

# 2025 -2026 Course Catalog

## Concord High School

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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.



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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, or complaints regarding compliance with Title IX employee issues please contact Kristy Avila, title IX Coordinator Kristy Avila, Title IX Coordinator by email at [avilak@mdusd.org](mailto:avilak@mdusd.org) or by phone at 925-682-8000 Ext. 4291

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# INTRODUCTION

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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 decisions, 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, challenging or rigorous 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. (See Math Matrix)

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/Guardians 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. TA's must be in 11th or 12th grade.

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 their 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:

- o Student needs and interests
- o Availability of appropriately credentialed faculty
- o Availability of facilities, materials and funds
- o State and district, policies, regulations and requirements
- o UC/CSU a-g requirements for college/post-secondary education
- o Career Technology Education (CTE) 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 canceled 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 semester 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. (Students earning an incomplete grade will have six weeks to finish up missing coursework to finalize the grade.)

## **THE ONLY ACCEPTABLE REASONS FOR A SCHEDULE CHANGE ARE:**

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

## SCHEDULING OVERVIEW

Before you schedule your classes online:

- o Check your graduation requirements – make sure you have all the classes you need by reviewing your transcript
- o Check course prerequisites. Sign up ONLY for the classes for which you meet the prerequisites
- o Check the college admission requirements to assure a-g completion
- o Complete your Course Selection Worksheet
- o Enter course selections on HomeLink
- o The course selection window in HomeLink will close on January 20th.
- o Any alterations or additions to course requests after this date will need to be processed by a Counselor.
- o 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 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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. Students who earn an A, B or C grade in an AP class will receive a 1 point grade bump for their GPA. Students who earn a D or an F will not earn the grade bump.

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
<b>English</b>	4 years (40 credits)	4 years	4 years
<b>Math</b>	3 years (30 credits) Including: Algebra 1	3 years  Include but not limited to: Algebra I, Geometry, Algebra II, Financial Algebra	3 years  Include but limited to: Algebra I, Geometry, Algebra II, Financial Algebra  *4th year recommended
<b>Social Studies</b>	3 years (30 credits)  World History US History US Gov/Econ.	2 years	2 years
<b>Science</b>	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 in the Earth, , Physics of the Universe preferred)
<b>World Language</b>	20 credits	2 years same language *3rd year recommended	2 years same language *3rd year recommended
<b>Career Technical Education</b>	Complete a course in 2 of 3 of the areas	NA	NA
<b>Visual Performing Arts</b>		1 year college prep performing or visual art	1 year college prep performing or visual art
<b>Physical Education</b>	2 years (20 credits)	N/A	N/A
<b>Electives</b>	60 credits	1 year college prep elective or additional year of above subjects	1 year college prep elective or additional year of above subjects
<b>TOTAL</b>	220	Minimum of 15 college prep classes	Minimum of 15 college prep classes

# HIGH SCHOOL GRADUATION TABLE

SUBJECT	UNITS	Grade 9	Grade 10	Grade 11	Grade 12
English *	40	English I	English II	English III	English IV
Mathematics**	30	Math	Math	Math	
Social Studies World History US History US Gov't/Econ	30		World History	US History	US Government/ Economics
Science: Life Science Physical Science	20	Living Earth	Chemistry in the Earth;s System, Physics of the Universe,	Chemistry in the Earth's System, Physics of the Universe, Physiology	
Visual & Performing Arts (VAPA) or World Languages Or Career Technical Education (CTE)***	20 (2 out of 3 areas)	VAPA or World Language or CTE			VAPA or World Language or CTE
Physical Education****	20	PE 9	PE		
Electives	60				

**Total Credits: 220**

\* ELD will count toward 10 units of English for our Emerging Bilingual Students

\*\* Students must pass Algebra I either in middle school or high school in order to graduate. Students who have passed the second semester of Algebra in middle school with a "C" or better still must pass at least 30 units of additional mathematics courses during high school in order to meet the graduation requirement.

\*\*\* Students need to take 20 credits in 2 out of 3 categories (VAPA, World Languages, or CTE—10 credits in each of the categories of choice).

\*\*\*\* Physical Education units may not exceed 40 total units. PE can be deferred to another year if the student has passed both semesters of PE 9.

# PLANNING SECTION

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## Model Four Year Program For Graduation

### Freshman Year

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

### Sophomore Year

- English II
- Geometry
- World History
- PE
- Chem of Earth/Physics of the Universe
- Elective

### Junior Year

- English III
- Algebra II or Financial Algebra
- US History
- 3 Electives

### Senior Year

- English IV
- Government/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 for College Prep

### Freshman Year

- English I
- Algebra I or Geometry
- Living Earth
- PE 9
- World Language
- VAPA or other Elective

### Sophomore Year

- English II
- Geometry or Algebra II, Algebra II/Trig
- World History or AP World History
- PE
- Chem of Earth/Physics of the Universe
- World Language

### Junior Year

- English III or AP English
- Algebra II, Algebra II/Trig, Financial Algebra, Pre-Calculus, AP Pre-Calculus, Statistics, AP Statistics
- US History or AP US History
- World language
- AP Physics, Zoology, Physiology, AP Biology
- Elective

### Senior Year

- English IV
- Government and Economics/ AP Econ
- Pre- Calculus, AP Pre-Calculus, AP Calculus,
- AP Physics, Zoology, Physiology, AP Biology
- World Language/VAPA Elective

\*\*20 Elective Credits must be taken at any grade level from 2 out of the 3 Categories: VAPA or World Language or CTE

# AVID

## Advancement Via Individual Determination

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### What is AVID?

