



# PATTERSON HIGH SCHOOL

COURSE CATALOG

2022-2023

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# Welcome PHS Tigers!

Patterson High School administrators, teachers and support staff would like to welcome our Tigers and their families to our amazing school. We are honored to create traditions and build a school of excellence with you. We believe that a great school seeks to inspire students through innovation and the constant pursuit of excellence. This task requires courage, perseverance, insight, vision and a streak of Tigers who are willing to make PHS the best school possible. So, once again welcome and let the tradition continue....



## Why use a Course Catalog

The purpose of this course catalog is to provide parents and students with information regarding high school course offerings, graduation requirements, and college admission guidelines in order to plan and maintain an optimal high school experience. The route to earning a high school diploma should be personalized to meet the needs to each individual student.

By using this catalog to select your courses, communicate with your family, and learn about Patterson High School you will guide yourself through high school. The student's guidance counselor is one of the most important resources for each student to plan his/her career path. If you have any questions, or need further assistance please ask your counselor.

## How can my counselor help and who are they?

Your counselor plays a vital role in your high school career. They guide both you and your family throughout high school, helping you take the appropriate classes while becoming the best that you can be. The American School Counseling Association states, "professional school counselors deliver a comprehensive school counseling program encouraging all students in their academic, career and personal/social development while helping all students to maximize their achievement." The responsibility of your counselor is to assist you with both your academic and personal needs; the PHS counselors believe that a successful road through high school leads to a successful life after high school, thus we are here to guide you with PRIDE.

# PHS Contact Information

## Administrative Office

200 North 7<sup>th</sup> Street, Patterson, CA 95363 Ph. 209-892-4750 Fax 209-895-7093

Dave Smith, Principal	Ext. 27200
Brianna Nanney, Secretary	Ext. 27200
Corrin Rivera, Associate Principal of Curriculum & Instruction	Ext. 27112
Lauren Cozart, Secretary to Associate Principal	Ext. 27112
Ermelinda Flores-Bearrup, EL & Testing Coordinator	Ext. 27284
Rob Cozart, Athletic Director	Ext. 27254
Season Lozano, Activities Director	Ext. 27173
Rosie Galvan, School Clerk	Ext. 27113
Denise Silva, School Clerk	Ext. 27111

## Attendance/Discipline

Janet Lomeli, Assistant Principal of Discipline	Ext. 27202
Stephen Mauchley, Assistant Principal of Discipline	Ext. 27187
Mari Rivera, Secretary to Assistant Principal	Ext. 27202
Krystal Durham, Attendance Clerk	Ext. 27204
Cynthia Tellas, Attendance Clerk	Ext. 27289

## Counseling Office

Angie Ruiz, Registrar	Ext. 27205
Teresa Gonzales, Counselor	Ext. 27206
Melissa Gonzalez, Counselor	Ext. 27257
Yazmin Moreno, Counselor	Ext. 27212
David Taffola, Counselor	Ext. 27207
Tenisha Thomas, College & Career Counselor	Ext. 27213

## Library

Neil Vento, Library Media Tech	Ext. 27208
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## Important Links

Patterson Joint Unified School District Website <https://www.patterson.k12.ca.us/>

Patterson High School Website <http://pattersonhigh.patterson.k12.ca.us>

Patterson High Facebook Page <http://www.facebook.com/phstigers>

Aeries Portal <https://pattersonjusd.asp.aeries.net/student/LoginParent.aspx?page=default.aspx>

# PHS Graduation Requirements

Subjects	Graduation Requirements	A-G Requirements UC/CSU Eligibility
<b>Social Science</b>	3 years / 30 Credits	A. 2 years including one year of World History, one year of U.S. History, or one semester of U.S. History and one semester of American Government.
<b>English</b>	4 years / 40 Credits	B. 4 years
<b>Mathematics</b>	3 years / 30 Credits	C. 3 years required/4 recommended
<b>Science</b>	2 years / 20 Credits 1 Life & 1 Physical	D. 2 Laboratory Science in at least two of the three disciplines of Biology, Chemistry and Physics. 3 years recommended and may include one year of Earth or Interdisciplinary Science
<b>Fine Art/ World Language</b>	1 year / 10 Credits	E. 2 years of World Language. Consecutively the same language or equivalent to the 2 <sup>nd</sup> level of high school instruction.  - AND - F. 1 year Visual & Performing Arts Class
<b>Electives</b>	70 Credits	G. 1 – year College Preparatory (Classes ending with P)
<b>Physical Education</b>	20 Credits	N/A
<b>Interdisciplinary</b>	10 Credits (Health & Career Choices)	N/A
<b>Total Credits</b>	230 Credits	Grades of C or higher in all College Prep Courses
<b>Test Requirements</b>	N/A	SAT (plus Essay for UC) SAT Subject Tests for UC as needed.  ACT Assessment (plus Writing for UC)

**Graduation Ceremony:** Participation in the graduation ceremony, including the senior breakfast, graduation, and other senior activities is limited to those students qualifying to earn a diploma or certificate of completion from Patterson High School on the date their class graduates and those who have missed no more than 20 days (or 120 period absences) during their senior year. An individual with exceptional needs who meets the criteria for a certificate document shall be eligible to participate in any graduation ceremony and any school activity related to graduation, in which a pupil of similar age without disabilities would be eligible to participate. Per Ed Code 56391, the right to participate in graduation ceremonies does not equate to a certificate or document (as described in Ed Code 56390) with a regular high school diploma.

**To qualify for a diploma a student must:**

1. Complete all district and State of California required course work through classroom attendance and accrual of credits (Including Algebra 1 or Integrated Math 1).
2. Earn a minimum of 230 credits in the appropriate courses.
3. Pass the Patterson Required Exit Program (PREP).

**Junior College Requirements:**

Graduates of accredited high schools, juniors who hold the California High School Proficiency Certificate and have written parental permission, and persons 18 years of age or older who are able to benefit from the instruction are eligible for admission to a junior college. Junior colleges also use multiple measure to determine placement and/or require a placement test in English, Reading, and Mathematics.

# UC/CSU Approved Courses

The following PHS Courses have been certified as acceptable for UC and CSU admission. A student must earn a grade of a C or better in the class to meet university entrance requirements.

<b>A) History/Social Science</b>	<b>D) Science Cont.</b>	<b>F) Visual &amp; Performing Arts Cont.</b>
World History P	Animal Science P	History & Art of Floral Design P
AP European History	AP Chemistry	Photography P
U.S. History P	Physics P	Photography 2 P
AP U.S. History	AP Physics	Art History P
American Government P	AP Environmental	AP Art History
AP American Government	Anatomy & Physiology P	<b>G) Electives</b>
<b>B) English</b>	Agricultural Food Science P	Economics P
English 9-12 P	Earth Science P	Humanities P
English 9 H	<b>E) Language other than English</b>	Speech P
English 10 H	Arabic 1 P	Journalism P
English 11 P	Arabic 2 P	Professional Business Communication P
English 12 P	French 1 P	Small Business P
AP English Language & Composition	French 2 P	Supply Chain & Logistics Management P
AP English Literature & Composition	French 3 P	Computerized Accounting P
ERWC 12 P	AP French Language & Culture	Ag Floral Design P
<b>C) Mathematics</b>	Spanish 1 P	Ag Engineering 1P
Integrated Math 1 P	Spanish 2 P	Ag Engineering 2 P
Integrated Math 1A/1B P	Spanish 2 NS P	AgriBusiness Sales & Marketing P
Integrated Math 2 P	Spanish 3 P	Medical Terminology P
Integrated Math 2 ADV P	Spanish 3 NS P	Foundations of Health & Science P
Integrated Math 3 P	AP Spanish Language & Composition	Yearbook P
Integrated Math 3 ADV	AP Spanish Literature & Composition	Introduction to Engineering Design P
Finite Math P	<b>F) Visual &amp; Performing Arts</b>	Computer Science & Engineering P
Pre-Calculus P	Performing Arts P	AP Computer Science Principles
AP Calculus AB or BC	Arts P	Computer Science P
AP Statistics	Ceramics & Sculpture P	Psychology
<b>D) Science</b>	Advance Ceramics P	AVID 9
Biology 1 P	Advance Painting P	AVID 10
Agricultural Biology P	Drawing & Painting P	AVID 11
AP Biology	AP Studio Art	AVID 12
Chemistry P	Graphic Arts P	
Agricultural Earth Science P	Advance Band P*	
Chemistry P	Advance Choir P	
Chemistry & Agriscience P	Strings P	
Veterinary Science P	Percussion Ensemble	
Ornamental Horticulture P	Literature & History Through Film P	

**In the following pages, courses with a (P) next to a course name means it meets the UC/CSU A-G requirements**

Note: Most CSU campuses will accept some Agriculture courses.

\*One year fulfills ½ year of PE and fine art requirements.

# Citizenship and Student Conduct Code

It is one of the school's duties to assist parents in helping students develop responsible attitudes and behavior. This means preparing students for adult citizenship as well as preparing them for jobs and higher education. For this reason, it is as important for the school to teach and evaluate citizenship as it is to teach and evaluate academic work.

## **CITIZENSHIP GUIDELINES FOR STUDENTS AND PARENTS**

**Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his/her teacher and others in authority; kind and courteous schoolmates; and refrain from the use of profane and vulgar language.**

### **Each student shall:**

1. Attend class daily
2. Come to class on time
3. Come to class with necessary materials
4. Turn in assignments/homework/projects on time
5. Do his/her own work when independent work is required and does not cheat
6. Exercise reasonable care of school property
7. Show respect for others
8. Not disrupt class
9. Exercise good conduct

### **Student Conduct Code**

STUDENT DISCIPLINE: The Patterson Joint Unified School District has established a policy of progressive discipline. The goal of all discipline actions is redirect the undesired action to the desired action. Except for actions specifically noted in the district conduct code, site administrators should try other means of discipline which may include, but not limited to counseling the students, detentions (after-school), campus beautification, Saturday school (when available), and in-school suspensions.

