



2025/2026

MIDDLE SCHOOL COURSE CATALOG



WWW.COMPTON.K12.CA.US

Non-Discrimination

CUSD Nondiscrimination Statement

The Compton Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Dr. Rigoberto Roman, Director, 2300 West Caldwell Street, Compton, CA 90220, (310) 639-4321 Ext. 46527, Title IX Coordinator: Patrick Sullivan, Director, 501 S. Santa Fe Ave., Compton, CA 90221, (310) 639-4321 Ext. 55041, **dsullivan@compton.k12.ca.us**, and Section 504 Coordinator: Ja Maiia Bond, 2300 West Caldwell Street, Compton CA 90220, (310) 639-4321 Ext. 63107.

The following sample notice of nondiscrimination meets the minimum requirements of the 2024 amendments:

Compton Unified School District does not discriminate based on sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Compton Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Compton Unified School District's Title IX Coordinator is Patrick Sullivan, Director, 501 S. Santa Fe Ave., Compton, CA 90221, **dsullivan@compton.k12.ca.us**, (310) 639-4321 Ext. 55041.

Compton Unified School District's nondiscrimination policy and grievance procedures can be located at **<https://www.compton.k12.ca.us/district1/non-discrimination>**.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please direct your complaint to the Director of Human Resources, 501 S. Santa Fe Ave., Compton, CA 90221, Telephone: (310) 639-4321 Ext. 55041.

About CUSD

Compton Unified School District, whose Superintendent is Dr. Darin Brawley, is in the south-central region of Los Angeles County, California. CUSD encompasses the city of Compton and portions of the cities of Carson and Los Angeles. The district currently serves nearly 26,000 students at 36 sites and is during a dramatic turnaround, marked by increases in student achievement rates, a graduation rate nearing 90%, dramatic facilities improvements, and a focus on STEAM throughout all schools. The mission of the Compton Unified School District is to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students.

Mission Statement

The mission of the Compton Unified School District is to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative and accountable for the achievement of all students.

Goals

- Promote a safe and healthy environment in every school. Provide
- equal education for every child.
- Ensure that every child has access to technological opportunities.
- Continue to maintain high expectations and high student achievement and hold personnel accountable for student success.
- Improve team efforts by enhancing employee communications and collaboration. Embrace
- and celebrate the diversity of our district.
- Build, foster and promote partnerships with parents and the community. Maintain
- facilities; plan and promote capital improvements.

Core Beliefs

- We believe all children will learn at higher levels.
- We believe schools have an enormous impact on children's lives.
- We believe that all children should be educated in a safe and orderly environment.
- We believe all children will reach their learning potential and that the achievement gap can be eliminated. We
- believe the Compton Unified School District will become a high performing organization.

Board of Trustees

Board President

Micah Ali

Board Vice President

Satra Zurita

Clerk

Alma Taylor-Pleasant

Legislative Representative

Ayanna Davis, Ed.D.

LA County Trustees Association

Sandra Moss

Member

Michael Hooper

Member

Denzell Perry

Executive Cabinet

Superintendent

Darin Brawley, Ed.D.

Chief Admin Officer Business Services

Shannon Soto, Ed.D.

Executive Director of Human

Carlos Moran

Chief of School Police

William Wu, JD

Sr. Director of College & Career Ready

Jorge Torres, Ed.D.

Chief Technology Officer

Tony Burrus

Sr. Director of Educational Technology

Michele Dawson

Chief Facilities Officer

Nathaniel Holt

Sr. Director of Special Programs

Ja Maiia Bond

Chief Academic Officer, Educational Svc.

Mario Marcos

Sr. Director of English Language Learners

Jennifer Graziano, Ed.D.

Executive Director of Special Education

Helen Rodriguez, Ed.D.

Sr. Director of Elementary Education

Jennifer Moon, Ed.D.

Executive Director of Pupil Services

Vacant

Director of Early Childhood Education

Telma Bayona, Ed.D.



Bunche Middle School
12338 Mona Blvd., Compton, CA 90222
(310) 898-6010



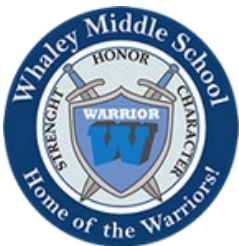
Davis Middle School
621 W. Poplar St. Compton, CA 90220
310-631-5725



Enterprise Middle School
12600 W. Compton Blvd., Compton, CA 90220
(310) 639-7329



Walton Middle School
900 W. Greenleaf Ave., Compton, CA 90220
(310) 898-6060



Whaley Middle School
14401 S. Gibson St., Compton, CA 90220
(310) 898-6070



Willowbrook Middle School
2601 N. Wilmington Avenue, Compton, CA 90222
(310) 898-6080

TABLE OF CONTENTS

Middle School Mission Statement	6
Middle School Homework Policy.....	6
Guidelines for Selection of Valedictorian & Salutatorian.....	6
College Preparatory Coursework & Graduation Requirements	7
Course Catalog Legend	8
English Language	9-12
English Language Development (ELD)	12-14
World Language	14-15
Math	16-20
History/Social Studies	20
Science	21-23
Physical Education	23-24
Visual & Performing Arts	24-26
Electives	26-31

MIDDLE SCHOOL MISSION STATEMENT

It is the mission of the Compton Unified School District middle schools to provide our diverse students transitioning from elementary schools to departmentalized programs of secondary schools with a rigorous and challenging academic program. We recognize that early adolescents need a safe, supportive and nurturing environment that considers physical and intellectual changes that impact social and emotional behavior. Compton Unified strives to work with stakeholders in pursuit of educational excellence.

Middle School Homework Policy

The CUSD has a homework policy for every student, and the Office of Secondary Education adheres to the requirements of that policy. Homework is assigned a minimum of 5 nights per week, Monday through Friday, which may include daily assignments and long-term projects. All middle school teachers understand that homework is an extension of a student's learning day, and therefore teachers do not assign meaningless homework assignments. Teachers provide homework as an effective and inexpensive way to increase instructional time allowing students to practice away from school. This use of homework frees up classroom time for more direct, personal and interactive teaching/learning opportunities for all students. Homework does not necessarily come in the form of written assignments or worksheets. It can be as simple as reading a book that was assigned or selected by the student. Teachers will review homework at the school upon its return. Research shows that homework has the best effect on student achievement when students receive feedback on what they have done. Homework is one small factor in the final grade a student receives.

Parental Support of Homework

There may be times when parents/guardians will need to take their students to visit a local library in addition to the school/classroom library for special reports and research projects. We ask that the parents support the school's Homework Policy by providing a place at home conducive to thoughtful work, by encouraging the students to complete all assignments in a **neat and timely manner** and by reviewing the students' work for thoroughness, creativity, skill application and appropriateness to the topic. Parents' interest and involvement in the school's Homework Policy implementation is crucial to extending learning opportunities for our students.

