

Pacifica High School
Course List Description
9th Grade

ART

Art Crafts 1 (P)

Students develop skills in a variety of media which may include clay, plastics, wood, fiber, fabric or metal. Students gain an understanding of the creative abilities of other cultures while developing objective criteria for analysis, interpretation, and evaluation of artwork through written and oral critique.

Exploratory Art A/B

Students are introduced to the fundamentals of drawing and design through an exploration of a variety of media. In the first half of this course, emphasis is on two-dimensional subjects and preparation for advanced work. Foundation skills needed to develop aesthetic judgment and gain an understanding of historical and cultural values of art are also introduced.

BUSINESS

Career Focus: Business

This course is an exploration of the various careers in the fields of business and service, including business administration, sales, marketing and hospitality. Students will learn the requirements and opportunities for post-secondary education and develop a personal career/life plan.

Personal Finance/ (semester class)

Credits: 5 Maximum credits: 5

This course covers various aspects of personal financial planning. The following topics will be covered: personal budgets, checking and savings accounts, consumer loans and credit, housing, insurance, taxation, installment buying, investments, and career planning.

Introduction to Business (semester class)

Credits: 5 Maximum credits: 5

This course is an introduction to the essentials of business. Students will explore the career options, marketing, production, and management concepts of small, medium, and large business structures.

ENGLISH

Drama

Drama is designed as an introduction to the world of theater. Through participation in acting exercises, theater games, monologues, and scenes from plays, students learn acting techniques and stage terminology as well as gain confidence and stage presence. In the advanced drama classes, students produce full-length dramatic productions for public presentation. Stage Production focuses on stage design, lighting, set construction, and makeup. Drama courses are also listed in the Career Pathway Electives section of this Course Catalog.

Publications (Yearbook):

The school's yearbook is designed, published, and sold in this course. Students must be able to assume responsibility, meet deadlines, develop consistent work habits, and work effectively with others. Theme, layout, picture schedules, advertising promotions, financial accounting, copy writing, art design, photography, and record maintenance are key components.

MUSIC

String Orchestra (P)

This college preparatory course is for advanced string students. Emphasis is placed on music reading, music theory, ensemble skills, and the study of various styles and periods of music. Concepts of shifting and vibrato are utilized. This ensemble

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performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Piano (P)

This introductory course is designed for students who have had little or no formal training playing the piano. Emphasis is placed on correct piano playing technique, basic music theory and various performances and playing styles. The students will study piano literature that represents several musical periods, composers, and countries. There will be opportunities throughout the year for the students to perform for the public. Performance participation is required.

Jazz Ensemble/Commercial Music (P)

This college preparatory course is for experienced instrumental students. Emphasis is placed on music reading, music theory, ensemble skills, jazz styles, improvisational techniques, literature, and the contemporary commercial music idiom. Students perform at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Concert Choir (P)

This college preparatory course is for experienced choral students in a mixed group. Emphasis is placed on correct vocal production, advanced part-singing, music theory, sight-singing, and the study of various styles and period of music. The group performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Concert Band (P)

This college prep course is designed for the less experienced band student who wishes to continue musical growth with a focus on ensemble performance. The student continues to build principles of musicianship through appropriate literature, harmonic and rhythmic fundamentals, and ensemble skills. This ensemble performs at district music festivals, school and community concerts, and other approved performances. Performance participation is required.

Symphonic/Marching Band (P)

This college preparatory course is for experienced instrumental students. Emphasis is placed on music reading, music theory, ensemble skills, marching band fundamentals, and appropriate literature. Various styles and periods of music are presented. The historical significance of the American band movement is addressed. Students perform at district music festivals, school and community concerts, and other approved performances. Performance participation is required. In the first semester of grades 9-10 students can earn 5 credits towards the P.E. requirement. Second semester of grades 9-10 students must be enrolled in a P.E. course.

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Introduction to Business (semester class)

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OTHER

Avid

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The basis for instruction is a strong, relevant writing and reading curriculum with an additional focus on inquiry and collaboration. A sufficient number of college tutors will be available in the AVID class to facilitate access to rigorous curriculum. AVID program implementation and student progress are monitored through AVID Data System and Illuminate, and results are analyzed to ensure success. Students who complete AVID 12/Senior Seminar can count the A-G course toward one year of the "G" subject requirement.

Resource Center

This elective course is designed for students who enter 7-12th grade and are in RSP or M/M programs. This class is built around three areas of focus: knowledge (academic and self-regulatory skills), motivation, and organization (school culture and personal connectedness). The goal of the Resource Center curriculum is to increase participation and completion of rigorous A-G classes in order to enhance opportunities in selecting post-secondary educational options.

Human Geography AP (P)

Credits: 10 Maximum credits: 10

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally.
(Weighted Class)

WORLD LANGUAGES

The primary purpose of World Language study is to acquire oral fluency, listening, reading, and writing skills in the target language. Our State Universities, California State Universities and Universities of California, require a certain number and sequence of courses called the A-G requirements. To meet the University of California (UC) entrance requirements and the California State University (CSU) entrance requirements, students must earn a minimum of 20 credits in the same world language. In addition, the University of California and California State University recommend three years of World Language study (30 credits). Students must pass these courses with a C or better, see page 18 for specific details on A-G requirements, in order for a student to be eligible to apply. The Advanced Placement (AP) Program is a cooperative educational endeavor which allows students to participate in college-level studies while they are still in secondary school. Courses without a "P" or "AP" do not meet California A-G requirements. Enrollment in World Language is not dependent upon a student's English/Language Arts grade or teacher recommendation. In many instances the World Language is a student's primary language. Research shows that increasing the fluency in a student's primary language increases their fluency in their second language (ex. English/Language Arts). The first level of these modern world languages develops basic skills in listening, speaking, reading, and writing in the target language. A study of the culture is incorporated into each course. The second level is designed to extend communication skills and develop the control of vocabulary, grammar, and usage. Emphasis is placed on general conversation, extended narratives, and cultural concepts. The third and fourth levels continue to develop and expand the student's communication skills in the target language. Emphasis is placed on conversation, written expression, culture, and reading. Students who demonstrate proficiency in English and a language other than English may be eligible for the Seal of Biliteracy, a statewide recognition program awarded by the school district. Students are able to demonstrate proficiency in a language other than English is through completion of four years (40 credits) in the same World Language with an overall grade point average of 3.0 or higher in that course of study, passing the AP exam with a score of 3 or higher, or passing the SAT II foreign language exam with a score of 600 or higher. Seniors will be required to submit an application for the seal. For more information, please speak to a school counselor or World Language teacher.

Languages available: Spanish; Vietnamese; German; Heritage Spanish

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Heritage Spanish

The Heritage Spanish program is designed to meet the language needs of heritage Spanish speakers. Students who have oral Spanish skills will continue oral language development and will develop reading and writing skills. Appropriate usage in practical situations, literature, cultural information, and grammatical issues are presented. The program consists of two instructional levels. Students will be placed in Heritage Spanish 1 and 2 based on an assessment of Spanish skills and the needs of the student.

TECHNOLOGY PATHWAYS: Please see technology course description on Technology Pathways page.