\*\*\*For specific information regarding the district conduct code, please use the following links:

<http://www.patterson.k12.ca.us/workspaces/one.aspx?objectid=26519016&contextId=26518863>

# **Patterson High School Tigers Show...**



**RESPECT**



**OWNERSHIP**



**ATTENTIVENESS**



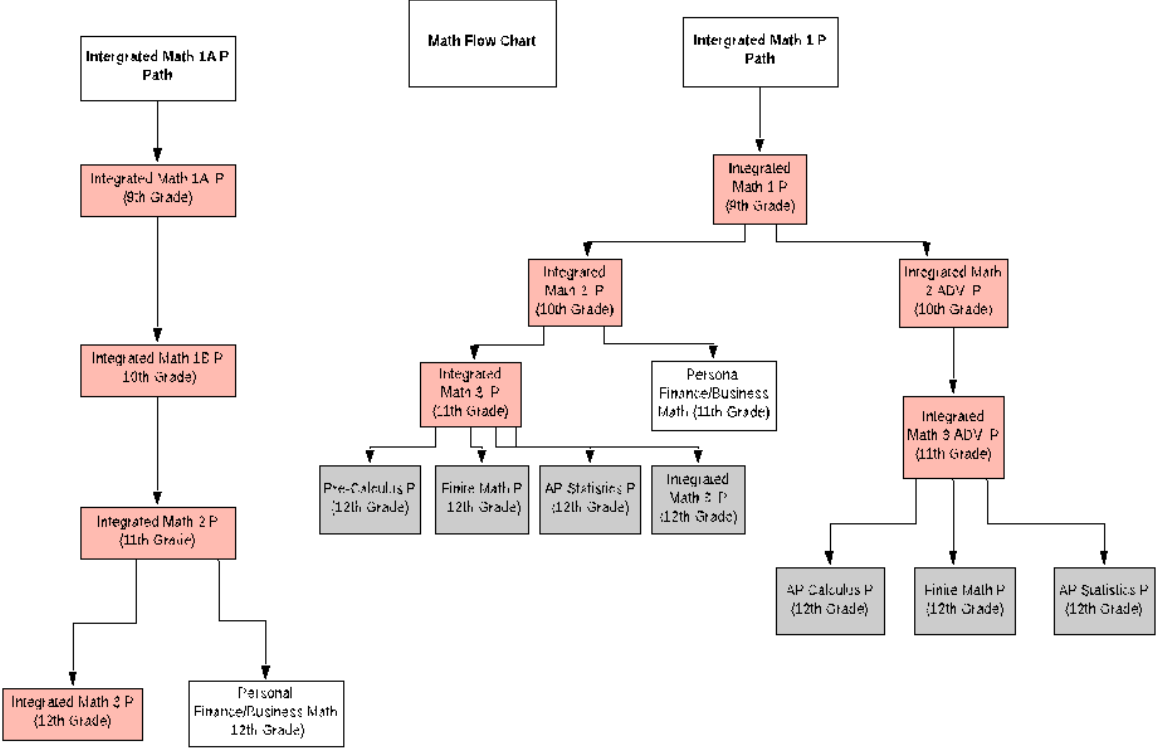
**READINESS**



# College Planning Calendar

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Aug/ Sept</b>	-Do well in coursework! -Identify college/career goals -Get involved in clubs/activities!	-Make sure you are on track for A-G -Maintain or improve your grades -Get involved in clubs/activities!	-Maintain or improve your grades during your junior year (very important) -Make sure you are on track for A-G that you would like to attend -Put together a list of 5-10 colleges -Identify admissions requirements or colleges on your list -Sign up for the PSAT -See College/Career counselor for questions -Get involved in clubs/activities!	-Narrow your college list -Visit campuses and their websites -Make a list of college application deadlines -Register for SAT or ACT if necessary -Work on UC application and Personal Insight Questions if applying a UC -Begin searching for scholarships -Begin asking for letters of recommendation if your colleges/scholarships require them
<b>Oct</b>	-Begin working on resume/brag sheet	-Practice study skills	-Take the PSAT -Practice for SAT on Khan Academy -See College/Career counselor for questions	-Work on CSU/UC and private school applications -Start working on FAFSA or Dream Act and submit as soon as possible (deadline is March 2nd)
<b>Nov</b>		-Start thinking about careers of interest	-Practice for SAT on Khan Academy -See College/Career counselor for questions	-Complete CSU/UC applications – Deadline Nov 30
<b>Dec</b>		-Start thinking about factors that are important to you in a college	-Practice for SAT on Khan Academy -See College/Career counselor for questions	-Apply for scholarships -Create college portals and emails when requested and check them regularly -Check portal To Do lists and comply with any requests from colleges -Order official SAT/ACT test scores from CB or ACT portal to be sent to colleges that you applied to -Last chance to take SAT/ACT for most colleges -Notify colleges ASAP if you did not pass a course
<b>Jan</b>		-Get involved in clubs/activities!	-Sign up for SAT if planning to go to 4-year college -Practice for SAT on Khan Academy	-Create college portals and emails when requested and check them regularly -Check portal To Do lists and comply with any requests from colleges
<b>Feb</b>		-Visit colleges if possible	-Begin searching for scholarships -Practice for SAT on Khan Academy	-Check portal To Do lists and comply with any requests from colleges -Apply for scholarships -Look for your Student Aid Report (SAR) if you applied to financial aid -Register for community college if attending
<b>March</b>		-Start saving for college if you haven't already!	-Sign up for May SAT if you have not yet taken it -Practice for SAT on Khan Academy	-Submit FAFSA/Dream act by March 2 <sup>nd</sup> if you haven't done so
<b>April</b>		-Talk to your parents about colleges/majors	-Visit schools on list if possible	-Create Cal grant account (Web Grants 4 Students) -Look out for acceptance and financial aid letters -Make final decision and send in deposit if necessary by May 1st
<b>May/ June</b>		-Take summer school if needed	-Update resume/brag sheet with activities/awards/honors from the year -Take summer school if needed	-Apply for orientation if required -Apply for housing if necessary -Continue checking emails from colleges -Ensure final transcript is received by college -Notify college asap if you did not pass a course -Enroll in summer bridge if required

# Math Flow Chart



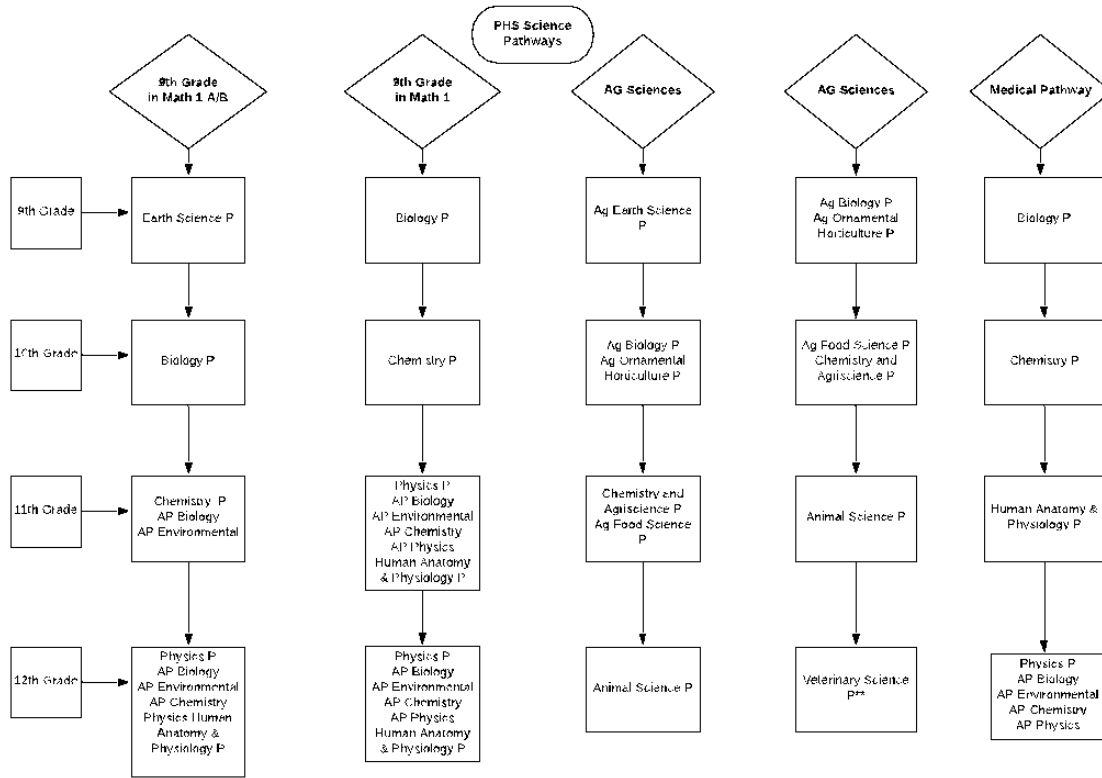
Required for A-G

Optional for A-G

**Notes:**

- \* Integrated Math 1A P and 1B P counts as 2 years of Math towards graduation and 1 year towards A-G Math completion.
- \* All paths that complete 3 years of A-G Math with a C or better are eligible for UC/CSU admission.
- \* Integrated Math 1A is based on placement test, teacher recommendation, and math grade from 8th grade semester 2.

# Science Flow Chart



\*\* Pending A-C Approval

# Academic Expectations

## Grading Scale

**A** = Outstanding work, 4 grade points

**B** = Above average work, 3 grade points

**C** = Average work, 2 grade points

**D** = Below average, barely passing, 1 grade point

**F** = Failure, NO CREDIT, 0 grade points

**I** = Incomplete. This grade is given as a result of extended illness or extenuating circumstances. An incomplete grade must be made up within six weeks of the following semester. It is the student's responsibility to contact the teacher for make-up work.

**CR** = Credit, not included in GPA

**NC** = NO Credit, not included in GPA

**NM** = NO Credit, not included in GPA

## Honors / Advanced Placement (AP) Extra Grade Points

Honors / AP classes that are accepted by CSU and UC for honors credits receive an extra grade point for C and above grades.

**A** = 5 grade points

**B** = 4 grade points

**C** = 3 grade points

## Grade Point Average (GPA)

In the Cumulative GPA ALL grades are averaged:

\***Unweighted** – No extra grade points are given for Honors / AP classes.

\***Weighed** – Extra grade points given for all Honors / AP classes.

\***CSU / UC** – Extra grade points given only for designated Honors / AP classes approved by CSU / UC.

## Repeating a Class and Credit Recovery

Students who need to recover credits have multiple opportunities to complete coursework through Summer School, Online Credit Recovery, and Adult School. Repeating a course during the regular day of the traditional school year is considered as a last option to remediate credit deficiencies and only if there is sufficient room. In addition, students may want to repeat a class in order to raise their grade. The new grade **DOES NOT REPLACE THE OLD GRADE**. The new grade will simply be included on the transcript. If the student failed the first time he/she took the class, then credit will be granted for the repeat class if passed.