AVID is a program for students who are college-bound and have the individual determination to be successful, but who may 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?

Incoming 9th graders and 10th graders.

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 211.

## **AVID MODEL FOUR YEAR SCHEDULE**

### **Freshmen**

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

### **Sophomore**

AVID Elective - 10  
English II  
Geometry *or* Algebra II/Trig  
World History *or*  
AP World History  
World Language  
PE

### **Junior**

AVID Elective - 11  
English III *or* AP Lang  
Algebra II/Trig  
Pre-Calculus *or* AP  
US History *or*  
AP US History  
VAPA, Science *or* World  
Language

### **Senior**

AVID Elective - 12  
English IV *or* AP Lit  
*Gov/Econ or AP Econ*  
VAPA, Science, *or*  
World Language

Students are encouraged to take the most challenging courses, such as honors and AP classes.



# ENGLISH COURSE MATRIX

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## 9th grade:

- English 1 (All Students)

## 10th Grade:

- English II
- AP Seminar

## 11th Grade:

- English III
- AP English Language

## 12th Grade:

- English IV
- AP English Literature

## English Electives:

- Yearbook/Yearbook Honors
- Creative Writing
- Film Studies
- Public Speaking

# ENGLISH COURSES

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## **ENGLISH I (0010)**

Grade 9

Prerequisite: None

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

English I fulfills the one-year English requirement for 9th graders 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 (0060)**

Grade 10

Prerequisite: English I

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

English II, or its equivalent, fulfills the one-year English requirement for 10th graders. 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.

## **AP Seminar (000220)**

Grades 10- 12

Prerequisite: English I

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

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments” (College Board). Fulfills one year of the 4-year English requirement, can be taken in place of English 10 or as an elective course.

## **ENGLISH III (0130)**

Grade 11

Prerequisite: English II

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

English III or its equivalent, fulfills the one-year English requirement for 11th graders. 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)**

Grade 11

Prerequisite: English II

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 Language

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

English IV, or its equivalent, fulfills the one-year English requirement for 12th grade. 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 (0216)**

Grade 12

Prerequisite: English III or English Language

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 ACADEMIC SUPPORT ELECTIVES FOR STUDENTS

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

## **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. 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. The course uses Vista's Get Ready! curriculum. 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: Completion of ELD 1 or placement by initial 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 1 or 2 and who have been in the country for less than two years. The direct English instruction contained in this course will move students from beginning to intermediate with an ELPAC score of 2 or 3.. 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 intermediate grammar, vocabulary, and other language elements in various receptive and productive contexts. The course uses Vista's Get Ready! and Engage curriculums.

## **ENGLISH LANGUAGE DEVELOPMENT 3 (0273)**

Grades 9 – 12

Prerequisite: Completion of ELD 2 or placement by initial 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 4. The direct English instruction contained in this course will move students from early advanced (ELPAC level 3) to 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 mastery of early advanced grammar, vocabulary, and other language elements in various receptive and productive contexts. The course uses Vista's Engage curriculum. 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: Completion of ELD 3 or placement by initial ELPAC

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 3 (early advanced) or level 4 (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. The course uses Vista's Engage Curriculum. 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 HMH's English 3D Course B Volume 2 and/or Course C. Students in this class also read and discuss culturally relevant novels and/or stories and articles and work with their teacher 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.

## **EL ACADEMIC LANGUAGE DEVELOPMENT B (0691)**

Grades 9-12

Prerequisite: None

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 Pursuing 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 (ELD) instruction at the early advanced and Advanced proficiency levels. The course uses HMH's English 3D Course B Volume 2 and/or Course C.

Students in this class also read and discuss culturally relevant novels and articles 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 (R-FEP).

## MATHEMATICS COURSE MATRIX

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### Level 1:

- Algebra I

### Level 2:

- Geometry (*Students who successfully pass Algebra in 8th Grade with a C or better start at Level 2*)

### Level 3:

- Algebra II/Trig
- Algebra II
- Financial Algebra

### Level 4:

- Statistics
- AP Statistics
- Pre-Calculus
- AP Pre- Calculus

### Level 5:

- AP Calculus AB

# MATHEMATIC COURSES

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## **\*\*\*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 calculator. In Algebra II or above, most teachers use the TI-83 plus in class on a regular basis and there are limited class sets of TI-83's for use in the classroom. We recommend any scientific calculator for Algebra I and Geometry, and the TI-83 plus for Algebra II thru Calculus.

## **ALGEBRA I (1310)**

Grades 9 – 12

Prerequisite: No Prerequisite

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 Math 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: Requires completion of Algebra 1. (Students who attempted a full year of Algebra I but did not earn credit will be enrolled in Geometry.)

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: Minimum grade of a "C" in Geometry is strongly recommended

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 “C” or higher and/or 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 quicker pace than Algebra II (1330), and includes trigonometry concepts needed for students pursuing a career in engineering.***

## **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.

## **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 culminates with use of the computer to enhance understanding of the concepts studied in this course.

## **AP PRE-CALCULUS (1410)**

Grades 11 – 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 courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## **AP CALCULUS AB (1375)**

Grades 11 - 12

Prerequisite: C or better in AP Pre-Calculus or Pre-Calculus

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 exam for AP 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 AP Statistics 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 AP Statistics course will be effective preparation.

