

## MIDDLE YEARS PROGRAM



# Cordova High School

9<sup>th</sup>Grade

## Course Descriptions for 2023-24 School Year

### FCUSD Graduation Requirements

English 10 credits Physical Education 20 credits Algebra(IM1, IM3) 10 credits World Cultures 10 credits US History 10 credits Geometry (IM2,IM2F) 10 credits Economics 5 credits Government 5 credits Math 10 credits Fine Arts/Foreign Language/CTE 10 credits Life Science 10 credits 3rd year Science/CTE 10 credits Physical Science 10 credits Health 5 credits Electives 55 credits

TOTAL: MINIMUM CREDITS NEEDED TO GRADUATE = 220 credits

*The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.*

**1. Freshmen have six core classes (English, language acquisition, individuals and society, science, mathematics, PE) and have one elective. English language learners have two periods of English instead of foreign language. 2. Please choose courses carefully, paying close attention to prerequisites and course descriptions. Placement in appropriate English, math, foreign language and honors classes will be determined based on semester grades, test scores and teacher recommendation; and counselors will adjust those placements as needed after second semester grades and spring assessments are completed.**

**3. The course selection form is to request courses. Every effort will be made to place students in their first choice classes but classes cannot be guaranteed.**

**4. Only valid educational circumstances will allow a change once schedules have been distributed in August.**

## The IB Middle Years Programme (MYP) Grades 6-10

The MYP is an educational framework that requires students to study in eight subject groups—language A (the student's best language, first language or mother-tongue), language B (an additional language), humanities, sciences, mathematics, arts, physical education, and technology—in each of the five years the programme lasts. The MYP can be offered in any language and can be combined with a national curriculum.

The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages), holistic learning (finding the connections across and within the subjects and grade levels), and intercultural awareness (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures). For more detailed information, please consult the relevant pages of the IB website: [www.ibo.org](http://www.ibo.org)





# IB Programmes



- Intense honors route with 6 DP courses
- University bound



- Medical/ Patient Care pathway with 2 DP courses and 2 CP courses
- Professional skills

*Sophomores can apply for the Diploma Programme or IB Career Programme in December of 10th grade*

# 9<sup>th</sup> GRADE MYP COURSE DESCRIPTIONS

## LANGUAGE AND LITERATURE

*Students must pass a minimum of 40 credits (4 years) of English to meet graduation requirements.*

### **ENGLISH 1 (P)**

**Year 10 credits**

**Class Restriction:** Grade 9

**Prerequisite:** Passing grade in English 8; qualifying standardized test and iReady reading scores  
**Course Description:** English 9 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014). This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development. Meets one year of CSU/UC English requirement (“b”) and one year of the FCUSD English graduation requirements.

### **HONORS ENGLISH 1 (P)**

**Year 10 credits (this course does not earn a weighted grade point)**

**Class Restriction:** Grade 9 Concurrent enrollment in Honors World Cultures is recommended.

**Prerequisite:** Grade of A or B in Honors English 8 or an A grade in English 8, qualifying standardized test and iReady reading scores, and signed parent/student contract letter.

**Course Description:** Honors English 9 is a combination of the first year required course for high school curriculum relating to the development of oral and written communication skills and a more advanced level of study. Reading, writing, listening, and speaking skills are emphasized through the critical interpretation of literature. Students will read and analyze literary works, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion. While enrolling in Honors English 9 does not guarantee admission to DP classes, the more rigorous training in analytical reading and writing will prepare students for a more advanced level of curriculum. Honors English courses follow the same standard and curriculum plan as regular English courses. However, the rate, depth, and complexity of material differ; honors students will read more novels and literary works, and write and analyze with greater sophistication. **Summer reading required.** Meets one year of CSU/UC English requirement (“b”) and one year of FCUSD English graduation requirements.

### **Beginning ELD, English Language Development 1 and 2**

**Year 10 Credits**

**Class Restriction:** None

**Prerequisite:** iReady reading scores and CELDT/ELPAC Scores

**Beginning ELD:** This class is designed for beginning English students who are new to this country. It focuses on increasing students’ English skills in the areas of speaking, listening, reading, and writing. The class emphasizes language acquisition through the improvement of reading, writing, speaking, and listening skills, by specifically addressing foundational reading skills, including phonemic awareness, phonics, and high frequency words.

**English Language Development 1.** This course is designed to further develop English oral (listening and speaking) and written (reading and writing) skills. Students will demonstrate understanding of phonics, vocabulary development, word analysis, reading fluency, reading comprehension, writing conventions, grammar, in addition to literary analysis.

