

# MUIRLANDS MIDDLE

*Home of the Dolphins*

## 2020-2021 Course Catalog



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## Career Technical Education

### **Gateway to Technology (3596)**

**Grade Level:** 6–8

**Prerequisites:** None

**Course duration:** One or two semesters; may be repeated for credit

### **Course Description**

Gateway to Technology is a Project Lead the Way program designed to introduce middle school students to the field of engineering, and provide a foundation for students who plan to enroll in PLTW engineering courses in high school. It consists of six independent nine-week units, each focusing on a different aspect of engineering: Design and Modeling, Automation and Robotics, Medical Detectives, Flight and Space, the Science of Technology, the Magic of Electronics, and Energy and the Environment.

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## English Language Arts

### English 6th (1708)

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** Two semesters

#### Course Description

English 6th is a single-period literacy course required of all grade 6 middle school students, except those enrolled in double-period courses: English 6th/Literacy 6th (1550) or English 6th/Literacy 6th Block (1542). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

### English 6th/Literacy 6th (1550)

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** Two-period, two-semester course

#### Course Description

English 6th/Literacy 6th is a two-period literacy course required of all grade 6 middle school students, except those enrolled in English 6th (1708) or English 6th/Literacy 6th Block (1542). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, extend, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

### English 7th (1501)

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** Two semesters

#### Course Description

English 7th is a one-period literacy course intended for all grade 7 middle school students, except those enrolled in double-period courses: English 7th/Literacy 7th (1551) or English 7th/Literacy 7th Block (1543). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

Instruction in each unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

### English 8th (1520)

**Grade Level:** 8

**Prerequisites:** None

**Course duration:** Two semesters

#### Course Description

English 8th is a one-period literacy course intended for all grade 8 middle school students, except those enrolled in double-period courses: English 8th/Literacy 8th (1559) or English 8th/Literacy 8th Block (1544). The course content focuses on teaching students skills and strategies for independent reading and writing of grade-level-appropriate texts.

Instruction in each unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to engage in academic discourse as they question, interpret, analyze, extend, and evaluate ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for various purposes, and for various audiences. Students engage in standards-based lessons that are scaffolded to support a range of reading/writing levels.

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**Publications (Yearbook) 6th–8th (8420)**

**Grade Level:** 6–8

**Prerequisites:** None

**Course duration:** One or two semesters; may be repeated for credit

**Course Description**

This course provides specialized training in production work associated with publishing the school yearbook.

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## English Language Development

### **Academic Language Development 6th - 8th (1729)**

**Grade Level:** 6–8

**Prerequisites:** None

**Course duration:** One-period, two-semester course

#### **Course Description**

This course targets the linguistic and academic needs of long-term English learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of instruction. Skills and strategies will be employed to jump-start the language development of students, such as emphasizing oral language to build background and vocabulary. This course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills.

### **ELD Level 3 5th–8th (1609)**

**Grade Level:** 5–8

**Prerequisites:** Enrollment in a district school 2 to 3 years and/or a CELDT score indicating intermediate level

**Course duration:** One-period, two-semester course

#### **Course Description**

This one-period course continues the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course prepares students to succeed in the mainstream English courses by helping them develop appropriate academic language and content knowledge. Course content is based on the state-adopted ELA/ELD framework at the expanding proficiency level. Teachers of this course must hold a credential issued by the California Commission on Teacher Credentialing authorizing instruction of English learners.

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## History-Social Science

### **Social Studies 6th (6520)**

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** Two semesters

#### **Course Description**

World History and Geography: Ancient Civilizations. Students study those people and events that ushered in the dawn of major Western and non-Western civilizations. Instruction includes an analysis of the impact of geographic, economic, political, religious, and social structures on the developing world. In addition, students study the everyday life of people, as well as ideas that transformed the world. Students study major historical figures, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka, to understand their contributions to early societies and their codes of justice and ethics and the rule of law.

Major topics include:

- Global Overview: Early Beginnings to 300 c.e.
- Beginnings to 4000 b.c.e.
- 4000–1000 b.c.e.
- 1000 b.c.e. to 300 c.e.: An Age of Empires and Interchange
- Early Humankind and the Development of Human Societies
- The Early Civilizations of Mesopotamia, Egypt, and Kush
- The Ancient Israelites (Hebrews)
- Ancient Greece
- The Early Civilizations of India
- The Early Civilizations of China
- The Development of Rome

### **United States History and Geography 8th (6551)**

**Grade Level:** 8

**Prerequisites:** None

**Course duration:** Two semesters

#### **Course Description**

Growth and Conflict. This required course examines the sequence of historical and geographic developments in the United States from the framing of the Constitution to World War I (1783–1914). Students examine important periods of history, such as the forming of the nation, the rising conflict of the Civil War, and the industrialization of the United States. Students research the issues, attitudes, points of view, and motives that helped shape the United States.