# WORLD LANGUAGES

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## **ASL I - American Sign Language (5901)**

Grades 9-12

Prerequisites: None

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

Level 1 American Sign Language (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. 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 - American Sign Language (5902)**

Grades 9-12

Prerequisites: Successful completion of ASL I

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

Level II American Sign Language (ASL II) 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. 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 - American Sign Language(5903)**

Grades 9-12

Prerequisites: Successful completion of ASL II

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

Level III American Sign Language (ASL III) 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. 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 California State Framework and National Standards. Spanish Honors is the level three course for Spanish to Spanish Speakers.

## **Native Spanish Speakers Course Matrix**

*Students will be placed by teacher recommendation and then proceed through the course sequence.*

- Spanish for Spanish Speakers 1
- Spanish for Spanish Speakers 2
- Spanish Honors
- AP Spanish Language

## SCIENCE COURSES

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### **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: Passed Living Earth and Chemistry in the Earth’s System recommended

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

Biotechnology introduces students to advanced lab techniques and scientific concepts in bioscience. Knowledge from general biology (and chemistry) is applied to solve problems in a wide variety of fields: medicine, agriculture, forensic investigation, food science, environmental engineering, renewable energy, and more. Students will learn by experimentation, hands-on practice with specialized equipment, and research and discussion of topics ranging from bioethics and disease to genetic engineering to career exploration. The course is geared toward preparing students for skilled jobs in the bioscience industry and for higher education opportunities in science majors.

### **PHYSICS of the Universe (2720)**

Grades 10 – 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.

## **AP BIOLOGY (2044)**

Grades 11 - 12

Prerequisites: Living Earth and Chemistry in the Earth's System 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 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.

## **AP Physics 1: Algebra Based**

Grades 10 – 12

Prerequisites: Completion of Algebra I and Living Earth  
This course fulfills the UC/CSU "d" requirement.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these content areas: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, Fluids.

## **PHYSIOLOGY (2840)**

Grade 10 - 12

Prerequisite: Living Earth with a "C" or better  
This course fulfills the UC/CSU "d" requirement.

This Anatomy & Physiology course is designed to give students an understanding of the basic organization and principal functions of the living body as well as understand how to keep a body healthy. Throughout the course, students will explore the anatomical features of the various systems of the human body as well as the functional interrelatedness of the systems and some associated diseases. Using manipulatives, hands-on activities, wet-lab activities and a variety of additional techniques, the students will thoroughly explore the various topics of human anatomy and physiology. *Dissections are required.* This course qualifies as a laboratory science for University of California entrance requirements.

## **ZOOLOGY (2920)**

Grade 10 – 12

Prerequisites: Living Earth with a "C" or better and consent of instructor  
This course fulfills the UC/CSU "d" requirement.

Zoology is the study of animals. Animals are in ecosystems, so other living and non-living aspects of our world will be incorporated. We will learn about the diversity, characteristics and classification of major groups of both invertebrate and vertebrate animals. In addition, we will cover geographical distribution of animals, animal evolution, ecological relationships and conservation. It will include both laboratory and "field" work, where we will investigate live and preserved specimens. *Dissections are required.* This course qualifies as a laboratory science for University of California entrance requirements.

# **SOCIAL SCIENCE COURSES**

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## **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 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

This course 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

This course 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 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.

## **ETHNIC STUDIES (3497) This course is a graduation requirement beginning with the Class of 2030.**

Grades 9-12

Prerequisite: None

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

The Ethnic Studies course examines race and intersecting identities rooted in the experiences of four groups: Indigenous peoples, African Americans, Asian American Native Hawaiian Pacific Islanders (including Arab Americans), and Chicanx/Latinx communities. The course explores histories of racism, privilege, and oppression, alongside resistance, and social movements, in order to foster respect, empathy, and solidarity. Students engage with concepts of justice, self-determination, and the legacy of ethnic studies to understand how the past shapes today's world and contributes to democracy and community building.

## **AP PSYCHOLOGY (3774)**

Grades: 11-12

Prerequisite: None

This course fulfills 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 subfields within psychology. Students also learn about the methods psychologists use in their science and practice.



**PSYCHOLOGY (3770)****Grades:** 11-12**Prerequisite:** None

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

The major goal of psychology is to systematically study individual behavior and human mental processes to gain an understanding of the self and others. The course will explore cognitive aspects of the mind, or how humans think and feel about the world around them. The course will provide opportunities for students to become knowledgeable about the importance of attitudes, feelings, and values for themselves and others in determining human behavior; the scientific basis of behavior and the process of human development as a lifelong journey.

# PHYSICAL EDUCATION COURSES

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## **9<sup>th</sup> 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 fitness activities, gymnastics/tumbling, individual and dual sports, mechanics of body movement, rhythm and dance, team sports and a cognitive-based, health-related fitness program.

***All Freshmen take PE 9.***

## **BASKETBALL (8875)**

Grades 10 – 12

Prerequisite: PE 9

This course is not a-g approved.

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of basketball 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. 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. This course may be taken for repeat credit. Students are allowed to take up to 40 credits of PE.

## **SOCCER (8810)**

Grades 10 - 12

Prerequisite: PE 9

This course is not a-g approved

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. 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. This course may be taken for repeat credit. Students are allowed to take up to 40 credits of PE.

## **TEAM SPORTS (8870)**

Grades 10 – 12

Prerequisite: PE 9

This course is not a-g approved

Team sports is a course 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, team handball, pickleball, badminton, and softball. Students will learn basic to intermediate fundamentals of each sport and will engage in activities to improve their overall fitness levels. Cognitive-based physical and health-related concepts will be reviewed, applied, and evaluated for all grade levels. This course may be taken for repeat credit. Students are allowed to take up to 40 credits of PE.

## **UNIFIED SPORTS (8990)**

Grades 10 – 12

Prerequisite: Application and teacher approval.