GUIDELINES FOR SELECTION OF VALEDICTORIAN AND SALUTATORIAN

Grade Point Average (Weighted GPA, AP classes and Pre-Calculus Honors)

- ❖ Valedictorian – Highest GPA over 3 years (6 semesters) with all courses except Homeroom
- ❖ Salutatorian – Second Highest GPA over 3 years (6 semesters) with all courses except Homeroom

Residency

Two years of attendance with the same school in the Compton Unified School District

Determining the GPA

- ❖ Counselors generate a list of 20 top GPA students.
- ❖ Immediately after the finals are given, grades are calculated, counselors send out the list of the 20 top GPA students to respective teachers for second semester grades.
- ❖ A team of counselors and teachers and/or students (do not use the actual student candidate's name) will work together to calculate the GPA, including all eight (8) semesters and weighed up for advanced placement courses.
- ❖ The team determines the valedictorian and salutatorian based on the final GPA. There can be more than one of each if the GPAs are the same.

College Prep Coursework & Graduation Requirements

Included in this guide is a brief description of the courses available to middle school students.

COURSES NOT LISTED IN THIS CATALOG CANNOT BE OFFERED. Middle Schools wanting to expand their course offering must abide by the Compton Unified New Course Approval process, which takes place during the fall preceding the school year the course will be offered. Our goal at Compton Unified School District is first and foremost to prepare ALL students to graduate from middle school ready for success in high school and ultimately college. Additionally, CUSD aims to help students acquire the attitudes, knowledge and skills that contribute to effective learning in school and in life, to help students understand the relationship of academics to professional life, and to discover knowledge of self to make informed career decisions.

Subject Area	Grade 6	Grade 7	Grade 8
A. History / Social Science	- World History and Geography: Ancient Civilizations	- World History and Geography: Medieval and Early Modern Times	- United States History and Geography: Growth and Conflict
B. English/ Language Arts	- CC English 6	- CC English 7 - English 7 (Honors)	-CC English 8 -CC English 8 (Honors)
C. Math	- CC Math 6	- CC Math 7	- CC Math 8
D. Science	- Integrated Science 6	- Life Science	- Physical Science
F. Visual / Performing Arts			- Art - Drama
(g) College Prep Elective	-Destination Success (Math/Reading Intervention) - Direct Learning	- Math/ELA Arts Applications - Math/Literacy and Media Support - Direct Learning	-Direct Learning
Physical Education	- PE/Health	- PE/Life Skills	PE
Other Electives	- Resource Lab - Computer Literacy	- Resource Lab - Creative Writing -Intro to Journalism	- Resource Lab - Film Studies

COURSE CATALOG LEGEND

DISTRICT CODES

Length of Course: Quarter, Trimester, Semester, Year

Credits Earned: 1-10 credits

Grade Level Options 6-8

Prerequisite: Varies per department

Graduation Requirement: Course subject area that meets graduation elective requirement is specified.



ENGLISH LANGUAGE

English Language 6-2001

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

Students read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics in all sixth-grade subject areas. The emphasis in sixth grade is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students can identify key individual events and details and use them as evidence to support their analysis and to distinguish claims that are supported by an author from those that are not. Additional analysis skills call for students to compare one author's presentation of events to another interpretation. They learn academic language and domain-specific vocabulary through reading and using it in writing and speaking. In their writing, students in sixth grade develop more sophisticated skills, such as using a cohesive organization of ideas and drawing evidence from a variety of sources to support their purpose or conclusion.

English Language 6 Honors-2117

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

Students read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics in all sixth-grade subject areas. The emphasis in sixth grade is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students can

identify key individual events and details and use them as evidence to support their analysis and to distinguish claims that are supported by an author from those that are not. Additional analysis skills call for students to compare one author's presentation of events to another interpretation. They learn academic language and domain-specific vocabulary through reading and using it in writing and speaking. In their writing, students in sixth grade develop more sophisticated skills, such as using a cohesive organization of ideas and drawing evidence from a variety of sources to support their purpose or conclusion.

English Language 7-2002

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

Grade 7 English Language Arts is a yearlong course designed to provide students with reading, writing, listening and speaking and research and inquiry opportunities. Students will explore literature from several genres and will use the writing process to develop various forms of writing, including a written research project.

English 7 Honors-2003

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

This course is designed to provide students with effective reading and writing skills necessary for success in this accelerated course, as well as future courses. Ultimate success will require seriously committed students who are willingly to work above the expectations required in a basic 7th Grade English Language Arts class. Students in 7th grade ELA honors begin examining literary concepts utilizing higher-order thinking skills through analysis of selected poetry, prose and novel studies.

English 8-2004

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

Grade 8 English Language Arts is a yearlong course designed to provide students with reading, writing, listening and speaking opportunities, as well as using writing workshops, research methods, literature analysis, discussion, peer evaluation, grammar and vocabulary, and includes a written persuasive research project. Students will also explore literature works from several genres throughout the year.

English 8 Honors-2005

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

This course is designed to provide students with effective reading and writing skills necessary for success in this accelerated course, as well as future courses. Ultimate success will require seriously committed students who are willing to work above the expectations required in a basic 8th Grade English Language Arts class. Students in 8th grade ELA honors will utilize higher- order thinking skills through analysis of selected poetry, prose and novel studies. Honors students are required to produce writing that displays sophistication, fluency and control as they are introduced to critical and analytical essays.

English SDAIE 6-3633

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

This course covers the same material as English 6 while including SDAIE Strategies (Specially Designed Academic Instruction for English).

English SDAIE 7-3634

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

This course covers the same material as English 6 while including SDAIE Strategies (Specially Designed Academic Instruction for English).

English SDAIE 8-3635

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: English

Taught using SDAIE strategies, students will carefully evaluate poetry, novels, plays, non-fiction, and short stories. Also, they will gain and utilize technology skills in conjunction with the curriculum. The focus of this course is building students' skills as critical thinkers, readers and writers. Ultimately, students will be provided with a foundation of English skills preparing them for further high school and post-secondary studies.

Intervention Reading 6-2101

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 6 course.

Intervention Reading 7-2102

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 7 course.

Intervention Reading 8-2103

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 8 course.

Writing Lab 6-3630

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 6 course, specifically aimed at improving student's writing skills.

Writing Lab 7-3631

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 7 course, specifically aimed at improving student's writing skills.

Writing Lab 8-2014

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 8 course, specifically aimed at improving student's writing skills.

Writing Lab-EL-3519MS

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English course, specifically aimed at improving English Language Learner's writing skills.

English Intervention: Grades 6, 7, and 8 (READ 180)

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

The READ 180 Proven Instructional Model provides simple and clear organization for the classroom. Teachers begin and end each session with Whole-Group instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning.

