

# INTRODUCTION

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

## **A Student's Guide For Successful Educational Planning**

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

## **Parents as Partners in Planning**

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

## **Schedule Change Requests**

The Mt. Diablo Unified School District requires all students to enroll in six classes each semester. (Seniors may petition the principal for a five period day if specific criteria is met.) Students wishing to **DROP** a class must do so during the first three weeks of the semester with parental and 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 while maintaining an "F" will receive an "F" on their records. Teachers may recommend a "No Credit" or "Withdrawal" for students in special cases. Students who DROP a class after the third week of the semester will receive a grade of **WF**.

THE ONLY ACCEPTABLE REASONS FOR A SCHEDULE CHANGE ARE:

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

## **Academic Preparation**

The following discussion will introduce the types of classes offered, their abbreviations, and the grading policy. Requirements both for graduation in the Mt. Diablo Unified School District (MDUSD) and the courses required for college entrance will be discussed, as well as scheduling and programming procedures at CHS.

### **Required Courses**

These are subjects that are mandated by the Board of Education in order to receive a high school diploma in the MDUSD.

### **Elective Courses**

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

### **College Preparatory Courses**

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

### **Honors Courses**

These courses are based on the criteria established by the University of California and California State Universities. They are open to a select number of 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**

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

### **College Courses**

These courses may be taken at local colleges and universities. The approval of the Principal and the college/university is required for concurrent enrollment status. Students may receive both high school and college credit. Students may not take required graduation courses or courses already offered at the high school at the local colleges and universities.

## Adult School Courses

These courses may be used to make up required subjects or for elective credit on the basis of 16 hours of productive work equaling one credit. Approval from your grade-level administrator is required for concurrent enrollment status.

## Abbreviations and Grading Symbols

The courses offered at CHS vary each year, depending upon student interest and needs, as well as the availability of teachers, materials, facilities and funding. The following abbreviations may appear along with the course title or description, more fully describing the objective for which it was designed:

- ◆ AP – Advanced Placement, as defined above.
- ◆ Honors – Honors course, as defined above.
- ◆ CP - college preparatory subject.
- ◆ UC/CSU - course fulfilling the requirements for the University of California and the California State University.

### *Grading Symbols for Courses Offered at CHS:*

*A = Outstanding*  
*B = Above Average*  
*C = Average*  
*D = Below Average*  
*F = Fail*

*IC = Incomplete*  
*NP = Not Passed*  
*P = Passing*  
*NC = No Credit*  
*NM= No Mark*  
*RA/RB/RC/RD/RF Repeated Course*  
*WF= Withdraw Fail*

# GRADUATION REQUIREMENTS



Before selecting classes, parents and students should carefully read all of the information regarding graduation requirements, outlines of department course sequences, and college admissions expectations contained in this catalog.

Students must earn at least 200 credits in order to graduate from CHS. Students earn five (5) credits for each course passed each semester, or 60 credits a year if a six-period day is taken.

Subject	Units	Grade 9	Grade 10	Grade 11	Grade 12
English	40	English I	English II	English III	English IV
Mathematics	20	Algebra I	Geometry	Algebra II	
Science	20	Biology/Earth Science	Earth Science/Biology		
Physical Education	20	PE 9	PE 10		
Social Studies	30		World History	US History	US Gov't/ Economics
Fine Arts or Foreign Language	10				
Electives	60				
<b>Total</b>	<b>200</b>				

**Students must pass Algebra I.**

**Students must pass High School Exit Exam (CAHSEE) in mathematics and language arts.**

**Students must fulfill subject and credit requirements as shown on the chart above.**

### **Students in Danger of Not Graduating on Schedule**

Students who have lost more than ten (10) credits at any time in their high school career are in danger of not graduating with their class unless they make up the number of credits lost, beyond the ten allowed, by passing additional courses in several alternative programs (i.e., adult school, summer school, etc.). If your son/daughter falls into this category, it is imperative that you contact the Senior Class Administrator so that all alternatives may be explored, and so that a plan can be formulated to achieve graduation for your son/daughter.

## **Testing**

The following types of required/optional testing will/may be encountered by students during their time at CHS.

- ❑ **STANDARDIZED TESTING AND REPORTING PROGRAM (STAR) and CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**

The STAR Program was authorized by the California legislature and governor in 1997. The STAR Program requires that California public school students in grades two through eleven take the same standardized achievement test each spring to measure basic skills.

**Students scoring below basic and far below basic on the California Standards Test (CST) will be placed into classes for remediation in Math and English.**

**Students must pass High School Exit Exam (CAHSEE) in mathematics and language arts to graduate.**

- ❑ **PSAT/NMSQT**

This test is given only in October and is for students who plan to go to college and want to prepare for the SAT. The test should be taken in the 11th grade and is the qualifying test for the National Merit Scholarships.

- ❑ **Advanced Placement (AP)**

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement status to students who score in the upper range of the test. The examination is scored on a five-point scale: 5 (extremely well qualified) to 1 (no recommendation). Each three-hour test is administered annually during the month of May. An AP Grade Report is sent in early July to each student's home address, high school, and to the student's college if requested.

- ❑ **College Entrance Examinations - SAT/American College Test (ACT), and SAT II Subject Tests**

Many colleges and universities may require a student to take one or more of these tests to qualify for admissions. They are given several times a year and may be repeated. They are normally taken in the spring of the 11th grade and the fall of the 12th grade, but they are open to all grade levels.

## **Academic Honors at CHS**

### **Academic Letter Qualifications**

1. You must show a 3.5 GPA for four (4) semesters during your academic career at Concord High.
2. You must take at least 5 CHS courses in each of the four semesters that qualify.
3. All work must be completed at Concord High School.
4. **You must attach a copy of your transcript documenting the GPA.**

**Honor Roll** - Students who attain a 3.5 grade point average are placed on the Principal's Honor Roll.

**California Scholarship Federation (CSF)** - In order to be a member of CSF, a student must meet certain academic criteria. Information regarding membership is available in the main office or with the group sponsor. Membership in CSF is not automatic, but by application each semester. The applications are available at the beginning of each semester in Student Services.

Seal bearers are those students who were qualified and were members of CSF for four of their last six semesters of high school (transfer students should discuss possible qualifications with the CSF advisor). One of the four qualifying semesters must be for 12th grade courses.



## COLLEGE INFORMATION

### Requirements for Entrance into Community Colleges (Three campuses in Contra Costa County)

Any student is eligible if he/she satisfies one of the following:

- He/she has earned a High School diploma.
- He/she has passed the California High School Proficiency Examination (CHSPE) or the General Educational Development (GED) test.
- He/she is 18 years of age or older.

### California State University Information (CSU)

The 23 campuses of the California State Universities are located in Bakersfield, Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus and the Maritime Academy in Vallejo.

The California State University selects applicants from the top one-third of California's high school graduates. Admission is based on the student's grade point average and score on either the American College Test (ACT) or SAT I. The GPA is based only on college prep courses completed in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, and includes an extra point for each C or better grade in approved Honors and AP courses.

To be eligible for admission to the system, but not necessarily to a specific campus or major, students with a recomputed grade point average below 3.0 must present a minimum corresponding ACT composite or SAT I total score. The higher the GPA, the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the ACT or SAT I. Students with a GPA of 1.99 or below are not admissible.

The academic subjects required for admission to California State campuses are identical to the subjects required for admission to the University of California.

#### CSU Subject Requirements

Students will need to complete the following college preparatory subjects in high school with semester grades of C or better:

- 4 years of English
- 3 years of Mathematics (Algebra I, Geometry, and Algebra II)
- 2 years of US History/American Government/Social Science
- 2 years of Laboratory Science: one college-prep life science AND one college-prep physical science.
- 2 years of the same Foreign Language
- 1 year of Visual or Performing Art
- 1 year of electives (courses from English, advanced mathematics, social studies, history, laboratory science, foreign language, and visual/performing art).

## University of California Information (UC)

The ten campuses of the University of California are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz, and San Francisco. The San Francisco campus is not open to Freshmen as it provides upper-division and graduate programs in the health professions.

The University of California selects students who rank in the top twelve and one half percent of California's high school graduates.

There are now three ways to qualify for admission to the University of CA system:

### 1. Admission by Subject, Exam and Scholarship.

To satisfy subject requirements for entrance into UCs, students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is now known as the "a-g" requirements.

