

# ***Marysville Charter Academy for the Arts***

## **Course Catalog**

### **2020-2021**



The Marysville Charter Academy for the Arts (MCAA) is a California charter school founded in 1999. MCAA has been twice recognized as a California Distinguished School and is accredited by the Western Association of Schools and Colleges. MCAA is governed by the trustees of the Marysville Joint Unified School District.



## **ALMA MATER**

### **Marysville Charter Academy for the Arts**

*Marysville Charter Academy for the Arts,  
We pledge our hearts to thee!  
And colors, blue and silver, shine for all to see.  
MCAA, MCAA, home of creativity.  
We glide across the golden stage,  
Our hall of diversity.*

*Marysville Charter Academy for the Arts,  
We stand proud of thee!  
And the songs that fill our halls, echo lovingly.  
MCAA, MCAA, a picture of a thousand words,  
Filling our enlightened page,  
Leaving no thoughts unheard.*

*Marysville Charter Academy for the Arts!  
Omnibus Amorque Libertus--  
Freedom and love for all!*

**Sean Jones and Lea Negrin  
May 2006**

**Marysville Charter Academy for the Arts  
Course Catalog 2020-2021  
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## MCAA Mission Statement

***"Achieving Excellence through Collaboration and the Arts"***

## MCAA Vision Statement

***The Marysville Charter Academy for the Arts (MCAA) is a college preparatory, secondary school whose curriculum emphasizes instruction in the literary, visual, and performing arts. Students receive instruction in the core subject areas as well as specialized instruction in a wide variety of the arts. Instruction in the core subject areas is primarily interdisciplinary, thematic, and integrates the arts whenever feasible. MCAA fosters a culture of caring and acceptance while providing a positive environment that promotes high expectations and character development.***

## MCAA History

**The Marysville Charter Academy for the Arts was founded in 1999 by a small group of educators, parents, and community members motivated by the loss of opportunities for students in the visual and performing arts in public schools. Chartered by the Marysville Joint Unified School District, MCAA opened its doors in the 2000-01 school year to 75 students. Even with changes in teaching and administrative staff over the years, MCAA has maintained its purpose of providing students with a high quality, college preparatory education that emphasizes creativity and integrates the arts throughout its curriculum.**



MCAA Original Logo

## Eighth Grade Promotion Requirements

### Marysville Joint Unified School District

Students must complete their eighth grade year with a cumulative grade point average of 2.0 or higher (grades for all four quarters, all subjects included). Students must have an actual attendance percentage of at least 85% during the fourth quarter in order to participate in the promotion ceremony.

## High School Graduation Requirements (10 credits = 1 year)

### Marysville Joint Unified School District

Subject	Credits required
English 9, 10, 11, 12	40
Biology (Life Science)	10
Chemistry (Physical Science)	10
(Other Science)	10
Integrated Math 1	10
Integrated Math 2	10
Integrated Math 3	10
World History	10
United States History	10
Civics	5
Economics	5
Health	5
Careers	5
Vocational Education*	10
Physical Education	20
Fine Arts/Foreign Language**	10
Electives	<u>40</u>
	220 Total Credits Required

\*Beginning with the class of 2023, students no longer are required to earn 10 credits in Vocational Education.

\*\*Beginning with the class of 2023, students must earn 20 credits total in the areas of Visual and Performing Arts, Foreign Language, and Career Technical Education.

Students must have an actual attendance percentage of at least 90% during their graduation year in order to participate in the graduation ceremony.

**Marysville Joint Unified School District**  
***“Criteria for High School***  
***Valedictorian and Salutatorian Selection”***

The Weighted Grade Point Average will be used for the purpose of selecting the high school valedictorian and salutatorian. Any combination of twelve college preparatory, Advanced Placement, or college courses must be completed to be considered for selection of valedictorian or salutatorian. The following types of courses and weight criteria are used in the calculation of the Weighted Grade Point Average:

1) College Prep classes designated by “P” on the transcript that meet the a-g requirements for California State University (CSU) and University of California (UC)	College Prep classes are weighted as follows. Advanced Placement, community college, and college/university courses will all receive extra weight:		
2) Advanced Placement courses designated by “+” on the transcript meet a-g requirements	Grade	Weight	Extra Weight
	A	4 points	5 points
	B	3 points	4 points
3) Community College courses that meet the a-g requirements or are transferable	C	2 points	3 points
4) College/University courses that meet the a-g requirements or are transferable	D	1 points	2 points
	F	0 points	0 points

The selection of valedictorian will be made using the above GPA consideration and will go to the student with the highest GPA to the thousandth decimal place. For example: Student A has a 4.198 GPA. Student B has a 4.197 GPA. Student A will be class valedictorian and Student B will be class salutatorian. Final selection of valedictorian and salutatorian will be made the last week of school.

**Marysville Charter Academy for the Arts**  
***“Criteria for Eighth Grade Promotion***  
***Valedictorian and Salutatorian Selection”***

Grades for all classes and subjects taken during the eighth grade year only will be considered (all four quarters). Grade points are awarded as follows: A= 4 points, B= 3 points, C= 2 points, D= 1 point, F= 0 points. The selection of valedictorian will be made using the above GPA consideration and will go to the student with the highest GPA to the thousandth decimal place. Final selection of valedictorian(s) and salutatorian(s) will be made the last week of school.



## **Professional Pathways Certificate Program**

The Marysville Charter Academy for the Arts offers unique certificates to eligible graduating students who complete a designated course of study and demonstrate a high degree of proficiency in one or more areas in the **Arts, Media, and Entertainment career education sector**. There are three identified pathways in the Arts, Media, and Entertainment sector:

- 1) **Media and Design Arts**
- 2) **Performing Arts**
- 3) **Production and Managerial Arts**

Students receiving the Certificates will have demonstrated a special commitment to their chosen professional pathway. The Certificate acknowledges to colleges and employers this commitment and an advanced level of proficiency.

Students are encouraged to identify a specific pathway to pursue as early as possible in their educational program at MCAA but especially during their ninth grade year to make sure all class and performance requirements can be met by their senior or graduating year. Students are always encouraged as well to take classes outside their chosen professional pathway to broaden their experience and knowledge base.

The requirements for the three identified pathways are included below. Students should maintain their own portfolios of work that demonstrate proficiency in their chosen areas. Official transcripts also serve as a record of classes completed. Graduating students should work with their counselor and mentor teacher to verify eligibility and to schedule Final Projects, Presentations, and Performances.

## **College and Career Readiness**

In addition to its Professional Pathways in the Arts, Media, and Entertainment career sector, MCAA offers five **Career Technical Education (CTE)** sequenced pathways to high school students that qualify students as “**College and Career Ready**” according to California Department of Education standards. The five CTE pathways and sequenced classes to be completed in high school are:

- |   |   |   |
|---|---|---|
| <b>1) Drama</b><br>Intermediate Drama<br>Advanced Drama                           | <b>2) Dance</b><br>Intermediate B Dance<br>Advanced Dance | <b>5) Technical Theater</b><br>Technical Theater 1<br>Technical Theater 2 |
| <b>3) Instrumental Music</b><br>Advanced Piano<br>Advanced Placement Music Theory | <b>4) Graphic Arts</b><br>Graphic Arts<br>Graphic Design  |   |

# *Media and Design Arts*

## *Photography*

## *Writing*

## *Graphic Arts*

## *Visual Arts*

### **Photography Emphasis:**

- ☐ 3 years of Photography (advancing to AP 2D Studio Art, maintaining minimum of a 3.5 GPA)
- ☐ 2 years of Art (minimum C grade) Or 1 year of Art and 1 year of Graphic Arts or Creative Writing (minimum C grade)
- ☐ Photograph at least 3 live school events
- ☐ **Final Project:**
  - 1) Professional Portfolio (both hard copy and DVD)
  - 2) Exhibition in a public space/building with printed and matted photos

### **Graphic Arts Emphasis:**

- ☐ 2 years of Graphic Design (minimum of a 3.5 GPA)
- ☐ 2 years of Yearbook (minimum of a 3.5 GPA)
- ☐ 1 year of Photography or Art (minimum C grade)
- ☐ **Final Project:**
  - 1) Professional Quality Portfolio (both hard copy and DVD)
  - 2) Minimum of 2 posters or other items published.

### **Writing Emphasis:**

- ☐ 3 years of Creative Writing (minimum of a 3.5 GPA)
- ☐ 1 year of Photography or 1 year of Art (minimum C grade)
- ☐ Script and Play Writing
- ☐ Writing for state and national markets
- ☐ A minimum of one year's work toward a specific writing project, i.e. art or film
- ☐ **Final Project:**
  - 1) Writer's Project (hard copy and electronic copy required).

### **Visual Arts Emphasis:**

- ☐ 4 years of Art including AP Studio Art (minimum of a 3.5 GPA)
- ☐ 1 Year of Photography or Graphic Arts (minimum C grade)
- ☐ **Final Project:**
  - 1) Portfolio (hard copy of original art and electronic copy) with a minimum of 15 works, 11x14 or larger, with a minimum of 5 works reflecting a series or concentration.
  - 2) Gallery or studio show in a public building or space.



# Performing Arts

**Drama**

**Dance**

**Instrumental Music**

**Vocal Music**

**Musical Theatre**

## **Drama Emphasis:**

- ☐ 1 year of Beginning/Intro Drama 7/8 (minimum of a 3.5 GPA)
- ☐ 1 year of Intermediate Drama (minimum of a 3.5 GPA)
- ☐ 2 years of Advanced Drama (minimum of a 3.5 GPA)
- ☐ 1 year of Dance or Music (minimum C grade)
- ☐ 1 Production per semester (including one crew/year)
- ☐ **Final Project:** Comprehensive Senior Project mentored by advisor. Also, a Professional Portfolio including documentation from 3 years of class and performances using photos, programs, and videos.

## **Dance Emphasis:**

- ☐ 4 years of Dance, showing progression to Intermediate B or Advanced Dance (minimum of a 3.5 GPA)
- ☐ 1 year of Drama or Music (minimum C grade)
- ☐ Choreography Projects (Solo and Group)
- ☐ 3 years of participation in Winter/Spring dance recitals
- ☐ **Final Project:** Professional Portfolio including: resume, transcripts, headshots, documentation of 3 years in performances with programs, photos, and videos



**Instrumental Music, Band Emphasis:**

- ☐ 1 year of Advanced Piano (minimum of a 3.5 GPA)
- ☐ 1 year of Beginning Band (minimum of a 3.5 GPA)
- ☐ 1 year of Concert Band (minimum of a 3.5 GPA)
- ☐ 1 year of Jazz Band (minimum of a 3.5 GPA)
- ☐ 1 year of AP Music Theory (minimum of a 3.5 GPA)
- ☐ 1 Year of Dance or Drama (minimum of a C grade)
- ☐ Winter/Spring Music Concerts participation (4 years minimum, 8 concerts total)
- ☐ **Final Project:** Senior Project

**Instrumental Music, Strings Emphasis:**

- ☐ 1 year of Advanced Piano (minimum of a 3.5 GPA)
- ☐ 1 year of Beginning Strings (minimum of a 3.5 GPA)
- ☐ 1 year of Intermediate Strings (minimum of a 3.5 GPA)
- ☐ 1 year of Advanced Strings (minimum of a 3.5 GPA)
- ☐ 1 year of AP Music Theory (minimum of a 3.5 GPA)
- ☐ 1 Year of Dance or Drama (minimum of a C grade)
- ☐ Winter/Spring Music Concert participation (4 years minimum)
- ☐ **Final Project:** Senior Project

**Instrumental Music, Guitar Emphasis:**

- ☐ 1 year of Beginning Strings (minimum of a 3.5 GPA)
- ☐ 1 year of Beginning Guitar (minimum of a 3.5 GPA)
- ☐ 2 years of Advanced Guitar (minimum of a 3.5 GPA)
- ☐ 1 year of AP Music Theory (minimum of a 3.5 GPA)
- ☐ 1 Year of Dance, Drama or Song Writing (minimum of a C grade)
- ☐ Winter/Spring Music Concerts participation (4 years minimum, 8 concerts total)
- ☐ **Final Project:** Senior Project and Portfolio

**Instrumental Music, Piano Emphasis:**

- ☐ 1 year of Beginning Piano (minimum of a 3.5 GPA)
- ☐ 2 years of Advanced Piano (minimum of a 3.5 GPA)
- ☐ 1 year of Song Writing (minimum of a 3.5 GPA)
- ☐ 1 year of AP Music Theory (minimum of a 3.5 GPA)
- ☐ 1 Year of Dance, Drama or Choir (minimum of a C grade)
- ☐ Winter/Spring Music Concert participation (3 years minimum or Equivalent)
- ☐ **Final Project:** Senior Project



## *Vocal Music*

## *Musical Theatre*

### *Vocal Music Emphasis:*

- ☐ 1 year of Piano 1 or equivalent (minimum of a 3.5 GPA)
- ☐ 1 year of Beginning Choir (minimum of a 3.5 GPA)
- ☐ 1 year of Concert Choir (minimum of a 3.5 GPA)
- ☐ 1 year of AP Music Theory (minimum of a 3.5 GPA)
- ☐ 1 year of Vocal Technique or Vocal Ensemble (minimum of a 3.5 GPA)
- ☐ 1 Year of Dance or Drama (minimum of a C grade)
- ☐ Winter/Spring Music Concert participation (2 years minimum)
- ☐ **Final Project:** Senior Project