Special Education**English 6-9557**

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req:

Students read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics in all sixth-grade subject areas. The emphasis in sixth grade is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students can identify key individual events and details and use them as evidence to support their analysis and to distinguish claims that are supported by an author from those that are not. Additional analysis skills call for students to compare one author's presentation of events to another interpretation. They learn academic language and domain-specific vocabulary through reading and using it in writing and speaking. In their writing, students in sixth grade develop more sophisticated skills, such as using a cohesive organization of ideas and drawing evidence from a variety of sources to support their purpose or conclusion.

English 7-9527

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req:

Grade 7 English Language Arts is a yearlong course designed to provide students with reading, writing, listening and speaking and research and inquiry opportunities. Students will explore literature from several genres and will use the writing process to develop various forms of writing, including a written research project.



English 8-9528

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req:

Grade 8 English Language Arts is a yearlong course designed to provide students with reading, writing, listening and speaking opportunities, as well as using writing workshops, research methods, literature analysis, discussion, peer evaluation, grammar and vocabulary, and includes a written persuasive research project. Students will also explore literature works from several genres throughout the year.

English Skills 6-9501

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 6 course for SPED students.

Intervention Reading 6-9540

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 6 course for SPED students.

English Skills 7-9502

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 7 course for SPED students.

Intervention Reading 7-9541

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 7 course.

English Skills 8-9503

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 8 course for SPED students.

Intervention Reading 8-9542

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to supplement the core English 8 course.



ENGLISH LANGUAGE DEVELOPMENT (ELD)

Newcomer ELA-3674

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: ELPAC results at Emerging level, SRI, and/or teacher recommendation. LAS Score of a 1 or 2. NOTE: This course could be offered as a block with Beginning ELD I.

This course provides a comprehensive curriculum for new arrivals which focuses on accelerated support in foundational literacy skills. Lessons are designed for students at the earlier stages of language proficiency (Emerging) and students are provided with scaffolded instruction focused on increasing language proficiency in the areas of reading and writing according to the state-adopted ELA/ELD standards.

Newcomer Beginning ELD-3500

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: CELDT results are at an Early-Intermediate level or below, SRI, and/or teacher recommendation. LAS Score of a 1 or 2. NOTE: This course could be offered as a block.

This is a beginning (first semester) and early intermediate (second semester) English Language Development course where listening, speaking, reading, and writing skills are emphasized to prepare students to use basic English in social and academic settings. ELD Standards are used during instruction. This course is designed for "Newcomer English Learners" who have been in the U.S. for 2 years or less. *Pre-requisites: U.S Entry Date 2 years or less.*

Journalism ELD-3648

Length of Course: 1 Year

Credits Earned: 10

Prerequisite:

Graduation Req: Elective

This course will expose students to the components of 21st century journalism by following a scope and sequence aligned to the ELA Common Core Standards/ELD standards. Students will practice the four domains of language listening, speaking, reading, and writing while learning investigative skills, conducting interviews, researching, writing, and designing their own publications.

Advanced ELD-3558

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: CELDT results are at the Early Advanced-Advanced levels.

Graduation Req: Elective

This is an English Language Development course where the ELD standards are used concurrently with ELA standards. This course is designed to assist students with grade-level English curriculum. Lessons and academic text will support elements of the core academic program and will continue to emphasize listening, speaking, reading, and writing. Students will be able to listen attentively to text and identify subject area topics and identify the main points and supporting details.

**Emerging ELD 6-8-3649-3651**

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: ELPAC Level 1

Graduation Req: Elective

The Emerging English Language Development (ELD) course provides scaffolded learning opportunities designed for students to master productive, collaborative, and interpretive skills in English. The Collections Designated ELD curriculum, or Language Workshop, is framed to facilitate English learning across the four domains of listening, speaking, reading, and writing. Specifically, students read, annotate, discuss, and comprehend selected anchor and supplemental texts. To access the selections, students develop word knowledge through direct, explicit vocabulary instruction, and by utilizing word learning strategies. While students engage with literary and informational texts, they analyze grammatical and structural features of the English language. As students' progress through the 5-Day Instructional Sequence, they also participate in collaborative discussions while utilizing academic language. This systematic process continues with student-generated writing. To conclude the 5-Day Instructional Sequence, students reflect on their learning in expert groups. Throughout the Language Workshop curriculum, scaffolds for emerging students -- including the use of varied sentence frames and graphic organizers -- provide substantial support for proficiency-based language learning. Directly aligned to the 2012 California English Language Development standards, this course provides a comprehensive, methodological framework in which Emerging English Learners will continue to acquire academic English.

Expanding ELD 6-8-3652/3654

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: ELPAC LEVEL 2 and Level 3 (Lower)

Graduation Req: Elective

The Expanding English Language Development (ELD) course provides scaffolded learning opportunities designed for students to master productive, collaborative, and interpretive skills in English. The Collections Designated ELD curriculum, or Language Workshop, is framed to facilitate English learning across the four domains of listening, speaking, reading, and writing. Specifically, students read, annotate, discuss, and comprehend selected anchor and supplemental texts. To access the selections, students develop word knowledge through direct, explicit vocabulary instruction, and by utilizing word learning strategies. While students engage with literary and informational texts, they analyze grammatical and structural features of the English language. As students' progress through 5-Day Instructional Sequence, they also participate in collaborative discussions while utilizing academic language. This systematic process continues with student-generated writing. To conclude the 5-Day Instructional Sequence, students reflect on their learning in expert groups. Throughout the Language Workshop curriculum, scaffolds for Expanding students -- including the use of varied sentence frames and graphic organizers -- provide proficiency-based support of language learning. Directly aligned to the 2012 California English Language Development standards, this course provides a comprehensive, methodological framework in which Expanding English Learners will continue to acquire academic English.

Bridging ELD 6-3655/3657

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: ELPAC Level 4 and Level 3 (Higher)

The Bridging English Language Development (ELD) course provides scaffolded learning opportunities designed for students to master productive, collaborative, and interpretive skills in English. The Collections Designated ELD curriculum, or Language Workshop, is framed to facilitate English learning across the four domains of listening, speaking, reading and writing. Specifically, students read, annotate, discuss, and comprehend selected anchor and supplemental texts. To access the selections, students develop word knowledge through direct, explicit vocabulary instruction, and by utilizing word learning strategies. While students engage with literary and informational texts, they analyze

grammatical and structural features of the English language. As students' progress through the 5-Day Instructional Sequence, they also participate in collaborative discussions while utilizing academic language. This systematic process continues with student-generated writing. To conclude the 5-Day Instructional Sequence, students reflect on their learning in expert groups. Throughout the Language Workshop curriculum, scaffolds for Bridging students provide proficiency-based support (e.g. complex and varied sentence frames, leveled questions, and graphic organizers). Directly aligned to the 2012 California English Language Development standards, this course provides a comprehensive, methodological framework in which Bridging English Learners will continue to acquire academic English.

