basketball, and softball. Students will learn basic to intermediate fundamentals of each sport and overall fitness training and conditioning. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied, and evaluated for all grade levels.

UNIFIED SPORTS (8990)

Grades 10 – 12

Prerequisite: Application

This course consists of three sport units: Soccer, Basketball, and Track and Field. This is a physical education environment which provides a unique opportunity for students with and without intellectual disabilities (ID) to come together through ongoing educational and physical activities, using the power of Special Olympics. Unified PE classes may have the opportunity to compete in sports with other schools or participate in Special Olympics competitions and events.

WEIGHT TRAINING, Level I (8890)

Grades 10 – 12

Prerequisite: PE9

Weight training is a three-day-a-week-work-out program. Students will lift on Monday, Wednesday, and Friday. The off days are used for cardiorespiratory fitness. Various team sports are also offered during off days. Workouts are based upon the set/repetitions concept. Free bar, universal machines, and dumb bells are the major sources of training. Students are grouped by abilities and each student works on his/her own individual capacity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

YOGA, PILATES AND FITNESS TRAINING (8880)

Grades 10 – 12

Prerequisite: PE 9

This course provides an exercise experience using a non-competitive approach. The primary physical activities involve experiences in yoga, Pilates and other whole-life fitness programming. Students will establish a set of personal fitness goals. One course goal is to harmonize the body, mind, and spirit through a combination of physical movement, yoga postures, breathing and biofeedback techniques.

VISUAL & PERFORMING ARTS

DESIGN A/B (4241/4242)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "f" requirement

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 II GRAPHIC DESIGN (4150)

Grades 10 - 12

Prerequisite: Art I or recommendation by Art teacher

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "f" requirement

Art II is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through projects such as pencil, ink, watercolor, acrylic, tempera, collage, pastels, charcoal, and clay. The students will respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated and 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. This course continues cross curricular and School to career awareness.

AP STUDIO ART: 2-D Design (4280)

Grades 11 - 12

Prerequisite: Design A/B, Art II, consent of instructor

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "f" requirement

This course requires the student to show a high level of competence and range of understanding in visual concerns and methods. Through the creation of a 2-dimensional portfolio students develop: a sense of quality work, concentration on a particular visual interest or problem, need for breadth of experience in the formal, technical, and expressive means of the artist. Maintaining a sketchbook or journal may be a necessary component of instruction, along with ongoing critical analysis through individual critiques. Students are expected to work not only in the classroom, but a significant amount outside of the classroom as well. Studio Art AP is for highly motivated students who are seriously interested in the study of art and offers the challenge of a rigorous academic curriculum. This course is aligned with the MDUSD Visual and Performing Arts standards.

CERAMICS I (4250)

Grades 9 - 12 Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

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.

CERAMICS II (4260)

Grades 10 – 12

Prerequisite: Successful completion of Ceramics I, II, or demonstrated ability with instructor's approval

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

Ceramics II is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. The history and criticism of ceramics are presented through the use of projects, lectures, and visual arts materials. This class provides understanding of how to see, evaluate and interpret visual arts through projects such as: wheel throwing, slab, coil, sculpting, glazing, and firing methods. Related tools and techniques are explained, demonstrated and used to promote creative expression through active student participation. Work outside of class is required, for example: project preparation, reading, writing, or critical viewing where appropriate. This class is designed for all students with successful experience in Ceramics I who are prepared for a more advanced level of ceramics.

DRAMA I (0900)

Grades 9 - 12 Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

Drama I is a beginning class open to all students grades 9-12. Students will practice the techniques of acting and perform scenes. Play production, theatre history, and theatre of other cultures are also introduced. Students will also develop the ability to evaluate the different aspects of theatre.

DRAMA II

Grades 9 – 12

Prerequisite: completion of Drama I or Teacher approval

Pathway: none

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

Students will expand the practice of the techniques of acting and perform advanced scenes. Play production, theatre history, and theatre of other cultures will be studied in greater depth. Students will improve and refine their ability to evaluate the different aspects of theatre. Students will apply what is learned to other art forms, subject areas, and careers.