### *Musical Theatre Emphasis:*

- ☐ 2 years of Musical Theater (minimum of a 3.5 GPA)
- ☐ 1 year of Choir or Vocal Technique (minimum of a 3.5 GPA)
- ☐ 1 year of Drama (minimum of a 3.5 GPA)
- ☐ 1 year of Dance (minimum of a C grade)
- ☐ Participation in 2 Major Musicals
- ☐ Participation in 1 performance each semester
- ☐ **Professional Portfolio: including photos, programs, community outreach, critiques, etc.**



# *Production and Managerial Arts*

## *Lighting, Sound, Directing, Stage Production Management*

### *General Requirements:*

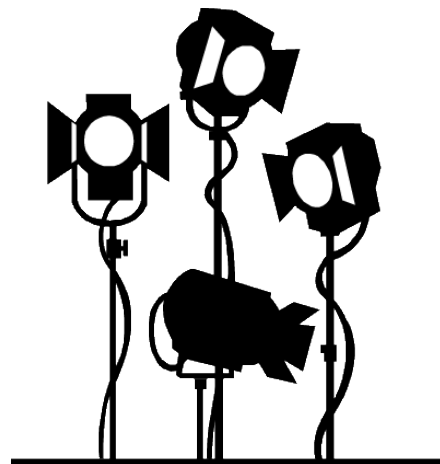
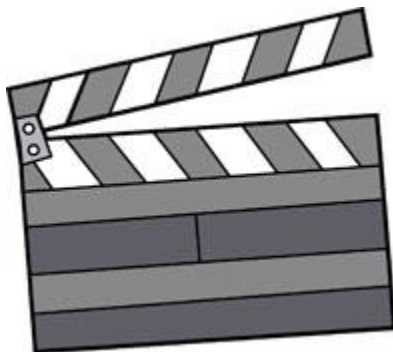
- A minimum of 1 year of Graphic Arts or Art (minimum of a C grade)
- A minimum of 1 year of Drama or Musical Theater (minimum of a C grade)
- 1 year of Technical Theater 1 (2020-21 only, minimum of a 3.5 GPA)
- A minimum of 3 years of active involvement in MCAA Theater Tech Club

### *Pathway Requirements:*

- Manager for a major production (crew or stage)
- Stage crew for two productions
- Design a lighting sequence and run lights for a production
- Design a sound sequence and run sound for a production (when option available)
- Design a set and oversee production of a set design for a major or minor production

### *Final Project Requirement:*

- Pass the USITT Exam
- Complete and submit a Digital Portfolio



## College Admission

**Course requirements for application for admission to all campuses of CSU and UC are the same, although actual admissions practices vary from campus to campus.**

**University of California:** Complete a minimum of 15 college-preparatory (a-g) courses, with at least 11 finished prior to the beginning of your senior year. Earn a grade point average (GPA) of 3.0 or better in these courses with no grade lower than a C. Meet the writing examination requirement by taking the ACT Plus Writing or the SAT Reasoning Test by December of your senior year. SAT Subject Tests are not required, but certain programs on some campuses recommend them, and you can use subject tests to satisfy the "a-g" requirements. Only a-g courses taken in grades 10-12 are calculated in the UC GPA. Courses taken in grade 9 are used to meet the Subject Requirement if the grade is "C" or higher, but they are not included in the GPA. Honor points (A=5, B=4, C=3) may be calculated for up to four Honors or Advanced Placement courses taken in grades 10-12. **UC is temporarily suspending the standardized test requirement for students applying for fall 2021 freshman admission only. Students applying for fall 2021 are not precluded from taking standardized tests (SAT or ACT) and sending scores if they are able. Doing so can support their statewide UC eligibility, application for certain scholarships, and help them fulfill some University graduation requirements.**

**California State University:** The CSU requires a minimum 15-unit pattern of courses (a-g) to apply for admission as a first-time freshman. A grade of C or better is required for each course you use to meet any subject requirement. The grades you earn in high school are the most important factor in CSU admission decisions. Your CSU high school GPA is calculated using your grades in all your college prep "a-g" classes completed after the 9th grade. When calculating your GPA, do not include any grades that you have not yet earned. SAT or ACT test scores are required unless you have a GPA above 3.00 and are a resident of California. The CSU uses a calculation called an eligibility index that combines your high school a-g GPA with the score you earn on either the SAT or ACT tests. Even if you have a GPA above 3.00, it is strongly recommended to take either an SAT or ACT as the score may indicate that you do not need to take English and math placement tests for enrollment at the CSU. In addition, impacted campuses and impacted first-time freshmen enrollment categories often include test scores among the supplemental criteria required of all applicants to those campuses and enrollment categories.

$(\text{Your GPA}) \times 800 + \text{Your SAT Total} = \text{Your Eligibility Index}$

$(\text{Your GPA}) \times 200 + (10 \times \text{ACT Comp}) = \text{Your Eligibility Index}$

You may use the best score earned in individual test dates. You need a minimum eligibility index of 2900 using the SAT combined score for critical reading and math sections or 694 using the ACT. **The California State University (CSU) will temporarily suspend the use of ACT/SAT examinations in determining admission eligibility for all CSU campuses for the 2021-2022 academic year.**

### **“a-g” Course Requirements**

#### **a– History/Social Science - 2 years required**

One year of world history, cultures, and geography. One year of U.S. history or 1/2 year of U.S. history and 1/2 year civics or American government.

#### **b– English—4 years required**

Four years of college-preparatory English

#### **c– Mathematics - 3 years required (4 recommended for UC admission)**

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three dimensional geometry. Approved integrated mathematic courses may be used to fulfill this requirement.

#### **d– Laboratory Science - 2 years required (3 recommended for UC admission)**

Two years of laboratory science providing fundamental knowledge in at least two of three disciplines: biology, chemistry, and physics.

#### **e– Language Other Than English (Foreign Language)**

2 years required (3 recommended for UC admission).

#### **f– Visual and Performing Arts - 1 year required**

One year or two semesters from a single discipline of visual and performing arts: dance, drama/theater, music or visual art.

#### **g– College-Preparatory Electives - 1 year required**

One year (two semesters) in addition to those required in a-f above chosen from the following areas: visual and performing arts (non-introductory level), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year of language used for “e” requirement or two years of another language).

**\* D and F Grades: If you have earned a D or F in an “a-g” course, you must repeat the course with a grade of C or better.** The original D or F grade will not be included in the a-g GPA calculation, and the new grade will be used. If you repeat a course in which you initially earned a grade of C or better, the second grade will not be used.

**Keep in mind that college admissions are competitive.** These are the minimum requirements to apply only and admission to a CSU or UC is not guaranteed by mere completion of these courses.

**Private and Out of State Colleges:** Students who are interested in private and out-of-state colleges should contact their counselor for assistance with admission requirements.

**Community College:** There are no subject or grade requirements for admission to a California Community College. After high school, a student must be 18 years old or have a high school diploma (or equivalent) to enroll. Students must take a placement examination. High school students may concurrently enroll in classes at the community college with permission from their counselor.

For more information and assistance on college admission, financial aid, and test preparation go to the Counseling Section of the MCAA school website:

<http://charter.mjUSD.com/administration/counseling>

## Marysville Charter Academy for the Arts UC/CSU Approved Course List

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### History / Social Science ("a") 2 years required

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World History	WORLD HISTORY-P	Full Year
U.S. History	US HISTORY-P	Full Year
Civics/American Government	CIVICS-P	Half Year

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### English ("b") 4 years required

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English 9	ENG 9-P	Full Year
English 9 Honors	ENG HONORS 9-P	Full Year
English 10	ENG 10-P	Full Year
English 10 Honors	ENG HONORS 10-P	Full Year
English 11	ENG 11-P	Full Year
English 11 Honors	ENG HONORS 11-P	Full Year
English 12	ENG 12-P	Full Year
AP English Language and Composition	AP EngLangComp-P	UC Honors Full Year
AP English Literature and Composition	AP EngLitComp-P	UC Honors Full Year

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### Mathematics ("c") 3 Years required, 4 Years recommended

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Integrated Math-1	Int. Math 1-P	Full Year
Integrated Math-2	Int. Math 2-P	Full Year
Integrated Math-3	Int. Math 3-P	Full Year
	Int. Math 3A-P	Half Year
	Int. Math 3B-P	Half Year
Advanced Math	ADVANCED MATH-P	Full Year
Pre-Calculus-H	Pre-Calculus-P	UC Honors Full Year
AP Calculus AB	Calculus-AP	UC Honors Full Year

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### Laboratory Science ("d") 2 years required, 3 years recommended

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Biology	Biology-P	Full Year
Chemistry	Chemistry-P	Full Year
Physics	Physics-P	Full Year
AP Environmental Science	AP Envir Sci-P	UC Honors Full Year

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**Language Other than English (“e”) 2 years required, 3 years recommended**

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Spanish 1	Spanish 1-P	Full Year
Spanish 2	Spanish 2-P	Full Year
Spanish 3	Spanish 3-P	Full Year
Spanish 4	Spanish 4-P	Full Year
AP Spanish Language and Culture	AP SPAN LANG	UC Honors Full Year

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**Visual and Performing Arts (“f”) 1 year required**

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Art 1	Art 1-P	Full Year
Art 2	Art 2-P	Full Year
Art 3	Art 3-P	Full Year
AP Studio Art	AP Studio Art-P	UC Honors Full Year
Beginning Drama	Drama-P	Full Year
Intermediate/Advanced Drama	Drama 2-P	Full Year
	Adv Drama-P	Full Year
Concert Band	Concert Band-P	Full Year
Jazz Band	Jazz Band-P	Full Year
Concert Choir	Concert Choir-P	Full Year
Guitar I/Classical to Contemporary	Guitar 1	Full Year
Beginning Piano	Piano 1-P	Full Year
Advanced Piano	Piano 2-P	Full Year
Advanced String Orchestra	Adv Strings-P	Full Year
AP Music Theory	AP Music Theory	UC Honors Full Year
Graphic Design	Graphic Design-P	Full Year
Photography 1	Photography 1-P	Full Year
Advanced Dance	Adv Dance-P	Full Year
Intermediate A Dance	Int A Dance-P	Full Year
Intermediate B Dance	Int B Dance-P	Full Year
Technical Theatre I	Tech Theatre I	Full Year
Technical Theatre II	Tech Theatre II	Full Year

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**College-Preparatory Elective (“g”) 1 year required**

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Advanced Creative Writing	Adv Cr Wr-P	Full Year
Earth Science	Earth Science-P	Full Year
Economics	Economics-P	Half Year



## HIGH SCHOOL ACADEMIC PLAN

NAME: \_\_\_\_\_

GRADUATION REQUIREMENTS					
<u>SUBJECTS</u>	<u>CREDITS</u>	<u>FRESHMAN</u> <u>(9<sup>TH</sup>)</u>	<u>SOPHOMORE (10<sup>TH</sup>)</u>	<u>JUNIOR (11<sup>TH</sup>)</u>	<u>SENIOR (12<sup>TH</sup>)</u>
1. ENGLISH	40				
2. MATH	30				
3. SCIENCE <i>(1 Yr of Life Science)</i> <i>(1 Yr of Physical Science)</i> <i>(1 Yr of Other Science)</i>	30				
4. SOCIAL SCIENCE	30	N/A	World History	US History	Civics/Econ
5. PHYSICAL EDUCATION	20				
6. VISUAL & PERFORMING ART/FOREIGN LANGUAGE	10				
7. Health/Careers	10	Health/Careers			
8. VOCATIONAL	10				
9. ELECTIVES	40	Other Other Other Other	Other Other Other Other	Other Other Other Other	Other Other Other Other
10. COLLEGE CLASSES (YUBA)					
<b>TOTAL CREDITS REQUIRED</b>	<b>220</b>				
<u><b>AFTER HIGH SCHOOL, I PLAN TO:</b></u> _____ WORK _____ ATTEND 2 YR COMMUNITY COLLEGE _____ ATTEND TECHNICAL/VOCATIONAL SCHOOL _____ START AT 2 YR & TRANSFER TO 4 YR _____ ATTEND 4 YEAR COLLEGE/UNIVERSITY			<u><b>COLLEGE AND CAREER READINESS PATHWAY:</b></u> _____ _____ _____ <u><b>MCAA PROFESSIONAL PATHWAY:</b></u> _____ _____		

_____ ENLIST IN MILITARY _____ OTHER (SPECIFY)	
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## YUBA COLLEGE COURSES

Yuba College courses are available to high school student on a concurrent enrollment basis. Students must be enrolled in at least four regular periods at the Marysville Charter Academy for the Arts. A concurrent enrollment grants BOTH high school credits and college units to the student. Student will receive Honors credit for college courses designated as CSU/UC transferable. A placement test may be required. Students may enroll in evening and weekend classes through Yuba College as space allows. NO PE classes are available to high school students.

## MINIMUM DAY SCHEDULE

Seniors may enroll in a Minimum Day Schedule (a minimum of two blocks per day) with parent and administrative approval. Students often utilize a minimum day schedule to allow enrollment in college classes that meet during regular school hours rather than the evening. Students also utilize minimum day schedules for employment or internship opportunities.

## SDAIE (Specially Designed Academic Instruction in English)

Teachers at the Marysville Charter Academy for the Arts have been trained in SDAIE strategies and have completed their CTCL/CLAD (California Teachers of English Learners) Certification. Teachers adjust the language demands on a lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to students' experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.



## Course Descriptions by Department



MCAA Chemistry Class

## Careers and Health

Careers and Health are each semester long courses, normally taken during a student's ninth grade year that are required for high school graduation.