## Progress Reports and Semester Grades

Progress reports are issued at the 6<sup>th</sup> week and 12<sup>th</sup> week of each semester. These reports are mailed and take approximately one and half weeks to reach the home. Be sure the school has your correct mailing address to assure that these reports reach you. These reports represent what the student is earning at that point in the semester and can change as the semester progresses. These grades do not become a part of the student's permanent record. Parents may also access Aeries on a daily basis to check grades and assignments. Please contact the teacher if there are questions regarding a grade. **Semester grades** are submitted at the end of each semester. Fall semester ends at the end of December and spring semester ends at the end of May. These are the grades that are recorded on the student's permanent transcript.

## Back to School Night & Parent / Teacher Conferences & Open House

Back to School Night is held within the first month of the new school year. Parent/teacher conference day is held after the 6<sup>th</sup> week grading period of the first semester. Open House is held in the spring. A parent may request a conference with a teacher or counselor at any time during the school year by contacting the counseling office.

## Academic Block P Awards Program

This is a program that was implemented to honor students who maintain a GPA of 3.5 or higher for a full semester. The program is designed to both recognize outstanding academic achievement and encourage increased academic excellence among all students. An event is held during the spring semester to recognize this achievement.

# Glossary of Terms

Patterson High School offers several types of specialized programs. In most cases, enrollment in any of these programs/courses requires the approval of the course teacher or the school counselor.

## **(AP) ADVANCED PLACEMENT:**

Patterson High is proud to offer a comprehensive Advanced Placement (AP) curriculum in English, Spanish, science, social science, mathematics, and art. All classes follow the rigorous courses of study of the College Board and prepare students for the AP exams in May in the respective courses. Successfully passing an AP exam results in college credit for the course at most colleges and universities. Some colleges and universities only accept a limited amount of credits; it's recommended to select limited AP courses. This course carries an extra weight (5.0) for high school GPA calculations. Any student enrolling in an AP course is expected to take the AP exam in spring.

\*Students wanting more than 3 AP courses in their schedule must request approval from administration, which may require a parent meeting.

## **(AVID) ADVANCEMENT VIA INDIVIDUAL DETERMINATION:**

Available at both middle and high school, AVID is a national program which focus on preparing students to meet the requirements necessary to enter a four-year university (UC/CSU, etc.) upon graduation from high school. AVID is a four-year commitment college preparatory program for those students who are under-represented in four year universities. AVID has a GPA requirement of 2.5-3.7. These students are selected by criteria that include essay, interview, and teacher recommendation usually during the eight-grade year. The curriculum includes the following: in class tutoring, test taking, note taking, time management and personal organizational skills; field trips to college/university; community service projects, etc. To ensure success for these students, the AVID program provides tutors, encourages enrollment in both Honors and AP courses and helps prepare students to take the SAT and other standardize tests. Additionally, AVID helps with college applications and finding scholarships and financial aid. Parent involvement is important and student responsibility is the key.

## **(H) HONORS PROGRAM:**

Patterson High offers Honors classes in English and Spanish. The courses follow the same curriculum as the regular courses (i.e. English 9 P and Spanish 3 NS), with increased rigor in reading, writing, analysis, computation, extended learning projects, as appropriate to the course. This course carries an extra weight (5.0) for high school GPA calculations.

## **(SEI) SHELTERED ENGLISH INSTRUCTION:**

These courses are designed for students who are enrolled in Patterson High as English Learners. The course content is the same as the regular course but is taught by a teacher who uses appropriate teaching strategies to assist students in learning the curriculum as they prepare to move into the mainstream (English only) classes.

## **(WE) WORK EXPERIENCE: (Students MUST be employed before enrolling in the Course)**

Any student enrolled in the work experience program must be enrolled in 5 (non-work experience) classes. A student may not acquire more than 40 units of WE credit, no more than 40 units of OWE/IWE combined credit during the 4 years of high school. A letter grade is given for the course work and credits are assigned based on number of hours worked. Applications are located in the office and must be submitted to Mr. Wheeland (during school year) or district office (during summer hours).

# Valedictorian/Salutatorian

The Valedictorian is the student with the highest weighted GPA. There will be a Salutatorian as well, which is the student with the second highest cumulative GPA. The GPA's are calculated at P5 grading period of 12<sup>th</sup> grade. In the event of a tie, those two students would be Co-Valedictorians, and there will be no Salutatorian.

The Valedictorian gives the farewell statement during the graduation ceremony.



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## CSF California Scholarship Federation

### **What is CSF?**

Patterson High School's CSF is one of over 1,000 chapters of The California Scholarship Federation which was founded in 1921. The purpose of CSF is to foster and recognize high standards of scholarship, service and citizenship.

### **Who Can Join?**

Students in the second semester of the 9<sup>th</sup> grade and students in grades 10-12 who meet requirements are eligible to join. (First semester 9<sup>th</sup> graders who were Honor Members of the California Junior Scholarship Federation at their middle school may join the first semester of their 9<sup>th</sup> grade year as Associate Members.)

### **Why Join?**

As a state organization with eligibility, CSF is well respected and prestigious. Students can indicate memberships on college applications and resumes. Those students who are members for at least four semesters, with at least one of those semesters occurring their senior year, are considered CSF Seal Bearers and receive special recognition on their graduation ceremony. This recognition includes the wearing of an honor stole, the Seal Bearer Membership Lamp Pin, and a notation on the graduation program as to their CSF Seal Bearer status. A seal will also be placed on their diploma. A notation is also made as to CSF standing on all official transcripts sent to perspective colleges.

### **How can I Join?**

To join, you must fill out the online application. The online application will be sent via Parent Square. Eligibility is determined on the grades you received on last semester's report card. Grades must fall within three different categories; make sure you follow directions on the application forms.

### **Application deadlines & Dues**

Applications must be submitted online; no late applications will be accepted. If you have any questions, please see your counselor.

# California State Seal of Biliteracy

The State Seal of Biliteracy is awarded to high school graduates who attain a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Appearing on the transcript and diploma of the graduating senior, the Seal of Biliteracy is a verification of linguistic proficiencies. Each student has met the academic requirements set by the State:

## Section I Criteria:

1. Completion of all ELA requirements for graduation with an overall GPA of 2.0 or above.
2. Students must have passed the California Assessment of Student Performance and Progress (CAASPP) in ELA (administered in grade eleven), or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
3. Demonstrated Proficiency in another language by set state guidelines – Must meet one of the following:
  - a. Passing an AP exam
  - b. Completion of 4 – year course of study in foreign language with GPA 3.0 or above
  - c. Pass SAT II foreign language exam with a score of 600 or higher

## Section II Criteria: Eligibility Criteria for a Student Whose Primary Language is not English

(If the primary language of a pupil is other than English, the student shall also meet the following academic requirements).

1. Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten or kindergarten through grade twelve, inclusive.
2. Meet the academic requirements 1, 2, 3 as state above in Section I.

## Questions:

Please contact Mrs. Ermelinda Flores-Bearrup or contact California Department of Education (CDE) by email [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov)

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## Academic Block P

Students may qualify for Academic Block P if they receive a GPA of 3.5 or higher during any semester. The first time they become eligible they receive their academic block. Then a star is awarded for every semester that they earn a 3.5 or higher. Question about eligibility please contact your student’s counselor.



# Advanced Placement (AP)

The Advanced Placement (AP) program at Patterson High School provides qualified students with the opportunity to pursue college-level courses while in high school. The AP program is a national cooperative educational endeavor of the College Board. The program is based on the belief that high school students can successfully complete college-level studies and receive college credits and/or advance placement for them. Patterson High School offers a comprehensive AP program. AP courses receive an honors designation and an extra grade point weighting in the calculation of student grade point averages and are identified by having an AP or H adjacent to the course title.

## How does AP benefit colleges and universities?

AP students arrive with the study and analytical skill required for success in college.

## What procedures ensure that AP grading standards are equivalent to those of major colleges?

AP examinations are prepared and graded by college faculty, including some of the country’s finest. Approximately half of each examination is a free-response essay or complex problem. Curriculum surveys are conducted every four years to guide faculty in the development of AP course content. The American Council on Education (ACE) has accredited the AP Program and recommends that colleges and universities award credit for AP Examination of grades 3 or above.

## How do I take an AP course?

1. Sign up for the course
2. Teacher Recommendation in the same content/subject area is required for consideration.
3. Parent/Student Signature on course ballot.
4. If a student is planning on taken 3 or more AP courses student must fill out a Google Form located on the PHS School Website.
5. Attend Parent/Student AP/Honors Meeting in the Spring
6. Students who sign up for AP/Honors course will not be switched out and it will be year long commitment.

# Articulated Courses

The following PHS courses have been articulated with Modesto Junior College as 2 + 2 course. This will allow students who pass the PHS course to earn college credits when they enroll at MJC. Some courses require students to take a final through MJC. Students must earn a B or better in spring semesters to earn credit from MJC. Please speak with your PHS instructor for more details.

PHS Course Title	MJC Course Title
The Art & History of Floral Design P	EHS 50 - Beginning Ornamental Gardening EHS 280 - Beginning Floral Design
Ag Ornamental Horticulture P	EHS 51 - Environmental Horticulture Preparation <b>OR</b> EHS 210 - Introduction to Environmental Horticulture Science
Agricultural Welding & Fabrication	AGM 50 - Preparation for Mechanical Technology AGM 210 - Agricultural Welding
Advance Mechanized Agriculture Project	AGM 50 - Preparation for Mechanical Technology AGM 210 - Agricultural Welding
Ag Leadership P	AG 100A - Leadership in Agriculture AG 349B - Work Experience Agriculture – Supervised Practice
Ag Floral Design P	EHS 50 - Beginning Ornamental Gardening
Agribusiness Sales & Marketing P	AGEC 50 - Survey of Agriculture Economics
Agricultural Earth & Environmental Science P & Agricultural Biology P*	ENSI 108 - Environmental Conservation
Human Anatomy & Physiology P	AP 50 – Elementary Human Anatomy-Physiology

\*Both classes must be taken to receive articulation credit



# FFA (Future Farmers of America)

## What is FFA?

The letters “FFA” stand for Future Farmers of America. These letters are a part of FFA history and heritage that will never change. But FFA is not just for students who want to be production farmers; also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more. FFA is an intracurricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

## Why join FFA?

Students are provided opportunities for leadership development, personal growth and career success. The Agricultural Education model includes 1) classroom/laboratory instruction “learn by doing” philosophy, 2) supervised agricultural experiences, and 3) student leadership organizations that operates on a local, sectional, regional, state, and national level.