INTRODUCTION TO FILM (0841)

Grade 10-12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

Film is one of the major collaborative and literary art forms of the 20th and 21st centuries. This course examines the many aspects of this art form, such as the history and aesthetics of film and other moving images. Students will learn the language of cinema and have continuing practice in addressing film in terms of the following: criticism, production elements, genre, collaboration, acting, modes of music, historical and cultural context, and career opportunities.

JAZZ BAND – INSTRUMENTAL MUSIC III (4700)

JAZZ BAND HONORS – (4800)

Grades 10 – 12

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

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

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 ensure that the students have a high level of musical skill and to maintain a balanced instrumentation.

MULTIMEDIA I/MUSIC TECHNOLOGY (9122)

Grade 9 - 12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

This is an 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. Multimedia I is a one-year course that introduces the computer as a tool for performing art to create beginning level audio.

MULTIMEDIA II (9125)

Grade 10 – 12

Prerequisite: Multimedia I

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "F" requirement

This is the second course for students who are developing their skills from Music Tech I. Music Tech II will continue to 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)

ORCHESTRA HONORS – (4995)

Grades 9 – 12

Prerequisite: Teacher recommendation

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “f” requirement

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, *preferred 9th grade*

Prerequisite: None

Pathway: Photo Arts - Course 1

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “f” requirement

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.

PHOTOGRAPHY ARTS II (7750)

Grades 10 – 12

Prerequisite: Successful completion of Photo I *or* Teacher Recommendation

Pathway: Photo Arts - Course 2

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “f” requirement

Photography Arts II is a year-long intermediate course in the study of photography. Using pinhole, traditional and digital camera operations students increase their knowledge of the terminologies and techniques of black and white and color photographic productions. Students will continue to explore fine art photography, photojournalism, fashion photography, commercial, portrait, scientific, nature and wildlife, graphic design, and sports photography. Students will be challenged with assignments that replicate work done in various career options with the enhancement of critical thinking skills, communication, health and safety, responsibility, technology, ethics, and leadership.

PIANO I (4730)

Grades 9-12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “f” requirement

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.

PIANO II (4735)

Grades 9-12

Prerequisite: Successful completion of Piano I or teacher approval

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

Piano II is the second course in the piano sequence for students with skill levels of Proficient to Accomplished. Piano II will continue to 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. Continued emphasis will be placed on musicianship skills which include: Aural Skills (Musical Literacy (reading, writing, thinking, & creating in the language of music)), and Kinesthetic Skills (Performance Abilities (study of body movement & the perception of one’s own body movement)) required to perform on the piano.

STAGE BAND – INSTRUMENTAL MUSIC II (4710)

Grades 9 – 12

Prerequisite: Teacher recommendation

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

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 ensure 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 fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

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.

VOCAL MUSIC II (4530)

Grades 9 – 12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

Vocal Ensemble II 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. Vocal Ensemble will help a student prepare for Vocal Ensemble III or Vocal Ensemble III Honors.

VOCAL MUSIC III (4920)

Grades 10 – 12

Prerequisite: Audition *and/or* Teacher approval

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

Vocal Ensemble III is open to students in grades 10-12 by teacher recommendation who can demonstrate advanced skill and knowledge of vocal techniques, elements of music and interpretation of musical styles, periods, and cultures. This course is for the acapella group *Acaboom*. Enrollment is by audition and/or teacher recommendation. The Ensemble performs for school and community events.

VOCAL MUSIC III HONORS (4925)

Grades 10 – 12

Prerequisite: Audition *and/or* Teacher Approval

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “F” requirement

Vocal Ensemble III Honors is open to students in grades 10-12 by teacher recommendation 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 and/or teacher recommendation. The Ensemble performs for school and community events.