World Languages

Spanish I (Non-Native)-2515

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed for students who do not speak Spanish and would like to learn the language. This course if taken in 7th or 8th grade will meet 1 year of the A-G World Language requirement.

Spanish 1 Native Speaker-2503

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This is a Spanish language arts course designed to build the reading and writing skills of Spanish speakers. Students are introduced to a variety of genres, writing applications and the writing process, vocabulary development and conventions (punctuation, spelling, accentuation and grammatical rules). The class will enable the students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. This course if taken in 7th or 8th grade will meet 1 year of the A-G World Language requirement.

Spanish 2-2517

Length of Course: 1 Year

Credits Earned: 10

Grade Level Options: 10, 11, 12

Prerequisite: Spanish I

CSU/UC: Yes

Graduation Req. ER

A continuation of Spanish I, this course completes language acquisition at the novice level. Emphasis is placed on productive skills (oral and written). Basic knowledge of custom, culture, and literature of Spanish speakers is enhanced.

Spanish 2 Native Speaker-2529

Length of Course: 1 Year

Credits Earned: 10

Grade Level Options: 10, 11, 12

Prerequisite: Spanish I (N)

CSU/UC: Yes

Graduation Req. ER

This course builds upon skills acquired in Spanish for native Speakers I. The emphasis is on reading and appreciation of literary works (short novels, essays, poetry, plays). Narrative, Descriptive, persuasive and expository writing is practiced extensively.

Conversational Spanish-2502

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: 6th Grade only, no HS/A-G credit, IB

Schools only

Graduation Req: Elective

A year course for students who have are seeking to improve or maintain their conversational skills through active communication in the target language. Only Spanish is spoken in class. Primary focus is placed in attaining proficiency in oral/aural communication through daily practice and meaningful activities that reflect the needs of language learners in the real world. Additional exposure and practice are emphasized on the more complex grammar structures presented in previous levels. This course if taken in 7th or 8th grade will meet 1 year of the A-G World Language requirement.

Chinese 1A/1B-2553A/2553B

Length of Course: 1 Year

Credits Earned: 10

Grade Level Options: 9, 10, 11

Prerequisite: None

CSU/UC: Yes

Graduation Req. ER

Chinese 1 introduces students to the language and culture of China through basic vocabulary and useful expressions for conversation. The goal is to develop basic speaking, listening, reading & writing abilities in Mandarin Chinese & to understand the customs and life of modern Chinese. An introduction is given to Chinese culture, customs, food, and music.

Chinese 2A/2B-2555A/2555B

Length of Course: 1 Year

Credits Earned: 10

Grade Level Options: 9, 10, 11

Prerequisite: None

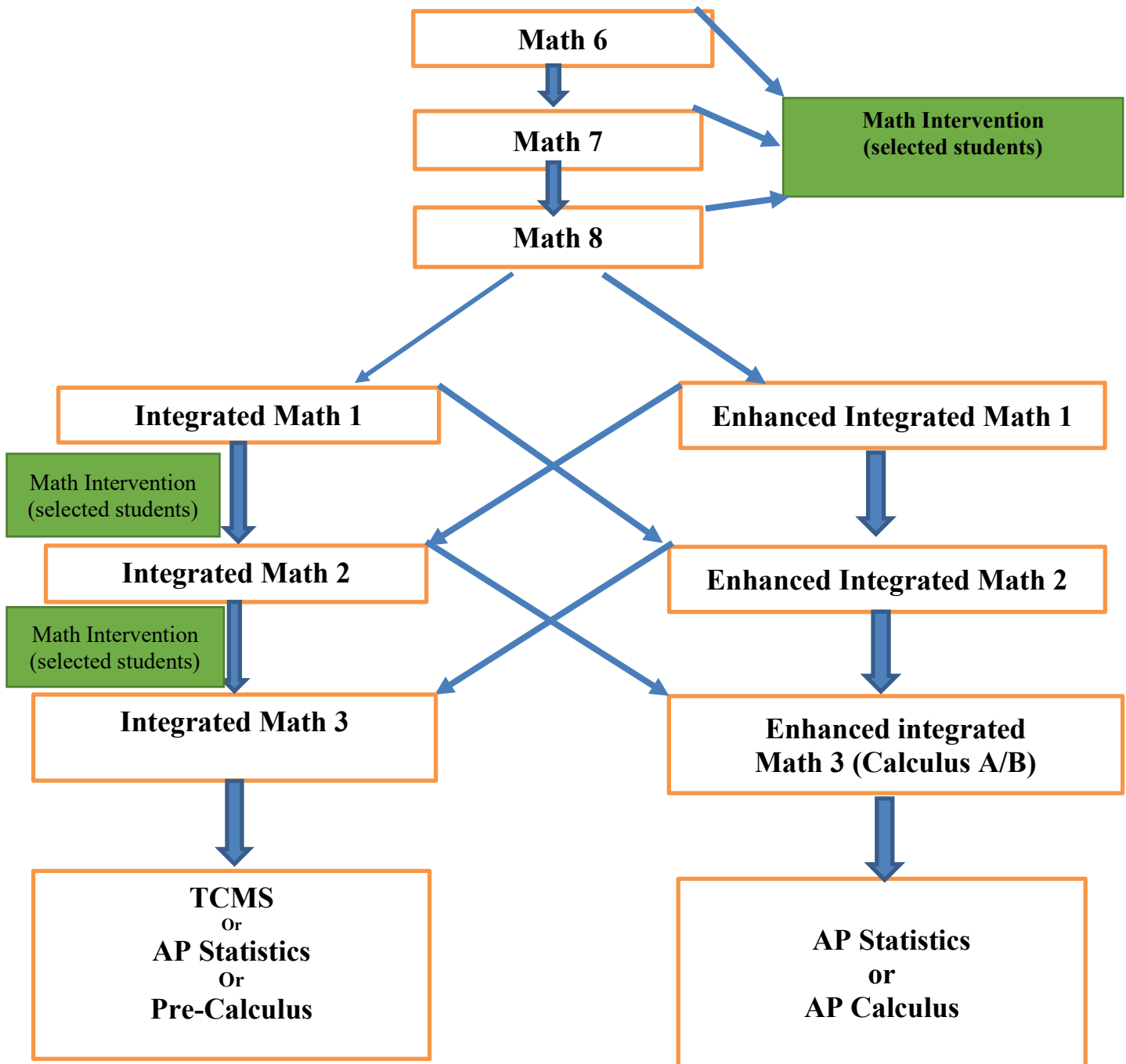
CSU/UC: Yes

Graduation Req.ER

Chinese II is a continuation and further development of the Chinese spelling system, Pinyin, as well as basic listening, speaking, reading, and writing skills. Emphasis will be placed on the learning of basic Chinese characters; sentence patterns that help students carry on simple conversations on some highly relevant daily topics such as school, family, pets, weather, giving directions etc. Students will also continue to learn about Chinese culture and customs.



