

***Marysville Charter Academy for the Arts***  
**Course Catalog**  
**2025-2026**



The Marysville Charter Academy for the Arts (MCAA) is a California charter school founded in 1999. MCAA has been recognized as a California Distinguished School four times 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 2025-2026**

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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.

## **Eighth Grade Promotion Requirements**

### **Marysville Joint Unified School District**

Students must complete their entire 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**

<b>Subject</b>	<b>Credits required</b>
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 /Economics	5/5
Health/Careers (MCAA Only)	5/5
Career Technical Education, Visual and Performing Arts, and/or Foreign Language	20
Physical Education	20
Senior Seminar (MCAA Only)	10
<b>Electives</b>	<b><u>40</u></b>

**230 Total Credits Required for MCAA**

Students must have an actual attendance percentage of at least 90% during their graduation year in order to participate in the graduation ceremony and any graduation events such as Senior Trip.

**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 Weigh
3) Community College courses that meet the a-g requirements or are transferable	A	4 points	5 points
4) College/University courses that meet the a-g requirements or are transferable	B	3 points	4 points
	C	2 points	3 points
	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.

## **College and Career Readiness**

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

### **1) Drama**

\*Intermediate Drama  
\*Advanced Drama

### **2) Dance**

\*Intermediate B Dance  
\*Advanced Dance

### **3) Technical Theater**

\*Technical Theater 1  
\*Technical Theater 2

### **4) Instrumental Music**

\*Advanced Piano  
\*Advanced Placement  
Music Theory

### **5) Graphic Arts**

\*Graphic Arts  
\*Graphic Design

### **6) Music Production**

\*Music Production 1  
\*Music Production 2  
\*Adv. Music Tech & Bus

## **Professional Pathways Certificate Program**

(being rebranded as Majors & Minors for  
future classes beginning with Class of ‘29)

In addition to the Career Technical Education (CTE) sequenced pathways, 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 conveys 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.



## MCAA Professional Pathways Certificate Program 2025-26

Pathway Emphasis	Other Classes "Must have C or better"	Emphasis Classes "Must have a 3.5 GPA in these classes"	Other Requirements	Final Project	Mentor Teacher
Photography	(1) Art (1) Graphic Arts	(3) Photography showing advancement to AP 2D (Photography)	Photograph at least 3 live school events  Photography Em...	Portfolio Exhibition	Fogel
Graphic Arts	(1) Photography (1) Art or Yearbook	(3) Graphic Design	Minimum of 2 posters or other items published  Graphic Arts Em...	Portfolio	Fogel
Writing	(1) Photography OR Art OR Drama	(3) Creative Writing ( <i>minimum of one year's work toward a specific writing project</i> )	-Script and play writing -Writing for state and national markets  Creative Writing ...	Writer's Project	Ramirez
Art	(1) Photography OR Graphic Arts OR Yearbook	(4) Art including AP Studio Art	Gallery or studio show in a public building/space  Art Emphasis	Portfolio	Weisgerber
Drama	(1) Dance OR Music OR Technical Theatre	(1) Beginning/Intro Drama in 7th & 8th grade (1) Intermediate Drama (2) Advanced Drama	1 Production per semester (including one crew/year)  Drama Emphasis	Portfolio Comprehensive Senior Project	DeMeritt
Dance	(1) Visual Arts OR Photography OR Drama	(4) Dance showing progression to Intermediate B or Advanced Dance	Choreography Projects (Solo and Group)  Dance Emphasis	Portfolio	Webb-Magee
Instrumental Music; Band Emphasis	(1) Visual Arts OR Photography OR Drama OR Dance	(1) Piano OR AP Theory (1) Beginning Band (2) Concert Band OR Jazz Band	4 years of participation in Winter/Spring Music Concert  Band Emphasis	Senior Project	Harmon
Instrumental Music; Strings Emphasis	(1) Visual Arts OR Photography OR Drama OR Dance	(1) Piano or AP Theory (1) Beginning Strings (1) Intermediate Strings (1) Advanced Strings	4 years of participation in Winter/Spring Music Concert (virtual for this year)  Strings Emphasis	Senior Projects in Recital	Zumstein
Vocal Music	(1) Visual Arts OR Photography OR Drama OR Dance	(1) Any Music Class or AP Theory (1) Beginning Choir (2) Concert Choir	2 years of participation in Winter/Spring Music Concert	Senior Project	McWhorter



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			Vocal Music Em...		
Piano/Keyboard	(1)Visual Arts OR Photography OR Drama OR Dance	(1)Beginning Piano (2)Advanced Piano (1)Any Music Class	2 years participation in Winter and Spring Music Concerts or equivalent  Piano/Keyboard ...	Senior Project	McWhorter
Instrumental Music; Guitar Emphasis	(1)Visual Arts OR Photography OR Drama OR Dance	(1)Beginning Guitar (2)Advanced Guitar (1)Any Music Class	2 years participation in Winter and Spring Music Concerts or equivalent  Guitar Emphasis	Senior Project	McWhorter
Production and Managerial Arts	(1) Visual Arts OR Photography OR Drama OR Dance	(1)Tech Theater I (1) Tech Theater 2  3 years active membership in Theater Tech Club.	*Manager role for a major production (crew or stage) *Stage crew for two productions *Design a lighting sequence and run lights for a production *Design a set and, when available, oversee production of a set design *USITT Exam Production and ...	Student Director of a production.  Digital Portfolio	Cowan

**All student work for each pathway emphasis is due by **March 13**. There will be absolutely NO EXCEPTIONS for late work.**

Please make sure you abide by the following:

1. If you think you are eligible for a pathways certificate and you are a senior, you need to ask the Mentor Teacher or the Arts Director for the full packet of information for the pathways program in which you are interested.
2. Check in with your Mentor Teacher every month to make sure you are on track to completing your pathways requirements. You must work with the mentor(s) that oversees the pathway(s) that you are pursuing.
3. Submit all work to your Mentor Teacher by March 13 your senior year.

If you meet all of the requirements for a pathways certificate, you will receive recognition at graduation.