## How do I join FFA?

Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America)

**Questions:** Please contact Kendall Green [kgreen@patterson.k12.ca.us](mailto:kgreen@patterson.k12.ca.us)



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# AVID (Advance Via Individual Determination)

## What is AVID?

AVID is a college readiness **program** designed to help students develop the skills they need to be successful in college. The **program** places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. AVID at PHS is a college prep “G” elective within the school day every year of high school.

## An Average week in AVID Class consists of:

- \*Tutorials: Small groups who work with peers and / or AVID tutors to help them better understand their academic curriculum.
- \*AVID Curriculum: Strategies for writing, inquiry, collaboration, and reading.
- \*Socratic Seminars: Student led discussions similar to what goes on in many colleges with a goal of better understanding a topic through listening and speaking strategies.
- \*Teambuilding Exercises: Helps students learn to collaborate with each other.
- \*Guest Speakers: Teaches students about potential careers, college, study habits, life plans and college preparation.

## How do I join AVID?

1. Apply
2. Attend Parent/Student Information Night
3. Student Interview

**Questions:** Please contact Susie Mercado [smercado@patterson.k12.ca.us](mailto:smercado@patterson.k12.ca.us)



# Leadership – ASB

The Leadership curriculum will include teambuilding, setting values for PHS; problem solving and decision making strategies; goal setting for traditions of PHS; planning service learning projects for the school, community, and the world; building self-esteem and confidence; applying communication and leadership skills; balancing academics and activities using time and stress management skills, developing special activities for your peers; and most importantly, having fun while you are doing it!

Patterson High School Leadership classes is mandatory for all Student Government leaders. The class will include ASB officers, class officers, and commissioners. **All positions are determined by a combination of completing a required application process, an interview, and teacher references. Leadership students must maintain a 2.0 GPA, with no D's or F's.** This is a class that requires time outside of the class period to carry out the planned activities. ASB night events will be required, i.e set up for Homecoming Week, assigned practices for rallies, lunchtime activities, and after-school assigned shifts for fundraisers or community serviced learning projects. Students must fulfill 10 hours of community service and 30 ASB hours during each semester. All students will be held accountable to work in their assigned shifts and to complete all assigned tasks within their elected/selected offices. **For more information, please contact Season Lozano, PHS Activities Director at [slozano@patterson.k12.ca.us](mailto:slozano@patterson.k12.ca.us)**

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## Link Crew

### What is a Link Crew Ambassador?

A Link Crew Ambassador is a student that will assist incoming freshmen students during Tiger Training Day (Freshmen Orientation). Students tour the campus, play games, do ice breakers, interact with each other, but most importantly, they create a bond with an upperclassman that will help them throughout their freshman year at Patterson High. During the school year Link Crew Ambassadors will be in an Advisory Class together where they plan different events for freshman throughout the school year.

### How do I become a Link Crew Ambassador?

There is an application process. Along with teacher recommendation, an interview process. The team looks at attendance, grades, and discipline. Application process starts during Spring Semester.

### Link Crew Ambassador Duties:

**Mentor:** Help the transition process for all incoming freshman and new students to Patterson High.

**Community Services:** All Link Crew Ambassadors are expected to participate in Community Service.

**Student Services:** Knowledge of Student Services such as counseling, athletics, academics, activities, clubs and all staff.

**FUN:** The most important duty for all Tiger Ambassador is to have fun while learning and motivating freshman students to excel in and out of the classroom by providing the peer tools for them to be successful at Patterson High.

**Questions:** Please contact Sara Gomez [sgomez@patterson.k12.ca.us](mailto:sgomez@patterson.k12.ca.us) or Jeremy Solis [jsolis@patterson.k12.ca.us](mailto:jsolis@patterson.k12.ca.us)



# Logistics – CTE

## What is logistics?

Management of the flow of good and services between the point of origin and the point of consumption. Distribution center, packaging, ordering and delivery.

## Why logistics?

- \*Opportunities for job placement after high school
- \*Industry Certification
- \*Hands-on learning experience
- \*Field Trips
- \*Professional Speakers

**Questions:** Please contact Larry Garcia [hgarcia@patterson.k12.ca.us](mailto:hgarcia@patterson.k12.ca.us) or Glenn Ecalne [gecalne@patterson.k12.ca.us](mailto:gecalne@patterson.k12.ca.us)



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# Commercial Truck Driving

PHS currently offers Commercial Truck Driving to current 12<sup>th</sup> grade students. Curriculum is based on the highest level standards as set by the Professional Truck Driving Institute (PTDI). In order to receive the certification students must complete 180 hours of instruction (90 hours of lecture and 90 hours of hands-on lab activities). **Hours outside of class are mandatory.** PHS is partnered with Morning Star Trucking to provide free behind-the-wheel training and employment opportunities.

**Questions:** Please contact Dave Dein [ddein@patterson.k12.ca.us](mailto:ddein@patterson.k12.ca.us)



# Guidelines for Choosing a Course

Please follow these guidelines to help choose your courses for the upcoming school year.

1. **GRADUATION REQUIREMENTS:** Carefully check the graduation requirements.
2. **COLLEGE ENTRANCE REQUIREMENTS:** Look for courses required by many colleges and universities.
3. **CAREER PLANS:** Look for courses that can help you prepare for possible career goals.
4. **YOUR INTEREST:** Check for courses that let you pursue your own personal interests.
5. **PARENT/GUARDIAN APPROVAL:** Talk to your parent/guardian about your course choices.
6. **TEACHER RECOMMENDATION:** Talk with your teachers about course choices and get their recommendation.

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## Schedule Changes

During the spring of each year, students are given materials to sign up for classes for the upcoming school year. This is an important process and all students should take it seriously. The courses you have checked on the ballot form should be only courses that you are interested in taking, ones that match your four-year plan, meet PHS graduation requirements and post-secondary goals. At this time, classes should be approved by students, parents, and teachers.

**This is the best opportunity to make changes in course selections.**

Requests to drop a class are denied unless there is an error on the class schedule. The master schedule was constructed and funded to meet the original request of the students. After the master schedule is completed, those students with unavoidable conflicts will be contacted by counselors to make final decisions about the courses to be taken by each student.

**Finalized student schedules will be available at ROAR Days.** Changes in schedules will ONLY be made for the purpose of balancing classes, periods without a class, missing senior graduation requirements and class cancellations. Teacher and / or period changes will not be made once school starts, unless for one of the reasons stated above. No lunch period changes will be granted. No schedule changes will take place one week after school begins.

All classes at Patterson High School are available to all students and are offered without discrimination of race, color, national origin, sex, handicap, sexual orientation or creed.

# Course Description – Agriculture

**AGRICULTURE** – Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. Students will be expected to participate in six FFA activities a semester as an integral part of their agricultural class. 10% of a student's grade will be based upon involvement in FFA activities. All activities are outside of school time. An additional 10% will be based on the student's Record Book of their Supervised Agricultural Experience (SAE) project throughout enrollment in agriculture classes. Please see the Ag Department Chair regarding questions about these policies.

**AGRICULTURE LEADERSHIP:**  
 Grades: 10 – 12  
 Prerequisite: FFA Officer or Consent of Instructor.

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is offered zero period. This course is articulated with Modesto Junior College for AG 100A- Leadership in Agriculture and AG349B-Work Experience Agriculture Supervised Practice. This course meets the UC/CSU "G" requirement.

**AGRICULTURAL EARTH ENVIRONMENT SCIENCE P:**  
 Grades: 9 Prerequisite: None

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is approved for the UC/CSU "D" lab science requirement. This course is articulated with Modesto Junior College if the student also takes the Agricultural Biology P course for ENSI 108- Environmental Conservation.

**AGRICULTURAL BIOLOGY P:**  
 Grades: 9 – 10  
 Corequisite: Math 1

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU "D" lab science requirement. This course is articulated with Modesto Junior College if the student also takes the Agricultural Earth & Environmental Science P course for ENSI 108- Environmental Conservation.

**CHEMISTRY AND AGRISCIENCE P:**  
 Grades: 10 – 12  
 Prerequisite: Ag Biology or Biology with C or better.

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This course meets the UC/CSU "D" lab science requirement.

<p><b>ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) P:</b>  Grades: 11 – 12  Prerequisite: Ag Biology P or Bio P with a C- or better</p>	<p>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student’s understanding of Agriculture, the environment, and society. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU “D” lab science requirement.</p>
<p><b>AGRICULTURAL FOOD SCIENCE P:</b>  Grades: 10-12  Prerequisite: None</p>	<p>This course will teach students the fundamental scientific principles to the research and development of food products through the chemistry of food. Through extensive and numerous laboratory experimentation along with class discussions, field trips and guest speakers, students will apply food processes and chemistry principles as they pertain to the food science industry. This laboratory-based class is designed to educate students about the chemical processes’ food science undergoes along with, food safety, quality assurance, new product development and food processing and engineering. The topics of atomic structure, chemical bonds, gases, acids and bases, solutions, chemical thermodynamic and reaction rates will be embedded in the class discussions, activities and labs about agriculture food science and technology. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is approved for the UC/CSU “D” lab science requirement.</p>
<p><b>AG FLORAL DESIGN 1 P:</b>  Grades: 10 – 12  Prerequisite: None</p>	<p>Students will explore elements and principles of design, two- or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged, or fundraising will be an option to offset the cost of flowers. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for EHS 50- Beginning Ornamental Gardening. This course meets the UC/CSU “G” requirement.</p>
<p><b>HISTORY &amp; ART OF FLORAL DESIGN P:</b>  Grades: 11 – 12  Prerequisite: Ag Floral Design 1 with a C- or Better</p>	<p>The History and Art of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including flowers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. Some after school time will be required to work at the Crimson Floral Shop. A fee will be charged, or fundraising will be an option to offset the cost of flowers. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU “F” requirement. This course is articulated with, and dual enrolled Modesto Junior College for EHS 50- Beginning Ornamental Gardening and EHS 280– Beginning Floral Design.</p>