A student is required to complete 15 "a-g" subjects as described below with semester grades of C or better. At least seven of the required full year subjects must be taken during the last two years of high school.

a. History

Two years required. One year of US History or one semester of US History and one semester of American Government; and one year of World History.

b. English

Four years of college preparatory English required.

c. Mathematics

Algebra I, Geometry, and Algebra II  
Algebra I taken in the 8<sup>th</sup> grade may be used to fulfill part of this requirement.  
Four years of math are recommended.

d. Laboratory Science

Two years required, with course work in two of these three areas: Biology (Physiology, Zoology, and Biotechnology), Chemistry, Physics (Earth Science, Environmental Science, and Biotechnology). A third year of Lab Science is recommended.

e. Foreign Language

Completion of level two of a foreign language or its equivalent is required. The two years must be taken in the same language. Level one may be completed in the 8<sup>th</sup> grade. A third year of the same foreign language is recommended.

f. Visual/Performing Arts

This should be a full year course rather than two semester courses.

g. College Prep Electives

Courses to meet this requirement are chosen from the following areas: History, English, Advanced Mathematics, Laboratory Science, Foreign Language, Social Science, Visual or Performing Arts. Completing course work beyond the minimum requirements in the above categories may satisfy this area requirement.

**Examination requirements for entrance into UC include:**

1. One assessment test - the SAT Reasoning Test or the American College Test (ACT).
2. Two SAT Subject tests from two different subject areas: English literature, foreign language, science or social studies.

Scholarship Requirement: The Scholarship Requirement defines the grade point average (GPA) you must obtain in the "a-g" subjects and the SAT Reasoning Test (or ACT) and SAT Subject test scores you must earn to be eligible for admission to the University. Even students with the highest GPA are required to meet minimum test scores requirements. See UC publications for Index.

2. **Admission by Exam alone is possible if the student does not meet the subject and scholarship requirements. The qualifications are listed in UC publications or on the UC website.**  
**[http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/paths\\_to\\_adm/freshman.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman.html)**

3. **Eligibility in the Local Context (ELC)**

Under ELC, the top 4% of students in each CA high school will be designated UC eligible, beginning with students entering UC in Fall, 2001. This recognizes that student achievement is relative to the educational opportunities available in individual schools. Students deemed eligible through ELC will be guaranteed a spot at one of the UC campuses, though not necessarily their first-choice campus. They must complete eligibility requirements prior to enrollment.

At the end of junior year, schools will send transcripts of the top 10% students for UC to evaluate, select the top 4%, and notify the students by September of their senior year.



## PLANNING SECTION

### **Model Four-Year Program for Graduation**

Freshman	English I Algebra I Biology or Earth Science Physical Ed 2 Electives*
Sophomore	English II Geometry World History Physical Ed Biology 1 Elective*
Junior	English III US History 3 Electives*
Senior	English IV Govt. /Economics 2 Electives*

\*Fine Arts or Foreign Language may be taken at any grade level as an elective.

### **Model Four-Year Program College Prep**

Freshman	English I Algebra I or Geometry Biology Foreign Language Physical Ed 1 Elective *
Sophomore	English II or English II Pre-Honors Geometry or Algebra II World History or AP World History Foreign Language Chemistry 1 Elective*
Junior	English III, English III Honors or AP English III Algebra II, Algebra II/Trigonometry, Advanced Math Topics or Pre-Calculus Honors Physics or Physics Honors, Biotechnology, Chemistry or Chemistry Honors, or Physiology US History or AP US History Physical Education Foreign Language
Senior	English IV, English IV Honors or AP English IV Advanced Math Topics, Pre-Calculus Honors or Calculus AB-AP Chemistry, Physics or Physics Honors, or Biology AP Gov/Economics or Gov/Econ AP 2 Electives*

# COURSES OFFERED AT CONCORD HIGH

## VISUAL ARTS

### **ART I (4130)**

Grades 9-12

Prerequisite: None

This course fulfills the one-year Fine Arts Requirement and the U.C. /C.S.U. "f" requirement



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

### **ART II (4140) and Advanced Art (ROP) (4280) Combined**

Grades 11 - 12

Prerequisite: Must be 16 years of age or 11<sup>th</sup> or 12<sup>th</sup> grade

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "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, oil, 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.

Advanced Art is an advanced class with the intent of developing a portfolio of work that exhibits an in-depth understanding of visual relationships, aesthetics, and a variety of media. Students will develop their own projects with the approval and direction of the instructor. Art of regional civilizations as well as contemporary art will be explored. Works of art will be examined in terms of their historical precedents and their elements and principles of design. Students will also investigate the influence of new technology and materials on works of art and experiment with technological development. This class is designed for students with previous experience in the visual arts that are prepared for an advanced level of art.

### **ART (AP Studio Art- 2D Design Portfolio) (4280)**

Grades 11-12

Prerequisite: Art I, Art II, or Photo I, Photo II, consent of parents/guardian and instructor, attendance at spring meeting.

This course fulfills the one-year Fine Arts Requirement and the U.C. /C.S.U. "f" requirement

This is an advanced course, which prepares the student to submit a portfolio for college credit in the spring of the year he/she is enrolled. Each student develops and submits a portfolio that serves as a direct demonstration of achievement. Half of the portfolio (12 works) consists of "breadth" assignments and the other half (12 different works) consist of the student's self-defined "area of concentration." The term "2-D Design" is used very broadly; a wide range of work can fit into this portfolio. The unifying idea for the

portfolio is that the student focuses on making decisions about how to use the principles and elements of art to create works of art that convey meaning. Any two-dimensional medium may be used for this portfolio.

This is a demanding course; 24 works are to be completed by early May. Students are required to attend an AP meeting in the spring before the enrollment year and to begin their portfolio in the summer before the enrollment year.

### **ART (AP Studio Art- Drawing Portfolio) (4282)**

Grades 11-12

Prerequisite: Art I, Art II, consent of parents/guardian and instructor, attendance at spring meeting.

This course fulfills the one-year Fine Arts Requirement and the U.C. /C.S.U. "f" requirement

This is an advanced course, which prepares the student to submit a portfolio for college credit in the spring of the year he/she is enrolled. Each student develops and submits a portfolio that serves as a direct demonstration of achievement. Half of the portfolio (12 works) consists of "breadth" assignments and the other half (12 different works) consist of the student's self-defined "area of concentration." The term "drawing" is used very broadly; all sorts of art that involves directly making marks on a surface can fit into this portfolio. This includes not only work in traditional drawing media -- such as pencils, ink, and pastels -- but also many kinds of painting, printmaking, and other forms of expression. Abstract, observational, and inventive works may be submitted.

This is a demanding course; 24 works are to be completed by early May. Students are required to attend an AP meeting in the spring before the enrollment year and to begin their portfolio in the summer before the enrollment year.

### **CERAMICS I (4250)**

Grades 9-12

Prerequisite: None

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "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 experience through a variety of media. Basic tool techniques are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes.\* Techniques are pinch, coil, slab, wheel, sculpture, decorating, and glazing works made of clay.



### **CERAMICS II (4260) and CERAMICS ADVANCED (4270) COMBINED**

Grades 10 – 12

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

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "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 experience through projects such as: wheel throwing, casting, slab, coil, sculpting, glazing, painting, 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.

Advanced Ceramics is an advanced class that expands student's 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 such as: 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.

### **PHOTOGRAPHY ARTS I (4420)**

Grades 9 – 12

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “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 ADVANCED (ROP) (7735)**

Grades 11 – 12

Prerequisite: Must be 16 years of age or 11<sup>th</sup> or 12<sup>th</sup> grade

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “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 as learned in Photography Arts I.

Students will become proficient in operating 35 mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and expand their use of the basics of design and lighting theories related to photography. In building their portfolio, students will be challenged with assignments that replicate definitive 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.

## **BUSINESS / COMPUTER**

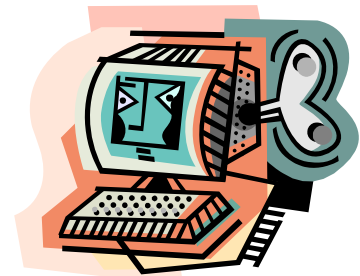
### **ACCOUNTING (6042) (ROP)**

Grade 10 – 12

This course fulfills one year of the three years of Math requirement.