\*Students considering majoring in an artistic field after high school and/or directly entering an artistic or performance field upon graduation, are highly encouraged to pursue a Professional Pathways Certificate in their area(s) of specialization. The Professional Pathway Certificate is intended to indicate that a student is ready for advanced training or internship in their area(s) of interest or even is "career ready" in some cases. If you have further questions, you may talk to MCAA Arts Director, Mx. Webb-Magee or MCAA Music Chair, Mr. Zumstein—[webb-magee@mjusd.k12.ca.us](mailto:webb-magee@mjusd.k12.ca.us) or [zzumstein@mjusd.k12.ca.us](mailto:zzumstein@mjusd.k12.ca.us).

## 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.

The 15 courses are:

- |   |                              |
|---|------------------------------|
| a. History  | 2 years including US History |
| b. English  | 4 years                      |
| c. Mathematics  | 3 years                      |
| d. Science  | 2 years                      |
| e. Language other than English  | 2 years*                     |
| * or equivalent to the 2nd level of high school   |                              |
| f. Visual and Performing Arts   | 1 year                       |
| g. College-preparatory elective (chosen from the subjects above or another course approved by the university) | 1 year                       |

Earn a grade point average (GPA) of 3.0 or better in these courses with no grade lower than a C. 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 will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships.** UC no longer collects the essay/writing scores for the SAT/ACT tests. If you choose to report your test scores, you should report your highest total/composite score from a single sitting, but do not include the essay/writing score. If you are offered admission, you can submit your official essay/writing scores to your campus of choice. Certain scores may be high enough to meet UC's Entry-Level Writing Requirement. SAT Subject Tests are not required, but you can use subject tests to satisfy the "a-g" requirements.

**California Residents.** If you're a state resident graduating from a California high school who has met the minimum requirements and aren't admitted to any UC campus to which you apply, you'll be offered a spot at another campus if space is available, provide:

- You rank in the top 9 percent of California high school students, according to our updated Statewide Index, or
- You rank in the top 9 percent of your graduating class at a participating high school. We refer to this as "Eligible in the Local Context" (ELC).

**California State University:** The CSU requires the same minimum 15 (a-g) courses to apply for admission as a first-time freshman as the University of California. **See the course requirements in the UC admission section above.** In addition to completing the 15 (a-g) courses with a grade of C or higher, first-time freshmen must meet the following eligibility requirements: be a high school graduate or equivalent, and earn a qualifying “a-g” grade point average (GPA) as described below.

- California residents and graduates of California high schools will be eligible for admission by earning a 2.50 or greater “a-g” GPA.
- Any California high school graduate or resident of California earning a GPA between 2.00 and 2.49 may be evaluated for admission based upon supplemental factors.
- 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.

Many CSU campuses have higher standards for particular majors or for students who live outside their local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants. Many CSU campuses use local admission policies for students who graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region. Students who reside in Yuba, Sutter, and Butte counties are in the service area for CSU Chico.

Campuses and programs designated as impacted may utilize higher “a-g” GPA thresholds for applicants, as well as identify supplemental criteria and their relative weights, in making admission decisions. Each CSU campus will determine the supplemental factors used with GPA to determine eligibility.

Supplemental Factors that campuses may use include:

- Number of courses exceeding minimum “a-g” requirements,
- GPA in math and or science courses,
- Household income,
- Extracurricular and leadership involvement,
- Educational program participation in high school
- Other available information that would inform the campus admission decision.

**The California State University (CSU) no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses.** If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses.

**The Educational Opportunity Program (EOP)** is designed to improve access and retention of historically low-income and educationally disadvantaged students. The program provides admission and academic assistance to EOP-eligible undergraduate students. In many cases, the program also offers financial assistance to eligible students. Campuses tailor their programs to accommodate the needs of their student population.

Every CSU campus has an EOP for low-income undergraduate students who are California residents or qualify for an AB540 nonresident tuition exemption and are disadvantaged because of their economic and educational backgrounds

EOP accepts students who do not meet regular admission criteria, as well as those who qualify for regular admission. Be sure to indicate on the undergraduate application for admission if you are applying through EOP and ensure you complete the supplemental EOP Application along with the two letters of recommendation by the deadline determined by the campus.

## **“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 mathematics 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:  
<https://charter.mjUSD.com/Counseling/Home/index.html>

## Marysville Charter Academy for the Arts

### UC/CSU Approved Course List

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

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

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

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 Lang. and Comp.	AP EngLangComp-P UC Honors	Full Year
AP English Lit. and Comp.	AP EngLitComp-P UC Honors	Full Year

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

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
Pre-Calculus A-P		Half Year
Pre-Calculus B-P		Half Year
AP Pre-Calculus-H	Pre-Calculus-AP UC Honors	Full Year
AP Calculus AB	Calculus-AP UC Honors	Full Year

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

Biology-The Living Earth	Biology-P	Full Year
Chemistry in the Earth	Chemistry-P	Full Year
Physics in the Universe	Physics-P	Full Year
AP Biology	AP Biology-P UC Honors	Full Year
AP Environmental Science	AP Envir Sci-P UC Honors	Full Year
AP Physics	AP Physics-P UC Honors	Full Year

#### Language Other than English ("e") 2 years required, 3 years recommended

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

<b>AP Spanish Lang. and Culture</b>	<b>AP SPAN LANG UC Honors</b>	<b>Full Year</b>
<b>American Sign Language 1</b>	<b>ASL 1-P</b>	<b>Full Year</b>
<b>American Sign Language 2</b>	<b>ASL 2-P</b>	<b>Full Year</b>