### Careers

This semester long course is a district mandated graduation requirement and is designed to get students thinking about what they will want to do when they finish high school and help prepare them for some of the obstacles that they will encounter. Many real-world decisions and activities are incorporated into the course as students are asked to fill out applications, create resumes, conduct mock interviews, balance a checkbook, and simulate paying taxes and using other government documents. Students will also be responsible for researching a number of different careers and analyzing the skills, requirements, and financial needs necessary to pursue a career in their field of choice. Students will also research and discuss different college and career preparatory schools as they focus on completing high school and moving to the next level of education to pursue their career goals.

GRADE LEVEL: 9

PREREQUISITE: None

HIGH SCHOOL CREDIT: Career Education

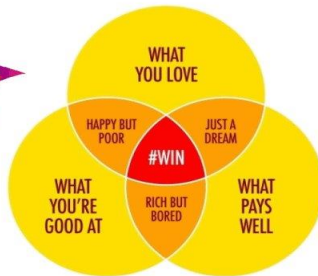
### Health

Health is a semester long course that will covers the following topics: 1) Students will demonstrate ways in which they can enhance and maintain their health and well-being; 2) Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health; 3) Students will understand and demonstrate how to play a positive, active role in promoting the health of their families, school and community, including how to cultivate positive relationships with their peers; 4) Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life; 5) Students will understand and accept individual differences in growth and development; 6) Students will understand their developing sexuality, will learn about protecting their sexual health (including unintended pregnancies and prevention of sexually transmitted diseases such as HIV/AIDS), and will treat the sexuality of others with respect. This class studies about real life problems and gives students a variety of methods and tools to successfully deal with them.

GRADE LEVEL: 9

PREREQUISITE: None

HIGH SCHOOL CREDIT: Health (State Requirements)



## English/Language Arts

### English 7

The seventh grade English/language arts program at MCAA is designed to prepare students for English at the high school level. The major emphasis is the student's transition from "learning to read to learning to learn." Students read novels, short stories, and poetry, and learn to respond to literature with awareness of personal reaction as well as knowledge of poetic and literary devices. Students develop vocabulary through independent reading and classroom texts and spend considerable time on grammar and writing strategies. Students work together to prepare oral presentations that involve research, visual aids, and memorization. There are several opportunities for creative projects as students use technology to produce poetry books, plays, autobiographical poems, novellas, and short stories.

GRADE LEVEL: 7

HIGH SCHOOL CREDIT: None

### English 8

The eighth grade English/language arts program continues to prepare students for college preparatory, high school English. Students are required to utilize skills from previous courses in a more sophisticated and concentrated manner. Students read novels, short stories, poetry, and non-fiction related to specific themes. They write essays that address literary devices and utilize supporting evidence for well-defined thesis statements. Students are expected to respond to literature through a variety of writing strategies and classroom discussions. Group projects provide students opportunities to engage in learning that requires team building, leadership skills and time management. These projects result in products such as oral presentations, skits, poetry books, videos, and often use multimedia and other computer generated technology.

GRADE LEVEL: 8

HIGH SCHOOL CREDIT: None

### English 9-P

(CSU/UC "b" Requirement)

This course is designed to meet the needs of ninth grade college preparatory students. The course introduces students to stylistic appreciation and critical analysis of literature through a rigorous curriculum of reading and written responses. The major genres drama, fiction, non-fiction and poetry are represented by novels, plays, speeches, short stories and epic and lyric verse. An accompanying program of vocabulary and language provides supplementary resources for the writing process. Students write essays in each of the major categories and give oral presentations using expository and rhetorical guidelines.

GRADE LEVEL: 9

HIGH SCHOOL CREDIT: English

### English 9 Honors-P

(CSU/UC "b" Requirement, grade is not weighted)

This course is designed for students wishing a more intensive and more highly calibrated workload in freshman English. It follows the standard 9th grade curriculum, and students are integrated into the regular classroom, except for weekly seminars with the teacher. At various times, they work independently, as participants in the regular curriculum, and in small groups or pairs. They do at least 30% more reading and writing than required to meet the standards for their grade level which are achieved through a stylistic appreciation and critical analysis of literature in a rigorous curriculum of reading and written responses.

GRADE LEVEL: 9

HIGH SCHOOL CREDIT: English

### **English 10-P**

(CSU/UC “b” Requirement)

This course continues the analysis of literature introduced in English 9. It is designed to develop competency in writing and reading by focusing on the mechanics of language, the expansion of vocabulary as well as critical thinking skills through a broad range of reading genres and writing assignments that demonstrate research, organization, and drafting strategies. In reading selections from genres of varying scope and length—from novels to poems—students will learn to recognize literary significance and analyze recurrent patterns. In addition, they will make coherent presentations combining expository and rhetorical strategies on both designated and freely chosen topics.

GRADE LEVEL: 10

HIGH SCHOOL CREDIT: English

### **English 10 Honors-P**

(CSU/UC ‘b’ Requirement, grade is not weighted)

In addition to the course requirements in English 10, students in English 10 Honors will be expected to carry a reading load 50% greater than students in a regular English class, and be able to respond to their reading in various forms of writing and projects.

GRADE LEVEL: 10

HIGH SCHOOL CREDIT: English

### **English 11-P**

(CSU/UC “b” Requirement)

English 11 is a rigorous literary course designed to ensure student success in college. Students will read novels, short stories, drama, poetry, and non-fiction works, with an emphasis on American Literature. They will expand their vocabulary, listening, and speaking skills through the lens of literature. They will produce a variety of writings including, but not limited to: reading logs, personal response, short stories, persuasive, expository, reflective, and research essays.

GRADE LEVEL: 11

HIGH SCHOOL CREDIT: English

### **English 11 Honors-P**

(CSU/UC ‘b’ Requirement, grade is not weighted)

The curriculum of this course is based on American Literature with an emphasis on comparative and analytical studies, culminating in projects, such as research papers, oral debates or teaching projects, and/or multimedia presentations for each unit studied. Units include: The novel (The Scarlet Letter by Nathaniel Hawthorne), the play (The Crucible by Arthur Miller), twelve American short stories, drama (A Raisin in the Sun by Lorraine Hansberry), fifteen American poets, novels of the jazz age (The Great Gatsby by F. Scott Fitzgerald and/or A Farewell to Arms by Ernest Hemingway), and American nonfiction (essays, letters, autobiographical pieces, speeches, and historical documents). There will also be a brief business unit, emphasizing job resumes and interviews. Writing will include research, analysis, use of creative styles, note taking, constructing persuasive arguments, short responses to sections of longer literature, and the keeping of a year-long notebook of all required writing.

GRADE LEVEL: 11

HIGH SCHOOL CREDIT: English



### **English 12-P**

(CSU/UC 'b' Requirement)

ENGLISH 12 is a rigorous college preparatory course designed to foster student success in college. Students read novels, short stories, drama, poetry, and nonfiction works, with an emphasis on British literature at the beginning of the course, which later expands to include works across the global spectrum. The students analyze literary works with rhetorical and critical skills, and use the context of literature to expand vocabulary. Listening and speaking, additionally, are developed in response to a variety of expository, contemporary articles on contemporary topics selected ad hoc as well as from the CSUC English Reading and Writing Curriculum. Through written interaction with texts from both expository and literary genres, students develop a clear voice and understanding of audience, and the ability to draw significant conclusions from a body of research. They write in a variety of situations including reading logs and journals, formal essays in with a range of purpose (persuasive, reflective, autobiographical and literary response) and creative expressions in the form of poems and short stories. A research paper on a contemporary topic relating across the disciplines is a final requirement.

GRADE LEVEL: 12

HIGH SCHOOL CREDIT: English

### **Advanced Placement English Language and Composition-P, H**

(CSU/UC "b" Requirement)

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

GRADE LEVEL: 11 or 12

PREREQUISITE: B or better in English 10, English 11 or teacher recommendation

HIGH SCHOOL CREDIT: English (Weighted Grade Point)

### **Advanced Placement English Literature and Composition-P, H**

(CSU/UC "b" Requirement)

The A P English Literature and Composition course is designed to help you engage in the careful reading and critical analysis of primarily fiction, poetry, and drama. Through the close reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers. You will also review many other literary techniques such as figurative language, allusion, diction, imagery, symbolism, and tone.

GRADE LEVEL: 11 or 12

PREREQUISITE: B or better in English 10, English 11 or teacher recommendation

HIGH SCHOOL CREDIT: English (Weighted Grade Point)

### **Beginning Creative Writing**

This class is designed to help students develop and improve writing in the following forms: poetry, the short story, the essay, biographical and autobiographical writing, children's literature, the novella, one act plays, and the novel. Journals will be required in which students record observations of a sensory nature as basic material for stories or characters. Basic information on publishing markets and contests will be given.

GRADE LEVEL: 7-12

HIGH SCHOOL CREDIT: ELECTIVE (Grades 9-12 only)

### **Advanced Creative Writing-P**

(CSU/UC “g” Requirement)

The course aims to help students acquire creative writing skills and provide opportunities to practice acquired knowledge. This course enables students to evaluate their learning progress by taking part in peer writing and editing evaluations, by giving presentations to their writing groups, and by submitting the coursework for assessment. It provides students with the proper rhetoric and format to demonstrate the ability to deliver constructive criticism, revise, and eventually submit their work to a professional forum. It enables students to effectively communicate their ideas through various forms of writing. The course gives students strategies and practice in writing poetry, prose, and criticism. Through large and small groups, we will discuss the values of word choice, the importance of criticism, and the demands of finding one’s own voice. Students will also acquire tools for both writing well and for creative writing through a variety of activities.

GRADE LEVEL: 9-12, may be repeated for credit

HIGH SCHOOL CREDIT: Elective

### **ELD Support**

This is the support component for students that are still in need of writing support outside of their daily core English class. Assignments and curriculum are based on vocabulary development, reading comprehension, and writing skills to be used in all core subjects.

GRADE LEVEL: 7-12

PREREQUISITE: ELPAC Level 3, 4

CREDIT: Elective Credit Only



**English 9 Class**



## World Languages

### Spanish 1-P

(CSU/UC “e” Requirement)

Spanish 1 is an introductory course for the students who wish to learn foreign language. It is intended to develop Limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

GRADE LEVEL: 8-12

PREREQUISITE: None

HIGH SCHOOL CREDIT: Foreign Language, Elective

### Spanish 2-P

(CSU/UC “e” Requirement)

This course is designed to teach students to communicate in Spanish. It is intended to develop a basic level in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

GRADE LEVEL: 8-12

PREREQUISITE: Completion of Spanish 1, equivalent or native speaker.

HIGH SCHOOL CREDIT: Foreign Language, Elective

### Spanish 3-P

(CSU/UC “e” Requirement)

In this course students already grounded in the Spanish language are given the opportunity to advance their skills. This course focuses primarily on speaking, reading, and writing in Spanish with grammatical concepts being presented in the form of annotations to literary texts.

Questions about the texts are presented in Spanish, to be answered in Spanish. Discussions, recitations and dramatic presentations promote oral fluency. Films are used in part or in their entirety with or without worksheets to further students' comprehension. Students will give presentations in Spanish about a variety of topics to enhance their ability to speak in Spanish. Students will be required to complete various types of written work to demonstrate their fluency in Spanish. Emphasis is placed on communicating in Spanish through speaking, listening, reading and writing in various aspects of time, including present, past, future tenses while utilizing more complex grammar. Students will be introduced to advanced vocabulary through exposure to the works of major writers of the Spanish-speaking world. Students will also expand their knowledge of geography and Hispanic and Latino culture.

GRADE LEVEL: 9-12

PREREQUISITE: Completion of Spanish 2 or equivalent.

HIGH SCHOOL CREDIT: Foreign Language, Elective

### Spanish 4-P

(CSU/UC “e” Requirement)

In this course students are given the opportunity to further advance their skills. As in Spanish 3, this course focuses primarily on speaking, reading, and writing in Spanish with grammatical concepts being presented in the form of annotations to literary texts. Discussions, recitations and dramatic presentations promote oral fluency. Students will give presentations in Spanish about a variety of topics to enhance their ability to speak in Spanish. Students will be required to complete various types of written work to demonstrate their fluency in Spanish. Emphasis is

placed on communicating in Spanish through speaking, listening, reading and writing in various aspects of time, including present, past, future tenses while utilizing more complex grammar. Students will be further introduced to advanced vocabulary through exposure to the works of major writers of the Spanish-speaking world. Students will also continue to expand their knowledge of geography and Hispanic and Latino culture.

**GRADE LEVEL:** 9-12

**PREREQUISITE:** Completion of Spanish 3 or equivalent.

**HIGH SCHOOL CREDIT:** Foreign Language, Elective

## **Advanced Placement Spanish Language and Culture-P, H**

(CSU/UC “e” Requirement)

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the college-level Spanish after approximately three to five years of language study for classroom learners. The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

**GRADE LEVEL:** 10-12

**PREREQUISITE:** Completion of Spanish 3 or 4 or equivalent. Teacher recommendation.

**HIGH SCHOOL CREDIT:** Foreign Language, Elective (weighted grade point)



**Student Art Work promoting the Day of the Dead Celebration**

## History/Social Science

### History 7

History 7 is the study of World History and Geography: Medieval and Early Modern Times. Students consider these thematic questions: 1) How did the distant regions of the world become more interconnected through medieval and early modern times; 2) What were the multiple ways people of different cultures interacted at sites of encounter; 3) What were the effects of their interactions; 4) How did the environment and technological innovations affect the expansion of agriculture, cities, and human population; 5) What impact did human expansion have on the environment; 6) Why did many states and empires gain more power over people and territories over the course of medieval and early modern times; 7) How did major religions (Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism) and cultural systems (Confucianism, the Scientific Revolution, and the Enlightenment) develop and change over time; and 8) How did they spread to multiple cultures?