Prerequisite: Must be 16 years of age or 11<sup>th</sup> or 12<sup>th</sup> grade

Accounting is an essential aspect of every business. ROP Computerized Accounting course provides students with entry level job skills for accounting clerk positions and also provides a solid foundation for advanced accounting or business studies. Students learn how to use general accounting systems, and to prepare, analyze, and verify financial reports. This course covers the fundamentals of double-entry accounting and the debit/credit method of recording transactions, both manually and with automated accounting software. Students examine the accounting cycle, from recording transactions to preparing financial statements, for both



service and merchandising entities. 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.

The Accounting class is articulated with Diablo Valley College's BUSAC-181 -Applied Accounting class. Students who successfully complete the Accounting class at Concord High and score a passing grade on the DVC Credit by Exam will receive 3 fully transferable DVC college credits.

### **COMPUTER APPLICATIONS I AND II (6022) (ROP)**

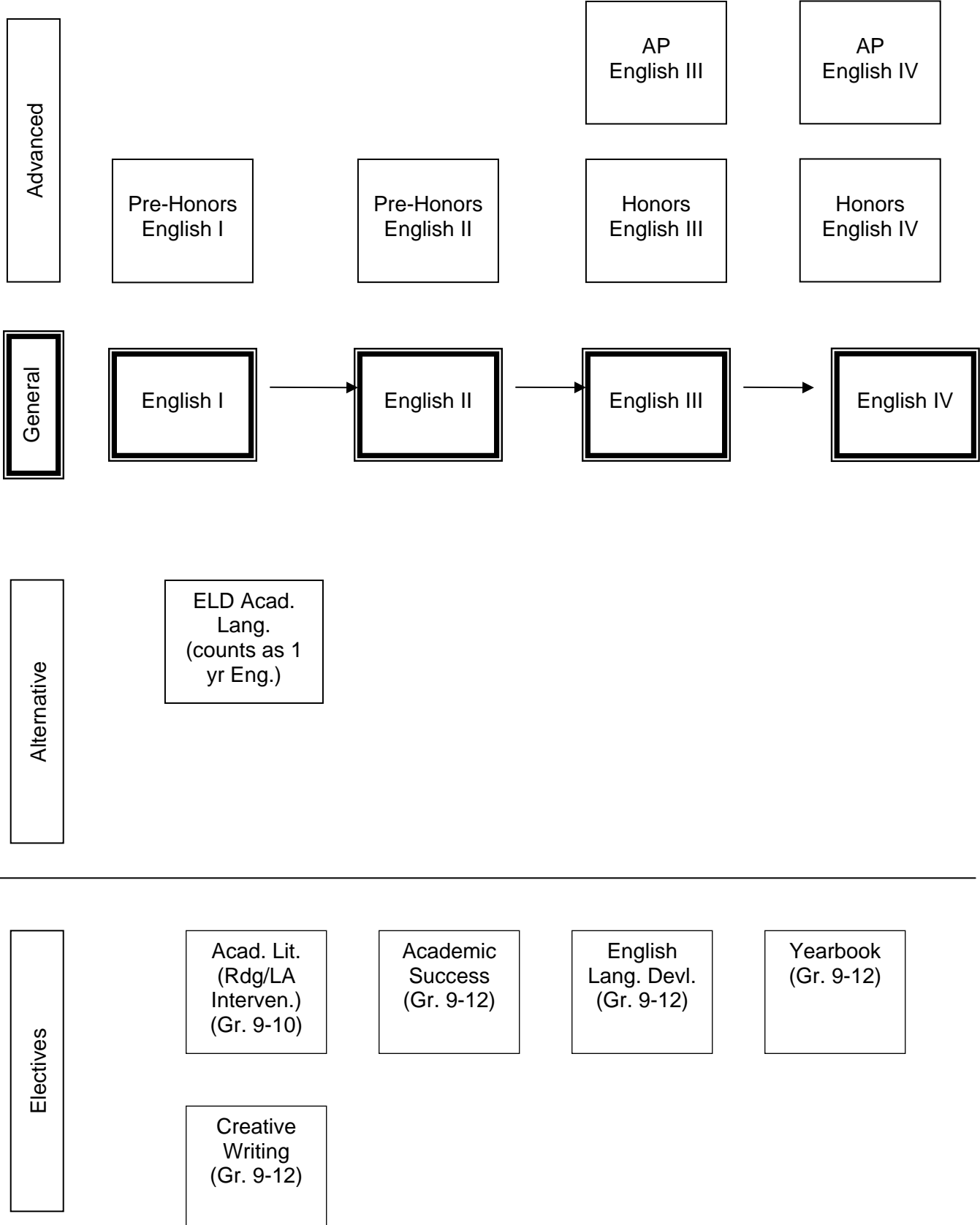
Grades 9-12

Prerequisite: Must be 16 years of age or 11<sup>th</sup> or 12<sup>th</sup> grade

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

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

# ENGLISH COURSE MATRIX



## ENGLISH (4 Years Required)

### ENGLISH /LANGUAGE ARTS I, Grade 9 (0010)

Grade 9

This course fulfills the U.C. /C.S.U. "b" requirement

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

### PRE-HONORS ENGLISH I, Grade 9 (0012)

Grade 9

This course fulfills the U.C. /C.S.U. "b" requirement

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

### ENGLISH/LANGUAGE ARTS II, Grade 10 (0060)

Grade 10

Prerequisite: Ninth (9<sup>th</sup>) Grade English

This course fulfills the U.C. /C.S.U. "b" requirement

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

### PRE-HONORS ENGLISH II, Grade 10 (0065)

Grade 10

Prerequisite: Ninth (9<sup>th</sup>) Grade English

This course fulfills the U.C. /C.S.U. "b" requirement

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

### ENGLISH/LANGUAGE ARTS III, Grade 11 (0130)

Grade 11

Prerequisite: Tenth (10<sup>th</sup>) grade English II

This course fulfills the U.C. /C.S.U. "b" requirement

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



### **ENGLISH III/LANGUAGE ARTS III HONORS, Grade 11 (0125)**

Grade 11

Prerequisite: Successful Application Tenth (10<sup>th</sup>) grade English II

This course fulfills the U.C. /C.S.U. "b" requirement

English III Honors is a one-year course for a limited number of students who are highly motivated, able to assume considerable responsibility for their progress and willing to pursue topics in depth. Intensive study of works of American literature and advanced forms of composition will be required. The course will have a comprehensive written final examination. Students will be selected by an application process.

### **ENGLISH/LANGUAGE ARTS III AP, Grade 11 (0126)**

Grade 11

Prerequisite: Successful Application

This course fulfills the U.C. /C.S.U. "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 employs the MDUSD Language Arts Content Standards)

### **ENGLISH/LANGUAGE ARTS IV, Grade 12 (0190)**

Grade 12

Prerequisite: Eleventh (11<sup>th</sup>) grade English III

This course fulfills the U.C. /C.S.U. "b" requirement

English IV is a required one-year senior class. In this course students will expand their knowledge of the classics, modern works of world literature, and non-fiction. This course focuses on close reading of literacy works and on advanced forms of composition with 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.)

### **ENGLISH IV/LANGUAGE ARTS HONORS, Grade 12 (0215)**

Grade 12

Prerequisite: Successful Application

This course fulfills the U.C. /C.S.U. "b" requirement

English IV Honors is a one-year course for highly motivated students able to assume considerable responsibility for their progress and willing to pursue topics in depth. Intensive study of works of world literature and advanced forms of composition will be required. The course will have a comprehensive written final examination. Students will be selected by an application process.

### **ENGLISH/LANGUAGE ARTS IV AP, Grade 12 (0216)**

Grade 12

Prerequisite: Successful Application

This course fulfills the U.C. /C.S.U. "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. (This course is aligned with the MDUSD Language Arts Content Standards.)

### **ELD ACADEMIC LANGUAGE-U.C. (0249)**

Grade 9 - 12

**Prerequisite:** Placement by ELD/CELDT Assessment

(May be repeated for elective)

*Note: One year of ELD Academic Language is equivalent to one year of English Language Arts.*

This course accelerates the learning of academic English, which students need to succeed in their core-content classrooms. Teaching in this course focuses on strategies that enable English Learners to comprehend the language of textbooks, lectures, and discussions. Likewise, students learn the kinds of language needed to interact collaboratively with English speaking students in academic settings. The course provides EL students with opportunities to develop their thinking abilities, encourages them to read and write extensively, and offers support and encouragement for success in their core-content studies. The course provides access to textbooks and content topics covered in their core-content classrooms. Instruction is developmental and is thus delivered in ways appropriate to the English proficiency level of each student. The oral-language, reading, and writing activities of the course incorporate the cultural background, living experiences, and knowledge that students bring to the classroom.