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

<b>Art 1</b>	<b>Art 1-P</b>	<b>Full Year</b>
<b>Art 2</b>	<b>Art 2-P</b>	<b>Full Year</b>
<b>Art 3</b>	<b>Art 3-P</b>	<b>Full Year</b>
<b>Art 4</b>	<b>Art 4</b>	<b>Full Year</b>
<b>AP Studio Art</b>	<b>AP Studio Art-P UC Honors</b>	<b>Full Year</b>
<b>Digital Photography</b>	<b>Photo 1-P</b>	<b>Full Year</b>
<b>Advanced Digital Photography</b>	<b>Photo 2-p</b>	<b>Full Year</b>
<b>Graphic Design</b>	<b>Graphic Design-P</b>	<b>Full Year</b>
<b>Beginning Drama</b>	<b>Drama-P</b>	<b>Full Year</b>
<b>Intermediate/Advanced Drama</b>	<b>Drama 2-P</b>	<b>Full Year</b>
<b>Adv Drama-P</b>		<b>Full Year</b>
<b>Concert Band</b>	<b>Concert Band-P</b>	<b>Full Year</b>
<b>Jazz Band</b>	<b>Jazz Band-P</b>	<b>Full Year</b>
<b>Concert Choir</b>	<b>Concert Choir-P</b>	<b>Full Year</b>
<b>Guitar</b>	<b>Guitar 1</b>	<b>Full Year</b>
<b>Mariachi</b>	<b>Mariachi</b>	<b>Full Year</b>
<b>Beginning Piano</b>	<b>Piano 1-P</b>	<b>Full Year</b>
<b>Advanced Piano</b>	<b>Piano 2-P</b>	<b>Full Year</b>
<b>Advanced String Orchestra</b>	<b>Adv Strings-P</b>	<b>Full Year</b>
<b>AP Music Theory</b>	<b>AP Music Theory UC Honors</b>	<b>Full Year</b>
<b>Advanced Dance</b>	<b>Adv Dance-P</b>	<b>Full Year</b>
<b>Intermediate A Dance</b>	<b>Int A Dance-P</b>	<b>Full Year</b>
<b>Intermediate B Dance</b>	<b>Int B Dance-P</b>	<b>Full Year</b>
<b>Technical Theatre I</b>	<b>Tech Theatre I-P</b>	<b>Full Year</b>
<b>Technical Theatre II</b>	<b>Tech Theatre II-P</b>	<b>Full Year</b>
<b>Music Production 1</b>	<b>Music Production 1-P</b>	<b>Full Year</b>
<b>Music Production 2</b>	<b>Music Production 2-P</b>	<b>Full Year</b>

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

<b>Advanced Creative Writing</b>	<b>Adv Cr Wr-P</b>	<b>Full Year</b>
<b>Economics</b>	<b>Economics-P</b>	<b>Half Year</b>
<b>Existential Literature</b>	<b>Exist lit-P</b>	<b>Full Year</b>
<b>Film as Literature</b>	<b>Film as Literature-P</b>	<b>Full Year</b>
<b>Senior Seminar</b>	<b>Senior Seminar</b>	<b>Full Year</b>
<b>Yearbook</b>	<b>Yearbook-P</b>	<b>Full Year</b>

## MCAA High School Graduation Plan

\* Integrated Math 1 and above & Foreign Language taken in middle school, and community college classes can be used to meet requirements.

	9th 20__-20__	10th 20__-20__	11th 20__-20__
<b>English 40 credits</b>			
<b>Math 30 credits (Int. Math 1, 2,3, +)</b>			
<b>Science 30 credits Life Science, Physical Science, Other Science</b>			
<b>Social Science 30 credits U.S. History, World History Civics, Economics</b>			
<b>Other P.E. - 20 credits Careers - 5 credits Health - 5 credits Fine Art or Foreign Language or Vocational Education - 20 credits Senior Seminar - 10 credits Electives - 40 credits</b>			
<b>Total credits required: 230</b>			

After high school, I plan to

- ☐ Attend community college  
☐ Attend university  
☐ Attend career/technical school  
☐ Join the military  
☐ Work  
☐ Other

College & Career Readiness Pathway:

\_\_\_\_\_

MCAA Professional Pathway:

\_\_\_\_\_

## MCAA College Planning Guide (A-G)

\* Integrated Math 1 and above & Foreign Language taken in middle school, and community college classes can be used to meet requirements. Only grades C and better fulfill college preparatory requirements.

		9th 20__-20__	10th 20__-20__	11th 20__-20__
<b>A</b>	<b>Social Science</b> 2 years <b>U.S. History &amp; World History</b>			
<b>B</b>	<b>English</b> 4 years			
<b>C</b>	<b>Math</b> 3 years minimum, 4 years recommended			
<b>D</b>	<b>Science</b> 2 years minimum, 3 years recommended <b>Life Science &amp; Physical Science</b>			
<b>E</b>	<b>Language Other Than English</b> 2 years of the same language minimum, 3 years recommended			
<b>F</b>	<b>Visual &amp; Performing Arts</b> 1 year			
<b>G</b>	<b>Elective</b> 1 year			
	<b>Community Service</b>			
	<b>Extracurricular Activities</b>			

### YUBA COLLEGE COURSES

Yuba College courses are available to high school students 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. Students 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.



## **EARLY COLLEGE HIGH SCHOOL PROGRAM**

Incoming 9th grade students are invited to apply for the Early College High School program. Early College students take courses at Yuba College each morning and can earn their A.S. in social & behavioral science at Yuba College and their high school diploma at the same time. Applications for incoming 9th grade students are available in early spring. Contact our counseling office for more information or email

[kbatchelder@mjusd.k12.ca.us](mailto:kbatchelder@mjusd.k12.ca.us).

## **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

## 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 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)

## Career Technical Education

### Music Production 1

This introductory course is the first of the three courses of the CTE Audio and Music Productions pathway, created to introduce and develop a foundational understanding in various aspects of the professional music and audio industries. This course utilizes an interdisciplinary approach and a project-based studio environment to help students develop skills for career and college readiness. Students gain real world experience with career technical components and technology, acquiring the procedural knowledge necessary to develop and execute a variety of complex productions. The Music Production 1 course is an introduction to the principles of creating music electronically. This includes both original sound production on a computer as well as recording of typical instruments/vocals - focusing on how to properly mix them together to produce original music and art. Students explore the various professional roles in the music production industry and work on understanding basic music theory to produce music that contains a good balance of rhythm, melody, and instrumentation. Learners will be expected to master the basics of working with Music Production software, including how to create drum beats, play virtual instruments, and record samples to mix in.

9-12, may be repeated for credit

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

PREREQUISITE: None

### Music Production 2

This class builds on the fundamentals covered in our Music Production 1 course. Music Production 2 delves into more advanced and technical functions within music production software and helps students elevate their songwriting and musicality with more substantial projects. While staying aligned with music VAPA standards, this course explores sampling, synthesizers, digital signal processing, and other essential principles for modern music making.