GRADE LEVEL: 7

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### History 8

History 8 is the study of United States History and Geography: Growth and Conflict. The course begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.

GRADE LEVEL: 8

PREREQUISITE: History 7 or equivalent

HIGH SCHOOL CREDIT: None

### Modern World History-P

(CSU/UC “a” Requirement)

In this course students study modern world history and the events that have helped shape the world as it is today through a series of individual and group projects. Students will focus on culture and geography as they study events and major turning points from the middle 17th century through the present. Students will be exploring the rise and formation of modern governments, with the emphasis on the rise of democratic ideas, as people have struggled to make social, economic and political decisions. Students will be expected to have the basic knowledge of how events in history have helped shape the world around them.

GRADE LEVEL: 10

PREREQUISITE: None

HIGH SCHOOL CREDIT: History/Social Science

### **United States History/Geography-P**

(CSU/UC “a” Requirement)

This course is designed to analyze and study the events that have helped shape the United States with an emphasis on geography, culture, and foreign/domestic policy from the nineteenth through the twentieth century. Students will work on a series of individual and group projects as they study the people, places, and key events that have shaped the social and political aspects of the United States of America. Students will be exploring the rise and formation of the United States into a global superpower and analyze how its citizens have made social, economic and political decisions. They will be expected to have knowledge of how events in history have helped shape the United States and the world around them.

GRADE LEVEL: 11

PREREQUISITE: Completion of Modern World History or equivalent

HIGH SCHOOL CREDIT: History/Social Science

### **Civics-P**

(CSU/UC “a” Requirement)

This semester long course is designed to instruct students on how governments function around the world with particular focus on American government. We will analyze what it means to live in a democratic society and study the functions of United States government. At the beginning, the course will focus on the foundations of American political thought such as the Declaration of Independence, the Constitution, and the Bill of Rights and apply them to American government today. Students will next learn the three branches of the American government and how the Executive, Legislative and Judicial systems work together to solve problems and form a system of checks and balances. We will also examine what our roles are as citizens in our local communities, within the United States and of the world. Federalism will also be studied as students will be instructed on how State and local governments work within a federal system. The course then compares and contrasts other forms of government from around the world as they deal with the different issues that confront them. Students will learn fundamental concepts and apply them to the projects and solutions as we discuss solving real-world government and societal problems.

GRADE LEVEL: 12

PREREQUISITE: Completion of Modern World History and United States History/Geography or equivalents

HIGH SCHOOL CREDIT: History/Social Science

### **Economics-P**

(CSU/UC “g” Requirement)

This semester long course is designed to deepen the students understanding of the economic problems that face the world and the nation in which they live. Students will study the allocation of scarce resources and examine how individuals and societies make decisions on how to use these resources. Problem-based learning is used through the curriculum of the Buck Institute for Education as students are challenged to solve real-world problems and communicate using different methods and technologies. Students are expected to work together to gather and evaluate economic data to develop a reasoned approach to solve economic problems and make informed decisions on the allocation of resources. Students will learn fundamental economic concepts and apply them to the projects and solutions that they will be creating to solve real-world economic problems. Students will develop an understanding of comparative economic systems with an emphasis on the market system and the allocation of resources based on supply and demand. Students will also examine the choices of individual consumers and firms

and the functioning of our economy as a whole as they learn about microeconomics and macroeconomics. The curriculum of the Buck Institute for Education contains several classroom projects aligned with the economic standards created by the Voluntary National Content Standards in Economics, which were developed by the National Council on Economic Education in partnership with the National Association of Economic Educators, the Foundation for Teaching Economics, and the American Economic Association's Committee on Economic Education. The projects are used in coordination with the textbook to provide a well rounded education in economics for the student.

**GRADE LEVEL:** 12

**PREREQUISITE:** Completion of Modern World History and United States History/Geography or equivalents

**HIGH SCHOOL CREDIT:** History/Social Science



**U.S. History Ellis Island Simulation Project**

## Mathematics

### Math 7

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

GRADE LEVEL: 7

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### Math 8

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

GRADE LEVEL: 8

PREREQUISITE: Successful Completion of Math 7

HIGH SCHOOL CREDIT: None

### Integrated Math 1-P

(CSU/UC “c” Requirement)

Integrated Math 1 is the first in the series of Integrated Math Courses. Students will gain: an extended understanding of numerical manipulation to algebraic manipulation, synthesize their understanding of functions, deepen and extend their understanding of linear relationships, apply linear models to data that exhibit a linear trend, establish criteria for congruence based on rigid motions, and apply the Pythagorean Theorem to the coordinate plane.

GRADE LEVEL: 9-12

PREREQUISITE: Successful completion of Math 8

HIGH SCHOOL CREDIT: Mathematics (CA Algebra HS requirement)

### Integrated Math 2-P

(CSU/UC “c” Requirement)

Integrated Math 2 is the second in the series following Integrated Math 1. Students will learn to: extend the laws of exponents to rational exponents, compare key characteristics of quadratic functions with those of linear and exponential functions, create and solve equations and inequalities involving linear, exponential, and quadratic expressions, extend work with probability, and establish criteria for similarity of triangles based on dilations and proportional reasoning.

GRADE LEVEL: 9- 12

PREREQUISITE: Successful completion of Integrated Math 1-P

HIGH SCHOOL CREDIT: Mathematics

### **Integrated Math 3**

(CSU/UC “c” Requirement)

Integrated Math 3 is the third in the series following Int. Math 2. Students will further develop their skills in: applying methods from probability and statistics to draw inferences and conclusions from data, expand understanding of functions to include polynomial, rational, and radical functions, expanding right triangle trigonometry to include general triangles, and consolidating functions and geometry to create models and solve contextual problems.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Integrated Math 2-P

HIGH SCHOOL CREDIT: Mathematics

### **Pre-Calculus-P, H**

(CSU/UC “c” Requirement)

This course combines the content standards of Trigonometry and Mathematical Analysis from the Common Core Standards of Mathematics. Emphasis is placed on many trigonometric, geometric and algebraic techniques needed for the preparation of the study of Calculus. The course takes a functional point of view towards topics and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when solving problems. This course was created with the intention of allowing student to complete the entire Pre-Calculus curriculum in one semester rather than a full year.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Integrated Math 3-P

HIGH SCHOOL CREDIT: Mathematics (Weighted Grade Point)

### **Accelerated Integrated Math 3-P**

(CSU/UC “c” Requirement)

Accelerated Integrated Math 3 covers the same concepts and curriculum as Integrated Math 3 but in a semester rather than a full year. Students are enrolled in two sections of math (one class every day) during the fall semester. Students then are expected to complete Accelerated Pre-Calculus during the spring semester before progressing on to Advanced Placement Calculus the following year.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Integrated Math 2-P

HIGH SCHOOL CREDIT: Mathematics

### **Accelerated Pre-Calculus-P, H**

(CSU/UC “c” Requirement)

Accelerated Pre-Calculus covers the same concepts and curriculum as Pre-Calculus but in a semester rather than a full year. Students are enrolled in two sections of math (one class every day) during the spring semester after completing Accelerated Integrated Math 3 in the fall. Students then are prepared to enroll in Advanced Placement Calculus the following year.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Integrated Math 3-P

HIGH SCHOOL CREDIT: Mathematics (Weighted Grade Point)

### **Advanced Placement Calculus AB-P, H**

(CSU/UC “c” Requirement)

The AP Calculus AB course is designed to provide students with a learning experience equivalent to that of a college course in single-variable calculus. By successfully completing this course, students will be able to: Work with functions represented in a variety of ways and

understand the connections among these representations; Understand the meaning of the derivative in terms of a rate of change and local linear approximation, and use derivatives to solve a variety of problems; Understand the relationship between the derivative and the definite integral, and use derivatives to solve a variety of problems; Communicate mathematics both orally and in well-written sentences to explain solutions to problems; Model a written description of a physical situation with a function, a differential equation, or an integral; Use technology to help solve problems, experiment, interpret results, and verify conclusions; and Determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Pre-Calculus-P

HIGH SCHOOL CREDIT: Mathematics (Weighted Grade Point)

### **Math Support**

Math Support is open to any student in grades 7-12 that would benefit by having additional time and support to be successful in their math class at MCAA. The Math Support class is always taught by one of MCAA's regular math instructors. Support is offered by way of individual and small group concept and practice review. Students are able to get help with class work and homework assignments. Students are expected to work on math assignments during the Math Support class. Work on assignments for other classes or subjects is only allowed with expressed teacher permission.

GRADE LEVEL: 7-12

PREREQUISITE: Current enrollment in an MCAA math class

HIGH SCHOOL CREDIT: Elective only





## **Performing Arts**

### **MCAA Instrumental Music Program**

The mission of the Instrumental Music program at MCAA is to establish a creative and positive musical environment at our school and in our community. We desire to cultivate an appreciation of music in our students and in others who listen to our music. We additionally strive to prepare our advanced students to enter the field of professional instrumental music.

#### **Beginning Band**

Beginning Band is an introductory course for students who have recently begun playing a band instrument or are seriously interested in learning to play one. Many band instruments are available for loan from the school although in some cases, students may need to rent one from a local music store. Students learn to read music, play one or more musical instruments, perform band music with other students, and are introduced to basic music theory.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

#### **Concert Band-P**

(CSU/UC "I" Requirement)

Concert Band is a course available to all students (7-12) with a basic performance level on an instrument. This course is designed to continue the development of the student's artistic perception and creative expression through rehearsal and performances. Every student will perform medium to difficult high school literature for performances in concerts and festivals. Selections of music will represent a variety of historical and cultural themes. Every student will work on portfolio preparation for advanced study and career development.

Course Goals and/or Major Student Outcomes include: a. Develop an awareness of the different styles of music and recognize the cultural and historical significance of each selection through listening and performance; b. To be able to interpret the emotion of each selection through the use of techniques in interpretation and expression; c. Participate effectively through rehearsals and performances; d. Develop the ability to be self-directed in persistently attaining the highest levels of proficiency on an instrument; e. Continue to learn and apply music theory.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: Beginning Band or equivalent

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

#### **Jazz Band-P**

(CSU/UC "I" Requirement)

Jazz Band is a course available to all students (9-12) with a proficient performance level on an instrument. This course is designed to continue the development of the student's artistic perception and creative expression through rehearsal and performances. Every student will perform medium to difficult high school literature for performances in concerts and festivals. Selections of music will represent a variety of historical and cultural themes. Every student will work on portfolio preparation for advanced study and career development. Course Goals and/or Major Student Outcomes include: a. Develop an awareness of the different styles of jazz music and recognize the cultural and historical significance of each selection through listening and performance; b. To be able to interpret the emotion of each selection through the use of techniques in interpretation and expression; c. Participate effectively through rehearsals and

performances; d. Develop the ability to be self-directed in persistently attaining the highest levels of proficiency on an instrument; e. Continue to learn and apply music theory.

**GRADE LEVEL:** 9-12, may be repeated for credit

**PREREQUISITE:** Concert Band or equivalent

**HIGH SCHOOL CREDIT:** Fine Arts, Elective

### **Drum Line**

This course is for anyone who has wanted to learn anything and everything about how to play the drums and percussion instruments. In addition to learning how to play, students will also learn to read music, perform as part of the marching/concert band, and the drum line ensemble. Assignments will be based on performances and individual instruction time.