## **ENGLISH (Electives)**

### **ENGLISH LANGUAGE DEVELOPMENT (0250)**

Grade 9-12

**Prerequisite:** Placement by ELD/CELDT Assessment

This course enables students to acquire communicative competence in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

### **CREATIVE WRITING (0650)**

Grades 9 – 12

**Prerequisite:** None

This course fulfills the U.C. /C.S.U. "g" requirement

Creative Writing is a seminar-style course for students interested in writing. Through whole class instruction, small group work, and individualized instruction, students will develop their own voices and styles in writing, and gain skill and confidence in writing in a variety of genres. Students will read a variety of selections of literature to use as models and stimuli for writing.



### **ACADEMIC LITERACY (0673 )**

Grades 9 – 10

**Prerequisite:** Teacher and Administrator recommendation based on score of less than 50<sup>th</sup> percentile on STAR Language Arts subtest

Academic Literacy is a lower division elective designed to aid students who need to strengthen their language arts skills, especially their comprehension of high school level expository text. The course offers direct instruction in metacognitive reading strategies to negotiate meaning in increasingly difficult material to prepare students for upper division text based coursework. Individual assessment of students' strengths and weaknesses in reading proficiency is an integral part of the course.

## **ACADEMIC SUCCESS (0682)**

Grades 9-12

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. Service –learning is an integral part of this class and is done in conjunction with school and/or community service. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. Upper-class students (high school) and repeating students (at middle school) act as mentors for the students in this class. 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.

## **YEARBOOK (0810)**

Grades 9-12

Prerequisite: None

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

# **FOREIGN LANGUAGE**

## **FRENCH I (5050)**

Grades 9 – 12

Prerequisite: None

This course fulfills the U.C. /C.S.U. “e” requirement

Level I French is a communication-based course in which students’ use listening, speaking, reading, and writing skills to begin to develop fluency in French. 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 that promotes communication and student confidence.

## **FRENCH II (5060)**

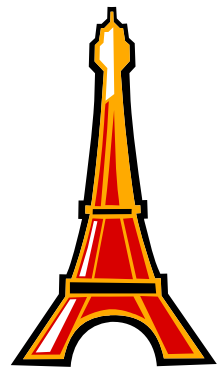
Grades 9 – 12

Prerequisite: French I or consent of Instructor

This course fulfills the U.C. /C.S.U. “e” requirement

Level II French is a communication-based course in which students’ use listening, speaking, reading, and writing skills to begin to develop fluency in French. 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. Phonological and grammatical errors are frequent and are addressed in a way which promotes communication and student confidence.



### **FRENCH III (5070)**

Grades 10 – 12

Prerequisite: French II or consent of instructor

This course fulfills the U.C. /C.S.U. “e” requirement

Level III French is a communication-based course in which students progress on the continuum of developing fluency in French. 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 which is comprehensible to most native speakers. Phonological and grammatical errors may still exist and are addressed in a way which promotes communication and student confidence.

### **FRENCH IV HONORS (5151)**

Grades 10 – 12

Prerequisite: Successful Application and French III or consent of Instructor

This course fulfills the U.C. /C.S.U. “e” requirement

Level IV French is a communication-based course in which students’ progress on the continuum of developing fluency in French. Students explore and expand a variety of themes or topics. Students continue a study of literature of the target culture(s). They refine their 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. Students will communicate in a manner which is comprehensible to most native speakers. Phonological and grammatical errors may still exist and are addressed in a way which promotes communication and student confidence.

### **SPANISH I (5700)**

Grades 9 – 12

Prerequisite: None

This course fulfills the U.C. /C.S.U. “e” requirement

Level I Spanish is a communication-based course in which 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 instructor consent

This course fulfills the U.C. /C.S.U. “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 instructor consent

This course fulfills the U.C. /C.S.U. “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.

### **SPANISH IV Honors (5821)**

Grades 11 - 12

Prerequisite: Successful Application and Spanish III or consent of Instructor

This course fulfills the U.C. /C.S.U. “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.

## **HOME ECONOMICS**

### **FOODS I (8300), FOODS II (8310)**

Grades 9 – 12

**Lab Fee Required**

Foods I includes the study of nutrition, consumer skills, and the selection, preparation and care of foods while reinforcing academic, leadership, technology and decision-making skills. Foods II is an advanced study of nutrition, consumer skills, and the selection, preparation, and care of foods. Basic academic, leadership, decision-making, and technology skills are reinforced. Career pathways are taught and reinforced throughout the course.



### **SERVICE LEARNING (8335)**

Grades 10-12

Prerequisite: completion of application process

Service Learning is an instructional program that combines in-school learning with volunteer service in the community. There are four components to this course which include **preparation, service, reflection, and recognition**. During **preparation**, students raise their awareness of community issues, identify their interests, and explore community needs and resources. In the **service** component, students are placed at various elementary school sites and nonprofit agencies to assist in the goals of the organization. During **reflection**, students examine their personal experiences and application of the knowledge gained to other situations, as well as the benefit their service has provided to the community. Students link the relevance of this learning to their overall academic growth. In **recognition**, students have an opportunity to celebrate their efforts and acknowledge support for and from agency partners.

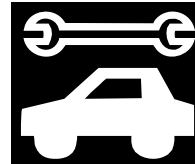
# INDUSTRIAL TECHNOLOGY EDUCATION

## **TRANSPORTATION TECHNOLOGY I (Auto) (7030)**

Grades 9 – 12

Prerequisite: None

A basic consumer oriented automotive class designed to introduce all aspects of the automobile as well as preventive maintenance and impart basic manipulative skills with hand tools. The emphasis is on safe work habits, safety inspection, practical application of basic competencies, and consumer awareness.



## **TRANSPORTATION TECHNOLOGY II (Auto) (7031) (ROP)**

Grades 11 – 12

Prerequisite: Automotive I

Automotive II is a continuation of Automotive I. It stresses advanced techniques of evaluation, diagnosis, repair and service. Emphasis is placed on automotive repair skills, preparation for trade employment and utilization of technical knowledge.

## **WOODWORKING TECHNOLOGY (7930)**

Grades 9 – 12

Prerequisite: None

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



## **WOODWORKING ADVANCED (7940)**

Grades 10 -12

Prerequisite: Woodworking Technology

Woodworking Technology II will build upon the skills developed in Woodworking Technology I. Students will create more intricate and complicated projects using current technologies including computer aided design and computer controlled machines. Using problem solving and critical thinking techniques the course is designed to help develop college and work ready students