10-12, may be repeated for credit.

HIGH SCHOOL CREDIT: (grades 10-12 only) CTE, Elective

PREREQUISITE: Music Production 1

### Advanced Music Tech and Business

In this year-long, CTE-designated advanced curriculum, we use the framework of a Capstone project to teach key professional concepts that are crucial for understanding the music industry and advanced audio production techniques. Students will set and follow ambitious schedules to meet the rigorous standards required to work at a professional level. As students work on the creative aspects of the Capstone project, they will also explore the legal and economic factors that influence the way the music industry operates as a whole. Additionally, students will hear from multiple industry professionals, learn about the wide variety of jobs available within the music industry today, and consider how their own skill sets can fit within these careers.

10-12

HIGH SCHOOL CREDIT: (grades 10-12 only) CTE, Elective

PREREQUISITE: Music Production 1 and 2

### Graphic Arts -P

(CSU/UC "P" requirement)

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) CTE, Elective

## **Graphic Design-P**

Graphic Design and Print Production from concept development to finished product. Finished products 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 other 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 accomplish 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, CTE, Elective

## **Technical Theater I-P**

(CSU/UC "f" requirement)

This course is designed to be a foundation course that will introduce the student to what goes on behind the scenes of the theater, 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 theater associated with the above disciplines in technical theater. Students are responsible for creating the technical aspects of school theater productions, as would be expected in a professional theater 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, CTE, 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 theater, 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 theater 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, and using 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 in 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 the 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 theater. 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. **This class requires after school rehearsals each semester.**

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

PREREQUISITE: None

HIGH SCHOOL CREDIT: Fine Arts, CTE, Elective

### **Advanced Piano-P**

(CSU/UC "I" 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, CTE, 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, CTE, Elective (weighted grade point)

### **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 at 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, CTE, Elective

### **Advanced Dance-P**

(CSU/UC "I" Requirement)

Advanced dance is a performance based class designed for students who have mastered beginning and intermediate skills and technique and want to increase 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 at 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 at 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, CTE, Elective

### **Intermediate Drama-P**

(CSU/UC "I" Requirement)

Intermediate Drama at the MCAA continues to develop the students' craft in theater arts, their understanding and abilities in the art of the theater, 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, CTE, Elective

### **Advanced Drama-P**

(CSU/UC "I" Requirement)

Advanced Drama is by audition only. The students continue to develop their craft and understanding of theater 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 theater 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.

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

PREREQUISITE: Intermediate Drama

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

### **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, CTEI, Elective

### **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: CTE, Elective



## 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 the 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 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

### **Existential Literature**

(CSU/UC "g" Requirement)

This course meets a CSU/UC G requirement and explores existentialist thought as presented in literature, philosophy, film and other cultural expressions. Students will examine how existentialist thinkers challenge conventional beliefs, explore the nature of freedom and responsibility, and confront the absurdities of life. Readings will include foundational philosophical texts, existentialist fiction, and modern interpretations of existential themes. Through Socratic seminars, analytical writing, interdisciplinary projects, and research-based discussions, students will engage in deep inquiry, connecting existentialist ideas to contemporary issues and their own lives.

GRADE LEVEL: 11-12

PREREQUISITE: ELPAC Level 3, 4

CREDIT: Elective Credit Only

### **Film as Literature**

(CSU/UC "g" Requirement)

In this full-year Elective, students will learn to view film as an art form and means of communication beyond entertainment purposes. In the same way that other English classes provide students the tools to read literature and use it as a learning tool to understand the world around them, this course will do the same with film and ask students to "read" films by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. This course will allow students the chance to analyze various forms of media such as film, screenplays, and soundtracks in ways that are not limited to traditional English Language Arts courses. We will study how these forms of media effect and reflect the world we live in as well as their impact on the zeitgeist in which they were published in. Students will have the opportunity to use and develop their voice using a variety of media such as blogs, podcasts, and essays as well as learn the pathways to publish them online.

GRADE LEVEL: 9-12

HIGH SCHOOL CREDIT: English Elective

## **Yearbook-P**

(CSU/UC “g” Requirement)

Yearbook and Journalism Design and Publication is a course designed to develop and foster students’ critical thinking, writing skills, communication skills, and creativity as they collaboratively develop the school’s yearbook, yearbook website, and newspaper. Students will learn the fundamentals of journalism and design, including ethical considerations and obligations, principles of photography, photo editing, page design and layout, interviewing, and writing for specific audiences and purposes. Students will be asked to think critically about these facets and apply that thinking to contexts outside of the yearbook and newspaper, especially as they pertain to their future careers and academic pursuits.

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

PREREQUISITES: 1 year photography or 1 year graphic arts recommended

HIGH SCHOOL CREDIT: English elective

## 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 the 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 the 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



## Languages Other Than English

### **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 facilities 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 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)

### **American Sign Language (ASL) 1**

(CSU/UC “e” Requirement)

American Sign Language level 1 is an introduction to American Sign Language (ASL) and is intended to highlight vocabulary, grammar, culture, and the history of Deaf people in America. Students will learn the fingerspelled alphabet and numbers used in ASL and will be exposed to basic vocabulary and conversational skills. They will also be introduced to historically significant people and events in the Deaf community. This majority of this course is taught in American Sign Language.

GRADE LEVEL: 9-12

PREREQUISITE: None

HIGH SCHOOL CREDIT: Foreign Language, Elective

### **American Sign Language (ASL) 2**

(CSU/UC “e” Requirement)

American Sign Language 2 (ASL 2) is an intensive introduction to ASL emphasizing communicative-based listening, speaking, reading, and writing in ASL. The emphasis is on the rudiments of the receptive and productive skills of American Sign language, and awareness of Deaf Culture.