This course is not a-g approved

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. This course may be taken for repeat credit. Students are allowed to take up to 40 credits of PE.

## **WEIGHT TRAINING, Level I (8890)**

Grades 10 – 12

Prerequisite: PE 9

This course is not a-g approved

Weight training is a four-day-a-week-work-out program. Students will lift on Monday, Tuesday, Wednesday, and during the block period day. Some days and a portion of the block periods are used for cardiovascular fitness. Various team sports may also be played during the year. Safety, form/technique and gym etiquette are the main focuses for this class. Individuals will learn how to perform lifts properly and have the opportunity to build their own programs aiming at their own individual goals. They will strive to reach their goals by doing a variety of body weight exercises, exercises using free weights and universal machines. They will also learn about muscles, joints and the biomechanics of the human body. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade level

## **WEIGHT TRAINING, LEVEL II (8480)**

Grades: 11-12

Prerequisite: Successful completion of Weight Training 1.

This course is not a-g approved.

This course focuses primarily on mastery of skills and techniques taught in Level I and the identification of muscle groups involved. Advanced techniques and skills are taught, plus the development of individual programs which include development of short-and long-term goals. This course will place emphasis on development of lifting concepts, maintenance of muscle tone, endurance and establishment of a system of self-evaluation.

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 is not a-g approved

This course offers students an introduction to the practice of yoga, pilates, and other fitness activities using a non-competitive approach. Students will learn how to improve flexibility, strength, balance, and body awareness through a series of poses and sequences. This course will also explore various breathing exercises that may enhance relaxation, reduce stress, and improve concentration. Students will engage in guided meditation practices to cultivate mindfulness and self-awareness. Students will establish personal fitness goals and will review or update them often. This course is suitable for all levels, with modifications provided to accommodate different abilities. By the end of the course, students will have the tools to incorporate yoga and mindfulness into their daily lives for improved mental and physical health. This course may be taken for repeat credit. Students are allowed to take up to 40 credits of PE.

# VISUAL & PERFORMING ARTS

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## **ART I (4130)**

Grades: 9-12

Prerequisite: None

Pathway: None

This course fulfills the one-year fine arts requirement and the UC/CSU “f” requirement.

ART I is a class that introduces students to the elements of art and principles of design. 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 experience through a variety of media. The student will respond to, analyze and make judgment about form, content, technique and purpose in works of art as evidenced by student work. Basic tools are explained and demonstrated, and techniques are practiced to promote creative expression through active student participation. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate. Art I is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes.

## **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. These semester courses are designed to be taken in sequence as a year-long course to prepare students for more advanced art work.

## **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 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 taught 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.

## **CERAMICS ADVANCED (4270)**

Grades: 11-12

Prerequisite: Ceramics I, II, or demonstrated ability with instructor approval

This course fulfills the one-year fine arts requirement and the UC/CSU "f" requirement.

Advanced Ceramics is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. Students must demonstrate the ability to work independently in areas of special interest. The history and criticism of ceramics are presented in greater depth through the use of projects, lectures, and visual arts materials. This class expands and deepens understanding of how to see, evaluate and interpret

experience through projects: wheel throwing, casting, slab, pinch, coil, sculpting, glazing, decorating, and ceramic firing methods. Specialized tools and techniques are explained, demonstrated, and used to promote individual creative expression through active student participation. Work outside of class is required (e.g., project preparation, reading, writing, research, critical viewing, and exhibiting). Students will explore possibilities of higher education and/or career opportunities in ceramics. This class is designed for motivated students who are prepared for a more advanced level of ceramics. This class may be taken for repeat credit.

### **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, theater history, and theater of other cultures are also introduced. Students will also develop the ability to evaluate the different aspects of theater.

### **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, theater history, and theater of other cultures will be studied in greater depth. Students will improve and refine their ability to evaluate the different aspects of theater. Students will apply what is learned to other art forms, subject areas, and careers.

### **FILM STUDIES (0841)**

Grade 10-12

Prerequisite: None

Pathway: None

This course fulfills the one-year fine arts requirement and the UC/CSU "g" 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.

## **MUSIC THEORY AP (4985)**

**Grade:** 11-12 (Year)

**Prerequisite:** Teacher Recommendation and must be able to read music notations.

This course fulfills the one-year fine arts requirement and the UC/CSU “f” requirement.

This course is designed to provide college-level music theory and ear training. The ultimate goal of the AP Music Theory course is to develop the student’s ability to recognize, understand and describe the basic materials and processes of music. Students will explore the elements of music including scales, intervals, chords, melody, harmony and rhythm. This class is based on 18<sup>th</sup> century common practice and students will compose and arrange music in this style.

## **MULTIMEDIA I(9122) Drone photography class, photography pathway**

Grade 9 - 12

Prerequisite: None

Pathway: Drone Photography Class, Photo Pathway

This course fulfills the one-year fine arts requirement and the UC/CSU “f” requirement.

Multimedia I is a one-year course that introduces the computer as a tool for art. Students practice art/design principles and arts/media/entertainment career skills while using new media (computers, digital cameras, tablets, scanners, etc.) to produce their own original art projects. In this hands-on studio class, students learn to manipulate various technologies to create beginning level graphics, design, film and audio. Students will begin to manipulate photography and other raster graphics, model basic objects in three-dimensions, shoot and edit basic film projects, plan, create and produce beginning digital audio projects, begin to create illustrations, design, stylize and manipulate text for print or digital distribution. Throughout the course, students develop as graphic designers, filmmakers, artistic collaborators and visual storytellers.