## **INTRODUCTION TO ENGINEERING DESIGN (7715)**

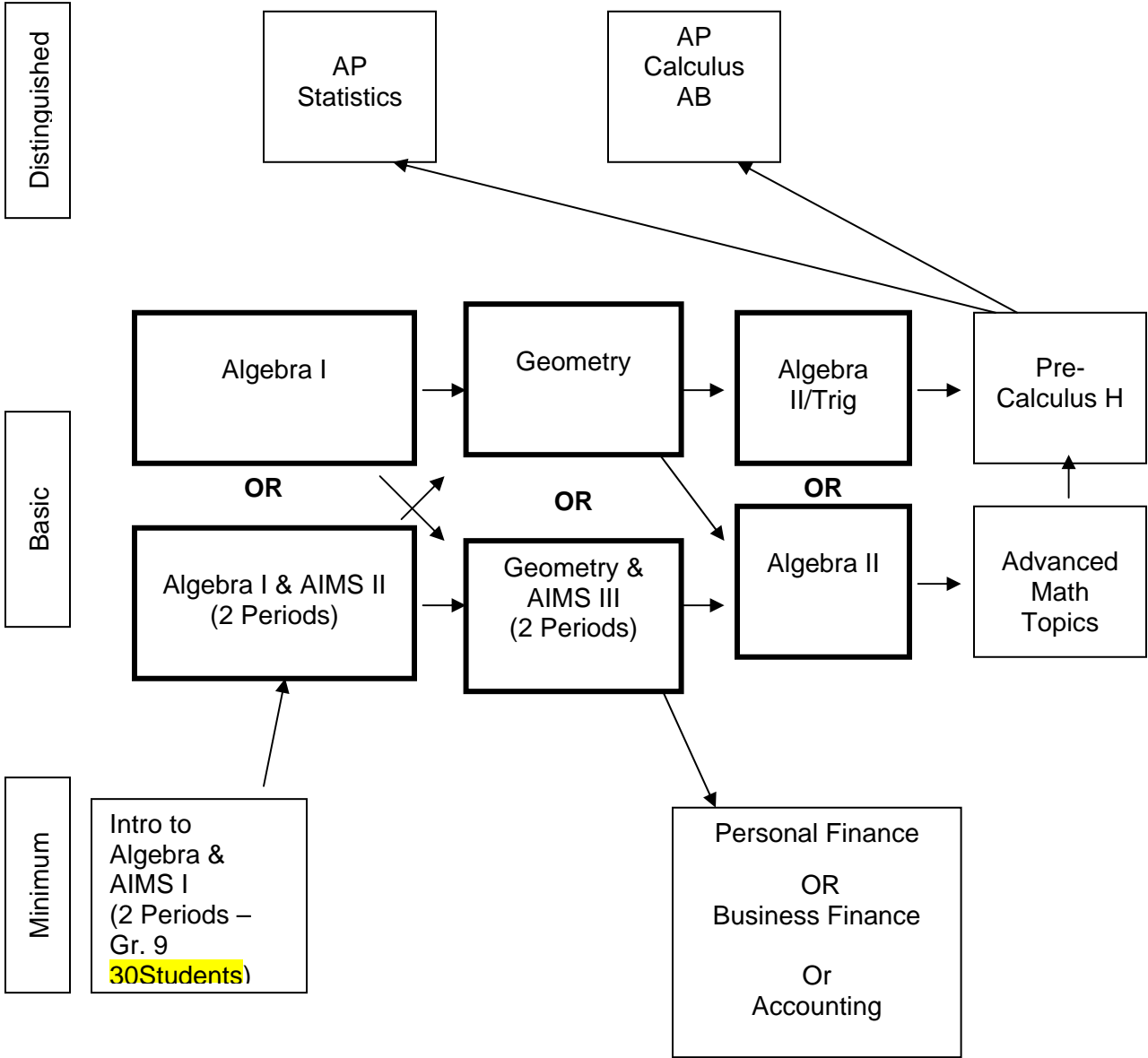
Grades 9-12

Prerequisite: Enrollment in Algebra 1

An introductory course that develops students' problem-solving skills, with emphasis on visualization and communication skills using a computer and 3-D solid modeling software. This course emphasizes design development. Students use computer software to produce, analyze, and evaluate models of projects and solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual designs into reproducible products.

Attention Parents and Students: Algebra I is a requirement for graduation!

# MATHEMATICS Course Matrix



**\*\*\*Note\*\*\***  
Boxes in Bold are the minimum requirements to be considered for UC and CSU

# MATHEMATICS (2 years required)

## Attention Parents and Students: 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. For all math classes expect at least 90 minutes of homework per block period.



Regarding calculators:

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

## **ACCOUNTING (Computerized) (6042) (ROP)**

Grades 10-12

Prerequisite: C grade or higher in any previous math  
Must be 16 years of age or in the 11<sup>th</sup> or 12<sup>th</sup> grade.

Accounting is an essential aspect of every business. ROP Computerized Accounting provides students with entry level job skills for accounting clerk positions and also provides a solid foundation for advanced accounting or business studies. Students learn how to use general accounting systems and prepare, analyze, and verify financial reports. This course covers the fundamentals of double-entry accounting and the debit/credit method of recording transactions, both manually and with automated accounting software. Students examine the accounting cycle, from recording transactions to preparing financial statements, for both service and merchandising entities. 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.

New in 2010 - This class is articulated with Diablo Valley College's BUSAC-181 -Applied Accounting class. Students who successfully complete the Accounting class at Concord High and score a passing grade on the DVC Credit by Exam will receive 3 fully transferable DVC college credits.

## **PERSONAL FINANCE (6041)**

Grades 11-12

Prerequisite: None

This course fulfills one year of a three-year mathematics requirement.

A comprehensive course that covers career exploration, basic mathematical concepts, personal money management skills, introduction to applicable technology, research techniques, and problem-solving skills as each relates to personal finance. Specific topics include but are not limited to budgeting, tax preparation, banking, credit, purchasing a car, home ownership, insurance and investments. Students will leave this course with the knowledge and tools to be successful in their personal finances involving their careers and everyday life. Recommended for students that have satisfied the graduation requirement of Algebra I and the California High School Exit Exam.

## **Introduction to Algebra (1300)**

Grades 9-10

Prerequisite: Qualifying score on assessment test and/or teacher recommendation.

This course provides the student with the knowledge of concepts identified in the California State Standards. Emphasis is on writing, solving, and graphing linear 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 variety of problem solving situations. This course prepares the students for success in Algebra I. Students in this course will also take AIMS I, which is a support class.

## **AIMS I (ACADEMIC INTERVENTION FOR MATH SUCCESS INTRO TO ALGEBRA) (1301)**

Grades 9-11

Prerequisite: Qualifying score on assessment test or teacher recommendation.

Elective: To be taken concurrently with Intro to Algebra. This course does not fulfill the algebra graduation requirement.

This course provides the student with the basic mathematical skills and knowledge required for success in the study of algebra. It is designed to support students who are currently taking Intro to Algebra. It will strengthen the student's understanding and mastery of pre-algebra concepts while helping them to be successful in Intro to Algebra. This course will use a variety of materials, presentation styles, and activities in order to engage students in learning that may have had prior difficulty in mathematics.

## **ALGEBRA I (1310)**

Grades 9-12

Prerequisite: Qualifying score on assessment test or teacher recommendation.

This course fulfills the U.C. /C.S.U. "c" requirement. This course fulfills the California State Algebra graduation requirement.

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

## **AIMS II (ACADEMIC INTERVENTION FOR MATH SUCCESS IN ALGEBRA I) (1302)**

Grades 9-12

Prerequisite: Qualifying score on assessment test or teacher recommendation.

Elective: To be taken concurrently with Algebra I. This course does not fulfill the Algebra graduation requirement.

This course provides the student with the basic mathematical skills and knowledge required for success in the study of Algebra. It is designed to support students who are currently taking Algebra I. It will strengthen the student's understanding and mastery of pre-algebra concepts while helping them to be successful in Algebra I. This course will use a variety of materials, presentation styles, and activities in order to engage students in learning that may have had prior difficulty in mathematics.

## **GEOMETRY (1320)**

Grades 9-12

Prerequisite: Successful completion of Algebra I. This course fulfills the U.C. /C.S.U. "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.

### **AIMS III (ACADEMIC INTERVENTION FOR MATH SUCCESS IN GEOMETRY) (1305)**

Grades 9-12

Prerequisite: Qualifying score on assessment test or teacher recommendation.

This course provides the student with the mathematical skills and knowledge required for success in the study of Geometry. It is designed to be paired with the Geometry core course and it is recommended that this course is taught by the same teacher. It will strengthen the student's understanding and mastery of geometric concepts and vocabulary, continue to build and maintain Algebra I skills, while helping them to be successful in Geometry. This course will use a variety of materials, presentation styles, and activities in order to engage students who may require additional support to learn mathematics.

### **ALGEBRA II (1330)**

Grades 9-12

Prerequisite: Successful completion of Geometry. This course fulfills the U.C. /C.S.U. "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 Prerequisite: Successful completion of Geometry. Qualifying score on assessment test and/or teacher recommendation. This course fulfills the U.C. /C.S.U. "c" requirement.

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

### **ADVANCED MATH TOPICS (9831)**

Grades 11 – 12 Prerequisite: Completion of Algebra 2 with a "C" or better and/or teacher recommendation  
This course fulfills the U.C. /C.S.U. "c" requirement

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

### **PRE-CALCULUS HONORS (1405)**

Grades 11 – 12

Prerequisite: B or better in Algebra 2/Trigonometry or Trigonometry & Advanced Topics and Teacher recommendations

This course fulfills the U.C. /C.S.U. "c" requirement

Pre-Calculus is a study of absolute value, polynomial, exponential, logarithmic, and trigonometric functions. Concepts provide a bridge from the high school mathematical material to the college material.

## **CALCULUS AB – AP (1375)**

Grade 12

Prerequisite: Successful Application

This course fulfills the U.C. /C.S.U. “c” requirement

This course consists of the study of functions, limits, continuity, differentiation, integration, and applications of the principles of differential and integral calculus. The course will prepare students for the Advanced Placement Test in Calculus AB.