Mathematics Course Pathways 2025-2026



Note: Selection criteria for each course must be considered prior to scheduling. Any decisions to deviate from pathway should be approved by an administrator and parent.

Mathematics

Math 6-4001/9563

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 6 mathematics instruction will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 6H-4016

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 6 honors mathematics instruction will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 6 (SDAIE)-3559

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Math 6 SDAIE provides the same curriculum as Math 6 while including SDAIE strategies.

Math 7-4002/3580/9545

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 7 mathematics instruction will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations.

(3) solving problems involving scale drawings and informal geometric constructions and working with two- and Three - dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 7H-4017

Grade 7 mathematics instruction will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and Three - dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8-3581/4003/9565

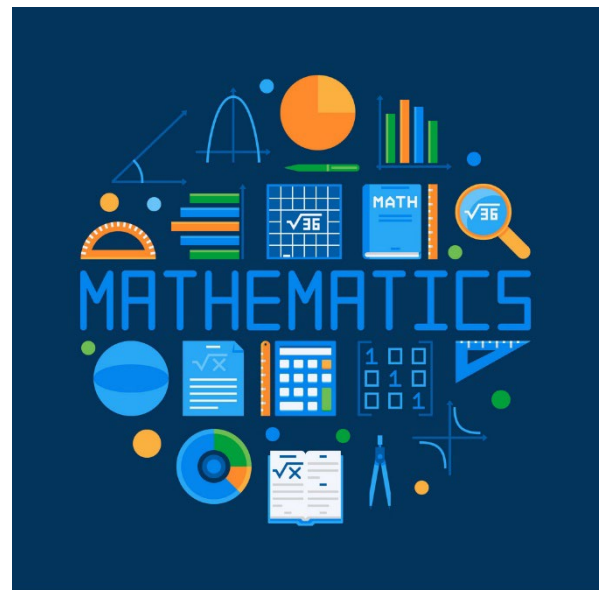
Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 8 mathematics instruction will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing Two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.



Math 8 H-4124

Grade 8 mathematics instruction will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing Two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theory.

Math Intervention-4100

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

Intervention classes are designed to be targeted to specific student needs. As such, there is no set curriculum or pacing guides for these classes. Lessons and activities should be designed around student needs and will address specific concepts where students need additional support. The class should not simply “lag” the core math classes, nor should the class “preview” the concepts taught in these classes. Students should be given the opportunity to develop conceptual knowledge using hands-on learning and teachers should teach the concepts differently than in the core classes. Additionally, students should be given ample opportunity to practice both new concepts and basic math skills. Programs such as *Accelerated Math* offer a structured practice program. Students must have **mobility** both in and out of intervention classes. It is recommended that teachers and administrators enable students to move in or out of the intervention classes at the end of each academic quarter. The final week of each quarter can be used for assessment, reflection, and determination of placement for the next quarter.

Intervention Math-2148

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that students are successful in completing their math core class.

Intervention Math 6-2120/9409

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that students are successful in completing their math core class.

Intervention Math 7-2121/9475

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that students are successful in completing their math core class.

Intervention Math 8-2122/9476

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that students are successful in completing their math core class.

Newcomer Math-3639

Length of Course: 1 Semester/1Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

The purpose of this course is to introduce mathematical concepts to students with minimal English skills by means of instructional strategies which focus on basic and academic vocabulary. This course is designed for students who need intensive language support. Highly visual approach to teaching content skills, key concepts, and academic language are an essential component of the class. Students will be provided with primary language support as needed.



Algebra 1-4005

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Integrated Math 1-4122

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: Math 8

UC/CSU: Yes

Graduation Req. ER

Mathematics I course instruction will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

Special Education

Math 6 (SDC)-9563

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 6 mathematics instruction will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 7 (SDC)-9545

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 7 mathematics instruction will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and Three - dimensional shapes to solve problems involving area, surface area, and volume. and (4) drawing inferences about populations based on samples.

Math 8 (SDC)-9565

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Math

Grade 8 mathematics instruction will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing Two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Math Skills 6 (SDC)-9509

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that SPED students are successful in completing their math core class.

Math Skills 7 (SDC)-9575

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that SPED students are successful in completing their math core class.

Math Skills 8 (SDC)-9576

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

This course is designed to provide additional support to ensure that SPED students are successful in completing their math core class.

Pre-Algebra-3625

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Our Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course emphasizes the concepts necessary to be successful in Algebra I and II. The course helps students develop good mathematical study skills and learning strategies. Students will

explore algebraic expressions and integers, solve one-step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, percents, linear functions and graphing, spatial thinking, area and volume, right triangles in Algebra, data analysis and probability, and nonlinear functions and polynomials.

History/Social Studies

Social Studies 6-8527

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Students in 6th grade will analyze the interaction among various cultures developing a greater understanding of events that ushered in the dawn of the major Western ancient civilizations. There will be special emphasis on: Geography, Religion, Politics, Economics and Social Structure, via rigorous, accelerated, project-based, teacher-facilitated learning.

World History-8501

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

World history explores world civilizations from The fall of Rome to the Enlightenment. Students will investigate geographic features and

characteristics influenced human interaction throughout the world. An emphasis will be placed on maps skills, reading, writing, and critical thinking skills throughout the year.

World History Honors-9899

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Honors world history is a chronological and comprehensive study of medieval history from 700BCE -1800's. Students will be taught and expected to interpret, analyze, and synthesize the content throughout the course. Students will gain an understanding of world history through historical documents, research projects, and map studies. The goal of the class is to challenge and motivate students.

U.S Heritage-8504

Description of 8th Grade History

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Students in Grade 8 will study the ideas, issues, and events from the creation of the U.S. Constitution up to World War I. After exploring the roots and establishment of the Constitution, students will examine the development of American society, culture, politics, geography, and economy. They will learn about the challenges facing the emerging nation including expansion, slavery, the industrial revolution, and the causes, course and consequences of the Civil War.

U.S. Heritage Honors-9901

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

In this course student will work together to accomplish the following goals: develop an understanding and appreciation of our nation's history from its struggle for independence in the post-Civil War era. They will sharpen their ability to analyze the past through the discussion of the text, primary sources, and historical documentaries. Students will strive to improve their communication skills, particularly in writing, via research projects, and essays. They will develop research skills using the library and the internet. This ability to find information, understand it, and present it in a clear, coherent manner is critical in our world today. The goal of this course is to challenge and motivate students and prepare them for college.

Science

Economics-8508MS

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

This is a basic introductory course on the workings of our national economy. Emphasis will be placed on banking, trade and the government's role in the economy. Basic concepts such as profit and loss, risk vs. reward, assets and liabilities, taxation, and debt will be emphasized. Students will gain life-long skills to meet the challenges of a global society in which they will hold jobs, pay taxes, support families, create enterprises and uphold their civic duties.