## **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 9<sup>th</sup> 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.

## **PHOTOGRAPHY ARTS ADVANCED (7735)**

**Grades:** 11-12

**Prerequisite:** Successful completion of Photography Arts II or approval of instructor

This course fulfills the one-year fine arts requirement and the UC/CSU “f” requirement.

Photography, as a non-verbal language, allows all students 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. Students learn to understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Students will become proficient in operating digital cameras and light meters while using black and white film. Instruction includes studio and field techniques, photojournalism, fashion photography, commercial, portrait, scientific, nature and wildlife, and sports photography. In producing their own works and by studying the photographs of others, students will develop a basis for making informal aesthetic judgments. This course may be taken for repeat credits

## **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. This course may be taken for repeated credits.

## **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 may supply information regarding this part of the program. Membership in this band is by teacher recommendation. This course may be taken for repeated credits.

## **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 students in grades 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. This course may be taken for repeat credit.

## **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. This course may be taken for repeated credits.

## ELECTIVE COURSES

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### **ACADEMIC SUCCESS (000682)**

Grades: 9-12 (Year)

Prerequisite: Students must hold an IEP

This course does not fulfill an “a-g” requirement.

Pathway: None

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. The six main components of this class are: school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service learning.

### **ASB LEADERSHIP (9210)**

Grades 10 – 12 (year)

Prerequisite: Application due in Spring. Required for elected or appointed student body and class officers

Pathway: None

This course fulfills the one-year elective requirement and the UC/CSU “g” requirement

This is a year course which develops those unique characteristics, attitudes, and skills, which empowers 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 conduct additional reading, interviewing, and research in the areas of leadership and group process.

### **ASB LEADERSHIP - Freshmen ONLY (089210)**

Grades: 9 (Year)

Prerequisite: Required for elected or appointed class officers.

This course fulfills the one-year elective requirement and the UC/CSU “g” requirement.

A year course that 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. Students will learn basic leadership skills such as interpersonal and group communications, as well as delegation skills, time management, teamwork, and problem solving skills. Students will be expected to complete 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 elective 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 prototyping machines, 3-DPrinter, 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.

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.

### **CONSTRUCTION TECHNOLOGY I (7930)**

Grades 9 – 12

Prerequisite: None

Pathway: Construction - Course 1

This course fulfills the one-year elective 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. Students will explore occupational and vocational interests. Have a working knowledge of measurement, planning and applicable mathematical calculations. Students will demonstrate and appreciate good design, craftsmanship, and construction techniques.

### **CONSTRUCTION TECHNOLOGY II (5502) (ROP)**

Grades 10 – 12

Prerequisite: Construction – Course 1

Pathway: Construction – Course 2

This course fulfills the one-year elective 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 elective 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 genres. 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.)

### **INTRODUCTION TO ENGINEERING (7717)**

Grade 10 - 12

Prerequisite: Algebra 1

Pathway: Year 1 of Engineering

This course fulfills the one-year elective 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 and applications due in the Spring

Pathway: none

This course fulfills the one-year elective requirement and the UC/CSU “g” requirement

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 elective 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.

### **TRANSPORTATION TECHNOLOGY I (7050) (Automotive Technology)**

Grades: 9-12

Prerequisite: None

Pathway: Transportation Technology - Course 1

This course fulfills the one-year elective 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) (Automotive Technology)**

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 one-year elective UC/CSU "g" requirement

This course is the second year of a two year program in Transportation Technology designed to impart detailed knowledge about specific automotive systems. It 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. This course may be taken for two years with instructor approval.

## **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 elective 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 elective 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. This course may be taken for repeated credits.

# CHS CAREER PATHWAYS

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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

A career pathway is a cohesive sequence of courses that provide students hands- on experiences connected to a specific industry sector, while at the same time reinforcing the academic standards. To be considered a career pathway, the sequence of courses must be at least 250 hours of coursework, culminating in a “capstone” course. A capstone course is one that provides students with real world experience within the industry sector, as well as support and guidance from industry partners.

Several of the pathways also include courses where students can earn college credit. Students who graduate from high school with college credit are more likely to complete college than those who do not. Career pathways also provide students with real world connections to the specific industry sector through meaningful work based learning experiences. These experiences can include guest speakers, site visits, job shadows and internships.

# Concord High School

## Transportation Pathway



### Did you know?

- As a pathway student you are more likely to complete all of your courses and still stay on track for graduation while completing your A-G Requirements.
- Many pathways in our district have articulated courses, meaning you earn transferable college credit while in high school!

### High School Courses

#### Transportation Technology Transportation Technology II

### A - G Course Details

Transportation Technology  
Transportation Technology II

### G Category - College Prep

A-G classes are courses that students must complete (with a grade of C or better) to be minimally eligible for admission to a UC or CSU.



### Sample High School Schedule

#### 9th Grade

- English 1
- Algebra
- Life Science
- World Language
- PE
- VAPA

#### 10th Grade

- English 2
- Geometry
- PE
- World History
- Physical Science
- World Language

#### 11th Grade

- English 3
- Algebra 2
- Lab Science
- U.S. History
- World Language
- Trans Tech

#### 12th Grade

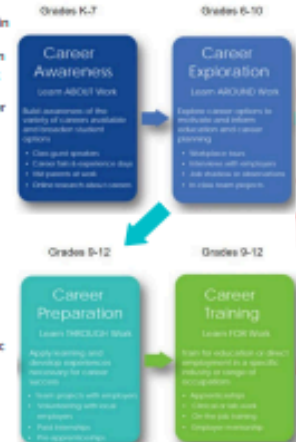
- English 4
- Pre-Calculus
- Gov/Econ
- Elective
- Elective
- Trans Tech II

In order to provide the best support while students are in this career pathway, the MDUSD team follows the Work Based Learning Continuum below.