**English Language Development 2:** This course is designed to further English skills in phonics, high-frequency word acquisition, listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response and analysis.

**ELD classes count for FCUSD Elective credit and are taken in conjunction with a grade level English class.**

## **ENGLISH 100**

**Year 10 credits**

**Prerequisites:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course Description:** English 1 100 is the first year, required course for high school curriculum relating to the development of oral and written communication skills and designed for students with IEPs. This course is created to facilitate the SDC learner needing more accommodations and modifications made to the program to access the general education curriculum. A specific emphasis is placed on enhancing reading, writing, listening, and speaking skills through the critical interpretation of literature. Students will read and analyze literature, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion.

A Board-approved literature list constitutes the basis of student instruction in literature. Approved by the FCUSD Board of Education, the list sets forth all literature from which teachers will draw their literary curriculum. This class is for students on certificate track and will count for 10 elective credits, not ELA credits.

## **ENGLISH 1000**

**Prerequisites:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course description:** The purpose of this course is to provide a Language Arts curriculum that is taught at a pace and level for the understanding and success of students served through special education. The emphasis of this course is to enhance knowledge in the areas of reading, writing, listening, and speaking.

Students who are below grade level will receive small group instruction to develop skills in reading, writing, listening, and speaking. This course will be modified for each student's ability using state curriculum standards, CAPA, and the student's functional level. Each student's Language Arts program will be designed to help students maximize their skills. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAPA guidelines.

## **MATHEMATICS**

*A grade of "C" or better demonstrates mastery of the math standards. A 'D' grade may not meet prerequisites for advancement to the next level.*

## **INTEGRATED MATH 1 FOUNDATIONS**

**Year 10 Credits**

**Class Restrictions:** Grade 9

**Prerequisite:** 9<sup>TH</sup> graders who have a D or F in 8<sup>th</sup> Grade Course 3 at the middle school OR appropriate diagnostic test scores.

**Course Description:** Integrated Math 1 Foundations is designed for students who are not yet ready for Integrated Math 1. This is a non-college prep course designed to build the concepts and skills necessary for high school mathematics. Instructional time will focus on the following topics from the Common Core State Standards for Mathematics: ratios and proportional reasoning, operations with rational numbers, linear expressions and equations, linear systems, functions, and the Pythagorean Theorem. After successful

completion of this course, students can enroll in Integrated Math 1. This class meets one year of the FCUSD math requirements for graduation but does not meet a college prep math requirement (“c”) for the CSU/UC.

### **INTEGRATED MATH 1 FOUNDATIONS (10)**

#### **Year 10 credits**

**Class Restrictions:** Grade 9 with IEP

**Course Description:** Integrated Math 1 Foundations (10) is designed for students who have an Individual Education Plan (IEP) and are not yet ready for Integrated Math 1 or Integrated Math 1(10). This math course will be taught with a reduced student to teacher ratio and by a highly qualified credentialed special education instructor. Placement in this course is determined by an IEP. This is a non-college preparatory course designed to build the concepts and skills necessary for the high school Integrated Mathematics 1 course or Integrated Mathematics 1 (10) course. Students will use problem-solving strategies, questioning, investigating, critical analysis, and the gathering and construction of evidence, throughout the course. Students’ communication of arguments to justify their thinking is another critical component. Under teacher guidance, students learn through collaboration with others while sharing information, expertise, and ideas. This class does meet one year of the FCUSD math requirements for graduation but does not meet a college prep math requirement (“c”) for the CSU/UC.

### **INTEGRATED MATH 1 (P)**

#### **Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** 9<sup>th</sup> graders who have completed Course 3 with a passing grade at the middle school; or received a D or F in Integrated Math 1 (and are repeating the course), or have the appropriate diagnostic test scores.

**Course Description:** Math 1 is an integrated math course designed to formalize and extend the mathematics that students learned in the middle grades. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. This class meets the Algebra FCUSD graduation requirement and meets one year of the CSU/UC college prep math requirement (“c”).

### **INTEGRATED MATH 2 (P)**

#### **Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** Completion of Integrated Math 1 with a grade of C or better in all trimesters (or semesters) and appropriate diagnostic test scores.

**Course Description:** A two-semester, college preparatory course in plane geometry with a transformational approach to the axiomatic structure of mathematics. Geometry develops the concepts of logic and mathematical proof. Geometric applications are discussed. Algebra is integrated and reinforced throughout the course. This class meets the Geometry FCUSD graduation requirement and meets one year of the CSU/UC college prep math requirement (“c”).