Major topics include:

- Development of American constitutional democracy
- Envisioning a new America
- The divergent paths of the American people, 1800–1850
- The causes, course of, and consequences of the Civil War
- The rise of industrial America, 1877–1914
- Defining American citizenship

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## **World History and Geography 7th (6521)**

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** Two semesters

### **Course Description**

Medieval to Early Modern Times. This required course examines the sequence of historical and geographic developments from 500 to 1789. The course locates great civilizations and cultures in time and in place, compares events that were developing concurrently in the world, and investigates the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.

Major topics include:

- The world in 300 c.e.
- Christendom, 300–1200
- Southwestern Asia, 300–1200; the world of Islam
- South Asia, 300–1200
- East Asia, 300–1300
- West Africa, 900–1400
- Americas, 300–1492
- Sites of encounter in the Medieval world, 1200–1490
- Global convergence, 1450–1750
- The impact of ideas, 1500–1750

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## Mathematics

### **Accelerated Math 6th (4136)**

**Grade Level:** 6

**Prerequisites:** Student meets the district's recommended criteria for placement

**Course duration:** One year

#### **Course Description**

Accelerated Math 6th is the first of two courses for advanced learners in the Common Core State Standards math curriculum at the middle level. It begins an advanced or accelerated pathway that allows students to complete a three-year sequence of grade-level curriculum in two years. The course differs from the standard grade 6 math course (Math 6th (4133)) in that it addresses all of the grade 6 standards plus half of those from grade 7, which demands a faster pace for instruction and learning.

### **Accelerated Math 7th (4137)**

**Grade Level:** 7

**Prerequisites:** Student meets the district's recommended criteria for placement

**Course duration:** One year

#### **Course Description**

Accelerated Math 7th is the second of two courses for advanced learners in the Common Core State Standards math curriculum at the middle level. It completes an advanced or accelerated pathway that allows students to complete a three-year sequence of grade-level curriculum in two years. The course differs from the standard grade 7 math course (Math 7th (4134)) in that it contains the second half of the content from grade 7 and all of the content from grade 8, which demands a faster pace for instruction and learning.

### **Integrated Math I A-B Advanced (P) (4165, 4166)**

**Grade Level:** 8–10

**Prerequisites:** Student meets the district's recommended criteria for placement

**Course duration:** One year

**Type of graduation credit earned:** Mathematics

#### **Course Description**

College Preparatory Course (P). This course meets the University of California's c (mathematics) subject-area requirement.

Integrated Math I Advanced is the first course in the accelerated pathway to calculus. The course is designed for advanced grade 8 students. It includes the content of the standard Integrated Math I course (Integrated Math I A-B) plus an additional two units that will provide opportunities for students to begin working with the advanced + Common Core State Standards.

### **Math 6th (4133)**

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** One year

#### **Course Description**

Math 6th is the first middle-level core math course that addresses the Common Core State Standards. Instruction focuses on (1) connecting ratio and rate to whole-number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing an understanding of division and fractions and extending the notion of number to the system of rational numbers, including negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.

### **Math 7th (4134)**

**Grade Level:** 7

**Prerequisites:** Math 6th (4133)

**Course duration:** One year

#### **Course Description**

Math 7th is the second middle-level core math course. Instruction focuses on (1) developing an understanding of proportional relationships and their applications; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (4) drawing inferences about populations based on samples. Students apply the concepts they have learned in previous grades to increasingly complex problems and situations that model real-world math challenges.

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## **Math 8th (4135)**

**Grade Level:** 8

**Prerequisites:** Math 7th (4134)

**Course duration:** One year

### **Course Description**

Math 8th is the third and culminating middle-level core math course. Instruction focuses on the study of expressions and equations, functions, and two- and three-dimensional figures. Students apply concepts they have learned previously to increasingly complex and abstract problems that model real-world math challenges. The course lays the groundwork for students to master higher-level high school mathematics.