When students are in pathways they are able to participate in opportunities along the continuum specific to the career path they are in.

WBL Opportunities related to the Transportation Pathway:

- Guest Speakers:
  - Transportation Industry Professionals
- Field Trips: Pacific States Aviation, BART, MDUSD Transportation



# Concord High School

## Transportation Pathway



### Did you know?

- As a high school student you are able to learn valuable skills and get real world experience by taking Career Technical Education Courses.
- Many of the CTE Courses focus on career and college readiness and provide you with many learning experiences non CTE students may not be exposed to!

### Certificate Programs

A certificate program is a post-secondary option that usually takes less than two years to complete and allows an individual to work in popular middle skilled jobs.

- Engine Repair & Machining Specialist
- Transmission Specialist
- Engine Performance
- Smog Technician Specialist
- Automotive Technology

### Associate Degrees

- Automotive Technology

### Sample LMC Schedule

- Smog Tech Specialist
  - Semester 1: AUTO 132, AUTO 142, AUTO 111, AUTO 150, AUTO 057
- Transmission Specialist
  - AUTO 111, AUTO 130, AUTO 133
- Advanced Performance Engine Builder
  - AUTO 112, AUTO 122, AUTO 143
- Chassis Specialist
  - AUTO 111, AUTO 121, AUTO 120

### Career Opportunities

- Smog Technician
- Diesel Service Mechanic
- Small Engine Mechanic
- Auto Tech Support
- Transmission Specialist
- Aircraft Equipment Mechanic
- Restoration Mechanic



### Career Information

Exhibit 13a 3-Year Projected Occupation Data, Transportation and Material Moving Occupations

SOC	Occupation	2013 Jobs	2015 Change	2017 % Change	3-Yr. Explan. Rate	Annual Open. Rate	Median Hourly Wage	Typicality Rate of Workers with Available Post-Secondary Education
13-001	Driver & Tractor-Trailer Truck Drivers	24,314	2,423	9%	3,234	893	\$20.75	Postsecondary (25%)
13-004	Bus Drivers, School or Special Care	4,611	835	18%	447	207	\$19.88	HS diploma or equivalent (24%)
13-005	Right Attendants	3,891	468	12%	672	228	\$22.21	HS diploma (21%)
13-101	Work-Line Supervisors of Transportation & Material Moving Machine & Vehicle Operators	4,343	283	6%	744	213	\$30.92	HS diploma (20%)
13-301	Bus Drivers, Transit & Industry	4,389	369	8%	467	147	\$25.47	HS diploma (24%)
13-302	Commercial Pilots	1,023	119	12%	148	33	\$42.89	HS diploma (21%)
13-401	Transportation Attendants, Except Flight Attendants	893	23	3%	108	24	\$15.48	HS diploma (24%)
13-501	Air Traffic Controllers	493	175	35%	127	23	\$48.89	Associate (25%)
13-601	Transportation Inspectors	423	23	6%	77	28	\$28.24	HS diploma (27%)
13-602	Aircraft Operations Specialists	179	13	7%	30	9	\$32.24	HS diploma (20%)
13-603	Aviation Engineers	187	176	93%	35	8	\$24.88	HS diploma (28%)
13-604	Ship Engineers	121	7	6%	24	7	\$24.75	Postsecondary (25%)
13-605	Aircraft Operations	74	6	8%	15	4	\$21.89	Postsecondary (24%)
<b>Total Available-Related Transportation and Material Moving</b>		<b>21,678</b>	<b>4,483</b>	<b>20%</b>	<b>4,474</b>	<b>3,824</b>	<b>\$25.17</b>	
<b>All Other Transportation and Material Moving (All Occupations)</b>		<b>24,994</b>	<b>1,023</b>	<b>4%</b>	<b>3,827</b>	<b>883</b>	<b>\$22.22</b>	
<b>Total Transportation &amp; Material Moving Occupations</b>		<b>29,672</b>	<b>6,288</b>	<b>21%</b>	<b>8,331</b>	<b>5,088</b>	<b>\$25.22</b>	

Source: Current jobs: Regional Labor Market Information, Bay Region (2012) Center of Excellence <https://www.google.com/maps/@37.9163333,122.2327778,15z> (Accessed 11 Feb. 21)





# Concord High School

## Engineering Pathway

**Did you know?**

- As a pathway student you are more likely to complete all of your courses and still stay on track for graduation while completing your A-G Requirements.
- Many pathways in our district have articulated courses, meaning you earn transferable college credit while in high school!

### High School Courses

**Introduction to Engineering Design**  
**Honors Computer Integrated Manufacturing**

### A - G Course Details

Honors Computer Integrated Manufacturing  
**D Category - Science**  
 Introduction to Engineering Design  
**G Category - Elective**

A-G classes are courses that students must complete (with a grade of C or better) to be minimally eligible for admission to a UC or CSU.