## **STATISTICS AP (1530)**

Grade 11 or 12

Prerequisite: Successful Application and PCM III or Algebra II

This course fulfills the U.C. /C.S.U. “c” requirement

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

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

## **RATIONALE**

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

# **PERFORMING ARTS**



## **DRAMA PHILOSOPHY**

The dramatics program at Concord High School is a celebration of the creative process, as it applies to stage presentations, and the skills and discipline that go into successful theater. Emphasis is placed on both the individual development of student performers and the collaborative process that goes into creating quality ensemble work. A wide variety of activities and strategies will be used, including: theater games, improvisation, scene and monologue preparation and presentation, research into elements of theater and its history, exploration of voice and movement, experience of different acting approaches and techniques, and an understanding of the technical

support systems that go into theatrical productions. Students will also have the opportunity to learn about alternative approaches to film and video acting and the realities of the theater and film industries in the current culture of the United States.

## **DRAMA I (0900)**

Grades 9 – 12

Prerequisite: None

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Drama I is a beginning class open to students in grades 9-12. Students will study the techniques of acting and perform scenes and monologues on-stage. Elements of play production, styles of stage acting, theater vocabulary, and film acting are also a part of this class. Students will develop the ability to participate in a variety of different styles of acting and will explore the creative process together.

This class is designed for all students with or without previous experience in drama, and will prepare them for more advanced classes if they choose to continue.

## **DRAMA II (0910)**

Grades 9 – 12

Prerequisite: Drama I or consent of instructor

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Drama 2 is designed as an intermediate class in dramatics. To be eligible, the student must have passed Drama I or have the instructor's permission. The class emphasizes refinement and increased development of the skills and techniques learned in Drama I.

## **DRAMA III (0920)**

Grades 11 – 12, with exceptions for students in grades 9 and 10 with advanced training or experience.

Prerequisite: Drama II or consent of instructor.

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Drama III emphasizes the refinement and increased development of the skills and techniques learned in Drama I and Drama 2, with a focus on short play productions. Drama 3 students are expected to participate in class productions and school wide productions. Students will be introduced to directing skills and the variety of support activities, including technical work, that go into the theater experience.

## **VOCAL MUSIC AND THEORY**



### **CONCERT CHOIR – VOCAL MUSIC II (4910)**

Grades 9 – 12

Prerequisite: Teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Concert Choir – Vocal Music II is a class open to any student 9-12 with teacher permission. Students will learn vocal techniques, the elements of music to a greater degree of difficulty than in Mixed Chorus, and rehearse and perform choral music of different styles, cultures and periods. Performances for school, community and music festivals are an important part of the class instruction. Concert Choir will help a student prepare for Vocal Ensemble. Membership is by audition or teacher recommendation.

### **MIXED CHORUS – VOCAL MUSIC I (4890) (Show Choir)**

Grades 10 – 12

Prerequisite: None

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Mixed Chorus – Vocal Music I is a course open to students in grades 9-12. Students will learn proper vocal techniques and will rehearse and perform choral music of different styles, cultures, and periods.

Performances for school, community, and music festivals are an important part of the program. This class is designed for all students with or without previous experience in music and can prepare students for more advanced classes.

## **VOCAL ENSEMBLE – VOCAL MUSIC III (4920) (Ladies First)**

Grades 10 – 12

Prerequisite: Vocal Music I and II or equivalent experience with teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “f” requirement

Vocal Ensemble – Vocal Music III is open to students in grades 9-12 by teacher recommendation and who can demonstrate advanced skill and knowledge of vocal techniques, elements of music and interpretation of musical styles, periods, and cultures. Membership is by audition or teacher recommendation. The Ensemble performs on many occasions for school and community and at music festivals.

## **INSTRUMENTAL MUSIC**

### **SYMPHONY BAND - INSTRUMENTAL MUSIC III (4720)**

Grades 9 – 12

Prerequisite: Teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “f” requirement

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

Marching band will be a part of the activity of this band. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

### **ORCHESTRA - INSTRUMENTAL MUSIC II (4980)**

Grades 9 – 12

Prerequisite: Teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “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.

### **STAGE BAND – INSTRUMENTAL MUSIC II (4710)**

Grades 9 – 12

Prerequisite: Previous experience with teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “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 insure that the students have sufficient skills in playing their instrument to benefit from the class and to maintain a balanced instrumentation.

### **JAZZ BAND – INSTRUMENTAL MUSIC III (4700)**

Grades 10 – 12

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

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. “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 insure that the students have a high level of musical skill and to maintain a balanced instrumentation.

### **WIND ENSEMBLE – INSTRUMENTAL MUSIC III (4810)**

Grades 9 – 12

Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation

This course fulfills the one-year Fine Arts requirement and the U.C. /C.S.U. "f" requirement

Wind Ensemble-Instrumental Music III is an advanced instrumental music class open to any students in grades 9-12. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with the teacher permission. The music teacher can supply additional information regarding this class.

## **PHYSICAL EDUCATION**

### **9<sup>th</sup> GRADE PHYSICAL EDUCATION (PE9) (8520)**

Grade 9

**(Required for graduation)**

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



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

### **AEROBICS (8970)**

Grades 10 - 12

Prerequisite: **PE9**

Aerobics includes knowledge of exercise physiology and body mechanics. Jogging, bicycling and aerobic exercise to music are used to improve the cardio respiratory, strength, and endurance fitness level of students.

Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

### **ADVANCED BASKETBALL (8875)**

Grades 10 – 12

Prerequisite: **PE9**

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

## **DANCE I (8710)**

Grades 10-12

Prerequisite: **PE 9**

Dance I is a class that introduces students to the study of fundamental forms of movement which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced classes.

## **BOWLING (8650)**

Grades 10 – 12

Prerequisite: **PE9**

Bowling is an off-campus course that is taught at various bowling alleys within our district. Individual instruction is given and leagues are formed. Averages are kept for each student. Various tournaments may be held each semester.

Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

## **TEAM SPORTS (8870)**

Grades 10 – 12

Prerequisite: **PE9**

Team sports consist of the following units of instruction: Volleyball, football, soccer, speedball, basketball, and softball. Instruction in skills will be provided in each activity.

Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

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

Grades 10 – 12

Prerequisite: **PE9**



Weight training is a three-day-a-week-work-out program. Students will lift on Monday, Wednesday, and Friday. The off days are used for cardio respiratory fitness. Various team sports are also offered during off days. Workouts are based upon the set/repetitions concept. Free bar, universal machines, and dumb bells are the major sources of training. Students are grouped by abilities and each student works on his/her own individual capacity.

Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

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

Grades 10 –12

Prerequisite: **Completion of Level I program or consent of instructor. Must be involved in CHS sports program(s).**

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. 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.

# SCIENCE

## **BIOLOGY (2110)**

Grades 9-10

This course fulfills the U.C./C.S.U. "d" requirement

Co-requisite: Algebra I equivalent required for UC/CSU credits.



Biology is the study of living things and their relationships with other living things and with the physical environment. Included are the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs and systems that make up living organisms are also studied. Attention is given to the human species and its relationship to other life. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized. Biology I qualifies as a laboratory science course in meeting the University of California "d" admission requirement.

## **PRE- HONORS BIOLOGY 9**

Grade 9

This course meets the current a-g requirements for UC/CSU admission

Co-requisite: Geometry taken concurrently

Pre-honors biology is a one year course, an investigation into the central ideas of biology. Lectures and labs focus on understanding of biological concepts, as well as critical thinking and formulation of questions. Students will gain the analytical skills needed for AP Biology, Chemistry, Physics, and the rapidly changing field of Biological Science. Labs will include quantitative analysis using molarity, pH, spectroscopy, chemical reactions, and DNA technology.

## **BIOTECHNOLOGY I (2250) (ROP)**

Grades 11-12

Prerequisite: Must be 16 years of age or 11<sup>th</sup> or 12<sup>th</sup> grade.

1 year Biology with grade of "C" or better.

1 year of Chemistry recommended

This course fulfills the U.C./C.S.U. "d" requirement



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

## **BIOLOGICAL SCIENCES LABORATORY RESEARCH (2252) (ROP)**

Grades 11-12

Prerequisite: Algebra I; must be at least 16 years of age, and/or a Junior or Senior; Biology, AP Biology, or Biotechnology; or teacher recommendation

This course is certified by the University of California as an "a-g" course in the "g-Elective"

This is a laboratory science course for students interested in hands-on science. Each student will choose a research project representative of the biological sciences, involving primarily laboratory experimentation. Students use the Internet to access information, communicate with scientists regarding their research topic, and use additional off campus sites to access data. Computers will be used to both graphically represent and analyze student data. Scientific journal writing formats will be used in project presentation. Students will publish their research on the Internet or in student-oriented science journals, and will present their research findings to the class. Individual projects will be entered in a science fair, such as the Intel International Science and Engineering Fair, the Contra Costa County Science and Engineering Fair, the Tri-Valley Science and Engineering Fair, or a similar science fair.