## **TWO YEAR INTEGRATED MATH 1 (10)**

**Prerequisite:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course Description:** Two Year Integrated Math 1 (10) is an integrated math course that will be taught over a two year time period. Year 1 is designed to formalize and extend the mathematics that students learned in the middle grades and to provide additional support in developing foundational skills not previously mastered. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of **5** numerical manipulation to algebraic manipulation; (2) synthesize understanding of functions; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

## **MATH 100**

### **Year 10 credits**

**Prerequisite:** Placement by IEP team decision based on individual performance level and disability (ies). This class is for students on certificate track and will count towards elective credits, not math credits.

## **MATH 1000**

**Prerequisite:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course Description:** The purpose of this course is to provide a math curriculum that is taught at a pace and level for the understanding and success of students served through Student Support Services. The emphasis of this class is to enhance knowledge of money sense, practical time, addition, and subtraction of integers. Students that are below grade level will receive small group instruction to develop skills in basic operations as well as problem solving. This course will be modified for each student's ability using state curriculum standards, CAPA, and at the student's functional level. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAPA guidelines.

## **INDIVIDUALS AND SOCIETIES**

## **WORLD GEOGRAPHY (P)**

### **Year 10 Credits**

**Class Restriction:** Grade 9

**Prerequisite:** None

**Course Description:** The World Geography course is designed to teach students the different facets of our world from the physical to the cultural. Students will be able to identify the five themes of geography which include regions, locations, places, movements, and human environment interaction. They will learn how to use maps, projections, charts, and diagrams. Students will learn about climate and ecosystems and how that interrelates to human culture. Students will understand the cause and effect relationship of resources upon population, hunger, and the environment. Students will also examine a variety of cultures in the world such as clothing, food, religion, and language as we tour each continent. This class meets an FCUSD elective requirement for graduation and one year of the CSU/UC college prep history/social science requirement ("a").

## **HONORS WORLD CULTURES (P)**

**Year 10 credits (this course does not earn a weighted grade point)**

**Class Restriction:** Grade 9 Concurrent enrollment in Honors English is recommended. **Prerequisite:** At least a 'B' grade in 8th grade Social Studies course or a recommendation from your last Social Studies teacher

**Course Description:** This is a one year Middle Years Program (MYP) course that is meant to prepare students for the depth of knowledge and skill required to be successful in the International Baccalaureate (IB) Diploma Program (DP). Students will take a journey to the past and explore the different people, cultures, and ideas that built the foundation of modern society. We will evaluate current events and explore their historical roots. We will experience history from multiple perspectives, engage in respectful exchanges of ideas, and be encouraged to go from being history students to history-makers! We will develop our skills as historians by learning content, inquiring into and evaluating primary and secondary sources, communicating arguments with evidence in different ways, and developing an effective critical thinking process. This class meets the FCUSD World Cultures graduation requirement and one year of the CSU/UC college prep history/social science requirement ("a").

## **SOCIAL SCIENCE 1000**

**Prerequisite:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course Description:** Social Science will provide Independent Living Skills (ILS) training, Community Based Instruction (CBI), prevocational and vocational training, mobility training, social skills support and Functional Academics for students served through Support Services. It will provide students opportunities to experience high school while preparing for the world of work after high school. Small group and individual instruction are provided both on campus and in the community.

## SCIENCES

### **BIOLOGY THE LIVING EARTH (P)**

**Year 10 credits.**

**Grade Restriction: Grades 9&10**

**Prerequisite: Concurrent Enrollment in Integrated Math 1 or Integrated Math 1 Foundations Course**

**Description:** Biology is the first course in the California Next Generation Science Standards (CA NGSS) Three Course Model. In this course, students will explore concepts related to the interactions within ecosystems, energy dynamics, photosynthesis and cellular respiration, history of the earth's atmosphere, natural selection, inheritance of traits, structure and function of organisms, system stability and response to change. Students should learn an appreciation for all living things and the critical importance of maintaining the delicate balance required of all living things to interact and live successfully. Meets a UC/CSU college prep lab science requirement ("d") and FCUSD graduation requirement for Life Science.



## **HONORS BIOLOGY (P)**

**Year 10 credits**

**Grade Restriction: Grade 9 (Does not earn a weighted grade point)**

**Recommended Prerequisites:** Concurrent enrollment in Integrated Math 1 or higher; teacher recommendation; i-Ready scores at or above 605 in Reading and 515 in math.