**GRADE LEVEL:** 7-12, may be repeated for credit

**PREREQUISITE:** None

**HIGH SCHOOL CREDIT:** Fine Arts, Elective

### **Beginning Strings**

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are embarking on a journey to learn the violin, viola, cello, or bass. Aside from the techniques and intricacies of each instrument, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable in wielding their violin, viola, cello, or bass and be able to play basic to intermediate level exercises and music. Beginning Strings is meant to introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with a basic degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

**GRADE LEVEL:** 7-12, may be repeated for credit

**PREREQUISITE:** None

**HIGH SCHOOL CREDIT:** Fine Arts, Elective

### **Intermediate Strings**

This course is designed to further develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are continuing their journey to learn the violin, viola, cello, or bass. Aside from the techniques and intricacies of each instrument, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable in wielding their violin, viola, cello, or bass and be able to play intermediate level exercises and music. Intermediate Strings is meant to further introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

**GRADE LEVEL:** 7-12, may be repeated for credit

**PREREQUISITE:** Beginning Strings or equivalent

**HIGH SCHOOL CREDIT:** Fine Arts, Elective

### **Advanced String Orchestra-P**

(CSU/UC "F" Requirement)

Advanced String Orchestra is designed for the High School String Students who have had more than 2-3 years of music study on orchestral instruments (violin, viola, cello, double bass). Throughout their time in the course they will work on both individual and teamwork elements. They will learn how to listen to their parts and understand how it fits with the rest of the ensemble. The students will learn how to play together and compromise if something does not go according to plan. Through Scales, Technique exercises, shifting warm-ups, sight-reading practice, and vibrato exercises the students will improve their performance abilities each semester. These skills are imperative for understanding how to perform with others. This class focuses on lessons that combine music theory, music history, and performing opportunities. Performance participation is required.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: Beginning and Intermediate Strings or equivalent

HIGH SCHOOL CREDIT: Fine Arts, Elective

### **Beginning Guitar-P**

(CSU/UC "F" Requirement)

Guitar I is a comprehensive course offering instruction in playing the guitar using standard music notation. The course shall also focus on the history and function of the guitar in modern society. The guitar is the perfect medium for learning music and music history. No prerequisite or previous experience is required and the cost of equipment is minimal. Students acquire musical and technical skills to express music on the guitar and create, perform and participate in music using the guitar. Students gain an understanding of various genres, styles and historical periods by analyzing and performing various music compositions from different periods of American history. Students will perform individually and in groups and will attend performances both professional and amateur, in order to increase their aesthetical awareness and critical assessments and to apply these criteria to their own performances. Students are also introduced to basic music theory.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **Advanced Guitar**

Advanced Guitar is for students who have completed at least one year of Beginning Guitar or its equivalent. Students in this class will refine the skills taught in Beginning Guitar and continue to explore the various genres of guitar styles and music. This class is more performance oriented than the Beginning class with solo and ensemble playing encouraged and opportunities to perform at school assemblies, showcases, concerts, and community events. In addition, there is a focus on the development of individual composition. Students will learn the various major and minor scales in order to enhance their options for their pieces. By the end of the year, students will be comfortable with fingerboard skills, finger picking, and many guitar techniques used by today's professionals. Students continue to learn and apply basic music theory in their practice.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: Beginning Guitar or equivalent

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **Beginning Piano-P**

(CSU/UC "F" Requirement, approval pending)

Beginning Piano is designed for students with no prior musical experience or knowledge who are interested in learning to play the piano keyboard. Students receive an introduction to music theory, music history, and music composition and learn the necessary skills to play the piano with expression while using correct posture and technique. Solo piano literature assigned will be of varying difficulty levels, genres, cultures, and historical time periods. Students will also receive an introduction to the great composers, past and present. Students will evaluate and critique performances, including their own performances, of piano literature using music terminology. Students will compose short pieces using given harmonic progressions. At the end of this course, students will have a basic foundation in music theory, piano literature, music composition, and piano performance skills.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **Advanced Piano-P**

(CSU/UC "F" Requirement)

Students learn basic musical skills and intermediate and advanced piano technique by playing major scales, finger exercises such as Hanon exercises, and intermediate/advanced level piano music. Students will increase musical understanding by reviewing and practicing rhythms, key signatures, theory concepts, ear-training, basic composition, and through ensemble performance. Students are exposed to music history such as the musical eras related to assigned pieces and the history of piano and keyboard development. A recital each semester is required. Instruction is guided by the California Visual and Performing Arts Standards in Music. This course can be repeated for credit.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: Beginning Piano or equivalent

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **MCAA Vocal Music Program**

The mission of the Marysville Charter Academy for the Arts Choral Program is to share our passion and dedication to vocal music with our school and community. We are committed to excellence and uniqueness in the art of choral music performances. We strive to integrate other art forms in our presentations in order to foster enjoyment for our school and community.

### **Beginning Choir**

Beginning Choir offers students in seventh and eighth grade the opportunity to learn to sing using proper techniques. The class focuses on the basic fundamentals of music: theory, sight singing, and the use and care of the voice. Students perform a varied repertoire of intermediate levels of choral music selections from several historical eras and many different cultures.

Students are introduced to sight singing fundamentals and ear training and learn basic vocal skills consistent with the physiology of their age, development, and ability.

GRADE LEVEL: 7-8

PREREQUISITE: An interest in vocal music and a desire to learn proper singing fundamentals

HIGH SCHOOL CREDIT: None

### **Concert Choir-P**

(CSU/UC "F" Requirement)

This course is designed to promote and share a passion for choral music in our school and surrounding communities. In Concert Choir students learn and perform a wide variety of choral music both secular and sacred, and from a many historical eras. The course objectives include learning proper care of the voice and vocal technique, rhythm, sight-reading, basic music theory for singers, and the terminology and dynamics needed to properly interpret selections and scores. Concert Choir is a performance-based group and students are evaluated on their participation, in and outside of class, and participation, effort and attitude during performances.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: Beginning Choir or equivalent

HIGH SCHOOL CREDIT: Fine Arts, Elective

### **Vocal Ensemble**

This course is designed to expose the advanced student to the various styles of choral literature and styles in a small ensemble environment. Skills and concepts are developed through performing a wide range of musical styles. Instruction will include musical terminology, advanced vocal techniques, and performances practices and styles as they relate to various idioms of selected choral music. Students must have the physical/mental attitude to perform this music appropriately.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: Concert Choir or equivalent

HIGH SCHOOL CREDIT: Fine Arts, Elective

### **Vocal Technique**

This year long course will introduce students to fundamental vocal techniques through hands-on engaging experiences. Students will learn how to read and interpret literature for solo and choral settings. The goal of this course is for students to develop skills necessary to research, understand and interpret through writing and verbal skills for each musical piece performed.

Vocal Technique is designed to introduce students to fundamental vocal techniques through hands-on engaging experiences involving: vocal pedagogy, music theory, music history, aural skills, composition, and solo repertoire from varied genres. Through carefully planned units, students will engage in learning how to read and interpret literature for solo and choral settings. Each student will build a portfolio of repertoire to use in auditions and performances. The goal of Vocal Technique is to develop in students the exploration skills necessary to research, understand and interpret through writing and verbal skills each musical piece performed.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: Concert Choir or equivalent

HIGH SCHOOL CREDIT: Fine Arts, Elective

## **Additional Music Program Classes**

### **Songwriting**

This class is designed to educate students in music theory, creative writing, and music technology. This class develops the students as musicians as well as writers, focusing on areas such as the basics of playing the guitar and piano, musical textures, music history, song editing and recording, song form and development, creative writing with meter and metaphor, and arranging or transposing pre-existing music. Students will show their products in written

manuscripts, digital music recordings, and live performances. This class is designed to educate students in music theory, creative writing, and music technology. This class develops the students as musicians as well as writers, focusing on areas such as the basics of playing the guitar and piano, musical textures, music history, song editing and recording, song form and development, creative writing with meter and metaphor, and arranging or transposing pre-existing music. Students will show their products in written manuscripts, digital music recordings, and live performances.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Fine Arts, Elective

### **Advanced Placement Music Theory-P, H**

(CSU/UC "I" Requirement)

A major component of any college preparatory music curriculum is a course introducing the student to musicianship, theory, musical materials, and procedures. AP Music Theory is such a course at MCAA. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, music history and style. Musicianship skills such as dictation and other listening skills, sight-singing and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument. This course is highly recommended for students who are interested in a career in music. Music Theory is required for all college music majors entering on any instrument or voice.

GRADE LEVEL: 10-12

PREREQUISITE: Songwriting class, or any vocal or instrumental music class that introduced music theory

HIGH SCHOOL CREDIT: Fine Arts, Elective (weighted grade point)

### **MCAA Performing Arts Dance Program (Additional dance classes are offered as Physical Education classes)**

The Dance Program at MCAA is dedicated to the total development each student: physically, emotionally, socially, and intellectually, through the structure of the dance art form. This dance and movement program recognizes and values dance as an artistic exploration, product, and process. Through the dance program students will develop technique and performance skills; discover and learn about the historical, cultural, and social elements of dance; create and organize movement vocabulary into artistic and aesthetic choreography; analyze dance in order to make aesthetic judgments using critical thinking skills as well as personal reflections; and begin to learn how to transfer the knowledge, skills, aesthetics, and art of dance through collaboration with peers.

### **Intermediate Dance A-P**

(CSU/UC "I" Requirement)

Intermediate A dance is a performance based class designed for students who want to build upon beginning dance skills and technique with increasing rigor, genre exploration, choreography projects, and two performance opportunities. This class will teach students the basics about injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including, but not limited to: ballet, jazz,

contemporary, lyrical, tap. Students will also be given the opportunity to create their own choreography in group choreography projects. Students will learn at least two complete dance pieces in which they will perform in the end of the semester dance show. Students will be required to attend after school rehearsals in preparation for the end of the semester dance show. Students are required to practice and perform in appropriate clothing and shoes (see instructor provided class information).

**GRADE LEVEL:** 7-12 (High school students must have completed Physical Education graduation requirement). May be repeated for credit.

**PREREQUISITE:** Completion of at least one year of the Beginning Dance Class or equivalent or placement by audition.

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Fine Arts, Elective

### **Intermediate Dance B-P**

(CSU/UC "I" Requirement)

Intermediate B dance is a performance based class designed for students who want to build upon beginning and intermediate A dance skills and technique with increasing rigor, genre exploration, choreography projects, and performance opportunities. This class will continue to reinforce injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including: ballet, jazz, contemporary, lyrical, tap, and more. Students will also be given the opportunity to create their own choreography in individual and group choreography projects. Students will learn at least two complete dance pieces in which they will perform in the end of the semester dance show. Students will be required to attend after school rehearsals in preparation for the end of the semester dance show. Students are required to practice and perform in appropriate clothing (see instructor provided class information).

**GRADE LEVEL:** 7-12 (High school students must have completed Physical Education graduation requirement). May be repeated for credit.

**PREREQUISITE:** Completion of Intermediate Dance A or equivalent or placement by audition.

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Fine Arts, Elective

### **Advanced Dance-P**

(CSU/UC "F" Requirement)

Advanced dance is a performance based class designed for students who have mastered beginning and intermediate skills and technique and want to increase the rigor, have more opportunities for genre exploration, participate in choreography projects, and participate in regular performance opportunities. This class will reinforce injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including, but not limited to: ballet, jazz, contemporary, lyrical, tap, Broadway jazz, and character. Students will also be given the opportunity to create their own choreography in individual and group choreography projects, and potentially have other peers perform their choreography. Students will learn at least three complete dance pieces in which they will perform in the end of the semester dance show. Students will have the opportunity to perform at many different venues and will be required to attend after school rehearsals in preparation for performances as well as perform in the end of the semester dance show. Students are required to practice and perform in appropriate clothing (see instructor provided class information).

GRADE LEVEL: 7-12 (High school students must have completed Physical Education graduation requirement). May be repeated for credit.

PREREQUISITE: Completion of Intermediate Dance B or equivalent or placement by audition.

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

## **MCAA Drama Program**

The Theatre Program at MCAA is designed to introduce students to all aspects of running a professional theater. Students learn acting and vocal techniques, how to approach a variety of dramatic texts, as well as character development. While learning the craft of acting, students also learn management and leadership skills as they participate in producing and performing the technical duties of productions. The program encourages creative expression within the discipline of this multi-faceted art form.

### **Beginning Drama-P**

(CSU/UC "I" Requirement)

Beginning Drama at the MCAA serves as an introduction to the art of the theatre and the process of dramatic production. This includes learning how to read plays for performance from different periods in history, viewing and comparing videos of live dramas, training sessions in vocal and acting techniques, improvisation exercises, as well as beginning playwriting and an introduction to various production positions. Students work together in groups to research, write, produce, direct, design and perform scenes and monologues.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **Intermediate Drama-P**

(CSU/UC "I" Requirement)

Intermediate Drama at the MCAA continues to develop the students craft in theatre arts their understanding and abilities in the art of the theatre, and the process of dramatic production. This includes learning how to read plays for performance from different periods in history, viewing and comparing videos of live dramas, training sessions in vocal and acting techniques, improvisation exercises, as well as beginning playwriting. Students work together in groups to research, write, produce, direct, design and perform original fairy tales and/or short plays relating to current social action issues. Daily classes include relaxation exercises, sensory work, and performance bioenergetics. Students are encouraged to participate in major productions of musicals as well as a classical drama.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### **Advanced Drama-P**

(CSU/UC "I" Requirement)

Advanced Drama is by audition only. The students continue to develop their craft and understanding of theatre arts. Students refine and extend their abilities to focus and concentrate using relaxation techniques, sensory work and improvisation. Students will understand how dramatic literature reflects social history and a variety of cultural values. Developing their ability to understand another's perspective students learn to make informed acting choices using the context of the whole play. Students continue to increase their understanding of style in traditional and non-traditional material. Advanced Drama Students



also attend theatre festivals and prepare monologues and duo scenes from published plays. The advanced drama class is a production class and all students participate in two major performances a year.