<p><b>AGRIBUSINESS SALES AND MARKETING P:</b>  Grades: 10 – 12  Prerequisite: Any</p>	<p>This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for AG 100A- Leadership in Agriculture and AG349B-Work Experience Agriculture Supervised Practice. This course meets the UC/CSU “G” requirement.</p>
<p><b>AGRICULTURAL ENGINEERING 1 P:</b>  Grades: 9 – 12  Prerequisite: None</p>	<p>This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, cold metal work, woodworking, plumbing, concrete/bricklaying work, electricity, basic welding/cutting and careers. Safety glasses must be worn at all times in the shop. Student are responsible for any costs of materials beyond those supplied by the shop. The cost will be determined by the complexity of the project and the amount of material needed. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU “G” requirement.</p>
<p><b>AGRICULTURAL ENGINEERING 2 P:</b>  Grades: 10 – 12  Prerequisite: AG Engineering 1 with a C- or better</p>	<p>This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will be using oxy-acetylene equipment to develop skills in cutting and welding. Other coursework includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and with fabrication or project layout. Safety glasses must be worn at all times in the shop. Student are responsible for any costs of materials beyond those supplied by the shop. The cost will be determined by the complexity of the project and the amount of material needed. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU “G” requirement.</p>
<p><b>ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:</b>  Grades: 11 – 12  Prerequisite: AG Engineering 2 with a C- or better</p>	<p>This course builds on the knowledge and mechanical skills learned in Mechanized Agricultural Engineering 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. Student are responsible for any costs of materials beyond those supplied by the shop. The cost will be determined by the complexity of the project and the amount of material needed. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for AGM 50-Preparation for Mechanical Technology and AGM 210- Agricultural Welding.</p>
<p><b>ROP AGRICULTURAL WELDING AND FABRICATION:</b>  Grades: 11 – 12  Prerequisite: AG Engineering 2 with a C- better and/or approval of the instructor</p>	<p>Students will learn skills in arc welding, TIG welding and oxy acetylene cutting. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete small and large projects during the school year. Safety glasses must be worn at all times in the shop. Students will be responsible for the cost of materials needed to complete the large projects. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for AGM 50-Preparation for Medical Technology and AGM 210-Agricultural Welding</p>
<p><b>ANIMAL HUSBANDRY:</b>  Grades: Current 9-11  Corequisite: Any Agriculture Course</p>	<p>This competency-based course prepares students for employment in areas of modern agriculture with emphasis in the area of commercial livestock agriculture. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy. This course is offered only during summer and grading is based on the completion of the Agricultural Experience Tracker Record Book. Credits are based upon number of hours completed.</p>

**ORNAMENTAL  
HORTICULTUR  
E P:**

Grades: 9 – 12

Prerequisite: None

This course will provide the student with necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes unit on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU "D" lab science. This course is articulated with, and dual enrolled Modesto Junior College for EHS 51- Environmental Horticulture Preparation and EHS 210- Introduction to Environmental Horticulture Science.

**VETERINARY SCIENCE  
P:**

Grades: Current 12

Prerequisite: Animal

Science P with a C- or better

Veterinary Science is a course designed to provide students an applied scientific study in the area of animals and veterinary care with a focus on laboratory science skills. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, body systems, evolution, and ecology as they pertain to the animal/veterinary field. Livestock specimens will serve as a supplemental lab practicum throughout the duration of this course. Each unit includes a clinical practice component to put the knowledge learned into a real veterinary clinical situation. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills. This course will meet UC/CSU "D" lab science.



# Course Description – AVID

**AVID – Welcome to AVID at Patterson High School! AVID began at Patterson in 1999. Patterson maintains the distinction of being a National Highly Certified School. AVID (Advance Via Individual Determination) offered as an college prep elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. “AVID’s Mission is to close the achievement gap by preparing all students for college readiness and success in a global society.”**

**AVID 9 P:**  
Prerequisites: program acceptance  
This beginning class primarily focuses on note-taking skills, organizational skills, and time management skills. Students regularly are required to submit grade reports, have their binders evaluated and their notes graded. Also, they are required to write four essays during the year. This course is approved for UC/ CSU “G” requirement.

**AVID 10 P:**  
Prerequisites: Students must pass AVID 9 or consent of the instructor  
This second year focuses on perfecting notetaking, organizational, and time management skills. Also, students perfect their tutorial skills. Notes, and planners are evaluated and graded regularly. Also, four essays are required for this year. This course is approved for UC/ CSU “G” requirement.

**AVID 11 P:**  
Prerequisites: Students must pass AVID 10 or consent of the instructor  
AVID 11's main focus is on SAT, ACT, and SAT II test-taking skills. Because these tests are so important for AVID students, all AVID 11 students are required to take the SAT at least once in their Junior year. Also, students will begin their search for the universities they may want to attend. AVID 11 students will write a comparative research paper on these universities. Binders, notes, and planners are evaluated and graded regularly. This course is approved for UC/ CSU “G” requirement.

**AVID 12 P:**  
Prerequisites: Students must pass AVID 11 or consent of the instructor  
This college prep class will mainly focus on Socratic Seminar, speeches, and the college essay. In the fall semester, students will apply to their prospective colleges, and in the spring semester, the students will focus on finding and applying for scholarships and financial aid. Essays will mainly target admission and scholarship type essays. Speeches will enhance students’ confidence while developing the proper rapport with different audiences. The Socratic Seminar will hone critical thinking skills while enhancing proper group discussion etiquette. This course is approved for UC/ CSU “G” requirement.

# Course Description – Business & Logistics

The Business Education Department has developed different career pathway options for students who have an interest in managing anything from a small business or a large distribution center. There are many options to choose from including the Supply Chain/Logistics pathway where students can actually manage an on-campus warehouse laboratory with different equipment, forklift simulators, and FANUC robotic arms to program. Students can also take Entrepreneurship, Marketing, and Accounting classes to get a better understanding on how to run or manage businesses of all sizes. These classes will also help prepare students that would like to major in Business in college. Many of our upper level classes meet A-G elective requirements.

<p><b>CAREER CHOICES:</b> Grades: 9 Prerequisite: None</p>	<p><i>Career Choices &amp;</i> the online 10-year plan is an interdisciplinary curriculum is a semester long course that engages students in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future. Ideal for 9<sup>th</sup> grade students, this semester long Freshman Transition course facilitates the in-depth exploration of three fundamental questions: 1. Who am I? 2. What do I want? 3. How do I get it? These questions drive the academically integrated curriculum, making it relevant, rigorous, and relationship rich. <b>This course is required for all incoming freshmen students.</b> This one semester course is offered opposite of Health (see PE) in the student’s schedule.</p>
<p><b>PROFESSIONAL BUSINESS COMMUNICATIONS P:</b> Grades: 10 – 12 Recommended: C or better in English 9 or most recent English class</p>	<p>This is designed to prepare students for essential business communication skills utilizing 21st century technology platforms. This course will develop the student's depth and breadth of communication abilities, critical thinking, and problem-solving skills. It is specifically designed to give students a competitive edge in both post-secondary education and career pursuits. This course integrates the foundational principles of business communication with the organizational, analytical, and technical concepts required of business communications. The development of a professional portfolio is a key component in each unit. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. This course meets the UC/CSU “G” requirement.</p>
<p><b>LOGISTICS AND DISTRIBUTION:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>This course prepares students for direct entry into the distribution or warehousing industry within retail, wholesale, manufacturing and public establishments. Students taking this course will learn proper warehouse safety procedures, shipping, proper lifting and loading, stocking, transportation systems, essential business forms, filing, packing, marking supplies, receiving operations, inventory control, warehouse technology, leadership skills and customer service. Students with a minimum age of 18 will have the opportunity for workplace learning in distribution centers and warehouses. All students will be exposed to warehouse and distribution center operations via various field trips to local DC’s and warehouses. Integrated throughout the course are Academic and CTE standards, which include safety, communication, technology, ethics, career planning and other employability skills.</p>
<p><b>SUPPLY CHAIN &amp; LOGISTICS MANAGEMENT P:</b> Grades: 11-12 Prerequisites: Logistics and Distribution with a C or better</p>	<p>The course is designed for student who have had at least one previous year in the introductory course in our Business Logistics pathway program. Logistics Management is the part of supply chain that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers’ requirements. This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, inventory control, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including RFID and ERP systems. This course meets the UC/CSU “G” requirement. <b>Additional lab hours are required outside of scheduled class time.</b></p>
<p><b>SAFE FORKLIFT OPERATION:</b> Grades: 11 – 12 Prerequisites: Logistics &amp; Distribution with a C or better</p>	<p>In this course we’ll discuss the importance of safe operation and responsibilities of a professional lift truck operator, and the skills and techniques you can see use to ensure safe operation and incident prevention. Forklift training requires both computer based training and hands-on experience. Although the operation of a forklift is similar to that of a car, there are important differences, including the speed, visibility, load of stability, lack of stability on inclines or declines, path smoothness (potholes, etc), load height, load rigging etc, Training is provided to current Logistics students to help move heavy objects, usually on pallets that would otherwise be difficult to move. <b>Additional lab hours are required outside of scheduled class time.</b></p>

**SMALL BUSINESS  
MANAGEMENT P:**

Grades: 10 – 12

Prerequisites: None

This course is designed to prepare students for post-secondary study and employment in the area of professional finance and management. Students will study business economics and its relationship to and impact on business ownership in the private enterprise system. Students will learn about microeconomics and macroeconomics focusing on the effects of supply and demand, prices, market structures, business organizations, money, banking, financial markets, gross domestic product, taxation, the Federal Reserve, international trade, and globalization. Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of a business under the guidance of a consultant with the support of real business software packages and the Internet for business transactions. This course will also incorporate the **Charles Thompson Entrepreneurship Challenge as a major ongoing project**. This course meets the UC/CSU “G” requirement.

**BUSINESS PERSONAL  
FINANCE MATH:**

Grades: 11 – 12

Prerequisite: None

This course is designed to provide students with a comprehensive course in practical, applied mathematics. In the first semester, students focus on Personal Finance. In this part of the course students learn fundamental money management skills, including calculating income, paying taxes, savings accounts, credit cards, investing, etc. In the second semester, students focus on Business Math. They will explore mathematical applications in typical business situations and go “inside” of how a business functions.

**COMPUTERIZED  
ACCOUNTING P:**

Grades: 10 – 12

Prerequisites: successfully  
Passed Math 1P

This course teaches students the fundamental concepts, procedures and principles of accounting for service and merchandising business. It will prepare students for majors in Business Administration, Finance, or Accounting. In addition, students will also learn about careers in accounting and business. Students will develop and maintain general accounting systems using manual and computer applications for sole proprietorships, partnerships and corporations with an emphasis on the accounting cycle, transaction analysis, preparing and analyzing journals, ledgers, financial statements, worksheets and reports, payroll records and banking activities. Students will understand that an accurate and ethical accounting system facilitates sound financial decisions for a business entity or organization. Integrated in this course are principles of economics, social sciences, mathematical computation, reasoning and logic with practical application in workplace situations including communication, ethics, interpersonal skills, critical thinking and problem solving, safety and technology. In addition, student will work on key projects to promote global competitiveness. This course meets the UC/CSU “G” requirement.