## **BIOLOGY AP (2044)**

Grades 10-12

Prerequisite: Biology and Chemistry

This course fulfills the U.C./C.S.U. "d" requirement

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.

AP Biology includes those topics regularly covered in a college biology course for majors or in the syllabus from a high-quality college program in introductory biology. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used for AP Biology should be those also used by college biology majors. The kinds of labs done by AP students must be the equivalent of those done by college students.

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

## **CHEMISTRY (2270)**

Grades 10 – 12

Prerequisite: Algebra I completion with grade of "C" or better, Concurrent enrollment in Geometry and current Math/science teacher recommendation/test evaluation.

This course fulfills the U.C./C.S.U. "d" requirement

Chemistry is the study of the structure of matter-atoms, molecules, crystals, solutions – and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations.

This course is designed to provide a solid foundation for further study of science. The course meets the criteria for laboratory science courses in the University of California and California State Universities and colleges entrance requirements.

## **CHEMISTRY HONORS (2280)**

Grades 11 – 12

Prerequisite: Geometry completion with grade of "B" or better, concurrent enrollment in Algebra II and current Math/science teacher recommendation/test evaluation.

This course fulfills the U.C./C.S.U. "d" requirement

Chemistry is the study of the structure of matter-atoms, molecules, crystals, solutions – and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations.

Chemistry Honors differs from Chemistry in that the pace of instruction is faster, additional topics are included, and many topics are treated in greater depth and with more application of mathematics.

Chemistry Honors meets the criteria set forth by the University of California and California State Universities and colleges for a laboratory science honors course.

## **EARTH SCIENCE I (2380)**

Grade 9

This course fulfills the U.C./ C.S.U. “g” requirement

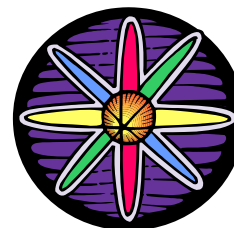
Earth Science I is a laboratory course designed to provide a rigorous introduction to high school science for students who anticipate taking Chemistry, and/or Physics. Earth Science is designed to provide a full year course for students who have a particular interest in the earth sciences. Earth Science I, includes content drawn from astronomy, geology, meteorology, and hydrology. Many basic concepts of chemistry and physics are also developed in the context of earth science topics. Science attitudes, thinking processes and skills, application of appropriate mathematical concepts and skills, and applications of science and technology to social problems and personal decision making are emphasized.

## **PHYSICS (2720)**

Grades 11–12

Prerequisite: Completion of Geometry and current Math/science teacher recommendation/test evaluation.

This course fulfills the U.C./C.S.U. “d” requirement



Physics is a laboratory course that provides a systematic understanding of the fundamental principles of physical phenomena that govern chemical, biological, terrestrial and astronomical processes. The course provides a foundation for the intensive studies of most of the other sciences and for an understanding of many technological applications of science. Major areas of content include mechanics, work and energy; wave motion, light, electromagnetism, modern atomic and nuclear physics. Science attitudes, thinking processes, and skills, and applications of science and technology to social problems and personal decision-making are emphasized. The course qualifies as a laboratory science in meeting University of California entrance requirements.

## **PHYSICS HONORS (2725)**

Grades 11- 12

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

This course fulfills the U.C./C.S.U. “d” requirement

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

## **ROBOTICS ENGINEERING TECHNOLOGY (7400)**

Grade 11-12

Prerequisites: Algebra and Geometry

This course fulfills the U.C./ C.S.U. “g” requirement

This course 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.

## **PRINCIPLES OF ENGINEERING (7717) (ROP)**

Grade 11-12

Prerequisites: Algebra II, Chemistry      **Co-requisites:** Physics recommended

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

*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 instruction in the history of engineering and the scientific theory behind technological advances in civilization.

This course is designed to interest students in the engineering fields, motivating them to pursue advanced education in science and engineering. 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.

## **PHYSIOLOGY (2840)**

Grade 10 - 12

Prerequisite: Biology with a “C” or better

This course fulfills the U.C./C.S.U. “d” requirement

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

# **SOCIAL SCIENCES**

## **WORLD HISTORY (3490)**

Grade 10

This course fulfills the U.C./C.S.U. “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.

## **WORLD HISTORY AP (3540)**

Grade 10

Prerequisites: Successful Application

This course fulfills the U.C./C.S.U. “a” requirement

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

## **UNITED STATES HISTORY (3530)**

Grade 11

This course fulfills the U.C./C.S.U. “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.

## **UNITED STATES HISTORY AP (3531)**

Grade 11

Prerequisites: Successful Application

This course fulfills the U.C./C.S.U. “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 15<sup>th</sup> to the 20<sup>th</sup> centuries.

## **US GOVERNMENT (3280) / ECONOMICS (3150)**

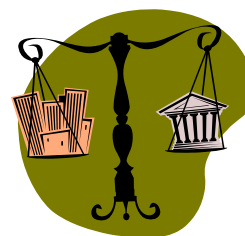
Grade 12

U.S. Government fulfills the U.C./C.S.U. “a” requirement

Economics fulfills the U.C. /C.S.U. “g” 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.

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.



## **ECONOMICS (Macro / Micro) AP (3141)**

Grade 12

Prerequisites: Successful Application

This course fulfills the U.C. /C.S.U “g” requirement

Macroeconomics: The AP course in Macroeconomics gives students an understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students’ familiarity with economic performance measures economic growth, and international economics.

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.

## **US GOVERNMENT AP/ COMPARATIVE POLITICS (3262)**

Grade 12

Prerequisites: Successful Application

This course fulfills the U.C. /C.S.U. "a" requirement

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

## **PSYCHOLOGY (3770) / SOCIOLOGY (3870)**

Grades 11 – 12

This course fulfills the U.C./C.S.U. "g" requirement

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

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, the process of human development as a lifelong journey.

Sociology is one of three behavioral science courses taught in the school district. The goal of the sociology courses is to make the students aware of sociological forces that shape the structure of life in the United States and in the world. The students will deal with basic institutions in society, such as the family, government, education, economics and religion. They will study how each institution affects life in the United States and in other societies in the world. In this course the students will explore such sociological concepts as change, the future and world population.

## **PSYCHOLOGY AP (3774)**

Grades 11 – 12

Prerequisite: Successful applicant

This course fulfills the U.C. /C.S.U. "g" requirement

The aim of AP Psychology is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses and to prepare students for successful completion of the AP exam. The course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice.

# **MISCELLANEOUS**

## **LEADERSHIP (9210)**

Grades 9 – 12

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

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

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

## **TEACHER AIDES (9500)**

Grades 11 – 12

Prerequisite: Acceptance by the teacher or at one of several offices.

Student will be assigned to a teacher, secretarial office or cafeteria. In some cases students may be assigned to the gardening or custodial staff. The student will learn the skills and perform the duties required by the teacher or office to which assigned. A letter grade will be assigned. NOTE: No more than 20 credits/units as a student aide may be used towards graduation.

## **WORK EXPERIENCE EDUCATION (9400)**

Grade: Minimum age 16

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

Work Experience education is an instructional program that combines in-school learning with training in the community. Students attend weekly seminars which cover areas of job search, survival and advancement; economic, career and self- and other meaningful career related information. Coupled with the instruction is actual on-the-job training. Students learn many skills while compensated for their efforts through employment in the business



on-the-job cover areas of awareness; related they are community.

# The Communications & Human Services Academy

A California Partnership Academy

## What is the CHS Academy?

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



## We are:

- A California Partnership Academy in its 24th year at Concord High School.
- A college and career program incorporating regular college and career exploration field trips.
- A career-focused program that offers mentoring and internship programs.
- A close-knit community of learners that offers smaller class size as well as strong academic, parental, and peer support.