GRADE LEVEL: 9-12

PREREQUISITE: ASL 1

HIGH SCHOOL CREDIT: Foreign Language, Electives

## 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-P

(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 students 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)

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. 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 AP Pre-Calculus-P, Accelerated Pre-Calculus-P, or equivalent

HIGH SCHOOL CREDIT: Mathematics (Weighted Grade Point)

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

(CSU/UC “c” Requirement)

AP Pre-Calculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

GRADE LEVEL: 11-12

PREREQUISITE: Successful completion of Integrated Math 3-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)

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

### **Mariachi-P**

(CSU/UC "F" Requirement)

Mariachi is a one-year course structured for student musicians interested in performing with instruments such as Violin, Trumpet, Guitar, Vihuela, and Guitarron. Student musicians practice communication, writing, critique, and performance etiquette to develop, appreciate, and comprehend Mariachi culture and genre. Students develop skills in musical note reading, aural skills, singing, rhythmic reading, intonation and tonality, history, and intercultural skills to become an independent and group performing musician. Solo and team performance settings are expected year round to progress in all aspects of performance skills through community, school, and other musical activity opportunities.

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

PREREQUISITE: None

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 "P" 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 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

## **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 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 of 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 at 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 at 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 "I" Requirement)

Advanced dance is a performance based class designed for students who have mastered beginning and intermediate skills and technique and want to increase 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 at 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 at 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 "F" Requirement)

Beginning Drama at the MCAA serves as an introduction to the art of the theater 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 "F" Requirement)

Intermediate Drama at the MCAA continues to develop the students' craft in theater arts, their understanding and abilities in the art of the theater, 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: 8-12, may be repeated for credit

PREREQUISITE: None

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

### **Advanced Drama-P**

(CSU/UC "F" Requirement)

Advanced Drama is by audition only. The students continue to develop their craft and understanding of theater 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 theater 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.

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

PREREQUISITE: Intermediate Drama

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

**Musical Theater (Proposed for 2026-2027)**

(CSU/UC "f" Requirement) (Pending)

Musical Theatre is a year-long, performance-based and academically rigorous course in which students study the art, history, and professional practices of musical theatre through the actor's perspective. Students build foundational and advanced skills in acting, vocal performance, movement, and audition technique, while applying theatre vocabulary and analysis to both classic and contemporary musical theatre literature. Students engage in regular performance labs and rehearsals that emphasize ensemble work, storytelling, character development, and musical interpretation. Instruction includes vocal technique for performers, text and lyric analysis, choreography and movement for stage, and industry-standard audition preparation including cold reads, dance calls, and solo vocal auditions. Students also examine musical theatre's evolution across time and culture, including its relationship to social change, representation, and the development of American theatre traditions. The culminating assessment each semester is a fully prepared solo musical theatre performance (song and acting beat work, with movement and staging as appropriate), supported by written preparation materials such as a rehearsal plan, character/lyric analysis, and self-assessment. The course prepares students for advanced performance work, school and community productions, and postsecondary study in theatre, musical theatre, or related performing arts fields.

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

PREREQUISITE: Beginning Drama

CO-REQUISITE: Intermediate or Advanced Drama recommended

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

**Technical Theater I-P**

(CSU/UC "f" requirement)

This course is designed to be a foundation course that will introduce the student to what goes on behind the scenes of the theater, 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 theater associated with the above disciplines in technical theater. Students are responsible for creating the technical aspects of school theater productions, as would be expected in a professional theater 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 theater, 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 theater 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, and using 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 in 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 theater. 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. **This class requires after school rehearsals each semester.**

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 at 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 at 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 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 at 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 at 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

### **PE 6-8/PE Course 1/PE Course 2**

PE courses cover topics that develop/expand motor skills/movement, by applying strategies, biomechanic, motor learning, and fitness principles. PE provides an opportunity to improve fitness by goal setting/participation in activities for improved health.

**GRADE LEVEL:** PE 6-8 is for 7-8; PE Course 1 is for 9-12; PE Course 2 is for 9-12

**PREREQUISITE:** None

**SCHOOL CREDIT:** Physical Education

### **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 translate 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 Biology-P, H**

(CSU/UC “d” Requirement)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Students should have successfully completed high school courses in biology and chemistry. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

GRADE LEVEL: 11-12

PREREQUISITE: Two years of high school laboratory science— one year of biology and one 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)

### **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)

### **Advanced Placement Physics-P, H**

(CSU/UC “d” Requirement)

AP Physics 1 is an algebra-based, introductory college-level physics course. This is a course for students that are looking for additional rigor and college preparation in place of our Physics in the Universe course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Students should have completed Integrated Math 2 or Geometry and be concurrently taking Integrated Math 3 or Algebra II. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.

GRADE LEVEL: 11-12

PREREQUISITE: Two years of high school laboratory science— one year of biology and one year of chemistry. Due to the quantitative analysis that is required in the course, students should also have taken Integrated Math 1 and Integrated Math 2 or at least one year of both Algebra and Geometry.

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–pending approval)

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 "I" 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 "I" 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 their work critically 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-P**

(CSU/UC "I" Requirement)

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) Fine Arts, 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 "F" Requirement)

Graphic Design and Print Production from concept development to finished product. Finished products 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 other 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 accomplish 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

### **Visual Storytelling: Photography and Cinematography (2026-27)**

(CSU/UC "F" Requirement) (Pending)

In this course, students study photography and film as tools for communication and visual storytelling. Students analyze photographs and films to learn effective photography and cinematography techniques. They develop the aesthetic and technical skills needed to create photographs and films that tell effective, aesthetically pleasing stories. Students will use digital cameras/camcorders and develop their still and motion pictures using digital photo processing and nonlinear editing software. On some projects, students will work in small collaborative groups. They will demonstrate their skills through in-class exercises and independent and group projects.

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

PREREQUISITE: Photography 1

HIGH SCHOOL CREDIT: Fine Arts, Vocational, Elective

## Miscellaneous Courses

### Exploratory Performing Arts Wheel

The Wheel is a required class for all MCAA seventh grade students. Students are introduced to all of the arts offerings here at MCAA and switch teachers each quarter as a part of the experience. Students participate in choir, drumline, basic note reading, an introduction to instruments, drama, dance, photography, graphic arts/design and multiple art techniques, media and theories.