**INTRODUCTION TO  
TRUCK DRIVING:**

Grade: 12

Prerequisites: None

With the growing demand for qualified and well-trained truck drivers, Patterson High School has developed a comprehensive program to train and educate students. This one-year long class requires that students must also complete a minimum of 30 hours of outside the classroom lab practice. This class consists of classroom instruction, demonstrations, hands-on exercises, simulator experience, field trips and guest speakers. Upon completion of the course students will be prepared to take the CDL written exam and begin their behind-the-wheel training. No previous experience is necessary for this class and is open to all incoming seniors. **Additional lab hours are required outside of scheduled class.**

# Course Description – Electives

**Electives – Electives give students the opportunity to take classes outside of required courses. This lets students pursue other interests they may have, giving them a more “well-rounded” educational experiences.**

<p><b>JOURNALISM P**:</b>          Grades: 10 – 12          Prerequisites: Instructor permission required as well as a writing sample</p>	<p>This course will familiarize students with the whole range of journalism activities and issues. Participants will study the developments of American journalism and learn the ethical and legal responsibilities of a journalist in our democratic society. It will also teach the students the skills necessary to communicate in the print media today with emphasis on writing, but including interviewing, reporting, editing, layout/design and photography. Students will put their skills to use by producing the Patterson High newspaper. This course is pending the UC/CSU “G” requirement.</p>
<p><b>LITERATURE AND HISTORY THROUGH FILM P:</b>          Grades: 11 – 12          Prerequisites: None</p>	<p>Students in this course study film as both an art and a means of communication. They are taught to “read” a film, analyzing its narrative structure, genre conventions, directorial techniques, and overall purpose. Students will analyze how films create effects, raise issues, evoke responses, and mirror history. The emphasis is on the various techniques used by film makers to convey meaning. Students will develop critical thinking and problem-solving skills through writing and reading. The course also introduces traditions of film making—especially the narrative traditions shared with literature—as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how films sometimes help shape attitudes and values in society. Students will study a variety of films in different genres; from films dealing with the Vietnam War, to biographies about important world figures, to horror films and their connections to U.S. history, to documentaries about social issues. Due to the R rating on some films like “Schindler’s List”, parent permission slips to view rated R films will be required. This course meets the UC/CSU “F” requirement.</p>
<p><b>INTRODUCTION TO ENGINEERING DESIGN P:</b>          Grades: 9-10          Co-requisite: Math 1</p>	<p>In this course students will explore in depth the engineering design process, applying mathematics, science, and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. This course is intended to serve as a foundation course for Engineering and Computer Science pathway. All of the topics learned in this course will be used in future courses. This course meets the UC/CSU “D” requirement.</p>
<p><b>COMPUTER SCIENCE &amp; ENGINEERING P:</b>          Grades: 9 – 10          Co-requisite: Math 1P</p>	<p>This course is designed to be an introduction to programming systems and languages used to create interactive applications and systems. Students will learn problem solving, software design, debugging strategies, and the foundations of computer science (data structures, procedures, and algorithms). With a hands-on approach, the course will allow students to use open-source software tools such as Scratch, Arduino, Processing, and Python to perform real graphics and games, animation and art, and electronic systems. Students will also have exposure to careers involving computing skills and will understand the importance of cyber hygiene in all fields. This course meets the UC/CSU “D” requirement.</p>
<p><b>AP COMPUTER SCIENCE PRINCIPLES:</b>          Grades: 10-12          Prerequisite: Math 1</p>	<p>This is an advanced course that covers introductory programming systems and languages used to create interactive applications and systems. Students will work in teams to develop computational thinking and solve problems. Structured activities progress to open-ended projects and problems that require planning, documentation, communication, and other professional skills. The course will allow students to use open-source software tools such as Scratch, MIT App Inventor and Python. During the unit on the Internet, students use Python and also work in a Linux environment manipulating HTML, CSS, JavaScript, PHP, and SQL. Students will be introduced to the basics of electromagnetism, thermodynamics and other physical science concepts that make computer processes possible. An emphasis will be on the transfer of energy through waves, as this is the core scientific idea of computer science that parallels all science courses. Students will also have exposure to careers involving computing skills, the connection between the core sciences to computer science, and the importance of cyber hygiene in all fields. This course will prepare students for the AP Computer Science Principles exam. This course will meet the UC/CSU "D" requirement.</p>

<p><b>COMPUTER SCIENCE A</b> Grades: 11-12 Prerequisite: Math 2</p>	<p>Computer Science A (CSA) builds on the basic skills learned in Computer Science and Engineering course (CS&amp;E) to teach students authentic Android™ app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers; every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. This course aims to fully develop Object Oriented Programming (OOP) skills that were introduced in CSP and will require consummate engagement with the material for success. Students will build on foundational electromagnetism, thermodynamics and other physical science concepts that were introduced in the CSE course as these topics apply to computer processes. Light waves and color will be emphasized as they relate to app development and programming. This course will meet the UC/CSU "D" requirement.</p>
<p><b>SPEECH P:</b> Grades: 11 – 12 Prerequisites: None</p>	<p>This course is designed to give students the opportunity to learn about and practice their verbal and non-verbal skills of effective communication. Students will participate in the preparation and delivery of oral interpretations, original speeches, interviews, debates, and leading group discussions. This course meets the UC/CSU “G” requirement.</p>
<p><b>LEADERSHIP – ASB:</b> Grades: 9 – 12 Prerequisites: Election to student body government</p>	<p>This class is mandatory to all officers in Student government. The class will address issues concerning community service, school government, local government, parliamentary procedure, and bureaucratic hierarchy and procedures. All positions are determined by a combination of completing a required application process, an interview, attendance &amp; behavior checks, and teacher references. Leadership students must maintain a 2.0 GPA (2.5 GPA for Executive Board) with no F's. This class will be the working government responsible for school activities. <b>Events outside school hours are required.</b></p>
<p><b>YEARBOOK P:</b> Grades: 10 – 12 Prerequisites: Consent of instructor, which may include writing sample and interview</p>	<p>This class produces the school yearbook, which includes writing copy, photography, and graphic design. Besides creating the yearbook, students are expected to participate in fundraising activities to help defray costs as well as activities to promote the yearbook. Students must obtain permission from the teacher. This course meets the UC/CSU "D" requirement.</p>
<p><b>ACADEMIC DECATHLON/ HUMANITIES P:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>This course is a United States <b>Academic Decathlon</b> preparation course. Students will study seven subject areas as well as prepare for a speech and interview. These are based around an annual USAD theme. The topics covered: Art, Literature, Music, Math, Science, Social Science, and Economics. These elements are studied in historical context. Material studied is college-level. Team competitions in January and February are required. This course is offered zero period. This course meets the UC/CSU "G" requirement.</p>
<p><b>PSYCHOLOGY P:</b> Grades: 11 – 12 Prerequisites: None</p>	<p>Students will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Studies, that is designed to create college and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would. This course meets the UC/CSU "G" requirement.</p>
<p><b>MEDICAL TERMINOLOGY P:</b> Grades: 10 – 12 Prerequisites: None</p>	<p>This course prepares students to begin to understand the complicated terminology of the medical field. With this course student will learn the meaning of 350 Latin- and Greek-based word parts or elements. After completion of the course, students will be able to interpret and understand more than 11,000 complex medical terms. Students will gain a foundation of knowledge for the language of medicine. This course will also serve as the foundation course for a Health Careers Pathway. This course will meet the UC/CSU “G” requirement.</p>

<p><b>FOUNDATION OF HEALTH SCIENCE P:</b>  Grades: 11-12  Prerequisites: Medical Terminology</p>	<p>The course is designed to expose students to the Health Care industry by surveying the wide spectrum of Health Care occupations and equipping them with knowledge and skills that apply to a variety of health occupations. Students who successfully complete this course will acquire the necessary core knowledge and skills that will allow them to pursue an education and career in the Health Care industry. Students will explore the major career fields and be able to distinguish between technical, professional, and entry level positions within each area. Internships and Job shadowing in a variety of health care professions will be woven throughout this course. Additionally, students will participate in HOSA. This course meets the UC/CSU "G" requirement.</p>
<p><b>TEACHER AIDE (TA):</b>  Grades: 11 – 12  Prerequisites: Consent of counselor and teacher</p>	<p>Teacher Aide is designed to give the student the opportunity to explore different types of in-school jobs. Students may work at the elementary and junior high schools as well. Students are allowed only one period of TA. Students assigned to elementary school will be required to have a tuberculosis (TB) test given by the school nurse. Teacher Aides are expected to use appropriate language, follow dress code, and be on time. Students who would like to choose Northmead or Las Palmas should not this on their course request form.</p>
<p><b>STUDENT CLERK:</b>  Grades: 11 – 12  Prerequisites: Consent of counselor or administrator</p>	<p>Student Clerks will assist office staff and administration with customer services, answering phones, as well as, appropriately handling confidential situations. Students will learn to use various office programs and equipment proficiently. All clerk privileges may be revoked, and schedules may be changed if any office or school rules are violated. As office representatives, clerk is expected to use appropriate language, follow dress code, and be on time.</p>
<p><b>LAB ASSISTANT:</b>  Grades: 11 – 12  Prerequisites: Consent of science instructor and B or better in that course</p>	<p>Must have completed one year of the science course related to the class they will be assisting. Laboratory assistants will assist the teacher in organizing materials, grading, laboratory organization, preparing laboratory materials and equipment and laboratory clean up. As in any other job, laboratory assistants are expected to be on time. All laboratory assistant privileges may be revoked, and schedules may be changed if any laboratory, school or class rules are violated. As laboratory representatives, laboratory assistants are expected to use appropriate language and follow dress code.</p>
<p><b>OUTSIDE WORK EXPERIENCE (OWE):</b>  Grades: 11 – 12  Prerequisites: Verification of continuous employment</p>	<p>Work Experience (WE) is intended to provide part-time supervision employment which will assist students to acquire desirable work habits, attitudes, and occupational information in real jobs. Students in WE receive both pay and school credit for their work. Attendance at WE class is required weekly. Student must be working at least 10 hours per week for one period of WE (20 hours for two periods.). <b>Students cannot be employed in residential businesses.</b> Written assignments and timecards must be kept up and submitted on schedule. If a student changes jobs, is reassigned, or is dismissed, s/he must report to his/her work experience coordinator immediately.</p>
<p><b>EXPLORATORY WORK EXPERIENCE (EWE):</b>  Grades: 9 – 12  Prerequisites: Work coordinator recommendation</p>	<p>Non-paid work-based program in a non-profit organization for full semester or non-paid position with profitable firm for limited hours. Classroom instruction includes labor laws, job-searched, work ethics, and money management. Community classroom includes hands-on learning and instruction by a professional in the field.</p>
<p><b>MEDICAL BIOLOGY*</b>  Grades: 9-10  Corequisites: Integrated Math 1</p>	<p>Medical Biology is designed to give students a comprehensive introduction that presents both biological and medical concepts through the study of the human body as an integrated system and as part of an ecosystem. Students will develop critical thinking skills and medical terminology that is used in the medical field. This course covers the following topics: Homeostasis and diseases; exploration of body systems; scientific investigation and diagnosis; cell function and reproduction; genetics and hereditary disorders; DNA replication and the environment; human ecosystems and global health. It includes hands-on lab experiments, readings, in class discussions, medical mystery cases and written assignments. This course is the first course of four for the Medical Pathway and meets PHS laboratory science requirements. It is pending approval for the UC/CSU "D" requirement.</p>