ELECTIVE COURSES

AP PSYCHOLOGY (3774)

Grades 11 – 12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

The aim of AP Psychology is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses and to prepare students for successful completion of the AP exam. The course will 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 sub fields within psychology. They also learn about the methods psychologists use in their science and practice.

ASB LEADERSHIP (9210)

Grades 9 – 12

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

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

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.

COMPUTER INTEGRATED MANUFACTURING (CIM) (7719)

Grade 10 - 12

Prerequisite: Algebra 2 and Intro to Engineering Design

Pathway: Year 2 of Engineering

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

Computer Integrated Manufacturing (CIM) is the use of computer techniques to integrate manufacturing activities. This course will examine the key elements of manufacturing and product development from the inception of the concept through design and all the way to final production. Students will interpret blueprints and select appropriate materials for final production. The use of computer software will help students understand the science behind pneumatics, sensors and materials testing that will set the foundation for the appropriate use of robotics, computer numerical control (CNC), computer-assisted design (CAD), and computer assisted manufacturing (CAM), and computer integrated manufacturing (CIM). Quality control and precision measurement will become critical components of the student’s projects. Students will use state-of-the-art rapid proto typing machines, 3-D Printer, and CNC Milling Router to produce a 3-D prototype for projects. This course will enable students to experience the process of translating an idea into a finished product. Appropriate selection and identification of materials, recommend processes to treat and test materials will be necessary. Students must practice safe shop techniques and practices in operating shop equipment.

The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. These reflect the integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal and collaborative skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system.

CONSTRUCTION TECHNOLOGY I (7930)

Grades 9 – 12

Prerequisite: None

Pathway: Construction - Course 1

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

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.

CONSTRUCTION TECHNOLOGY (5502) (ROP)

Grades 10 – 12

Prerequisite: Construction – Course 1

Pathway: Construction – Course 2

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

This competency-based course prepares students for entry-level positions in the construction industry. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy. Students will have hands-on opportunities to learn all phases of basic residential construction, including carpentry, drawing and reading blueprints, drywall, electrical, flooring painting, plumbing, roofing, tile setting and welding. During the first part of the course, students will learn about construction safety, rough framing, electrical science, foundations and other trade theory. Students will then make practical application of their classroom studies at a field- site construction project.

CREATIVE WRITING (0650)

Grades 9-12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

Creative Writing is a seminar-style course for students interested in writing. Through whole class instruction, small group work, and individual instruction, students will develop their own voices and styles in writing, and gain skill and confidence in utilizing a writing process in a variety of genre. Students will read a variety of literary selections to use as models and stimuli for writing. (This course is aligned with the MDUSD Language Arts Content Standards.)

ETHNIC STUDIES (3497) – This course is a graduation requirement for the Class of 2030

Grades 9 – 12

Prerequisite: None

Pathway: None

This course fulfills the UC/CSU “g” requirement

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, culture, and LGBTQIA+ community, students will cultivate respect and empathy for individuals and solidarity with groups of people

locally, nationally and globally so as to foster active social engagement and community building. This course aims to provide an inquiry-based education that will inspire students to critically engage in self-determination and seek social justice by honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula. Through the use of historical thinking, students will understand how the past shapes the world we live in today.

GEOGRAPHY (3610)

Grades 9 - 10

Prerequisite: None

Pathway: None

This course is not a-g approved.

This course is the study of people, places, and the environment through the application of the five themes of geography. Students will investigate the interconnections between the environment and human activities and develop basic geographic skills. Students will study the physical aspects of our planet in order to more fully understand how these elements impact human society. This course aligns with and supports the MDUSD History/Social Science standards and courses of study for World Civilizations and United States History.