GRADE LEVEL: 7

PREREQUISITE: None

HIGH SCHOOL CREDIT: None

### Senior Seminar

The Senior Seminar course is designed to prepare students for entrance into four year colleges. Emphasis will be placed on critical thinking, literacy skills, college skills, test taking, note taking, and research. The purpose of this course is to provide students with a foundation in college structures, financial literacy and life beyond high school. The program involves critical reading, writing, and discussion. Students are required to write, to make oral presentations with accompanying visuals and will work on realistic goal setting for both a five and ten year plan.

GRADE LEVEL: 12

PREREQUISITE: None

HIGH SCHOOL CREDIT: Elective

### 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 elementary school to middle/high school; work with planners and time management concepts. Also, there is vocabulary development and Social-Emotional Learning included throughout the year. Students also access and monitor their Aeries Gradebook account, and check for missing assignments. Study Skills functions as a study hall where students can get help from a credentialed teacher when needed and time permits.

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/Counselor permission

HIGH SCHOOL CREDIT: Elective

### **Minimum Day**

12th grade students may request a minimum day (on campus at least two full blocks each day plus 9th Block). 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 and need to stay on campus through 9th Block.

GRADE LEVEL: 12 only

PREREQUISITE: Parent and School Counselor Permission

HIGH SCHOOL CREDIT: None

## Course Codes

### 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
ENAELH	AP Engl Lit
ENLS4N	Adv ELD Support
ENBCWN	Beg Cr Writ
ENACWP	Adv Cr Writ-P
VAFALP	Film as Literature-P
NAELIP	Existential Literature-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
MAAPPC	AP Pre-Calculus
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
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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
PEPE68	PE 6-8
PECR1N	PE Course 1
PECR2N	PE Course 2

### 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
CTPR1P	Music Production 1
CTMUPP	Music Production 2
CTAMT	Advanced Music Technology & Business

### Non-MCAA CTE Pathways

CTMEON	Med Occup (B)
CTECCN	Early Child (B)
CTPA2N	Public Safety A
CTPB2N	Public Safety 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
PAMARP	Mariachi--P
PABSTN	Strings 1
PAISTN	Strings 2
PAASOP	Adv Strings-P
PASONN	Songwriting
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
LSAPBP	AP Biology
OSAPEH	AP Environ Science
PSAPPP	AP Physics

### 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
NAEXPA	Intro to Arts
NAVIED	Video Editing
VAYBKP	Yearbook-P
NASSEP	Senior Seminar
NASSKN	Study Skills
NASHAN	Study Hall
NATASN	Teacher Asst
NAMINN	Minimum Day
CTWBLN	Work Based Learning

## CONTINUOUS NONDISCRIMINATION NOTICE

Marysville Joint Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation or affiliation with the Boy Scouts of America and other designated youth groups or any other basis protected by law or regulation, in its educational program(s) or employment, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Equity Compliance Office or Title IX officer.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Equity Compliance Officer, Jordan Reeves, Assistant Superintendent of Personnel Services

email: [jreeves@mjusd.k12.ca.us](mailto:jreeves@mjusd.k12.ca.us); Phone: 530-749-6144; address: 1919 B St., Marysville, CA, 95901

Title IX Officer Zachary Pless, Director of Student Welfare & Attendance

email: [zpless@mjusd.k12.ca.us](mailto:zpless@mjusd.k12.ca.us); Phone: 530-749-6901; address: 1919 B St., Marysville, CA, 95901

504 Coordinator Amy Eggleston, Coordinator of Special Education

email: [aeggleston@mjusd.k12.ca.us](mailto:aeggleston@mjusd.k12.ca.us); Phone: 530-749-6180; address: 1919 B St., Marysville, CA, 95901

ADA/Title II Coordinator Rusty Gordon, Director of Special Education

email: [rgordon@mjusd.k12.ca.us](mailto:rgordon@mjusd.k12.ca.us); Phone: 530-740-6490; address: 1919 B St., Marysville, CA, 95901

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

Inquiries about Title IX may be referred to Marysville Joint Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Marysville Joint Unified School District's Title IX Coordinator is:

Zachary Pless, Director of Student Welfare & Attendance

email: [zpless@mjusd.k12.ca.us](mailto:zpless@mjusd.k12.ca.us); Phone: 530-749-6901; address: 1919 B St., Marysville, CA, 95901

Marysville Joint Unified School District's nondiscrimination policy and grievance procedures can be located at <https://www.mjusd.com/Staff/Nondiscrimination/index.html>

To report information about conduct that may constitute sex discrimination or make

a complaint of sex discrimination under Title IX, please refer to [MJUSD Administrative Regulation 5145.7](#)

### CTE Notice

The Marysville Joint Unified School District does not discriminate on the basis of race, color, national origin, sex, or disability, or any other basis protected by law or regulation in its program or activities and provides equal access to the Boy Scouts of America and other designated youth groups.

The Marysville Charter Academy for the Arts offers the following Career Technical Education classes under its open admissions policy: Music Production 1, Music Production 2, Graphic Arts, Graphic Design, Technical Theater 1, Technical Theater 2, Advanced Piano, AP Music Theory, Intermediate Dance, Advanced Dance, Intermediate Drama, Advanced Drama. Lack of English language proficiency will not be a barrier to admission and participation in Career Technical Education programs.

For more information about Career Technical Education course offerings and admissions criteria, contact the College and Career Director: Jami Larson, 1919 B Street, Marysville, Ca. 95901, (530) 749-6160, [jl Larson@mjusd.k12.ca.us](mailto:jl Larson@mjusd.k12.ca.us).

Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

If you, or your student have been subjected to discrimination, you should contact your school site principal and/or:

Equity Compliance Officer – Jordan Reeves, Assistant Superintendent of Personnel Services, 1919 B St., Marysville, CA, 95901, 530-749-6144, [jreeves@mjusd.k12.ca.us](mailto:jreeves@mjusd.k12.ca.us).