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## Nondepartmental

### **Student Government 5th-8th (8430)**

**Grade Level:** 5-8

**Prerequisites:** Local option

**Course duration:** One or two semesters; may be repeated for credit

**Type of graduation credit earned:** Elective

#### **Course Description**

This course affords student body members experience as student leaders. Through guidance, training, experience planning, organizing, and executing a variety of school activities, community service projects, and practical experiences in student government and democratic leadership, these students will grow as leaders of their school and community.

### **Study Skills 5th-8th (8030)**

**Grade Level:** 5-8

**Prerequisites:** None

**Course duration:** One semester; may also be taught in a nine-week portion of an 18-week (one-semester) wheel course. May be repeated for

#### **Course Description**

This supplementary, technology-based course is a challenging and rewarding learning program for students significantly below grade level in math and reading. Higher-level thinking, problem-solving, and basic skills are emphasized. A highly structured curriculum provides intensive reading and mathematics practice. Students will receive tutorial support on an individual basis or within small study groups.

The goal of this program is to close the achievement gap through concentrated focus on skill building and cognitive thinking, using innovative materials and increased time on task.

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## Physical Education

### Physical Education 6th (5505)

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** Two semesters; 200 minutes every 10 school days

#### Course Description

This course is intended to help students meet or exceed grade 6 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

#### **Movement Focus**

- Manipulative skills: volley an object using a forearm pass; strike a ball with a paddle using a forehand and backhand movement; strike an object using a body part or implement in the intended direction; dribble/pass while guarded; throw an object with force using underhand, overhand and sidearm movements.
- Rhythmic skills: perform a folk and line dance; develop routines to music; identify rhythm patterns; explain aesthetic qualities of movement.
- Combinations of movement patterns and skills: combine all movement concepts in complex individual and group activities; combine motor skills to play lead-up or modified games; design and perform stunts, tumbling, and rhythmic patterns that utilize movement concepts.
- Movement concepts: explain biomechanical principles of force/angle; detect/correct movement errors; provide feedback to a partner; identify safe practices.

#### **Fitness Focus**

- Assess the 5 health-related components of fitness using state assessment tools; compare individual results; develop individual goals; participate in moderate to vigorous physical activity; measure and evaluate changes in physical fitness; monitor heart rate during activity; know effective warm-up and cool-down techniques; create a one-day fitness plan; identify contraindicated exercises; understand aerobic vs. anaerobic; know benefits of physical activity; maintain a food log.

#### **Social Focus**

- Self-responsibility: participate productively in group activities; evaluate individual responsibilities in group efforts.
- Social interaction: identify and define roles in cooperative activities.
- Group dynamics: identify and agree on a common goal; analyze possible solutions to movement problems and come to consensus.

### Physical Education 7th (5501)

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** Two semesters; 400 minutes every 10 school days

#### Course Description

This course is intended to help students meet or exceed grade 7 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

#### **Movement Focus**

- Manipulative skills: demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- Rhythmic skills: perform multicultural dances.
- Combinations of movement patterns and skills: combine manipulative with locomotor and nonlocomotor skills into movement patterns; demonstrate body management and object manipulation skills for successful participation in individual/dual activities such as track and field, combative activities, and adventure/outdoor activities.
- Movement concepts: analyze movements/correct errors; use motor learning principles to support skill development; explain spin and rebound principles; understand basic offense and defense strategies.

#### **Fitness Focus**

- Assess the five health-related components of fitness using state fitness assessment tools; compare individual results; develop individual fitness goals and a one-week fitness plan; participate in moderate to vigorous physical activity; assess attainment of personal goals and make necessary adjustments; explain effects of physical activity on heart rate; relationship between physical activity and nutrition; apply principles of exercise: progression, overload, specificity.

#### **Social Focus**

- Self-responsibility: identify activity risks; accept responsibility for individual improvement.
- Social interaction: accept differences of others.
- Group dynamics: evaluate expressions of encouragement; identify role of a leader.

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## **Physical Education 8th (5502)**

**Grade Level:** 8

**Prerequisites:** None

**Course duration:** Two semesters; 400 minutes every 10 school days

### **Course Description**

This course is intended to help students meet or exceed grade 8 physical education content standards 1–5 and the corresponding performance standards 1.1–5.7.

#### **Movement Focus**

- Rhythmic skills: identify and demonstrate square dance steps, positions, and patterns to music; create and perform a square dance.
- Combinations of movement patterns and skills: demonstrate basic offensive and defensive skills and strategies in team activities; apply locomotor, non-locomotor, and manipulative skills to team activities; demonstrate fundamental gymnastic/tumbling skills; create and perform a routine using speed, direction and level.
- Movement concepts: explain transfer of learning, rotation principles, and human growth factors.