# Course Description – English

**English – The English curriculum offers a balanced and academically rigorous program based on the English/Language Arts Common Core State Standards. Every course incorporates reading comprehension, writing, listening, and speaking skills. The courses are sequenced so that mastery of skills at one level will prepare students to succeed at the next levels.**

**ENGLISH 9 P:**  
Prerequisites: None

This course is a comprehensive, standards-driven literature/writing based course designed for all incoming freshmen. The literature portion of the class is designed to foster an appreciation for different genres of literature where students learn the function of literary devices within the texts. In the writing portion of the course, students will further enhance their analytical skills by writing several college type analytical essays based on the novels, poems, and short stories we have read in class. To ensure success, students will learn, practice, and implement a variety of writing strategies, and they will learn and follow The MLA (Modern Language Association) rules for documentation. This course meets the UC/CSU "B" requirement.

**ENGLISH 9 HONORS:**  
Prerequisites: Teacher recommendation

Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. The emphasis of this course is to study the core literature in-depth, and at an intense pace so that students are well prepared to read, write, speak, and listen at, or close to, the level of a college freshman, which will prepare them for future advanced English courses. Students will be writing college style research and analysis papers. This course meets the UC/CSU "B" requirement.

**ENGLISH 10 P:**  
Prerequisite: None

This course is a comprehensive, standards-driven English course that surveys multicultural literature. The composition portion of the course gives students opportunities to explore subtexts and meanings through written analyses of the various genres and allows them ample exposure to writing and reading college-style essays. Students will also enhance their skills and knowledge of The Expository Reading and Writing Curriculum format guidelines. This course meets the UC/CSU "B" requirement.

**ENGLISH 10 HONORS:**  
Prerequisite: Teacher recommendation

Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. The emphasis of this course is to study literature in- depth, and at an intense pace so that students are well prepared to read, write, speak, and listen at or close to the level of an Advanced Placement level student. Students will be writing a college style research paper and a literary analysis essay, both of which are pass/fail requirements for the respective semester. This course meets the UC/CSU "B" requirement.

**ENGLISH 11 P:**  
Prerequisite: None

This course is a comprehensive, standards driven English course that delves deeply into American Literature. This course requires students to read extensively from district approved literature lists, to write research papers as well as compositions, to work independently, and to demonstrate higher level critical thinking skills in their reading, written and oral work. Critical reading, composition, and grammar instruction, listening and speaking skills, and vocabulary development strategies will be embedded within the course of the study. This course meets the UC/CSU "B" requirement.

**AP ENGLISH LANGUAGE AND COMPOSITION:**  
Grades: 11 – 12  
Prerequisites: Teacher recommendation

Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. Through the process of reading, writing and discussing texts, this course will help students become skilled in composing for different audiences and purposes. Students will learn to understand and appreciate the diverse ways that authors make meaning in both oral and written texts. Students will identify literary structures and conventions and effectively use them in their own writing. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. This course meets the UC/CSU "B" requirement.

**ERWC 12P:**  
Grade: 12  
Prerequisite: None

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Through the close study of both fiction and nonfiction texts, students will increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, magazine articles, editorials, dramatic works (at least one play), novels and full-length nonfiction books. This course meets the UC/CSU "B" requirement.

**ENGLISH 12 P:**  
Grade: 12  
Prerequisite: None

This course is designed to encourage an awareness of, and an appreciation for, the history of past civilizations through an into-through-and beyond study of classical British literature. Students will be required to search for their own understanding of materials through an emphasis on critical reading, writing, listening, and speaking. This course is also designed to give students the opportunity to learn, practice, and implement The Expository Reading and Writing Curriculum research methods. Students will acquire the skills necessary to complete college-style research papers as well as portions of the PREP graduation requirement. This course meets the UC/CSU "B" requirement.

**AP ENGLISH  
LITERATURE AND  
COMPOSITION:**  
Grade: 12  
Prerequisites: Teacher  
recommendation & B or  
higher in AP Language or  
A or higher in English 11P

Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course meets the UC/CSU "B" requirement.



# Course Description – English Language Development

**English Language Development (ELD) – The California English Language Development Standards (CA ELD Standards) were adopted in 2012 and define what all English learner students in California are expected to know and be able to do. The new CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. Additionally, the CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support ELs in mainstream academic content classrooms. Our ELD courses ensure that English learners develop proficiency in both the English language and the concepts and skills contained in the Common Core State Standards for English Language Arts.**

<b>ELD 1:</b> Grades: 9 – 12 Prerequisites: ELD status review	This is an introductory English course for students who do not speak the language or are limited to the point where academic survival is not possible in a regular English class. Basic conversational English is stressed initially. Reading and writing skills are introduced as students progress. This is a two-period course.
<b>ELD 2:</b> Grades: 9 – 12 Prerequisites: ELD status review	This course is for students who have attained some degree of English proficiency but who are not ready for regular English classes. The majority of instruction is in English with translations kept to a minimum. This is not a remedial class for English speakers. This is a two-period course.
<b>ELD 9:</b> Grades: 9 – 12 Prerequisites: ELD status review	This course is designed for limited English-speaking students who need additional help to be successful in mainstream classes. The course incorporates English grammar, oral and written reports, literature and vocabulary. ELD core standards are addressed and supported.
<b>ELD 10:</b> Grades: 9 – 12 Prerequisites: ELD status review	This course is designed for limited English-speaking students who need additional help to be successful in mainstream classes. The course incorporates English grammar, oral and written reports, literature and vocabulary. ELD core standards are addressed and supported.
<b>ELD 11:</b> Grades: 9 – 12 Prerequisites: ELD status review	This course is designed for limited English-speaking students who need additional help to be successful in mainstream classes. The course incorporates English grammar, oral and written reports, literature and vocabulary. ELD core standards are addressed and supported.
<b>ELD 12:</b> Grades: 9 – 12 Prerequisites: ELD status review	This course is designed for limited English-speaking students who need additional help to be successful in mainstream classes. The course incorporates English grammar, oral and written reports, literature and vocabulary. ELD core standards are addressed and supported.
<b>ENGLISH 9 P (SEI):</b> Grades: 9 Prerequisites: ELD status review	This course is designed for students who are limited English speaking but are almost ready for regular English classes. The course incorporates English grammar, oral and written reports, literature, vocabulary and research skills. This course is a sheltered version of the regular English 9 College Preparatory course. CA Common Core Standards are addressed.
<b>ELD 10 P (SEI):</b> Grades: 10 Prerequisites: ELD status review	This course is designed for students who are limited English speaking but are almost ready for regular English classes. The course incorporates English grammar, oral and written reports, literature, vocabulary and research skills. This course is a sheltered version of the regular English 10 College Preparatory course. CA Common Core Standards are addressed.
<b>ENGLISH 11 P (SEI):</b> Grades: 11 Prerequisites: ELD status review	This course is designed for students who are limited English speaking but are almost ready for regular English classes. The course incorporates English grammar, oral and written reports, literature, vocabulary and research skills. This course is a sheltered version of the regular English 11 College Preparatory course. CA Common Core Standards are addressed.
<b>ELD 12 P (SEI):</b> Grades: 12 Prerequisites: ELD status review	This course is designed for students who are limited English speaking but are almost ready for regular English classes. The course incorporates English grammar, oral and written reports, literature, vocabulary and research skills. This course is a sheltered version of the regular English 12 College Preparatory course. CA Common Core Standards are addressed.

# Course Description – Industrial Technology

**Industrial Technology – Automotive Technology is a comprehensive secondary program that prepares high school graduates for entry level placement in the automotive industry or any one of many manufacture – sponsored two – year college programs. Instruction takes place in a newly remodeled state-of-the-art, full operational facility. The learning experience includes working hands-on with the public’s vehicles in the students’ junior and senior year.**

<p><b>POWER &amp; SMALL ENGINES:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>This course is designed to give students an introduction to working with small engines. It does include shop safety, measurements and tools, fasteners, sealants, gaskets, engine construction engine operation, two cycle engines, fuel system, carburetors, ignition systems, lubrication systems, cooling systems, maintenance, and diagnostic.</p>
<p><b>AUTOMOTIVE MECHANICS:</b> Grades: 10 – 12 Prerequisites: Teacher recommendation</p>	<p>A 14-segment general automotive course, this basic course follows standardized California guidelines. Shop practices will reinforce classroom learning and will be credited toward competency developments for those taking “3<sup>rd</sup> year” ROP Auto. <b>Safety Glasses must be worn.</b></p>
<p><b>DRIVERS EDUCATION/CARE CAR:</b> Grades: 11 – 12 Prerequisites: None</p>	<p>This is a preparatory class for the California Department of Motor Vehicles Provisional License Permit. Students who score proficient on the DMV permit practice test will receive documentation that will make them eligible to take the official test at DMV. This course also includes an introduction to basic car care. Students will learn what makes a car work, how to keep a car running, how to change the oil, check the brakes, and change a tire. They will also learn how to keep a car looking good. Student will receive “hands-on” instruction in basic preventative maintenance techniques with an emphasis on those techniques most often associated with the ownership and operation of a privately-owned vehicle.</p>
<p><b>ROP/AUTOMOTIVE SERVICE TECHNICIAN:</b> Grades: 11 – 12 Prerequisites: Completion of Automotive Mechanics and approval of instructor</p>	<p>Students will receive instruction in component identification, diagnosis and replacement, precision measuring, rebuilding and repair, adjustment and servicing procedures. Instruction will include lecture, demonstration, and live hands – on work. Second semester activities will include co-operative or community classroom experience. Students will do up to 360 hours of on campus activities.</p>