Zachary Pless, Director of Student Welfare & Attendance, Title IX Coordinator, 1919 B Street, Marysville CA, 95601, (530) 789-6901; [zpless@mjusd.k12.ca.us](mailto:zpless@mjusd.k12.ca.us)

Amy Eggleston, Coordinator of Special Education, 504 Coordinator, 1919 B Street, Marysville CA, 95601, (530) 749-6180; [aeggleston@mjusd.k12.ca.us](mailto:aeggleston@mjusd.k12.ca.us)

Rusty Gordon, Director of Special Education, ADA/Title II Coordinator, 1919 B Street, Marysville CA, 95601, (530)-740-6490; [rgordon@mjusd.k12.ca.us](mailto:rgordon@mjusd.k12.ca.us)

**TITLE IX FINAL RULE SEXUAL HARASSMENT COMPLAINT PROCEDURES**

**STUDENTS Administrative Regulation (AR) 5145.71 Title IX Sexual Harassment Complaint Procedures**

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking defined as follows:
  - Forcible sexual assault includes any sexual act directed against a student, forcibly, against the student's will, or without consent, including rape, sodomy, sexual assault with an object, and fondling. (See 20 USC 1092(f)(6)(A)(v).)
  - Non-forcible sexual assault includes offenses that do not involve force where the student is incapable of giving consent, including statutory rape and incest. (See 20 USC 1092(f)(6)(A)(v).)
  - Dating violence includes violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the student, where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and/or the frequency of interaction between the persons involved in the relationship. (See 34 USC 12291(a)(10).)
  - Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the student. (See 34 USC 12291(a)(8).)
  - Stalking which includes engaging in a course of conduct directed at a student that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. (See 34 USC 12291(a)(30).)

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with

BP/AR 1312.3 - Uniform Complaint Procedures and BP/AR 5145.7 Sexual Harassment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 and 5145.7 are concurrently met while implementing the Title IX procedure.

**Reporting Allegations/Filing a Formal Complaint**

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or

## Marysville Charter Academy for the Arts 2025-2026 Course Catalog

to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Title IX Coordinator: Zach Pless

Address: 1919 B Street, Marysville, CA 95901

Phone: (530) 749-6901

Email: [zpless@mjusd.k12.ca.us](mailto:zpless@mjusd.k12.ca.us)

*(cf. 5145.7 - Sexual Harassment)*

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**SECTION 504 GRIEVANCE PROCEDURE**

**Administrative Regulation (AR) 6164.6 Instruction Identification and Education Under  
Section 504 Of The Rehabilitation Act Of 1973**

**Purpose**

It is the intent of the Marysville Joint Unified School District ("District") to ensure that students with disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with a free appropriate public education.

Students who, because of a Section 504-qualifying disability, need, or are believed to need, regular or special education or related services are addressed under this policy.

Students who are identified as individuals with exceptional needs according to the Individuals with Disabilities Education Act (IDEA) criteria are not addressed under this policy.

**Definitions**

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of nondisabled students are met, without cost to the student or his/her parent/guardian, except when a fee is imposed on nondisabled students. (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (34 CFR 104.3)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine. (34 CFR 104.3)

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (34 CFR 104.3)

Substantially limits major life activities means limiting a person's ability to perform functions such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Substantially limits shall be determined without

regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures include, but are not limited to, medications, prosthetic devices, assistive devices, learned behavioral, or adaptive

neurological modifications which an individual may use to eliminate or reduce the effects of an impairment. (42 USC 12102; 34 CFR 104.3)

### **Identification and Referral Procedures**

1. Any student not served under the IDEA who, because of disability, needs or is believed to need regular or special education or related services, in order to receive a free appropriate public education, may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency to the school site principal or School Site Section 504 Coordinator.

Students exiting from a program pursuant to the IDEA, or found ineligible under the IDEA, will be referred to the school's Section 504 Student Study Team when a student is determined to have disability but does not require special education and related services under the IDEA to determine whether the student may need regular or special education or related services, pursuant to Section 504 of the Rehabilitation Act of 1973.

2. Upon receipt of any such referral, the principal or School Site Section 504 Coordinator will bring the referral to the school's Section 504 Student Study Team, which will be composed of persons knowledgeable about the student's individual needs, the student's school history, the meaning of evaluation data, and placement options. The School Site Section 504 Coordinator will monitor the composition of the Section 504 Student Study Team to ensure that qualified personnel participate.
3. The Section 504 Student Study Team will promptly consider the referral and make a determination as to whether an additional evaluation under the procedure outlined below is needed. This determination shall be based on a review of the student's school records, including those in academic and nonacademic (e.g. social and behavioral) areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. Students requiring evaluation will be referred to appropriate evaluation specialists at the school site. Prior to conducting an initial evaluation for eligibility under Section 504, the district shall obtain written consent from the student's parent/guardian.

### **Evaluation**

The evaluation of students with disabilities within the meaning of Section 504 and formulation of a Section 504 plan for services will be carried out by the Section 504 Student Study Team according to the following procedures:

1. The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)
  - a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
  - b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
  - c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

2. The determination of whether a student is a student with a disability under Section 504 shall not demand an extensive analysis or be foreclosed solely on the basis of bottom-line measures, such as grades.

#### **Section 504 Services Plan and Placement**

1. For a student who has been determined a student with a disability within the meaning of Section 504, the Section 504 Student Study Team shall be responsible for determining what, if any, regular or special education and related aids and services are necessary to ensure that the student receives a FAPE.
2. In interpreting evaluation data and making placement decisions, the Section 504 Student Study Team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and

adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.33)

3. The parents/guardians shall be invited to participate in the Section 504 Student Study Team meeting where services for the student, if any, will be determined.

Parents/guardians shall, upon request, be given an opportunity to examine in advance all relevant records.

4. If the Section 504 Student Study Team determines that the student has a disability within the meaning of Section 504 requiring accommodations and/or modifications to his/her educational program, the Section 504 Student Study Team will develop a written plan describing the disability and any regular or special education or related services needed. The plan will specify how the services will be provided, by whom and how the plan is to be monitored. A copy of the plan shall be maintained in the student's cumulative file. The student's teacher(s) and any other staff, who provide services to the student shall be informed of the plan's requirements.
5. The Section 504 Student Study Team may also determine that the student is not eligible for services under Section 504. If the Section 504 Student Study Team so determines, the record of the Section 504 Student Study Team meeting will state the basis for the Team's decision. The parents/guardians will be provided a copy of the record/plan and an opportunity to review it, and parents/guardians will be asked to sign the record/plan which documents the team's decision.
6. In all cases, a student shall be placed in the regular educational environment of the district, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with non-disabled students to the maximum extent appropriate to the individual needs of the student. (34 CFR 104.34)
7. The parents/guardians shall be notified in writing of the final decision concerning the services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing.
8. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.