### Sample High School Schedule

#### 9th Grade

- |                 |                         |
|-----------------|-------------------------|
| 1. English 1    | 4. World Language 2, PE |
| 2. Algebra      | 6. Science              |
| 3. Life Science |                         |

#### 10th Grade

- |              |                     |
|--------------|---------------------|
| 1. English 2 | 4. World History    |
| 2. Geometry  | 5. Physical Science |
| 3. PE        | 6. World Language   |

#### 11th Grade

- |                |                                    |
|----------------|------------------------------------|
| 1. English 3   | 4. U.S. History                    |
| 2. Algebra 2   | 5. World Language                  |
| 3. Lab Science | 6. <b>Intro Engineering Design</b> |

#### 12th Grade

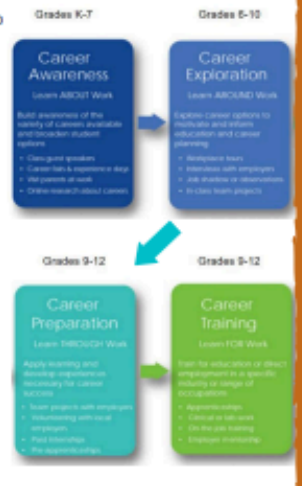
- |                 |  |
|-----------------|--|
| 1. English 4    | 4. Elective  |
| 2. Pre-Calculus | 5. Elective  |
| 3. Gov/Econ     | 6. <b>Honors Computer Integrated Manufacturing</b> |

In order to provide the best support while students are in this career pathway, MDUSD follows the Work Based Learning Continuum below.

When students are in pathways they are able to participate in opportunities along the continuum specific to the career path they are in.

WBL Opportunities related to the Engineering Pathway

- Habitat for Humanity
- Manufacturing Week
- Summer Internships and camps
- Field trips: Bishop Wisecarver, Marathon



# Concord High School

## Engineering Pathway

**Did you know?**

- As a high school student you are able to learn valuable skills and get real world experience by taking Career Technical Education Courses.
- Many of the CTE Courses focus on career and college readiness and provide you with many learning experiences non CTE students may not be exposed to!



### Certificate Programs

A certificate program is a post-secondary option that usually takes less than two years to complete and allows an individual to work in popular middle skilled jobs.

- Civil Design Drafting Technology
- Civil Drafting
- CAD Machining for Mechanical Engineering Technology
- mTECH Industrial Maintenance/Mechanic
- Pre-Engineering Technology
- Computer Aided Drafting & Digital Media for architecture, industrial design and engineering

### Associate of Science Degrees

- Civil Design Drafting Technology
- Electrical and Computer Engineering
- Mechanical Engineering

### Career Opportunities

**Exhibit 15a: 5-Year Projected Occupation Data, Architecture & Engineering Occupations**

SOC	Occupation	2015 Jobs	5-Yr Change	5-Yr % Change	5-Yr Employment Growth	Annual Openings	Median Hourly Wage	Median Annual Salary	Specialized level of education (% of workers with Associate or Some College)
17-2022	Electrical and Electronic Engineering Technicians	6,712	369	4%	1,281	333	\$32.26	\$67,260	Associate (33%)
17-2011	Architectural and Civil Drafters	4,152	137	4%	331	98	\$38.28	\$79,280	Associate (32%)
17-2024	Engineering Technicians except Drafters, All Other	2,444	140	4%	317	81	\$34.33	\$71,330	Associate (32%)
17-2023	Civil Engineering Technicians	3,108	157	5%	292	80	\$39.14	\$81,140	Associate (32%)
17-2024	Industrial Engineering Technicians	1,805	82	5%	210	58	\$38.73	\$80,730	Associate (32%)
17-2027	Mechanical Engineering Technicians	1,229	81	6%	172	31	\$38.90	\$80,900	Associate (32%)
17-2012	Electrical and Electronic Drafters	1,491	121	8%	182	42	\$32.86	\$68,860	Associate (32%)
17-2021	Surveying and Mapping Technicians	1,180	72	6%	83	33	\$30.45	\$63,450	All diploma or GED or Associate (32%)
17-2022	Environmental Engineering Technicians	391	67	17%	77	29	\$32.23	\$67,230	Associate (32%)
17-2013	Mechanical Drafters	998	57	6%	71	30	\$30.24	\$62,240	Associate (32%)
17-2034	Electro-Mechanical Technicians	779	9	1%	112	34	\$35.97	\$74,970	Associate (32%)
17-2019	Drafters, All Other	429	35	8%	32	11	\$27.11	\$56,110	Associate (32%)
<b>Total Architecture &amp; Engineering Occupations</b>		<b>26,871</b>	<b>1,336</b>	<b>5%</b>	<b>3,881</b>	<b>884</b>	<b>\$33.68</b>	<b>\$70,680</b>	
<b>All Other Architecture &amp; Engineering* (All Occupations)</b>		<b>13,048</b>	<b>387</b>	<b>3%</b>	<b>1,020</b>	<b>461</b>	<b>\$33.84</b>	<b>\$71,840</b>	
<b>Total Architecture &amp; Engineering Occupations</b>		<b>41,919</b>	<b>1,723</b>	<b>4%</b>	<b>5,082</b>	<b>1,344</b>	<b>\$32.74</b>	<b>\$68,740</b>	

Source: Bureau of Labor Statistics, Regional Labor Market Assessment, Bay Area, (2015), Center of Excellence. [https://nces.ed.gov/ipeds/data/ipedsfiles/2014/ipeds\\_data\\_sums/ipeds\\_summ\\_tables.asp](https://nces.ed.gov/ipeds/data/ipedsfiles/2014/ipeds_data_sums/ipeds_summ_tables.asp)

# Concord High School



## Construction Pathway

### Did you know?

- As a pathway student you are more likely to complete all of your courses and still stay on track for graduation while completing your A-G Requirements.
- Many pathways in our district have articulated courses, meaning you earn transferable college credit while in high school!

The Construction Pathway at CHS is part two courses that represent a sequence that builds towards skill mastery in the mastery of skills in construction and building.