**Course Description:** Honors Biology is a rigorous, college-prep, laboratory science class designed to prepare students for success in upper level advanced college level science courses. The course is based on the CA Next Generation Science Standards and includes the Disciplinary Core Ideas related to Life Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. Honors Biology progresses at a rapid rate, and has more application expectations than Biology. Students taking Honors Biology will explore amplified and enriched Biology concepts related, but not limited to: the interactions within ecosystems, energy dynamics, photosynthesis and cellular

respiration, history of the earth's atmosphere, natural selection, inheritance of traits, structure and function of organisms, system stability and response to change. Elements of critical thinking are required of students throughout the course. Meets a CSU/UC college prep lab science requirement ("d") and a FCUSD graduation requirement for Life Science. It is strongly recommended for students considering IB science courses.

## **SUSTAINABLE AGRICULTURAL BIOLOGY (P)**

**Year 10 credits**

**Grade Restriction: Grade 9**

**Course description:** This course integrates biological science practices and knowledge into the practice of sustainable agriculture. The hands-on labs and other assignments provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? And 4) How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research. In addition, learners will gain experience through leadership development (FFA), Supervised Agriculture Experience (SAE), and career exploration in the area of agriculture. Meets a CSU/UC college prep lab science requirement ("d") and a FCUSD life science graduation requirement.

## **LANGUAGE ACQUISITION**

**Each of these courses meets one year of the FCUSD FA/FL/CTE graduation requirement and one year of a CSU/UC college prep Language Other than English (LOTE) requirement ("e").**

### **FRENCH 1 (P)**

**Year 10 credits**

**Prerequisite: None**

**Course Description:** French 1 is an introduction to the language of the French-speaking world. It includes the four skills of language learning: understanding, reading, speaking, and writing. A special focus is placed on understanding and speaking. With the text, audio program, workbooks, videos and the standardized testing program, each student has the opportunity to gain basic mastery of everyday French that enables the student to survive in a French speaking environment.

### **FRENCH 2 (P)**

**Year 10 credits**

**Prerequisite:** C- or better in French 1 or French 1B or teacher approval

**Course description:** Completes and expands the introduction to Francophone language and culture began French 1. Emphasis is on the development of the four major language skills: listening, speaking, reading and writing. In addition to these skills, students will explore the many facets of French culture and heritage through the use of a text, video, audio and workbook program. The immersion method is used in this course.

### **SPANISH 1 (P)**

**Year 10 credits**

**Prerequisite:** None

**Course Description:** Spanish 1 is an introduction to the language and culture of the Spanish-speaking world. It uses as its basis the recommended state and national standards for foreign language: communication, connections, culture and communities. It includes the four skills of language learning: understanding, reading, speaking, and writing. A special focus is placed on understanding and speaking. Using the text, audio program, videos, workbooks, the standardized and teacher-prepared testing program, each student has the opportunity to gain basic mastery of everyday Spanish that enables the student to survive in a Spanish-speaking environment.

### **SPANISH 2 (P)**

**Year 10 credits**

**Prerequisite:** C- or better in Spanish 1 or Teacher approval

**Course description:** Spanish 2 completes the introduction to the language and culture of the Spanish-speaking world. The four skills of language learning are again stressed: understanding, reading, speaking, writing, with a focus on understanding and speaking. Through the use of text, workbook, video and audio, each student has the opportunity to gain basic mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment.

### **SPANISH FOR SPANISH SPEAKERS 1(P)**

**Year 10 credits**

**Prerequisite:** Native or Heritage speaker of Spanish and/or Spanish speakers placement test **Course description:** This is an elective course, conducted in Spanish, designed to help students acquire the literacy skills to be effective bilingual or multilingual communicators by engaging them in thoughtful writing, reading and discussion. Because the course is designed to integrate thinking, reading, writing and speaking, students will become aware of Spanish language mechanics and deepen their communicative abilities in Spanish. Students will learn skills necessary to conduct research, deliver an original speech, and write on demand with an awareness of structure, organization, mechanics and word choice in Spanish.

## **PHYSICAL AND HEALTH EDUCATION**

**Physical education students dress daily in a gym uniform. Uniforms are sold at the campus student store. All classes will practice and evaluate fitness, flexibility, strength, and endurance, in addition to skills and participation in individual class activities. Fitness I is a graduation requirement. Approximate cost for PE uniform is \$25.00.**

### **FITNESS I**

**Year 10 Credits**

**Class Restriction:** Grade 9

**Prerequisite:** None

**Course Description:** Fitness I will provide the foundation for high school physical education instruction. Students will acquire skills, knowledge, and attitudes of positive self-image, sportsmanship, and social skills through participation in a wide variety of activities. Students are required to take the California Fitnessgram Tests.