### **Review and Reevaluation**

1. The Section 504 Student Study Team shall monitor the progress of the student and, at least annually, review the effectiveness of the student's Section 504 plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of the non-disabled students. In addition, the needs of each student with a disability under Section 504 shall be reevaluated at least once every three years.
2. Prior to any subsequent significant change in placement, a reevaluation of the student's needs will be conducted. (34 CFR 104.35) Parents/guardians will receive reasonable written notice of any meeting convened to propose a significant change in placement.

### **Procedural Safeguards**

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

1. The parents/guardians of a student with a disability shall be notified in writing of all district decisions concerning the identification, evaluation, or educational placement of their child.
2. The parents/guardians of a student with a disability have the right to review relevant records regarding their student. Upon parents' request, records may be reviewed at the school site or at the district office. Copies of student records may be obtained pursuant to applicable provisions of the law.
3. If a parent/guardian disagrees with the identification, evaluation or placement of a student with disabilities under Section 504, he/she may initiate the following procedures. Parents/guardians are encouraged to utilize Levels One and Two, but they may proceed directly to Level Three if they so choose.

LEVEL ONE: In writing, request a meeting with the Section 504 Student Study Team in an attempt to resolve the disagreement. This meeting shall be held within a reasonable period of time after receiving the parents/guardians' request.

LEVEL TWO: If disagreement continues, request in writing a meeting with the district's Section 504 Coordinator, 1919 B Street, Marysville, California 95901, (530) 749-6171. This meeting shall be held within a reasonable period of time after receiving the parents/guardians' request.

LEVEL THREE: If disagreement continues following the meetings at Levels One and Two, or if a parent/guardian chooses to proceed directly to Level Three, a parent/guardian may request in writing an impartial hearing.

4. The parents/guardians shall have the right to an impartial hearing ("Section 504 Due Process Hearing"). Section 504 Due Process Hearings shall be conducted in accordance with the following procedures:

- a. A request in writing for a Section 504 impartial hearing must be filed in the office of the district's Section 504 Coordinator, 1919 B Street, Marysville, California 95901, telephone: (530) 749-
- b. A request for an impartial hearing must be in writing and generally received by the district within 180 calendar days from the time the parents/guardians received written notice of the decision leading to the request for the impartial hearing. This timeframe may be extended for good cause or by mutual agreement of the parties. A parent/guardian or student making an oral request for an impartial hearing will be assisted by the district in making a written request.
- c. A request for an impartial hearing shall contain the following:
  - i. The specific nature of the decision(s) made by the district with which the person disagrees.
  - ii. The specific relief the person seeks.
  - iii. Any other information the person believes will assist in understanding the request.
- d. Within 30 days following receipt of a written request for hearing, the district's Section 504 Coordinator will select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
- e. A hearing officer selected by the district must satisfy the following requirements:
  - i. Be qualified to review district decisions relating to Section 504.
  - ii. Not be an employee of, or under contract with, the district or the SELPA of which the district is a member in any capacity other than that of a hearing officer.
  - iii. Not have any professional or personal involvement that would affect his or her impartiality or objectivity in the matter.
- f. Within 45 days of the selection of the hearing officer, the Section 504 Due Process Hearing shall be conducted and a written decision mailed to all parties. This 45day deadline may be extended for good cause or by mutual agreement of the parties.
- g. Any party to the hearing shall be afforded the following rights:
  - i. The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of students who are disabled within the meaning of Section 504.
  - ii. The right to present evidence, written and oral.
  - iii. The right to written findings of fact, conclusions of law, and a decision prepared by the hearing officer.
  - iv. The right to a written or electronic verbatim record of the hearing prepared at the expense of the individual requesting such record.
  - v. The right to prohibit the introduction of evidence at the hearing that has not been disclosed to the other party or parties at least 10 calendar days prior to the hearing except for good cause shown.
  - vi. Receipt of notice from the other party or parties at least 10 calendar days prior to the hearing that they will utilize the services of an attorney, except for good cause shown.
- h. The hearing officer shall render a decision pursuant to the legal standards set forth in 34 CFR 104.
- i. Either party may seek review of the hearing officer's decision by timely filing with a court of competent jurisdiction.

- j. Reimbursement of attorneys' fees, expert witnesses' fees, and other costs is available only as authorized by law.

**Notifications**

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504.  
(34 CFR 104.32)

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**Complaint Procedures/Grievance Procedures**

**I. Complaints Alleging Unlawful Discrimination, Including Discriminatory Harassment, Intimidation and/or Bullying**

All complaints alleging unlawful discrimination, including conduct prohibited by the District's Nondiscrimination/Harassment Policy – BP 5145.3, and Sexual Harassment Policy– BP 5145.7, as well as other discriminatory intimidation, harassment, or bullying shall be addressed in accordance with the following procedure and shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631) Such complaints shall be investigated using this procedure regardless of whether the alleged harassment occurred on or off campus.

Recordkeeping: The District Compliance Officer shall maintain a log of complaints received, providing each with a code number and a date stamp. The District Compliance Officer shall also maintain a record of actions taken by the District in response to each complaint. The record shall include documentation of the steps taken during an investigation, including interview summaries and all information required for compliance with 5 CCR 4631 and 4633.

**A. Reports and Complaints:**

A "report" or "complaint" is defined as any oral or written communication to a school district employee or administrator which alleges behavior or misconduct that may constitute unlawful discrimination. A report or complaint may include an oral report, an email, a text message or other message conveyed to a school district employee or administrator. The report or complaint does not have to be on a particular form or use specific words to identify the law which may have been violated.

Any student, parent/guardian, third party, or other individual or organization who believes that an individual or group has been subjected to unlawful discrimination, including discriminatory harassment, intimidation and/or bullying, or who has witnessed such conduct, whether the conduct initially occurred on or off campus, is encouraged to report the conduct to any school district employee or administrator, and/or file a written uniform complaint under these procedures.