### High School Courses

#### Construction I Construction Technology\*

\*Course is articulated with a UC and/or CSU transferable course at Diablo Valley College and/or Los Medanos College. Successful completion may result in the student earning college credit.

### A - G Course Details

#### Construction I Construction Technology G Category - College Prep

A-G classes are courses that students must complete (with a grade of C or better) to be minimally eligible for admission to a UC or CSU.



### Sample High School Schedule

#### 9th Grade

- English 1
- Algebra
- Life Science
- World Language
- PE
- VAPA

#### 10th Grade

- English 2
- Geometry
- PE
- World History
- Physical Science
- World Language

#### 11th Grade

- English 3
- Algebra 2
- Lab Science
- U.S. History
- World Language
- Construction I

#### 12th Grade

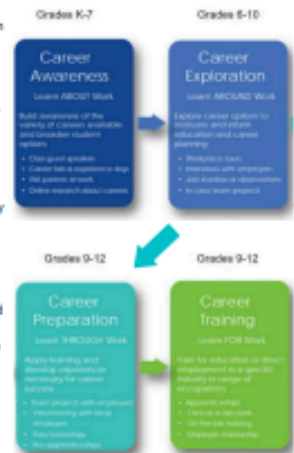
- English 4
- Pre-Calculus
- Gov/Econ
- Elective
- Elective
- Construction Technology

In order to provide the best support while students are in this career pathway, MDUSD team follows the Work Based Learning Continuum below.

When students are in pathways they are able to participate in opportunities along the continuum specific to the career path they are in.

WBL Opportunities related to the Construction Pathway

- Habitat for Humanity
- Manufacturing Week
- Small House Build Project
- Field trips: Bishop Warecarver, Marathon



# Concord High School



## Construction Pathway

### Did you know?

- As a high school student you are able to learn valuable skills and get real world experience by taking Career Technical Education Courses.
- Many of the CTE Courses focus on career and college readiness and provide you with many learning experiences non CTE students may not be exposed to!

### Certificate Programs

- Architecture Design
- Architecture Technology
- Construction and Building Inspection
- Construction Management
- Pre-Apprenticeship
- Construction and Supervision and Superintendency

### Associate of Science Degrees

- Architecture Technology
- Construction and Building Inspection Specialization
- Construction Management Specialization

### Local Trade Unions

- Local 152: Carpenters\*
- Local 342: Plumbers & Pipefitters
- Local 185: Laborers Union

\*MDUSD has an agreement that guarantees the top 5 students admission into the Carpenters' Pre Apprenticeship Program.

### Sample DVC Schedule

- Construction and Building Inspection Certificate
  - Semester 1: CONST 114, CONST 124, CONST 170
  - Semester 2: CONST 181, CONST 182, CONST 183
  - Semester 3: CONST 191, CONST 192, CONST 266
  - Semester 4: CONST 267, CONST 273
- Construction Management Certificate
  - Semester 1: BUS 101, COMSC 101, CONST 135
  - Semester 2: CONST 144, CONST 244, CONST 273
  - Semester 3: CONST 276, MATH 119
  - Semester 4: PHYS 110, ARCH 244



### Career Opportunities

Exhibit 16: 5-Year Projected Occupation Data, Construction & Extraction Occupations

SOC	Occupation	2013 Jobs	3-Yr Change	3-Yr % Change	3-Yr Projected Growth	Annual Openings	Median Pay Rate	Projected Retirement Benefits (% of Median Rate)
47-1011	Ironworkers	17,864	3,279	18%	17,468	1,200	\$26,364	7% (Median)
47-1020	Carpenters	36,720	2,004	6%	38,114	364	\$25,540	10% (Median)
47-1100	Plumbers, Pipefitters & Steamfitters	11,279	1,713	14%	976	508	\$33,847	10% (Median)
47-1011	First-Line Supervisors of Construction Trades and Installation Workers	1,633	1,243	76%	1,680	447	\$35,340	10% (Median)
47-1070	Operating Engineers and Other Construction Equipment Operators	6,024	470	8%	6,497	326	\$22,097	10% (Median)
47-1011	Construction and Building Inspectors	2,620	246	9%	3,447	1,687	\$28,171	10% (Median)
47-1071	Heavy and Tractor-Trailer Truck Drivers	2,337	441	19%	3,111	147	\$21,276	10% (Median)
47-1020	Carpenters	1,815	213	12%	1,84	92	\$21,276	10% (Median)
47-1070	Ironworkers and Welders	1,113	85	8%	1,111	49	\$21,240	10% (Median)
47-1010	Construction Trades	1,648	1,246	76%	1,648	491	\$20,220	10% (Median)
47-1071	Trucking, Trucking, and Transport Equipment Operators	834	41	5%	113	47	\$20,140	10% (Median)
47-1020	Carpenters	392	12	3%	411	11	\$20,090	10% (Median)
47-1070	Ironworkers	112	10	9%	111	4	\$20,090	10% (Median)
47-1020	Construction Trades	77	4	5%	14	4	\$20,075	10% (Median)
47-1070	Ironworkers and Welders	10,721	1,911	18%	8,811	3,784	\$20,047	10% (Median)
47-1070	Ironworkers and Welders	14,220	2,147	15%	12,834	1,240	\$20,040	10% (Median)
Total Construction & Extraction Occupations		170,204	12,288	7%	178,844	10,204	\$20,841	

Source: Census Bureau, Regional Labor Market Assessment, Bay Region (2016). Center of Excellence. <https://www.google.com/maps/@38.0111111,122.0111111,15z>