### **Musical Theater**

This course introduces the concept of musical theater and further develops individual talents promoting the essence of musical production. Students are guided through some of the high points of the history of the American Musical Theater and its contributing authors, composers, and choreographers. The class is designed to provide advanced actors, singers, and dancers with an understanding of repertoire, styles, and basic stage production techniques. Students will participate in acting and vocal techniques on a daily basis, review music, select songs and scenes, and develop interpretations of segments of selected musicals. Students produce the musical scenes complete with movement, choreography, costumes, and props. Students work individually, in small groups, or as a class. The class regularly performs a fairytale classic at local elementary schools in the spring semester.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: Previous experience in drama, dance, and music classes desirable

HIGH SCHOOL CREDIT: Fine Arts, Elective

### **Technical Theater I-P**

(CSU/UC "I" requirement)

This course is designed to be a foundation course that will introduce the student to what goes on behind the scenes of the theatre, in all technical aspects: lights, sound, set and scenic construction, set painting, costuming, properties, rigging, and stage management. This course introduces a variety of careers in professional theatre associated with the above disciplines in technical theatre. Students are responsible for creating the technical aspects of school theatre productions, as would be expected in a professional theatre company, and performing the following duties: writing and implementing budgets, creating designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, color renderings, and completing script analysis on various types of scripts throughout the history of theatrical traditions. The course will also acquaint students with the art and history of stagecraft and theatrical traditions. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. Students will be expected to collect samples of their work through this class in order to construct a portfolio. Competencies and assessments will be monitored through project based learning and the technical support work on school shows and activities.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Fine Arts, Vocational, Elective

### **Technical Theater II-P**

(CSU/UC "I" requirement)

Technical Theatre II is designed to be a capstone course that will build upon students' skills learned in Technical Theatre I. Students will increase their skills behind the scenes of the theatre, in all the technical aspects: lights, sound, set and scenic construction, set painting, costuming, properties, rigging, and stage/production management. Students will continue to develop problem solving, critical thinking, collaborative skills, and creativity through the study of the backstage technical systems of the Marysville Charter Academy for the Arts' (MCAA) variety of venues. Students will take on leadership roles and are responsible for creating the technical

aspects of school theatre productions and performing the following duties: writing and implementing budgets, creating and researching designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, use various media to coordinate and promote the production. The course will also continue to acquaint students with the art and history of stagecraft and theatrical traditions. These tasks will require students to research classical and contemporary plays to define styles and periods used in theatrical design. Students will be placed leadership positions on technical crews, working with other students collaboratively to accomplish specific creative goals geared toward theatrical productions, and creating a community where ideas can be shared positively. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. The student will leave this course with a general understanding of the subject, demonstrating the ability to use technical vocabulary, proper safety methods, protocol, and etiquette, and give students the confidence to work for community or professional organizations in theatre. Students will be expected to collect samples of their work through this class in order to construct a portfolio. Competencies and assessments will be monitored through project based learning, the technical support work on school shows and activities.

**GRADE LEVEL:** 9-12, may be repeated for credit

**PREREQUISITE:** None

**HIGH SCHOOL CREDIT:** Fine Arts, Vocational, Elective

**COLLEGE CREDIT:** Dual Enrollment Yuba College Credit Available



## Physical Education

**Dance classes above Dance Basics can be taken to complete Visual and Performing Arts requirements after a student completes their high school Physical Education requirements. (See Course Descriptions-Performing Arts)**

### Dance Basics

Students enrolled in this beginning dance class will learn and execute the fundamentals of technique performance and musicality. A strong emphasis will be placed on establishing a technical foundation and individual style within all areas of dance. Beginning dance is a yearlong class in which the student will study basic jazz, tap, and ballet dance components including placement, floor exercises, isolations, and walks. Students will also gain a basic understanding of a variety of nontraditional dance styles, and the ability to critique dance as an art form. Performances are required. Students are required to practice and perform in appropriate clothing (see instructor provided class information).

GRADE LEVEL: 7-12. May be repeated for credit.

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Physical Education, Elective

### Dance 1.5

Dance 1.5 is a performance-based class designed for students who want to build upon beginning dance skills and technique with increasing rigor, genre exploration, choreography projects, and two performance opportunities. This class will teach students the basics about injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including, but not limited to: ballet, jazz, contemporary, lyrical, tap. Students will also be given the opportunity to create their own choreography in group choreography projects. Students will learn at least two complete dance pieces in which they will perform in the end of the semester dance show. Students will be required to attend after school rehearsals in preparation for the end of the semester dance show. Students are required to practice and perform in appropriate clothing and shoes (see instructor provided class information).

GRADE LEVEL: 7-12. May be repeated for credit.

PREREQUISITE: Completion of at least one year of the Dance Basics Class or equivalent and teacher recommendation.

HIGH SCHOOL CREDIT: (grades 9-12 only) Physical Education, Elective

### Dance 2

Dance 2 is a performance based class designed for students who want to build upon beginning and intermediate A dance skills and technique with increasing rigor, genre exploration, choreography projects, and performance opportunities. This class will continue to reinforce injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including: ballet, jazz, contemporary, lyrical, tap, and more. Students will also be given the opportunity to create their own choreography in individual and group choreography projects. Students will learn at least two complete dance pieces in which they will perform in the end of the semester dance show. Students will be required to attend after school rehearsals in preparation for the end of the semester dance

show. Students are required to practice and perform in appropriate clothing (see instructor provided class information).

**GRADE LEVEL:** 7-12. May be repeated for credit.

**PREREQUISITE:** Completion of Dance 1.5 or equivalent and teacher recommendation.

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Physical Education, Elective

### **Dance 3**

Dance 3 is a performance based class designed for students who have mastered beginning and intermediate skills and technique and want to increase the rigor, have more opportunities for genre exploration, participate in choreography projects, and participate in regular performance opportunities. This class will reinforce injury prevention, proper nutrition and health, proper fitness practices, and body alignment/anatomy. Dancers will learn proper technique in stretching, conditioning, running, jumping, as well as proper dance techniques in multiple dance genres. Students will be given the opportunity to study multiple genres of dance including, but not limited to: ballet, jazz, contemporary, lyrical, tap, Broadway jazz, and character. Students will also be given the opportunity to create their own choreography in individual and group choreography projects, and potentially have other peers perform their choreography. Students will learn at least three complete dance pieces in which they will perform in the end of the semester dance show. Students will have the opportunity to perform at many different venues and will be required to attend after school rehearsals in preparation for performances as well as perform in the end of the semester dance show. Students are required to practice and perform in appropriate clothing (see instructor provided class information).

**GRADE LEVEL:** 7-12. May be repeated for credit.

**PREREQUISITE:** Completion of Dance 2 or equivalent and teacher recommendation.

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Physical Education, Elective



## **Kuk Sool Won/Martial Arts**

Kuk Sool Won is a systematic study of all of the traditional fighting arts which together comprise the martial arts history of the Korean nation. As a martial arts system, Kuk Sool Won covers the entire spectrum of the traditional Asian fighting arts and techniques of body conditioning, as well as mental development and traditional weapons training. These include, but are not limited to the following: 1) Hand Striking; 2) Leg Techniques; 3) Throwing and Grappling; 4) Joint-Locking Techniques; 5) Falling Techniques and Acrobatics; 6) Body Conditioning; 7) Animal-Style Techniques; 8) Traditional Korean Weapons; 9) Martial Art Healing Methods; and 10) Meditation and Breathing Techniques. The three most important aspects of Kuk Sool training are: Etiquette, Patience, and Practice.

### **Beginning Martial Arts**

Beginning Martial Arts is an introductory course to the study and practice of the Kuk Sool Won tradition. Students work on body and mental conditioning and learn the basic forms of this comprehensive martial arts system. Students are also introduced to hand striking, leg techniques, and throwing and grappling movements. Students are required to change into white t-shirts and blue shorts for the class. Traditional martial arts uniforms are made available for purchase by the instructor but are not required.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: (grades 9-12 only) Physical Education, Elective

### **Intermediate Martial Arts**

Intermediate Martial Arts continues the instruction and practice begun in the Beginning Martial Arts class. Students continue to work on body and mental conditioning and mastering the basic forms of this comprehensive martial arts system. Students also continue to work on hand striking, leg techniques, and throwing and grappling movements and are introduced to joint-locking techniques, falling techniques and acrobatics, and traditional Korean weapons (wooden staff and sword). Students are required to change into white t-shirts and blue shorts for the class. Traditional martial arts uniforms are made available for purchase by the instructor but are not required. Students may test to demonstrate proficiency and earn colored belts.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: Beginning Martial Arts or equivalent

HIGH SCHOOL CREDIT: (grades 9-12 only) Physical Education, Elective

### **Advanced Martial Arts**

Advanced Martial Arts is designed to challenge serious students of Kuk Sool Won. Students are expected to develop a high level of body and mental conditioning and master all the basic and advanced forms of this comprehensive martial arts system. Students continue to refine their hand striking, leg, throwing, grappling and falling techniques, and use of traditional Korean weapons (wooden staff and sword). Advanced students are often called upon to demonstrate techniques and mentor beginning students. Advanced students are also often asked to perform routines and skits demonstrating martial arts at school assemblies and community events. Students are required to change into white t-shirts and blue shorts for the class. Traditional martial arts uniforms are made available for purchase by the instructor but are not required. Students may test to demonstrate proficiency and earn colored belts.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: Intermediate Martial Arts or equivalent

HIGH SCHOOL CREDIT: (grades 9-12 only) Physical Education, Elective

## Yoga/Pilates

### Yoga/Pilates

Yoga/Pilates is a course that teaches the style of Hatha Yoga, a potent alignment-oriented practice that emphasizes the forms and actions within yoga postures. Traditional postures are held in accurate alignment. Emphasis is placed on core strength, flexibility and balance as well as concentration and breath control. This class is based on physical postures (asanas), deep breathing, mindfulness and listening to the body. Students also learn and practice the floor work (mat) version of the Pilates method. Focus is placed on precise movements originating from the center or core of one's body. Working from the deepest layers of muscles, which stabilize and support one's spine and pelvis, the result is a strong, flexible spine with ideal posture and alignment. Classes emphasize the foundational principles of Pilates while offering modifications and variations to suit each student's individual needs. Students are required to practice in exercise appropriate clothing (see instructor provided class information).

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Physical Education, Elective



## Science

### Science 7

This course is an integrated science course. This year we study patterns in science and nature. We study Life, Physical and Earth Science throughout the year. The year is broken up into 3 major units with a capstone project at the end of each unit. For lab write-ups the students will learn to use claim, evidence and reasoning based on each of the labs. Science 7 is student-learning driven rather than solely teacher directed.

GRADE LEVEL: 7

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### Science 8

This course is an integrated science course. We study Life, Physical and Earth Science throughout the year. The year is broken up into 4 major units with a comprehensive project at the end of each unit. For lab write-ups the students will learn to use claim, evidence and reasoning based on the lab. Science 8 is student-learning driven rather than solely teacher directed.

GRADE LEVEL: 8

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### Biology, the Living Earth-P

(CSU/UC "d" Requirement)

Living Earth is the first of 3 science courses that all students will take throughout high school. This 2 semester course will investigate a broad range of biological sciences building on the basic principles of Life Science and translates those skills to more complex overarching biological themes while incorporating Earth Science. The course includes units that help students understand: from molecules to organisms in structures and processes, ecosystems, heredity, biological evolution, the Earth's place in the universe and its systems. Students will be introduced to the Science and Engineering Practices (SEP's) and Crosscutting Concepts (CCC's) in the first units of the year to build their understanding of how the Living Earth systems interact and influence living organisms and populations, and how these populations in turn influence Earth's systems. The CCC's and SEP's are re-enforced throughout the year when investigating phenomena and building of models to explain said phenomena. The goal is for students to be able to meet the demands of the performance expectations for High School Life Science by the end of the course.

Course content:

GRADE LEVEL: 9

PREREQUISITE: None

HIGH SCHOOL CREDIT: Life Science

### Chemistry in the Earth System-P

(CSU/UC "d" Requirement)

This is an introductory course in the foundations of chemistry and the chemical processes that drive the Earth systems. The instructional segments of this course are based on CA's Next Generation Science Standards (NGSS). The laboratory work will provide students with scientific investigative techniques and engineering practices. Students will develop critical thinking skills and apply chemistry principles to solve real world problems in preparation for their college and career experience. Throughout the course students build off of their experiences and prior

knowledge by reading, discussing, and evaluating a wide variety of texts, interpreting real data sets used by the scientific community, and planning, carrying out, and communicating their findings from text-based and laboratory investigations. In each instructional segment the Disciplinary Core Ideas and Crosscutting Concepts are contextualized by a “storyline” in which students are given a task to explore.

**GRADE LEVEL:** 10-11

**PREREQUISITE:** Successful completion of Biology or equivalent. Successful completion of Integrated Math 1 or equivalent.

**HIGH SCHOOL CREDIT:** Physical Science

### **Physics in the Universe-P**

(CSU/UC “d” Requirement)

This laboratory course addresses the relationships of physics in the universe. Emphasis is on observing phenomena, gathering and interpreting data, developing models, discovering graphical and mathematical relationships, and engineering and refining solutions to realistic problem scenarios. Throughout the course students build off of their experiences and prior knowledge by reading, discussing, and evaluating a wide variety of text interpreting real data sets used by the scientific community. Students also plan and carry out investigations, and communicate their findings from text-based and laboratory investigations. Upon completion of the course students will have explored the fundamentals of physics and essential roles that these concepts play in the universe.

**GRADE LEVEL:** 11-12

**PREREQUISITE:** Successful completion of Biology and Chemistry or equivalents.

**HIGH SCHOOL CREDIT:** Physical or Other Science

### **Advanced Placement Environmental Science-P, H**

(CSU/UC “d” Requirement)

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The Earth itself is one interconnected system.
4. Humans alter natural systems.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

**GRADE LEVEL:** 11-12

**PREREQUISITE:** Two years of high school laboratory science— one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis that is required in the course, students should also have taken Integrated Math 1 or at least one year of Algebra.

**HIGH SCHOOL CREDIT:** Science (Weighted Grade Point)



## Visual Arts

### Art 1-P

(CSU/UC "F" Requirement)

This yearlong introductory course is designed to allow students to explore a variety of art techniques, media, and theories. Special emphasis is placed on the elements of art: line, color, shape/form, texture, value space, as well as the principles of design: balance, contrast, dominance, emphasis, movement, repetition, rhythm and unity. Students will develop individual portfolios that will include both assigned class work and independent study projects. Class assignments are created to meet the five Advanced Content Strands of the California Visual and Performing Arts Framework for Visual Art with concentration in the areas of historical/cultural research and application of artistic skills across core subject areas. Independent study projects allow the students to make individual media choices, solve visual arts problems, and develop aesthetic values and career skills that can be applied both inside and outside the field of visual art. Students explore various aspects of drawing in the first semester and continue in the second semester with painting techniques and materials. Drawing includes graphite pencil, color pencils, ink, crayons, chalk, oil pastel and mixed media. Painting includes acrylic paint, water paint, ink and mixed media.