Newcomer Social Studies-3641

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

The purpose of this course is to introduce social science concepts to students with minimal English skills by means of instruction which focuses on before, during, and after reading strategies. Basic and academic social science terms will be taught by the use of visuals and cognates. Highly visual approach to teaching content skills, key concepts, and academic Languages are an essential component of the class. Students will be provided with primary language support as needed.

Special Education

Social Studies 6 (SDC)-9513

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Students in 6th grade will analyze the interaction among various cultures developing a greater understanding of events that ushered in the dawn of the major Western ancient civilizations. There will be special emphasis on: Geography, Religion, Politics, Economics and Social Structure, via rigorous, accelerated, project-based, teacher-facilitated learning.

Social Studies 7 (SDC)-9577

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Social Studies 8 (SDC)-9578

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: History/Social Studies

Earth Science 6-7001

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

Earth Science concepts include Energy & Change, Weather Patterns, Minerals & Rocks, Erosion & Deposition, Plate Tectonics, Earthquakes, Mountains & Volcanoes, and Ecosystems. At the end of this course, students will be able to explain the rock cycle and how its stages interact; describe what causes changes in weather; explain how plate tectonics create mountains and volcanoes and cause earthquakes; and explain interactions of ecosystems in regard to the food chain. The course involves hands-on labs as well as involvement in the Science Fair with student created problem-based projects. Honors courses will focus on project-based learning with cross-curricular big idea questions and activities to challenge critical thinking and problem-solving skills.

Life Science: Grade 7-7002

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

The Life Science course provides students with additional opportunities to acquire extensive scientific investigative skills. Topics to be studied include cell biology, genetics, evolution, earth and life history as evidenced from rocks and fossils, structure, function, and physical principles in living systems. Students work in cooperative lab groups to conduct experiments, to solve problems, and to be evaluated.



Life Science: Grade 7-Honors-9897

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

Honors courses will focus on project-based learning with cross-curricular big idea questions and activities to challenge critical thinking and problem-solving skills, such as virtual dissections.

Physical Science 8-7007

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

The Physical Science course reinforces good organizational skills and the use of the scientific method. Students investigate concepts of motion, forces, structure of matter, earth in the solar system, chemical reactions, chemistry of living systems, organization of the periodic table, density and buoyancy.

Physical/Earth Science Honors-9903

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

The Physical Science course reinforces good organizational skills and the use of the scientific method. Students investigate concepts of motion, forces, structure of matter, earth in the solar system, chemical reactions, chemistry of living systems, organization of the periodic table, density and buoyancy.

Forensic Science-7003MS

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Elective

Middle School Forensic Science is an elective laboratory-based program. Students should spend approximately forty percent (40%) of their class time on hands-on activities. This course will explore different aspects of forensic science including DNA and heredity and their uses in identification, tissue structure and rates of decay, skeletal identification, pattern injury recognition, chromatography, projectile trajectory, and forensic botany. It will also explore the uses of technology in the field of forensics.

Constructivist methods of teaching are employed to ensure the best possible comprehension and retention of science concepts. Science activities will utilize the skills and techniques outlined in the Investigation and Experimentation Strand of the Content Standards along with some used by professional forensic investigators.

Newcomer Science-3640

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

Science course designated to support newcomer students who need additional support in the English language.

Newcomer Science-3640

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

The purpose of this course is to introduce science concepts to students with minimal English skills by means of instruction which focuses on before, during, and after reading strategies. Basic and academic science terms will be taught using visuals and cognitive. Highly visual approach to teaching content skills, key concepts, and academic language are an essential component of the class. Students will be provided with primary language support as needed.

Special Education

General Science/Health 6 (SDC)-9529

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

In 6th grade science, students will investigate cells and human body systems by using microscopes and building models. Students will investigate genetics and heredity as well as reproduction. The course involves hands-on labs as well as involvement in the Science Fair with student created problem-based projects.

General Science/Health 7 (SDC)-9573

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

In 7th grade science, students will investigate cells and human body systems by using microscopes and building models. Students will investigate genetics and heredity as well as reproduction. The course involves hands-on labs as well as involvement in the Science Fair with student created problem-based projects.

General Science/Health 8 (SDC)-9574

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Science

In 8th grade science students will engage in Newton's Law of Motion and applied forces by building roller coaster models and demonstrating centripetal forces. Students use the periodic table of elements to create compounds to explore chemical reactions. In astronomy, students explore the structure of the planets and natural satellites by creating models of different types of galaxies. Students will explore the possibilities in space travel and colonization of other planets through advanced technologies. The course involves hands-on labs as well as involvement in the Science Fair with student created problem-based projects.

Physical Education

Physical Education Fitness-9107

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: P.E.

The middle school physical education fitness program is a comprehensive, inclusive and sequential physical education fitness system that will prepare every student for a lifelong commitment to physical activity, health, and wellbeing. It will promote an active lifestyle, improved motor skills development and better cognitive performance. Physical education Fitness is an integral part of the overall education program for every student and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle.

Physical Education 6-9024

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: P.E.

Students will receive standards-based instruction in a variety of physical activities including team sports, individual sports and lifelong activities. Instruction will include basic skill work, rules and strategy. Students will value their fitness level and learn techniques to improve areas of weakness.

Physical Education 7-9001

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: P.E.

Students will receive standards-based instruction in a variety of physical activities including team sports, individual sports and lifelong activities. Instruction will include basic skill work, rules and strategy. Students will value their fitness level and learn techniques to improve areas of weakness.

Physical Education 8-9002

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: P.E.

Students will receive standards-based instruction in a variety of physical activities including team sports, individual sports and lifelong activities. Instruction will include basic skill work, rules and strategy. Students will value their fitness level and learn techniques to improve areas of weakness.

Special Education**Functional Physical Education-9106**

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: P.E.

Students will receive standards-based instruction in a variety of physical activities including team sports, individual sports and lifelong activities. Instruction will include basic skill work, rules and strategy. Students will value their fitness level and learn techniques to improve areas of weakness. This course is adapted and modified to meet the individual needs of students who cannot participate in general education PE.

Visual & Performing Arts

Art 6-1043

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

This course introduces students to visual arts to an array of art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking, literature, and architecture. Many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types.

Art 7-1001

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Students study the elements of line, shape, form, color, texture, space, and principles of design - the rules that govern how the elements are organized in a composition. This course includes a variety of media and connections to art history, cultures and artists and provides a vocabulary and foundation for students to discuss and evaluate their own, along with peer work, in a supportive atmosphere. Students investigate the computer as a tool medium while practicing drawing and exploring design techniques applying the tools and menus commonly found on art applications.

Art 8-1002

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Students study the elements of line, shape, form, color, texture, space, and principles of design - the rules that govern how the elements are organized in a composition. This course includes a variety of media and connections to art history, cultures and artists and provides a vocabulary and foundation for students to discuss and evaluate their own, along with peer work, in a supportive atmosphere. Students investigate the computer as a tool medium while practicing drawing and exploring design techniques applying the tools and menus commonly found on art applications.