#### **Fitness Focus**

- Assess the five health-related components of fitness using state fitness assessment tools; refine fitness goals; develop a two-week fitness plan including five components of fitness, warm-up, cool-down and principles of exercise; participate in moderate to vigorous activity four days per week; identify and perform (1) appropriate activities for inclement weather, (2) ways to increase daily physical activity, (3) basic weight/resistance training principles, and (4) safety practices; explain effects of nutrition and physical activity on weight control, self-concept, and physical performance; explain different types of conditioning.

#### **Social Focus**

- Self-responsibility: respect officials; appreciate opponents; organize and work cooperatively in a group; identify preferences for lifelong physical activity.
- Social interaction: identify group contributions; reward team members.
- Group dynamics: accept roles of group members; describe leadership roles; support all ability levels.

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## Science

### **Science 6th (6006)**

**Grade Level:** 6

**Prerequisites:** None

**Course duration:** One semester; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course.

#### **Course Description**

In this general science course students learn concepts in physical, life, and earth sciences. Students conduct experiments utilizing appropriate tools, technology, and graphs and communicate their conclusions orally and in writing. Students continue to develop their abilities to conduct inquiry, create explanations based on evidence, and understand the nature of science. Students use the concepts of patterns, structure and function, and systems to explore and build their understanding of science.

### **Science 7th (6003)**

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** Two semesters

#### **Course Description**

This general science course allows grade 7 students to meet the requirement for completion of one year of science. Students extend their ability to conduct inquiry, develop explanations based on evidence, and expand their understanding of the nature of science. They learn concepts in physical, life, and earth sciences. Students are given the opportunity to explain the relationships of these topics to their daily lives. A variety of inquiry-based technology experiences are used to promote learning for all students. Students use the concepts of energy and matter and cause and effect to explore and build their understanding of science.

### **Science 8th (6005)**

**Grade Level:** 8

**Prerequisites:** None

**Course duration:** Two semesters

#### **Course Description**

This general science course allows grade 8 students to meet the requirement for completion of one year of science. Students extend their ability to conduct inquiry, develop explanations based on evidence, and expand their understanding of the nature of science. They learn concepts in physical, life, and earth sciences. Students are given the opportunity to explore the relationships of these topics to their daily lives. A variety of strategies and experiences will be used that promote learning for all students. Students use the concepts of stability and change and scale, proportion, and quantity to explore and build their understanding of science.

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## Special Education

### Applied English 5th–8th (7342)

**Grade Level:** 5–8

**Prerequisites:** None

**Course duration:** Two semesters; may be repeated for credit

#### Course Description

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a general education English language arts course.)

This course teaches basic English standards, writing conventions, and literature, but not to the level of diploma credit.

### Applied Mathematics 5th–8th (7303)

**Grade Level:** 5–8

**Prerequisites:** None

**Course duration:** One year; may be repeated for credit

#### Course Description

This course helps students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

### Applied Science/Health 5th–8th (7323)

**Grade Level:** 5–8

**Prerequisites:** None

**Course duration:** One or two semesters; may be repeated for credit

#### Course Description

This course provides instruction in understanding good nutrition; personal hygiene; safety in the home, school, and community; basic first aid practices; appropriate use of prescription and nonprescription medicines; identification of medical services within the community; and conservation and pollution issues.

### Applied U.S. History 8th (7351)

**Grade Level:** 8

**Prerequisites:** None

**Course duration:** Two semesters; may be repeated for credit

#### Course Description

This course covers major events, people, and themes in the development of the United States from the Constitution to World War I (1783–1914). The course uses individual and group participation to develop concepts and products of learning.

Students identify the new nation, westward expansion, and Union and Confederacy on maps and globe. They produce pictorial representations of the Constitution and articles of the Bill of Rights, illustrating their understanding of freedoms guaranteed to all Americans. They develop timelines and other graphic and pictorial representations and charts demonstrating the establishment of the United States as a sovereign nation, the westward expansion, and the causes and major events of the Civil War. They develop comparison charts to represent the ideas of Jefferson and Hamilton and to contrast Union and Confederacy resources, technology, industry, and lifestyle.

### Applied World History 7th (7350)

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** Two semesters; may be repeated for credit

#### Course Description

This course covers major world civilizations from 500 to 1789 c.e., including identification of geographic locations on maps and globes, form(s) of government, religions, scientific developments, major art forms, and symbolic representations.