## HEALTH AND SCIENCE 1000

**Prerequisite:** Placement by IEP determination based on individual performance levels and disability(ies).

**Course Description:** Students will be acquainted with movement knowledge, self-image, personal, and social development.

## VISUAL AND PERFORMING ARTS COURSES

*\*All courses in this department meet the Fine Arts requirement (FA/FL/CTE) for high school graduation, as well as a CSU/UC "f" requirement as a Visual and Performing art.*

### **CERAMICS 1 (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** None

**Course Description:** The course is designed to expose students to using clay as an art form. An emphasis is placed on creativity and originality in solving the problems of working with clay. Students will learn to form pinch, coil, slab, sculpture, and wheel-thrown pottery. Students will also acquire knowledge of the historical and cultural development of Ceramics. In addition to classroom projects, a sketchbook and notebook will be required. **Students purchase shop cards for consumable materials as needed.**

### **DRAWING/PAINTING 1 (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** None

**Course Description:** Drawing and Painting 1 is a fine arts course designed as an introduction to drawing, painting and printmaking techniques using a variety of materials. Students will explore art through discussion, viewing works from a variety of cultures and the completion of hands on projects. **Students purchase shop cards for consumable materials as needed.**

### **THREE-DIMENSIONAL DESIGN 1 (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** None

**Course Description:** The course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include but are not limited to sculpture, collage, paper-mâché, printmaking, jewelry, bead making, stained glass, gourd art, fiber art and mixed media. **Students purchase shop cards for consumable materials as needed.**

## **DRAMA 1 (P)**

**Year 10 Credits**

**Class Restrictions :** None

**Prerequisite :** None

**Course Description:** Drama I is an introductory theatre class. We will be studying theatre not only from an actor's perspective, but we will also be studying the many diverse aspects of theatre production such as theatre history, set design, lighting, costuming, make-up, script writing, script analysis, and directing. Emphasis will be on improvisation, scene work and monologue work. Students will work in groups, pairs and solo.

## **INTRODUCTION TO TECHNICAL THEATRE (P)**

**Year 10 credits**

**Class Restrictions:** None

**Course Description:** This course is designed to introduce students to technical and design elements in the field of theatre. Students will learn the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will experience all aspects in each design area including script analysis, research, design and implementation. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects.

## **CONCERT CHOIR (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** Basic knowledge of music and a general interest in singing.

**Course Description:** This is an intermediate level participatory course. Students will prepare and perform a variety of choral repertoires. Rudimentary music reading skills are required. Emphasis will be given to improving personal and group musicianship, vocal technique, diction, and basic music theory. Several concerts and music festival performances are used to meet class goals. *Throughout the year, students are expected to participate in fundraising activities.*

## **CHAMBER CHOIR (P)**

**Year 10 credits**

**Class Restrictions: One year of choir or teacher recommendation**

**Course Description:** Emphasis will be placed on improved ensemble singing skills such as pitch matching, tone production, reading rhythms and ear training. Students will be required to attend one local performance during the year as audience members. Course requirements include many performances concerts outside of the regular school day.

## **CONCERT BAND (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** Must be able to play piano or band instrument.

**Course Description:** This course is designed to provide opportunities for students to participate in concert band and music acquisition skills needed for satisfactory individual performance. Emphasis is placed on developing advanced level proficiency in the fundamentals of musicianship. *Throughout the year, students are expected to participate in after-school activities (i.e., rehearsals, parades, field trips, festivals, concerts, football games, public performances and fundraisers.)*

**COLOR GUARD (will be scheduled as Concert Band)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** None

**Course Description:** Color Guard is the only CHS performing group that combines equipment with dance. In the fall, Color Guard is the essential visual interpretation of the Marching Band's music. Together, they perform in football halftime shows, parades, rallies, and competitions. In the Spring semester, the focus shifts to more dance-oriented performances. *Throughout the year, students are expected to participate in after-school activities (i.e., rehearsals, parades, field trips, festivals, concerts, football games, public performances and fundraisers.)*

**GUITAR (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** None

**Course Description:** Guitar is a performing arts class where the emphasis is on learning how to play the guitar. Students will study the many styles and techniques that are found in guitar playing. Students will learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. Students will also learn applicable music theory and beginning skills that are required in becoming a successful guitarist. Students will be able to further grow and explore through the guitar curriculum by performing in small ensembles. In class guitars are provided!