GRADE LEVEL: 7-12, may be repeated for credit

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### Art 2-P

(CSU/UC "F" Requirement)

The Art 2 course has three parts. The first part is a study of past and contemporary artists and trends. The second part is maintaining a sketchbook. A student's sketchbook is to be composed of visual ideas, notes, photographs, doodles, plans, short assignments, quick drawings, and practice of various techniques. Finally, students will be required to complete a 14 piece portfolio created from personal photographs, still life arrangements, their surroundings, and nature. Absolutely no image will be used from the internet. The portfolio pieces will be presented by students at both a community wide and school specific art show. In addition to class work, students are expected to visit galleries and art museums on their own. The San Francisco Museum of Modern Art, Sacramento Crocker Museum must be visited. Students will research artists to gain insight into use of mediums, social commentary, and the variety of individuality among artists.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: C or higher in Art 1. (Required)

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Elective

### Art 3-P

(CSU/UC "F" Requirement)

Art 3 is an advanced art course where students will produce an art show, create a statement to explain the thematic and aesthetic correlations within their work and develop a body of work that explores a central theme and has a stylistic commonality. A major emphasis of Art 3 is the development of the knowledge, skills, attitudes, and behaviors that are learned from organizing and displaying an art show of professional quality. Students will be engaged in research, analysis, evaluation, and computer work that mirrors the work done by professional artists in today's market.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: C or higher in Art 1 and Art 2. (Required)

HIGH SCHOOL CREDIT: Fine Arts, Elective

#### **Art 4**

(CSU/UC "F" Requirement, approval pending)

Art 4 is an advanced art course where students will produce an art show, create a statement to explain the thematic and aesthetic correlations within their work and develop a body of work that explores a central theme and has a stylistic commonality. A major emphasis of Art 4 is the development of the knowledge, skills, attitudes, and behaviors that are learned from organizing and displaying an art show of professional quality. Students will be engaged in research, analysis, evaluation, and computer work that mirrors the work done by professional artists in today's market.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: C or higher in Art 1, 2, and 3. (Required)

HIGH SCHOOL CREDIT: Fine Arts, Elective

#### **Advanced Placement Studio Art-P, H (Drawing)**

(CSU/UC "F" Requirement)

AP Studio Art (Drawing) is designed for students who are seriously interested in the practical study of visual art through the mediums of drawing and painting. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students submit these portfolios for evaluation at the end of the school year. Each portfolio consists of three sections: • The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making. • The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic. • The Selected Works (Quality) section represents the student's most successful works with respect to form and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time.

GRADE LEVEL: 10-12, may be repeated for credit

PREREQUISITE: B or higher in Art 3. (Required)

HIGH SCHOOL CREDIT: Fine Arts, Elective (weighted grade point)

#### **Advanced Placement Studio Art-P, H (2-Dimensional Design)**

(CSU/UC "F" Requirement)

AP Studio Art (2-Dimensional Design) is designed for students who are seriously interested in the practical study of visual art through the medium of photography. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students submit these portfolios for evaluation at the end of the school year. Each portfolio consists of three sections: • The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making. • The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic. • The Selected Works (Quality) section represents the student's most successful works with respect to form and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time.

GRADE LEVEL: 10-12, may be repeated for credit

PREREQUISITE: B or higher in Art 3. (Required)

HIGH SCHOOL CREDIT: Fine Arts, Elective (weighted grade point)

### **Advanced Placement Studio Art-P, H (3-Dimensional Design)**

(CSU/UC "F" Requirement)

AP Studio Art (3-Dimensional Design) is designed for students who are seriously interested in the practical study of visual art by using various mediums such as paper, plaster, clay, wood, wax, metal, and found objects to build sculptural forms. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students submit these portfolios for evaluation at the end of the school year. Each portfolio consists of three sections: • The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making. • The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic. • The Selected Works (Quality) section represents the student's most successful works with respect to form and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time.

GRADE LEVEL: 10-12, may be repeated for credit

PREREQUISITE: B or higher in Art 3. (Required)

HIGH SCHOOL CREDIT: Fine Arts, Elective (weighted grade point)

### **Photography 1-P**

(CSU/UC "F" Requirement)

Photography I is a yearlong course in the study of photography. In semester 1, students are taught the terminologies and techniques of black and white photographic production including pinhole, traditional, and digital camera operation, the process of traditional printmaking, the making of photographic prints and enlargements, and the mounting and display of finished work. Within a context of studio production, students will study the sensory, formal, expressive, and aesthetic properties of photographic art and will examine closely the history and development of photography. Students will be able to link photography to other art forms and disciplines and will understand its applications to careers within contemporary society. Semester 2 introduces advanced studio techniques building on the knowledge and skills introduced in the first semester. In this section of the course students learn to work with more technically advanced photographic equipment including the addition of professional lighting, digital processes, and to work in color. Students will concentrate on the development of a distinctive personal style and will pursue individual interests. Students will continue to evaluate critically their work and will engage in ongoing study of the history of photography. They will be able to link photography to diverse disciplines and professions.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: 1 year of Art

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Vocational, Elective

### **Advanced Photography**

The Advanced Photography class consists of further investigation of various forms of expression and techniques using the principles and elements of design. Students will develop mastery in concept, composition, and execution. They will be introduced to new photographers, artists, and more sophisticated techniques as points of departure to create work that reflects their spirit and vision. By exploring photographic and digital media with the camera and the computer, they will be able to develop a body of work that reflects a range of problem solving and ideation and develop versatility with techniques to demonstrate their abilities. They will have class critiques, individual critiques, and artistic dialogues that hopefully will inspire them as they

create. There are project requirements, but the projects are open-ended enough for them to develop their own style and mode of expression. The development of the portfolio is an ongoing process that uses informed and critical decision making to assemble a body of work. Work is expected to be of high quality in thought, process, and product. Students are expected to use artistic integrity. Work based on another artist's work or photos must move beyond mere duplication and become an expression of their own personal voice and vision. Through discussions and selected readings, students will be made aware of what plagiarism is and what it encompasses in regard to the making of art.

**GRADE LEVEL:** 9-12, may be repeated for credit

**PREREQUISITE:** Grade of B or better in Photography 1

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Vocational, Elective

### **Video Editing**

This course provides a project-based video arts program which guides students in technical instruction and practical experiences for aspiring artists in the production of film, video and new media projects. They will use video editing software to create artful projects while learning appropriate video arts vocabulary, how to respond & analyze works of art, the history of film & video, and the use of video arts in advertising, entertainment & culture. The students will critique and display their work through film festivals and public web media. The purpose of Video Editing is for students to experience a beginning level of film techniques, lighting, editing and screenwriting.

**GRADE LEVEL:** 8-12, may be repeated for credit

**PREREQUISITE:** 1 year of Art and 1 year of Photography

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Vocational, Elective

### **Video Animation**

Video Animation will provide a comprehensive base of foundational skills utilized throughout the animation industry. The course develops the student's hand drawing abilities and expands their computer software capabilities as they learn to produce original works of art within the environments of traditionally drawn 2D animation and 2D/3D digital animation. The course is designed to allow students to explore the Elements of Art, Principles of Design, Principles of Animation, and relevant terminology as related to the animation industry.

**GRADE LEVEL:** 8-12, may be repeated for credit

**PREREQUISITE:** 1 year of Art and 1 year of Photography

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Vocational, Elective

### **Graphic Arts**

Students will learn to work with the following Adobe products: Photoshop, Illustrator and InDesign. This yearlong course will be spent learning how to use these programs. Adobe's Classroom in a Book series and online tutorials are used and the students work at their own individual pace. Students will use the knowledge gained and start doing graphic projects for the school. These projects include, but are not limited to posters, programs, brochures, etc. A portfolio must be kept of all work and will be used in determining final grade.

**GRADE LEVEL:** 7-12, may be repeated for credit

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Vocational, Elective

### **Graphic Design-P**

(CSU/UC "I" Requirement)

Graphic Design and Print Production from concept development to finished product. Finished product can be printed out electronically or by press. In this class students will learn to use

Adobe Photoshop, Illustrator and InDesign. Students will use this knowledge to produce graphic design materials for school performances, personal artistic expression and others items as needed. A large portion of class is spent creating posters, programs, tickets and other items as needed for school performances, including plays, recitals. This requires each student to work with the individual(s) requesting the work. This includes critical assessments, analysis. Students often have to rework a piece a number of times before they accomplished what the requesting person(s) is wanting. Often class discussions follow these assignments which include, but are not limited to working with someone who doesn't really know what they want, but they do know what they don't want when they see it. Aesthetic valuing is a very essential part of this course.

**GRADE LEVEL:** 8-12, may be repeated for credit

**PREREQUISITE:** C or higher in Graphic Arts 1. (Required)

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Fine Arts, Vocational, Elective

### **Yearbook**

A yearlong course where students design and create MCAA's hard copy yearbook. Computer software used is Josten's Yearbook Avenue, Adobe InDesign, and Photoshop. Deadlines are an important element of the class, and they must be met in order to pass the class. One workshop a year presented by Jostens, attendance is required. Final project of a mini-yearbook is required of all students.

**GRADE LEVEL:** 9-12, may be repeated for credit

**PREREQUISITES:** 1 year photography or 1 year graphic arts

**CREDIT:** Vocational, elective

### **Newspaper**

The newspaper class creates and publishes the MCAA "Front Row" once each month. Students are required to write, report, and find the news. InDesign is the program used to create the paper.

**GRADE LEVEL:** 7-12, may be repeated for credit

**PREREQUISITE:** 1 year of graphic arts preferred

**CREDIT:** Vocational, elective



## **Vocational Education**

### **Graphic Arts**

Students will learn to work with the following Adobe products: Photoshop, Illustrator and InDesign. This yearlong course will be spent learning how to use these programs. Adobe's Classroom in a Book series and online tutorials are used and the students work at their own individual pace. Students will use the knowledge gained and start doing graphic projects for the school. These projects include, but are not limited to posters, programs, brochures, etc. A portfolio must be kept of all work and will be used in determining final grade.

GRADE LEVEL: 7-12, may be repeated for credit

HIGH SCHOOL CREDIT: (grades 9-12 only) Vocational, Elective

### **Graphic Design-P**

Graphic Design and Print Production from concept development to finished product. Finished product can be printed out electronically or by press. In this class students will learn to use Adobe Photoshop, Illustrator and InDesign. Students will use this knowledge to produce graphic design materials for school performances, personal artistic expression and others items as needed. A large portion of class is spent creating posters, programs, tickets and other items as needed for school performances, including plays, recitals. This requires each student to work with the individual(s) requesting the work. This includes critical assessments, analysis. Students often have to rework a piece a number of times before they accomplished what the requesting person(s) is wanting. Often class discussions follow these assignments which include, but are not limited to working with someone who doesn't really know what they want, but they do know what they don't want when they see it. Aesthetic valuing is a very essential part of this course.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: C or higher in Graphic Arts 1. (Required)

HIGH SCHOOL CREDIT: (grades 9-12 only) Fine Arts, Vocational, Elective

### **Yearbook**

A yearlong course where students design and create MCAA's hard copy yearbook. Computer software used is Josten's Yearbook Avenue, Adobe InDesign, and Photoshop. Deadlines are an important element of the class, and they must be met in order to pass the class. One workshop a year presented by Jostens, attendance is required. Final project of a mini-yearbook is required of all students.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITES: 1 year photography or 1 year graphic arts

CREDIT: Vocational, elective

### **Newspaper**

The newspaper class creates and publishes the MCAA "Front Row" once each month. Students are required to write, report, and find the news. InDesign is the program used to create the paper.

GRADE LEVEL: 7-12, may be repeated for credit

PREREQUISITE: 1 year of graphic arts preferred

CREDIT: Vocational, elective

### **Photography 1-P**

Photography 1 is a yearlong course in the study of photography. In semester 1, students are taught the terminologies and techniques of black and white photographic production including pinhole, traditional, and digital camera operation, the process of traditional printmaking, the

making of photographic prints and enlargements, and the mounting and display of finished work. Within a context of studio production, students will study the sensory, formal, expressive, and aesthetic properties of photographic art and will examine closely the history and development of photography. Students will be able to link photography to other art forms and disciplines and will understand its applications to careers within contemporary society. Semester 2 introduces advanced studio techniques building on the knowledge and skills introduced in the first semester. In this section of the course students learn to work with more technically advanced photographic equipment including the addition of professional lighting, digital processes, and to work in color. Students will concentrate on the development of a distinctive personal style and will pursue individual interests. Students will continue to evaluate critically their work and will engage in ongoing study of the history of photography. They will be able to link photography to diverse disciplines and professions.