## Who is Eligible to Join?

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

## What are some things we do?

- Team Building Days
- Fall Festival at a local Elementary School
- Semester Long DVC course for Juniors
- Campus Wide Diversity Conference
- Many College Campus visits
- Career Exploration Field Trips
- Concord High's Recycling Program
- Beach Clean up Days
- A Junior Mentoring program
- Concord High's Annual Blood Drive



## Classes

### Sophomores

English II  
World History  
Physiology  
Career Transition/School to Job  
Math\*  
Foreign Language\*

### Juniors

English III  
US History  
Academy Psychology  
Chemistry  
Math\*  
Foreign Language\*  
Physical Education\*

### Seniors

English IV  
Academy Sociology  
Government/Economics\*  
Physical Education\*  
Elective\*  
Elective\*

\*Classes outside the Academy

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

## SPECIAL EDUCATION

The California State Board of Education adopted the Master Plan for Special Education in 1974, and the enactment of Assembly Bill 1250 in 1977 provides for statewide implementation of the Master Plan in California public schools. A major concept in the Master Plan for Special Education is that public education must offer special assistance to exceptional individuals in a setting which promotes maximum interaction with the general school population.

Concord High School offers the Special Education programs on campus listed below. Other programs are available throughout the District.

### ***Designated Instruction and Services (DIS)***

These services are provided by specialists, and include specific services not normally provided in a regular classroom, as well as individualized small group instruction for hearing-impaired students. These services are supportive of the student's total educational program, and include, but are not limited to, DIS in speech and language, hearing, audiology and mobility instruction.

### ***Resource Specialist Program (RS)***

This program provides, directly and indirectly, instructional and other services for students whose needs have been identified by the IEP Team as being exceptional. Students are assigned to regular classroom teachers for the majority of the day, and receive Resource Specialist services as determined by the IEP Team.

### ***Special Day Classes (SDC)***

These classes provide services to students who have more intensive needs than can be met by regular school programs and the Resource Specialist Program. Students are enrolled for a majority of the school day, and grouped according to similar instructional needs. These classes include learning disabled, severely handicapped, orthopedically handicapped, and the hearing impaired.



# REGIONAL OCCUPATIONAL PROGRAM (ROP)

## Career Development Courses

### WHAT IS ROP?

Operated by the Contra Costa County Office of Education, ROP has been the primary source of career training for high school students in our county for the past 32 years. State certified teachers, high tech equipment and a commitment to students ensure a positive learning experience. Located on high school campuses, ROP courses are taken as part of a student's regular high school schedule. Students advance through 90-540 hours of sequenced curriculum and earn high school graduation credits and/or college units. Students can earn Certificates of Proficiency upon successful completion of the class.

### ADVANTAGES OF ROP:

Students can use ROP courses to gain employment skills, explore a career field, get a head start on their college major, or "try out" a career choice through internships available in many classes. Many students use their newly acquired skills to work part-time after graduation to help pay college expenses.

### TO ENROLL:

**Prerequisite:** Must be at least 16 years old or in the 11<sup>th</sup> or 12<sup>th</sup> grade.

#### On campus ROP class:

Indicate the course on your schedule for next year

#### Off campus ROP class:

Indicate the course on your schedule for next year

**and** call the ROP office at **(925) 942-3437**

## ROP CLASSES AT CONCORD HIGH

<b>Accounting (Computerized)</b> <b>Automotive Technology</b> <b>Biotechnology*</b> <b>Biological Science Research*</b>	<b>Computer Applications</b> <b>Commercial Art</b> <b>Photography Advanced*</b> <b>Robotics Engineering Technology*</b>
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\*Check with your counselor to see if this is a UC/CSU approved course.

### ROP Off-Campus Classes

The following classes are offered in the Mt. Diablo Unified School District.

<b>Art &amp; Communication</b>		<b>Hospitality</b>	
Art & Animation	7356	Baking/Patisserie	8370
Commercial Art	4430	Culinary Careers	8270
Computer Graphics	4310	Hotel Careers	9430
Creative Writing	6300	<b>Industrial/Engineering Technology</b>	
Journalism	0770	Auto Technology	7010
Multimedia	9104	Cabinetmaking	7950
Photography	7735	Construction Technology	7980
Radio Communications	7810	Robotics Engineering Tech	7400
Video Production	6164	<b>Science &amp; Biotechnology</b>	
<b>Business</b>		Analytical Forensic Science	7300
Accounting (Computerized)	6010	Biotechnology	2250
Computer Programming	6260	Environmental Science	2360
Introduction to Law			
<b>Health &amp; Human Services</b>			
Careers in Teaching	6990		
Cosmetology/Manicuring/Esthetician	9410		
Sports Medicine	8500		

ROP classes are located on high school campuses throughout Contra Costa County, Albany, and Berkeley.

For more information and school location:

Pick up a ROP brochure at Student Services, your College Career Center, or call the ROP Office (925) 942-3437.

## OFF CAMPUS EDUCATIONAL OPPORTUNITIES

Students in the Mt. Diablo Unified School District are provided a variety of opportunities to make up graduation requirements, earn additional graduation credits, and expand their educational experience beyond the traditional high school classroom setting (i.e., work experience, job training, evening classes, college courses). Students may also participate in some of these programs in place of the regular high school programs and earn a standard high school diploma. The following paragraphs discuss some of those options.

### ***Center for Independent Study (Horizons CIS). Phone No. 937-1530 Ext. 3960***

The Center for Independent Study provides an alternative program to address the needs of students who cannot accommodate a traditional intermediate/middle or high school framework. Among some of the reasons necessitating this type of scheduling would be student work schedule, student and/or family circumstances, or unusual health problems. CIS offers a student the advantage of one-on-one instruction for one hour per week with a credentialed teacher.

Additionally, the student must study independently on his/her own for a minimum of 20 hours per week. A written agreement/contract is signed by the student, parent and teacher which specifies the objectives, course of study and the method(s) for assessing progress. Parent permission is required to transfer to CIS.

### ***Community Colleges (Diablo Valley, Los Medanos, Contra Costa)***

High School students may participate in the concurrent enrollment program at the community colleges listed above, which enables students to take a college course in addition to a regular schedule of classes at the high school. A college application and a concurrent enrollment form are necessary in order to apply for this program. For more information, contact personnel in the Student Services Office or the College and Career Center.

### ***Mt. Diablo Adult School - Phone No. 685-7340***

The Mt. Diablo Adult School serves the high school students of the district in two ways. First, for students who have lost credit, the night classes at the Adult School provide an opportunity to make up credit. Students attending can earn 2.5 credits a quarter. All required high school subjects can be taken at Adult School but only if the student has already attempted them at a regular high school.

Second, students who have reached age of 18, and are deficient in credits, can transfer to Adult School, finish their work there, and obtain a diploma from Adult School. Adult School has the same basic requirements for graduation, but only 180 credits are needed for graduation. They do not require Physical Education (P.E.) Credit, but neither do they allow credits for P.E. At least ten of the 180 credits must be taken while enrolled full time at Adult School in order to qualify for a diploma.

### ***Olympic High School - Phone No. 687-0363***

Olympic High School is an alternative to the regular high school program which provides opportunities to students lacking credits for graduation, to students needing a flexible schedule in order to work, or to students needing a more individualized instructional program. The academic classes required for graduation are the same as other high schools in the district, but only 190 credits are required to graduate instead of 230. Parent permission is required to transfer to Olympic High. Students must be 16 or 17 years old.

***Summer School*** – Due to budget cuts, Mt. Diablo Unified School District will not be offering summer school for general education students. Check with Loma Vista adult education for class availability.

***Summit Nueva Vista High School/TLC - Phone No. 687-0991***

The Necessary Small High Schools are designed for students 16 years and older who are behind in graduation credits. Summit provides smaller classes with instruction delivered in a variety of ways. The school provides a second chance for students to earn credits toward graduation.

***Crossroads - Phone No. 689-6852***

The Pregnant Minor Program is an alternative school program for pregnant students living within the school district. The curriculum is based on the needs and interests of the young women and full school credit is given. Contact the Student Services Coordinator for more information and enrollment procedures or contact the program directly at the number listed above.

***Prospect High School - Phone No. 945-7902***

The Necessary Small High Schools are designed for students 16 years and older who are behind in graduation credits. Prospect provides smaller classes with instruction delivered in a variety of ways. The school provides a second chance for students to earn credits toward graduation.

***Gateway High School - Phone No. 458-1316***

The Necessary Small High Schools are designed for students 16 years and older who are behind in graduation credits. Gateway provides smaller classes with instruction delivered in a variety of ways. The school provides a second chance for students to earn credits toward graduation.