Beginning Band-1492

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

This course offers beginning instruction for wind instruments and percussion. Students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation, and tablature.

Intermediate Band I-4546

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Designed for students at an intermediate level on a traditional band instrument: flute, clarinet, bass clarinet, saxophone, trumpet, trombone, baritone, tuba, string bass and percussion. Selected students may also begin an exploration of oboe, French horn, or bassoon. Intermediate Band is for students who have had one year of daily instruction in the beginning band previously. In Intermediate Band, we continue to emphasize and develop individual growth and collaboration within a performance setting. Students will develop (1) general musical knowledge, (2) instrument specific skills, (3) group playing awareness, and (4) individual musical skills. Students will be introduced to a higher order of music education by engaging full band pieces, fewer players per part, and a more advanced musical literature. Students will showcase their achievements in school and community performances.

Advance Band-1493

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Students must demonstrate skills, both musically and on their instrument. All students are eligible but must pass an audition and be approved by the instructor. Performances are mandatory, which will include school concerts, festivals and other community events.

Orchestra II-4563

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Orchestra II is a performance-based course which requires student participation in day and evening performances. This class requires a commitment to more performances than Entry and Intermediate levels. Through appropriate literature, students will increase their ability to apply the fundamentals of music. Students will learn vibrato, advanced rhythms, and bowings. Students will understand music as a form of communication which will expand their ability to listen, analyze, discuss, and appreciate this art form.

Drama-2401

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

This is a course in which students engage in creative theatre exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production.

Beginning Strings-4505

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Students will learn the basics in string technique, music theory as it applies to their string instrument, and ensemble playing. Emphasis is placed on posture, position and note-reading skills. Assessment includes periodic practice checks, comprehensive playing exams, and public performances. Classes are separated by instrument.

Guitar I-4561

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Students will be introduced to the study of instrumental music as they learn standard performance practices on the guitar. Students will be provided with the opportunity to participate in solo and ensemble performance activities. Areas of instruction will include instrument care, techniques and fundamentals of musicianship, tone production, proper posture, and music literacy (reading and writing music).

Choir I-4518

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

Love to sing. Want to learn? Join us! This class introduces choral music. Students will learn to sing a variety of choral literature and styles from around the world in unison, two- or three-part harmony. Musical concepts are taught in daily rehearsals with an emphasis on correct breathing and vocal techniques.

General Music-4501

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

This non-performing music class meets every other day for one semester of the year and is designed to be a music appreciation course that teaches students about the “ingredients” of music such as melody, harmony, notation, texture, style, rhythm and form. Students will explore the basics of music as well as sing, perform on classroom instruments, and listen to various examples of music from around the world, including musical theatre.

Music/History App-4522

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Visual & Performing Arts

This course is designed to acquaint students with the elements of music and the primary musical periods of traditional Western European classical music. Students will have a brief overview of the major composers and their music through class lectures, listening to musical examples in class, reading the text, listening to musical examples provided on the student CD's or recordings, actively engaging in class discussions, attending live concerts of suggested performances, and completing research papers and/or oral presentations pertinent to the course material.

Electives

Advisory 6-0986**Advisory 7-0987****Advisory 8-0988**

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

This course is designed to aid students in their exploration of college, career, and community. Students will participate in a variety of activities focused on student leadership, advocacy, diversity, and respect. Students will increase their awareness of college programs and careers by researching educational pathways, exploring their interests,

hearing from guest speakers and visiting local campuses/businesses. Students will also participate in service learning and interdisciplinary projects connecting their academic classes to the community. They will learn to collaborate, communicate, research, and solve problems. Students will present their digital portfolios and project work at exhibitions held throughout the year. In addition, they will participate in student-led conferences and contribute to the development of their personalized learning plan and goals.

AVID 6-2089

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The AVID program is designed to target mid-level students (B, C, and in some cases, D level students). The main objective is to support and enhance academic strategies that are required in a typical classroom setting. This will include such skills as: critical thinking, organization, public speaking, collaboration, and teambuilding. Typical AVID students will seek a goal to attend a higher-level institution; typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education.

AVID 7-2189

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The AVID program is designed to target mid-level students (B, C, and in some cases, D level students). The main objective is to support and enhance academic strategies that are required in a typical classroom setting. This will include such skills as: critical thinking, organization, public speaking, collaboration, and teambuilding. Typical AVID students will seek a goal to attend a higher-level institution; typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education.

AVID 8-2389

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The AVID program is designed to target mid-level students (B, C, and in some cases, D level students). The main objective is to support and enhance academic strategies that are required in a typical classroom setting.

This will include such skills as: critical thinking, organization, public speaking, collaboration, and teambuilding. Typical AVID students will seek a goal to attend a higher-level institution; typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education.

Cadet Corp-5500

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The Cadet Corps program is designed to prepare middle school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American Citizens. The curriculum will include strategies to help students improve communication skills, enhance social and ethical values, promote character development and physical fitness.

Character Education-2126

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

In this course, students with behavior problems will learn to exercise their intelligence with integrity and consider how their decisions and actions affect both themselves and others. Character Education is designed to help the students understand, care about, and act upon core ethical values to enhance academic achievement and assist students in becoming respectful, responsible citizens.

Community Domain-9500C

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire the skills to live in the world today, specific to their community. This course is designed to support students in Special Education who are in the Special Day Class (SDC).

Computer Lit-5000

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

An introductory survey of computers and their role in the modern world. Emphasis is on computer terminology, hardware, and software. Opportunities for hands-on experience using micro-computer applications will be included. Software may include spreadsheets, word processing, database management systems and the world wide web.

Debate-2143

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Debate is a language arts elective course designed to improve skills in the four language arts areas (reading, writing, listening, and speaking). Students will also practice to mastery their research skills, reasoning ability, and critical thinking competency. They will apply these skills by sharing orally and writing their developed opinions and research findings on a variety of timely issues in a variety of debate formats including Lincoln/Douglas, Four Debater, and Socratic Seminar. Students will also participate in Mock Trial as a long-range learning project.

Domestic Domain-8530

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire the skills to live in the world today. This course is designed to support students in Special Education who are in the Special Day Class (SDC).

Entrepreneurship 1-1529

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

This course will help students use their entrepreneurial skills and mindset to evolve an innovative solution to a problem into a validated business opportunity. By taking a lean startup approach in researching and testing their ideas, students activate entrepreneurial mindset behaviors that will help them in college and careers.

Foundations of Lego Robotics-6106

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Students will learn computer science principles and develop mechanical engineering skills through the design, building, and programming of LEGO Mindstorms EV3 robots. The objective of this course is to develop students' computational thinking, creativity, collaboration, communication, and critical-thinking skills through various design challenges. Understanding and applying the Engineering Design Process is a critical component in the course. Students will work hands-on in collaborative teams to brainstorm solutions, design and test prototypes, and create further iterations until a successful solution has been developed. Topics may include motor control, autonomous navigation, gear ratios, torque, friction, loops, switches, variables, Boolean logic, potential energy, linkages, and more.