**GRADE LEVEL:** 8-12, may be repeated for credit

**PREREQUISITE:** 1 year of Art

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Fine Arts, Vocational, Elective

### **Advanced Photography**

The Advanced Photography class consists of further investigation of various forms of expression and techniques using the principles and elements of design. Students will develop mastery in concept, composition, and execution. They will be introduced to new photographers, artists, and more sophisticated techniques as points of departure to create work that reflects their spirit and vision. By exploring photographic and digital media with the camera and the computer, they will be able to develop a body of work that reflects a range of problem solving and ideation and develop versatility with techniques to demonstrate their abilities. They will have class critiques, individual critiques, and artistic dialogues that hopefully will inspire them as they create. There are project requirements, but the projects are open-ended enough for them to develop their own style and mode of expression. The development of the portfolio is an ongoing process that uses informed and critical decision making to assemble a body of work. Work is expected to be of high quality in thought, process, and product. Students are expected to use artistic integrity. Work based on another artist's work or photos must move beyond mere duplication and become an expression of their own personal voice and vision. Through discussions and selected readings, students will be made aware of what plagiarism is and what it encompasses in regard to the making of art.

**GRADE LEVEL:** 9-12, may be repeated for credit

**PREREQUISITE:** Grade of B or better in Photography 1

**HIGH SCHOOL CREDIT:** (grades 9-12 only) Vocational, Elective

### **Technical Theater I-P**

(CSU/UC "I" requirement)

This course is designed to be a foundation course that will introduce the student to what goes on behind the scenes of the theatre, in all technical aspects: lights, sound, set and scenic construction, set painting, costuming, properties, rigging, and stage management. This course introduces a variety of careers in professional theatre associated with the above disciplines in technical theatre. Students are responsible for creating the technical aspects of school theatre productions, as would be expected in a professional theatre company, and performing the following duties: writing and implementing budgets, creating designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, color renderings, and completing script analysis on various types of scripts throughout the history of theatrical traditions. The course will also acquaint students with the art and history of stagecraft and theatrical traditions. Through the knowledge gained of the subject matter, students will also be

expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. Students will be expected to collect samples of their work through this class in order to construct a portfolio. Competencies and assessments will be monitored through project based learning and the technical support work on school shows and activities.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Fine Arts, Vocational, Elective

## **Technical Theater II-P**

(CSU/UC "f" requirement)

Technical Theatre II is designed to be a capstone course that will build upon students' skills learned in Technical Theatre I. Students will increase their skills behind the scenes of the theatre, in all the technical aspects: lights, sound, set and scenic construction, set painting, costuming, properties, rigging, and stage/production management. Students will continue to develop problem solving, critical thinking, collaborative skills, and creativity through the study of the backstage technical systems of the Marysville Charter Academy for the Arts' (MCAA) variety of venues. Students will take on leadership roles and are responsible for creating the technical aspects of school theatre productions and performing the following duties: writing and implementing budgets, creating and researching designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, use various media to coordinate and promote the production. The course will also continue to acquaint students with the art and history of stagecraft and theatrical traditions. These tasks will require students to research classical and contemporary plays to define styles and periods used in theatrical design.

Students will be placed leadership positions on technical crews, working with other students collaboratively to accomplish specific creative goals geared toward theatrical productions, and creating a community where ideas can be shared positively. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied.

The student will leave this course with a general understanding of the subject, demonstrating the ability to use technical vocabulary, proper safety methods, protocol, and etiquette, and give students the confidence to work for community or professional organizations in theatre.

Students will be expected to collect samples of their work through this class in order to construct a portfolio. Competencies and assessments will be monitored through project based learning, the technical support work on school shows and activities.

GRADE LEVEL: 9-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Fine Arts, Vocational, Elective

COLLEGE CREDIT: Dual Enrollment Yuba College Credit Available

## **Video Editing**

This course provides a project-based video arts program which guides students in technical instruction and practical experiences for aspiring artists in the production of film, video and new media projects. They will use video editing software to create artful projects while learning appropriate video arts vocabulary, how to respond & analyze works of art, the history of film & video, and the use of video arts in advertising, entertainment & culture. The students will critique and display their work through film festivals and public web media. The purpose of Video Editing is for students to experience a beginning level of film techniques, lighting, editing and screenwriting.

GRADE LEVEL: 8-12, may be repeated for credit



PREREQUISITE: 1 year of Art and 1 year of Photography  
HIGH SCHOOL CREDIT: (grades 9-12 only) Vocational, Elective

### **Video Animation**

Video Animation will provide a comprehensive base of foundational skills utilized throughout the animation industry. The course develops the student's hand drawing abilities and expands their computer software capabilities as they learn to produce original works of art within the environments of traditionally drawn 2D animation and 2D/3D digital animation. The course is designed to allow students to explore the Elements of Art, Principles of Design, Principles of Animation, and relevant terminology as related to the animation industry.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: 1 year of Art and 1 year of Photography  
HIGH SCHOOL CREDIT: (grades 9-12 only) Vocational, Elective

### **ROP Medical Occupations**

The Medical Occupations student will spend time in the classroom learning medical terminology, anatomy, and how the body functions. Students will also practice basic nursing procedures such as measuring height, weight, temperature, blood pressure, and respiratory rate. In addition, students will learn about medical ethics and the types of careers available in the health field. Every four weeks, students will train five days a week in a hospital, group medical practice, doctor's office, physical therapy office or in the business office of a medical facility. Students will get an inside view of a specific type of health related career and the opportunity to practice the skills required. This program prepares students for entry-level employment in health care agencies. Upon completion of the program, the graduate will be able to carry out basic patient care skills and/or perform other medical procedures under experienced supervision; however, additional professional preparation may be necessary to obtain employment, depending upon the desired level of career employment. Clinical training sites include mastery of entry-level job skills under professional supervision. Students will also compile a portfolio containing resumes, applications, cover letters, and letters of recommendation. Interviewing skills will also be taught. COST: Students will provide uniform, shoes, and proof of vaccinations.

GRADE LEVEL: 12 (11th with the permission of instructor)

PREREQUISITE: Completion of Health, Careers, and Biology-P with a C or better  
CREDIT: Other Science, Vocational, Elective

### **ROP Early Childhood Careers**

INTERESTED IN WORKING WITH CHILDREN? Learn about the fascinating world of children, their development, and how to guide them. After six weeks of classroom training, students gain practical experience in local child development programs that include preschool and children centers, Head Start programs, Kindergarten, or other primary grades. Students can directly influence the lives of children by becoming a daycare/preschool provider or a career worker with children such as a teacher, social worker, librarian, etc., upon completion of the course. The ROP Early Childhood Careers Certificate gives students entry-level employment chances in many child care related occupations. Other benefits are 20 high school credits per year, 6 college credits, self-expression and personal growth.

GRADE LEVEL: 11-12

PREREQUISITE: None

CREDIT: Vocational, Elective

## **Miscellaneous Courses**

### **Study Skills**

Study Skills is a required class for all MCAA seventh grade students. Students are introduced to basic study techniques critical for success in the challenging academic environment at MCAA. Students receive support in making the transition from middle school to high school; work with planners and time management concepts. Students gain a deeper understanding of procrastination. Also, there is daily vocabulary development. Students also access and monitor their Aeries Gradebook account, and check for missing assignments. Study Skills also functions as a study hall where students can get help from a credentialed teacher when needed.

GRADE LEVEL: 7

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### **Study Hall**

Study Hall is an elective class, open to all 8th through 12th grade MCAA students. In MCAA's demanding eight block, rotating schedule, many students find it very helpful to have 90 minutes of study time every other day. Study Hall is particularly helpful for students actively involved in demanding rehearsal schedules for MCAA's many productions. Students are required to work on school related assignments during every Study Hall class.

GRADE LEVEL: 8-12, may be repeated for credit

PREREQUISITE: None

HIGH SCHOOL CREDIT: Elective

### **Teacher Assistant**

Teacher Assistants aid classroom teachers in a variety of ways unique to each instructor. Students must be able to follow directions and be responsible and accountable. Any time not assisting the teacher may be used to work on classroom or homework assignments. Teacher Assistants can never be class distractions. Only high school students are eligible to be a Teacher Assistant and permission from the teacher to be assisted is required.

GRADE LEVEL: 10-12, may be repeated for credit

PREREQUISITE: Teacher Permission

HIGH SCHOOL CREDIT: Elective

### **Office Practice**

Office Practice students assist in the school administrative office. They run passes to classrooms, learn how to operate the copy machine, and perform tasks like filing, collating, and document assembly. Office Practice students must have good attendance, be able to follow directions, and be responsible and accountable. Students must never be disruptive in the office, classrooms, or on the campus. Any time not assisting office staff may be used to work on classroom or homework assignments. Only high school students are eligible for Office Practice and permission from the School Secretary is required.

GRADE LEVEL: 10-12, may be repeated for credit

PREREQUISITE: School Secretary permission

HIGH SCHOOL CREDIT: Elective

### Minimum Day

12th grade students may request a minimum day (on campus at least two full blocks each day). Minimum days are most often requested to allow a student to attend a college class, or work at a job or intern position. Students must be on track to graduate on time and have permission from both a parent and the school counselor. Students requesting a Minimum Day should always consider the potential impact on college admission.

GRADE LEVEL: 12 only

PREREQUISITE: Parent and School Counselor Permission

HIGH SCHOOL CREDIT: None



**English/Language Arts**

ENEN07	English 7
ENEN08	English 8
ENE09P	English 9-P
ENE09H	Eng Honors 9 P
ENE10P	English 10-P
ENE10H	Eng Honors 10 P
ENE11P	English 11-P
ENE11H	Eng Honors 11 P
ENE12P	English 12-P
ENAECH	AP Engl Lang
ENAEH	AP Engl Lit
ENLS4N	Adv ELD Support
ENBCWN	Beg Cr Writ
ENACWP	Adv Cr Writ-P

**History/Social Science**

SSSS07	Social Sci 7
SSSS08	Social Sci 8
SSWHIP	World History-P
SSUSHP	U.S. History-P
SSCIVP	Civics-P
SSECOP	Economics-P

**Mathematics**

MAMA07	Math 7
MAMA08	Math 8
MAIN1P	Int Math 1-P
MAIN2P	Int Math 2-P
MAIN3P	Int Math 3-P
MAI3AP	Int Math 3A
MAI3BP	Int Math 3B
MAPRCH	Pre-Calculus-H
MAPCAH	Pre-Cal A-H
MAPCBH	Pre-Cal B-H
MAAPCH	AP Calculus
MAMS07	Math Support 07
MAMS08	Math Support 08
MAMAHS	Math Support HS

**Visual Arts**

VAAT1P	Art 1-P
VAAT2P	Art 2-P
VAAT3P	Art 3-P
VAAT4P	Art 4-P
VAAS2H	AP ArtStudio2D
VAAS3H	AP ArtStudio3D
VASADH	AP StuArt Draw
VAPH1P	Photography 1-P
VAPHIP	Adv Photo-P

**Physical Education**

PEDBMS	Dance Basics
PEB10N	Dance Basics
PEB09N	Dance Basics
PEB11N	Dance Basics
PEDA15	Dance 1.5
PEDB09	Dance 1.5
PEDB10	Dance 1.5
PEDA2M	Dance 2
PEDA29	Dance II
PED210	Dance II
PED2EL	Dance II
PEDA3M	Dance 3
PEDA39	Dance III
PED310	Dance III
PED3EL	Dance III
PEYP07	Yoga/Pilates 7
PEYP08	Yoga/Pilates 8
PEYP09	Yoga/Pilates
PEYP10	Yoga/Pilates
PEYPEL	Yoga/Pilates
PEMA01	Martial Arts 1
PEMA02	Martial Arts II
PEM109	Martial Arts I
PEM110	Martial Arts I
PEMEEL	Martial Arts I
PEM209	+ Martial Arts II
PEM210	Martial Arts II
PEM2EL	Martial Arts II
PEM309	Martial Art III
PEM310	Martial Art III
PEM3EL	Martial Art III

**CTE Pathways**

CTGA1N	Graphic Arts 1
CTAG2P	GraphicDesign-P
CTID1P	Int B Dance - P
CTAD2P	Adv Dance-P
CTDR2P	Int Drama - P
CTAD3N	Adv Drama - P
CTAP1P	Adv Piano - P
CTAP2H	AP Music Theory
CTTT2P	Tech Theatre 1P
CTTT3P	Tech Theatre 2P

**Non-MCAA CTE Pathways**

CTMEON	Med Occup (B)
CTECCN	Early Child (B)

**Performing Arts**

PABBAN	Beg Band
PACBAP	Concert Band - P
PAJBAP	Jazz Band - P
PABPIP	Beg Piano-P
CTAP1P	Adv Piano - P
PABCHN	Beg Choir
PACCHP	Concert Choir-P
PABGUP	Beg Guitar-P
PAAGUN	Adv Guitar
PAPERN	DrumLine
PABSTN	Strings 1
PAISTN	Strings 2
PAASOP	Adv Strings-P
PASONN	Songwriting
NAMUTH	Musical Theater
VAID1P	Intro Drama 1-P
CTDR2P	Int Drama - P
CTAD3N	Adv Drama - P
CTAP2H	AP Music Theory
PAIDAP	Int A Dance - P
CTID1P	Int B Dance - P
CTAD2P	Adv Dance-P

**Science**

OSSC07	Science 7
OSSC08	Science 8
LSLIVP	Living Earth - P
PSCHMP	ChemEarSpace-P
PSPESP	PhyEarSpace-P
OSAPEH	AP EnvirScience

**World Languages**

WLSP1P	Spanish 1-P
WLSP2P	Spanish 2-P
WLSP3P	Spanish 3-P
WLSP4P	Spanish 4-P
WLSPLH	AP Spanish Lang

**Additional Courses**

NACARN	Careers
NAHEAN	Health
NAVIED	Video Editing
NAYEAR	Yearbook
NASSKN	Study Skills
NASHAN	Study Hall
NATASN	Teacher Asst
NAMINN	Minimum Day