INTRODUCTION TO ENGINEERING (7717)

Grade 9 - 10 (*10th grade preferred*)

Prerequisite: Algebra 1

Pathway: Year 1 of Engineering

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "g" requirement

Principles of Engineering explores the interaction of science and technology. Students are introduced to different types of engineering (mechanical, civil, electrical, computer, and chemical) as well as the underlying mathematics and scientific concepts associated with these disciplines. Using the design team as a model, students work in small groups to research, design, and construct engineering projects. Students will deepen their understanding of science by building on their knowledge of physics and mathematics and by conducting investigative research. Included is history of engineering and the scientific theory behind technological advances in civilization.

LINK CREW (89220)

Grades 11 – 12

Prerequisite: approval of Link Crew Advisor

Pathway: none

This course is not certified as "a-g"

Link Crew Leadership is a year-long course that combines high-level critical thinking, writing, analytical skills with mentorship and entrepreneurial project experiences and implementation. As positive role models, Link Crew Leaders are mentors and student leaders who guide 9th graders to discover what it takes to be successful during the transition to high school and, through a variety of activities and events, help facilitate 9th-grade success. Link Crew's goal is to provide structure in which students make real connections with each other. The Link Crew class is based on the seven units of students developed by the Boomerang Project. With that being said, there will be long-term benefits: increased attention and retention, improved academic performance, improved social behaviors, and improved social climate.

PUBLIC SPEAKING I (0860)

Grades 9 - 12

Prerequisite: None

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "g" requirement

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.

ROBOTICS ENGINEERING (ROP) (7400)

Grades 11 - 12

Prerequisite: completion of Algebra I and Geometry

Pathway: Year 2 of Engineering

This course fulfills the one-year Fine Arts Requirement and the UC/CSU "g" requirement

Robotics Engineering Technology explores the interaction of science and technology. The program is designed to interest students in the field of robotics and motivate them to pursue advanced education in science and engineering. In this class, students will apply the scientific method and build on physics and mathematics concepts by investigative research that requires inquiry, data collection, and analysis. Included is instruction in the history and theory of robotic technology, computer control systems, and artificial intelligence. Computer programming is emphasized. Using the engineering design team concept as a model, students work in small groups to research, design, program, and construct robotic devices used in competition, including NASA's U.S. FIRST. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

SPORTS MANAGEMENT

Grades 10 – 12

Prerequisite: None

Pathway: None

This course is not a-g approved

Sports Management is designed to give students practical skills to work in the field of athletics. Although this course may interest those who have an interest in sports participation, this course is designed to train individuals to work in high school, college, and professional athletic departments in ways that promote critical thinking and problem-solving skills.

TRANSPORTATION TECHNOLOGY I (7050)

Grades: 9-12

Prerequisite: None

Pathway: Transportation Technology - Course 1

This course fulfills the UC/CSU "g" requirement

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.

TRANSPORTATION TECHNOLOGY II (7060)

Grades: 10-12

Prerequisite: Transportation Technology I with C or better *and/or* instructor's approval

Pathway: Transportation Technology - Course 2

This course fulfills the UC/CSU "g" requirement

Second year of a three-year program in Transportation Technology designed to impart detailed knowledge about specific automotive systems. Provides advanced students with practical experience under real world conditions to complete selected and required projects. Students will learn about specific employment opportunities in the transportation industry.

WORK EXPERIENCE EDUCATION (9400)

Grade: 11 – 12, minimum age 16

Prerequisite: Paid employment to meet program standards with parent approval.

Pathway: None

This course is not a-g approved

Work Experience education is an instructional program focused on CTE “soft skills” that combines in- school learning with on-the-job training in the community. Students attend weekly seminars which cover areas of job search, survival and advancement; economic, career and self-awareness; and other meaningful career related information. Coupled with the related instruction is actual on-the-job training. Students learn many skills while they are compensated for their efforts through employment in the business community. Depending on how many hours a student works per week double credit may be awarded.

YEARBOOK (0810)

Grades 9 - 12

Prerequisite: completion of application

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

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: completion of application and successful interview

Pathway: None

This course fulfills the one-year Fine Arts Requirement and the UC/CSU “g” requirement

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.