Game Design Exp-1532

Length of Course: 1 Semester

Credits Earned: 3.33

Prerequisite: None

This class will be an introduction to exploring all things game design through the lens of CTE industry sectors, such as Arts, Media & Entertainment, Information & Communications Technology, and Business & Finance. Students will explore the history of game design and how games have evolved over time. Students will learn about the different roles/opportunities in the gaming industry. Students will also learn how to build their own game through this interactive and hands-on course.

Global Awareness-8530

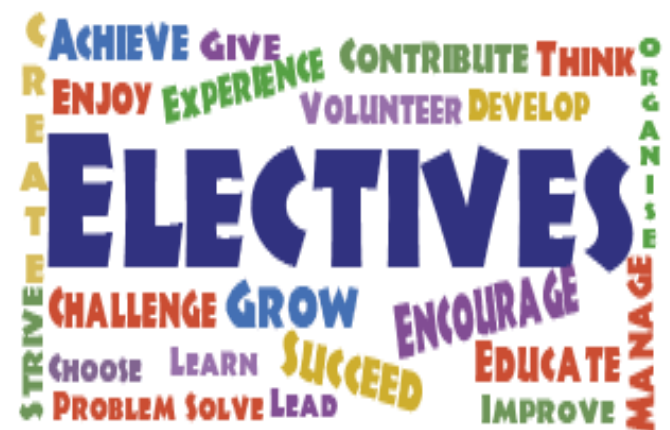
Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Courses fulfilling this requirement engage students in theoretical issues and political debates pertaining to questions of "diversity," namely race, ethnicity, language, migration and diasporas, gender, and sexualities. These courses must juxtapose two or more visions or methods, which would enable an understanding of an increasingly globalized world. Sample topics include the following: histories of religion, social movements, cultural conflicts, racial tensions, visual culture and representation of transnational identities and differences, international feminisms, and sexual prejudice. Study abroad does not automatically satisfy this requirement, although individual courses taken abroad may qualify.



Innovation-5014

Length of Course: 1 Year

Credits Earned: 10

This is a foundational-level yearlong course designed to introduce students to Innovation, STEAM and the 4C's (i.e., communication, collaboration, critical thinking, and creativity) as well as the Design Thinking Process to solve real world problems. This is a project-based course that will help students develop their critical thinking, collaborative engagement, and clear communication skills while honing their innovative mindset and creativity competencies. Because some of the very best ideas emerge at the intersection of technology and the humanities, this course seeks to bridge disciplinary divides and leverage the power of diverse perspectives to unlock fresh ways of learning. A "STEAM" approach, an interdisciplinary (science, technology, engineering, arts and mathematics) will be utilized to engage students in real world, hands-on, collaborative learning while incorporating the 4C's and design thinking in project-based learning. Students will explore and create a range of concepts, models, and applications for innovation in the 21st Century. These learning experiences will allow students to discover, create, and own novel solutions to real-world problems with innovative ideas and tools. In the process they will develop their skills in ideational thinking, which is the capacity to generate and combine ideas from a variety of perspectives into new and unique solutions. Students will also develop and refine leadership and problem-solving skills through collaborations with and presentations to the community.

Journalism-2007MS

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

This course includes a study of modern newspapers, the history of journalism in the United States, newspaper organization, analysis of news, the effects of propaganda, and newsgathering and writing. Students will focus upon a study of the physical makeup of a newspaper and the production of a minimum of four newspapers.

Leadership-8500

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Students will have the opportunity to learn a variety of leadership skills while planning, implementing and

evaluating a variety of school and service-related projects. Students will also take part in committees to make develop and maintain a positive school climate.

Learning Center-9934/9935

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

A Learning Center is a designated classroom or set of classrooms where a diverse group of educators provides multi-level instructional support to students. Both general and special education teachers may provide instruction in the Learning Center. Students receiving special education services and students in general education may be served simultaneously in a Learning Center elective course when a general education teacher and a special education teacher co-teach the class and carry separate rosters. The purpose of the secondary Learning Center is to provide students with disabilities with supplementary, direct instructional services in content, learning strategies, and progress monitoring in academics, transition, or social communication skills. Instruction in the Learning Center must be based on students' needs in the general education program. It is not to supplant core instruction in the general education classroom.

MESA 6-4076

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The MESA Schools Program assists students at middle and senior high schools (and some elementary schools) to excel in math and science and become competitively eligible for academically rigorous colleges and universities.

The program partners with teachers, administrators, school district officials, schools and industry representatives to provide quality academic enrichment. Student selection and services are implemented through a collaboration involving teachers at participating schools and personnel from local MESA centers.

MESA 7-4077

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The MESA Schools Program assists students at middle and senior high schools (and some elementary schools) to excel in math and science and become competitively eligible for academically rigorous colleges and universities. The program partners with teachers, administrators, school district officials, schools and industry representatives to provide quality academic enrichment. Student selection and services are implemented through a collaboration involving teachers at participating schools and personnel from local MESA centers.

MESA 8-4078

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The MESA Schools Program assists students at middle and senior high schools (and some elementary schools) to excel in math and science and become competitively eligible for academically rigorous colleges and universities.

The program partners with teachers, administrators, school district officials, schools and industry representatives to provide quality academic enrichment. Student selection and services are implemented through a collaboration involving teachers at participating schools and personnel from local MESA centers.

PLTW App Creators-6105

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

This course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

PLTW Auto Robotics-6101

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

PLTW Computer Science Essentials-6107

Length of Course: 1 Year

Credits Earned: 10

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

PLTW Computer Science for Innovators & Makers-6104

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

PLTW Des Mod-6100

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

PLTW Flight Space-6102

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

PLTW Med Detectives-6103

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Recreation and Leisure-9500E

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire the skills to live in the world today, specific to their community. This course is designed to support students in Special Education who are in the Special Day Class (SDC).

Speech-2145

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the

areas of listening and responding. Students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to criticize and analyze speeches in the course.

Study Skills-1526

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

This class is designed to help students improve their learning effectiveness, attitudes, and motivation. The following are part of the curriculum: Time management, concentration, note taking skills, textbook study methods, test taking strategies, and critical thinking skills.

Teen Living-3009

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

This course examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Vocational Domain-9500D

Length of Course: 1 Year

Credits Earned: 10

Prerequisite: None

Graduation Req: Electives

Community Based Instruction (CBI) is designed for students that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire the skills to live in the world today, specific to their community. This course is designed to support students in Special Education who are in the Special Day Class (SDC).



501 S. Santa Fe
Ave Compton, CA



310-639-4321



WWW.COMPTON.K12.CA.US