**JAZZ BAND (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** *Recommended to be concurrently enrolled in band or orchestra.*

**Course Description:** This course focuses on the principles of jazz performance needed for group levels. Students are expected to learn some theory. Throughout the year, students are expected to participate in after-school activities (i.e., rehearsals, festivals, concerts, performances and fundraisers.) Performance is an important part of the grade, as is participation in jazz festivals and concerts. Regular attendance is required.

**ORCHESTRA (P)**

**Year 10 Credits**

**Class Restrictions:** None

**Prerequisite:** Previous experience on an orchestral string instrument required.

**Course Description:** This course provides the student with an opportunity to expand the fundamentals of technique, musical notation, rhythm, and tone production on string instruments. In addition to theory and application, orchestra students are expected to participate in festivals, concerts, and fundraisers. Students are expected to attend all scheduled orchestra and sectional rehearsals after school. Performance is an important part of the grade.

## Design/CTE

*All courses in this section meet an FCUSD FA/FL/CTE graduation requirement.*

### **BUSINESS COMMUNICATIONS TECHNOLOGY (P)(CTE)**

**Year 10 Credits**

**Class Restriction:** None

**Prerequisite:** None

**Course Description:** Students in this course will develop an understanding of numerous useful life skills including, personal finances, global business concepts, banking, employment skills, career and college planning, problem solving and communication techniques. Students will develop skills in software applications, online mediums, and realize their potential within future careers. This includes Microsoft Office, Google Drive, basic computer and robotic programming, and self-assessment programs to help students create a successful future. Business Communications Technology is a perfect course for ALL freshmen and especially students interested in computers, owning a business, and/or preparing for college. This class counts for FCUSD CTE/elective credits and meets a college prep (a-g) College Preparatory Elective requirement..

### **BITA 1 RESIDENTIAL COMMERCIAL CONSTRUCTION (P) (CTE)**

**Year 10 Credits**

**Class Restriction:** None

**Prerequisite:** None

**Course Description:** Students are introduced to construction and home building technology and its use in industry through a variety of experiences. Design, planning, and manipulative activities will be an integral part of the course. Safety, in the use of hand tools and power equipment, is emphasized throughout the course. All Students benefit from this course regardless of their respective learning styles, learning rates, or gender. This class counts for FCUSD CTE/elective requirements and meets a college prep (a-g) College Preparatory Elective requirement.

### **INTRODUCTION TO PRODUCT INNOVATION AND DESIGN (P) (CTE)**

**Year 10 Credits**

**Class Restriction:** Grade 9

**Prerequisite:** None

**Course Description:** This course applies the principles of design to problem solve and create a series of unique products. This course will provide an introduction to tools, materials, and maker culture. Students will learn how the available tools function and utilize a variety of software programs to communicate with the 3D printer and laser cutter. The Cordova Makerspace is a place for students to develop creative solutions to authentic challenges and real-world problems. Students will learn design thinking and explore making with both physical and digital materials. Students will earn A-G (VAPA) visual and performing arts credits as well as (CTE) career and technical education credits towards graduation.

*Introduction to product Innovation and Design articulates with the American River College course: Design Tech 100 (DT 100). Students need to submit an electronic portfolio (which is judged by ARC staf) in order to get college credit.*

## Other Electives

### **AFJROTC 100**

#### **Year 10 Credits**

**Class Restriction:** None

**Prerequisite:** None

**Course Descriptions: Aerospace Science and Leadership**

#### **Aerospace Science 100: A Journey into Aviation History**

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide the reinforcement of the materials.

#### **Leadership Education 100**

This is an introductory course into Air Force Junior ROTC. The academic portion of the course consists of four days per week of academic instructions. Leadership Education will introduce the student to AFJROTC providing a basis for progression through the rest of AFJROTC while instilling the elements of good citizenship, health and wellness, fitness, and individual self control. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

### **ETHNIC STUDIES (P)**

#### **5 credits**

**Prerequisite:** None

**Course Description: This Ethnic Studies course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is around the experiences of African Americans, Asian Americans, Latinos/as, and other racialized peoples in the United States. Students will be engaged in both intellectually and emotionally rigorous content constructed around issues of ethnicity, identity, service, 1 and social justice. Students will research and examine how 20th Century events reveal power, privilege, ethnocentricity, systemic oppression, and cultural hegemony that influence their individual experiences into the 21st Century**