Students develop timelines comparing events, the arts, and scientific developments as they occurred simultaneously in various parts of the world.

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## Visual and Performing Arts

### **Art 7th 1,2 (0101, 0102)**

**Grade Level:** 7

**Prerequisites:** None

**Course duration:** One or two semesters. Art 7th 1 (0101) also may be taught as a six-, nine-, or 12-week portion of an 18-week (one-semester)

#### **Course Description**

In this course, all elements of art are identified in relationship to the principles of design to describe, analyze, and interpret works of art. The focus on developing increased skill and persistence through practice in drawing, painting, and sculpting skills is documented in a longitudinal portfolio to show evidence of growth in at least three media for the duration of the course. Individual sketchbooks/journals serve as additional documentation for planning, creating, editing, and reworking ideas and works of art. Students compare and contrast works of art and functional art products that represent various world cultures. Finally, this course introduces students to methods of art preservation and careers in visual art.

### **Art 8th 1,2 (0120, 0121)**

**Grade Level:** 8

**Prerequisites:** Demonstrated interest and ability in art

**Course duration:** One or two semesters. Art 8th 1 (0120) also may be taught as a six-, nine-, or 12-week portion of an 18-week (one-semester)

#### **Course Description**

In the course, students synthesize their knowledge of the elements of art and principles of design to expand their personal expression and visual communication skills in drawing, painting, sculpture, and electronic media (where available). Students are encouraged to take risks by exploring works of contemporary art, identifying issues of importance, and creating original works of art that express their ideas and feelings on the issue. Students collaborate on at least one artistic investigation that communicates a theme and is designed for the public. Individual sketchbook/ journals document research and planning of a series of works of art based on a single theme. As students explore contemporary art in the neighborhood or city, they are introduced to regional careers in visual art.

### **Band 6th–8th Advanced (5005)**

**Grade Level:** 6–8

**Prerequisites:** Ability to play a musical instrument; selection by teacher and counselor

**Course duration:** One semester; may be repeated for credit

#### **Course Description**

Band 6th–8th Advanced is offered to students who have completed Band 6th–8th Intermediate or who have had equivalent study and experience. Students will learn and play advanced band literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Students in this course will present more frequent public performances.

### **Orchestra 5th–8th Beginning (5007)**

**Grade Level:** 5–8

**Prerequisites:** Ability to play, or interest in learning to play, a musical instrument; selection by teacher and counselor

**Course duration:** One semester; may be repeated for credit

#### **Course Description**

This course provides instruction in the basic principles of musicianship and promotes familiarity with standard orchestral literature. Students will learn to play a standard instrument of the orchestra in an ensemble setting and to read and understand the language of music.

### **Orchestra 6th–8th Advanced (5009)**

**Grade Level:** 6–8

**Prerequisites:** Ability to play a string instrument; selection by teacher and counselor

**Course duration:** One semester; may be repeated for credit

#### **Course Description**

This course is offered to students who have completed Orchestra 5th-8th Intermediate or who have equivalent study and experience. Students will learn and play advanced orchestra literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Students in this course will present more frequent public performances.

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## World Languages

### Latin 1-2 (P) (2201, 2202)

**Grade Level:** 7–12

**Prerequisites:** None

**Course duration:** One year

**Type of graduation credit earned:** World Language

#### Course Description

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement.

This introductory course, open to all students, is intended to develop limited proficiency in comprehending and translating selected readings in Latin.

### Latin 3-4 (P) (2203, 2204)

**Grade Level:** 8–12

**Prerequisites:** zx2201/WLN with a grade of C or higher; recommendation of teacher

**Course duration:** One year

**Type of graduation credit earned:** World Language

#### Course Description

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement.

This course is designed for students who have successfully completed zx2201/WLN. It is a continuation of the introductory course and is intended to increase students' proficiency in comprehending and translating Latin involving more extensive vocabulary and more complicated grammatical constructions.

### Spanish 1-2 (P) (2321, 2322)

**Grade Level:** 7–12

**Prerequisites:** None

**Course duration:** One year

**Type of graduation credit earned:** World Language

#### Course Description

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

### Spanish 3-4 (P) (2323, 2324)

**Grade Level:** 8–12

**Prerequisites:** Spanish 1-2 with a grade of C or higher; recommendation of teacher

**Course duration:** One year

**Type of graduation credit earned:** World Language

#### Course Description

College Preparatory Course (P). This course meets the University of California's e (language other than English) subject-area requirement.

This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

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