# Course Description – Mathematics

**Mathematics – The mathematics curriculum offers a balanced and academically rigorous program based on the California Content Standards. All students must pass Integrated Math 1P or Algebra 1 in order to receive a high school diploma. Advance Mathematic courses are designed for students who have demonstrated an advance level of interest and achievement in mathematics. The rationale for advanced courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher level courses for students who aspire to an advanced learning. Furthermore, students and parents should be informed that Advanced Mathematics courses are more demanding and have requirements beyond those of standard Mathematics courses. These courses reflect a differentiation of curriculum, both in breadth and depth of study.**

**INTEGRATED MATH 1A P:** This course follows the same guidelines as the Math 1P course, but it is broken down into 2 years. This course will allow students more time to develop a strong mathematics base. Students who complete this 2-year sequence will receive 1 year of A-G credit for UC/CSU. Students must have a C- or better to move in Integrated Math 2 upon completing the 2-year sequence.  
 Grade: 9  
 Prerequisites: Placement test & Teacher Recommendation

**INTEGRATED MATH 1B P:** This course follows the same guidelines as the Math 1P course, but it is broken down into 2 years. This course will allow students more time to develop a strong mathematics base. Students who complete this 2-year sequence will receive 1 year of A-G credit for UC/CSU. Students must have a C- or better to move in Integrated Math 2 upon completing the 2-year sequence.  
 Grade: 10  
 Prerequisites: Integrated Math 1A P

**INTEGRATED MATH 1 P:** This course will enable students to gain a working knowledge of basic and intermediate concepts from arithmetic, algebra, geometry, statistics and probability. This course will prepare students for a more rigorous mathematical progression in high school or college and will provide them with a solid foundation for the mathematics that they may encounter in their careers and in everyday life. This course will also develop a student’s problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities. At the end of the course students will be prepared to continue math studies in Integrated Math 2. The course follows the Integrated Pathway in the Common Core State Standards. This course meets the UC/CSU "C" requirement.  
 Grade: 9  
 Prerequisites: None

**INTEGRATED MATH 2 P:** The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions;(4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. The course follows the Integrated Pathway in the Common Core State Standards. This course meets the UC/CSU "C" requirement.  
 Grade: 10  
 Prerequisites: Successful completion of Integrated Math 1P/or Integrated Math 1A and Integrated Math 1B.

<p><b>INTEGRATED MATH 2 ADV P:</b> Grade: 10 Prerequisites: Math 1P with a B or better or teacher recommendation</p>	<p>The focus of the Mathematics II (Advance) course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Math I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. In addition, students will use trigonometric relationships to model and solve problems. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. The course follows the Integrated Pathway in the Common Core State Standards. This course meets the UC/CSU "C" requirement.</p>
<p><b>INTEGRATED MATH 3 P:</b> Grade: 11 – 12 Prerequisites: Completion of Integrated Math 2P with C- or better</p>	<p>Integrated Math 3P is the final course in a 3-course sequence of high-school level Integrated Grades Mathematics. This class covers standards from these categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on (1) Extending concepts learned previously to apply to rational expressions and polynomial arithmetic; (2) Extend work with exponential functions to solve exponential equations using logarithms; (3) Derive the Law of Sines and Law of Cosines to find missing measures of triangles; (4) Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions; (5) Students will use mathematical concepts to model real-world problems throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. This course meets the UC/CSU "C" requirement.</p>
<p><b>INTEGRATED MATH 3 ADV P:</b> Grade: 11 Prerequisites: Completion of Integrated Math 2P or Math 2 ADV with a B better AND teacher recommendation</p>	<p>Integrated Math 3 (Advance) covers standards from these categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on (1) Extending concepts learned previously to apply to rational expressions and polynomial arithmetic; (2) Extend work with exponential functions to solve exponential equations using logarithms; (3) Derive the Law of Sines and Law of Cosines to find missing measures of triangles; (4) Apply inverse trigonometric functions and derive the concept of radian measure for angles; (5) Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions; Recommendation (6) Students will use mathematical concepts to model real-world problems throughout the course. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. This course meets the UC/CSU "C" requirement.</p>
<p><b>PRE-CALCULUS P:</b> Grades: 11 – 12 Prerequisites: Math 3 P or Math 3 Adv P with C- or better</p>	<p>This course blends together trigonometry, pre-calculus concepts and skills that must be mastered prior to enrollment in a college calculus course. Topics include trig and inverse trig functions, identities, law of sines, law of cosines, logs, conics, polynomial and rational functions, and introduction to limits. This course meets the UC/CSU "C" requirement.</p>
<p><b>AP CALCULUS:</b> Grades: 11 – 12 Prerequisites: Completion of Math 3 ADV or Pre-Calculus with a C- or better or Teacher recommendation</p>	<p>Summer reading and assignments will be required of all students' intent to enroll in the class; any summer assignment not acceptably completed will result in automatic review of placement. Students will use limits to develop the theory underlying both differential and integral calculus. They will learn to use basic techniques such as substitution and the chain rule to differentiate and integrate more difficult functions. They will apply these techniques to many real-life situations involving rate of change and area under a curve. The course is fast-moving in order to prepare students for the AP test. This course meets the UC/CSU "C" requirement.</p>

<p><b>AP STATISTICS:</b>  Grades: 11 – 12  Prerequisites: Completion of Math 3 or higher with an A or Teacher recommendation</p>	<p>AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students are expected to complete a Summer Reading Assignment and take the AP Exam in May. This course meets the UC/CSU "C" requirement.</p>
<p><b>FINITE MATH P:</b>  Grades: 12 only  Prerequisite: Completion of Math 3 or higher with at least a B or Teacher recommendation</p>	<p>Finite Mathematics at PHS is a collection of engaging mathematical topics best suited for students who, while planning to attend college, may not be on a track that includes Calculus (or even Precalculus). Topics include an applied approach to Linear Equations and Systems, Probability and Statistics, Matrices, Linear Programing, and Finance. Students will be expected to complete short-term projects throughout the year. This course meets the UC/CSU "C" requirement.</p>

# Course Description – Physical Education

**Physical Education – The physical education curriculum offers a balanced and rigorous program based on the California Content Standards. The California State Department of Education recommends that a sequence of 9<sup>th</sup> and 10<sup>th</sup> grade physical education required for graduation.**

<p><b>HEALTH:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>This course is designed to better acquaint students to the human body systems, how they function, and the consequences when they become diseased. Students will also learn positive behaviors toward a productive education, better communication skills, and creating good life skills. <b>This course is required for all incoming freshmen students.</b> This one semester course is offered opposite of Career Choices in the student's schedule.</p>
<p><b>P.E. 9 CO-ED:</b> Grades: 9 Prerequisites: None</p>	<p>All students will be offered a core instructional program that will include team sport and dual sport activities such as: flag football, soccer, volleyball, basketball, team handball, ultimate Frisbee, tennis, softball and other activities that equipment and facilities permit. Students will learn about fitness and experience a wide variety of exercise for flexibility, muscular strength and endurance, and cardiorespiratory endurance. State Fitness test will also be conducted.</p>
<p><b>P.E. 10-12 CO-ED:</b> Grades: 10-12 Prerequisites: None</p>	<p>All students will be offered a core instructional program that will include team sport and dual sport activities such as: flag football, soccer, volleyball, basketball, team handball, ultimate Frisbee, tennis, softball and other activities that equipment and facilities permit. Students will learn about fitness and experience a wide variety of exercise for flexibility, muscular strength and endurance, and cardiorespiratory endurance.</p>
<p><b>AEROBICS:</b> Grades: 10 – 12 Prerequisites: PE 9-10 with a grade "C" average or better</p>	<p>This class is designed for over-all lifetime physical fitness. This class incorporates different aspects of cardiovascular fitness which includes aerobics, circuit training, weight training, yoga, Pilates, and other cardiovascular fitness activities. Students will calculate and monitor their own Target Heart Rate. They will keep a fitness and nutrition log which will help hold them accountable for their body composition throughout the year.</p>
<p><b>WEIGHT TRAINING AND CONDITIONING:</b> Grades: 10 – 12 Prerequisites: Must have a grade of "C" average in prior PE course or Instructor's Approval</p>	<p>This class is designed for overall lifetime physical fitness. The course will improve all aspects of physical performance including strength, power, speed, agility, and flexibility. Students will participate in a variety of workouts that enhance and improve their general fitness. Strength improvement is expected as an outcome in this class.</p>
<p><b>ATHLETIC PE:</b> Grades: 10-12 Prerequisites: Must be involved in a PHS sport for the entire season of play</p>	<p>This is designed for those participating on one or more of the interscholastic sports teams. This course may be repeated for credit. This course will include in-season practices and training as it pertains to the sport, they are participating in. Students will also be provided activity-based weight training and conditioning. Students may participate in one or more sports each year and earn a maximum of ten credits per year. <b>Five (5) credits is earned by completing one (1) entire season of a sport.</b></p>

# Course Description – Science

**Science – The science curriculum is based on the Next Generation Science Standards (NGSS), The NGSS provides the medium in which students are encouraged to discover new knowledge, solve challenging problems, and generate innovations. The content is rigorous, which is important for student readiness designed for success in postsecondary education and careers.**

**EARTH SCIENCE P:** This course is a preparatory elective science course designed to provide the student with a broad-based background and appreciation of Earth and its place in the universe. This course will provide extensive preparation and comprehensive coordination between biology, chemistry, and physics. The topics covered in this class will be astronomy, geology, meteorology, oceanography, and environmental science. This course meets the UC/CSU “D” requirement.  
 Grades: 9  
 Corequisite: Integrated Math 1A

**BIOLOGY P:** This course presents biological concepts including ecology, population biology, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, and investigation and experimentation. Class includes significant homework and laboratory activities. This course meets the UC/CSU “D” requirement.  
 Grades: 9 – 10  
 Corequisite: Integrated Math 1 P

**AP BIOLOGY:** This course is designed to be the equivalent of a college introductory Biology course. Students will learn about the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. Students will understand key science practices they can use to develop explanations and predictions of natural phenomena, which they will test and refine through laboratory investigations. They will develop advanced reasoning and inquiry skills as they design experiments, collect and analyze data using mathematics and other methods, and interpret that data to draw conclusions. This course meets the UC/CSU “D” requirement.  
 Grades: 10 – 12  
 Prerequisites: A or B in Biology or Teacher Recommendation

**CHEMISTRY P:** Chemistry is the study of the structure and composition of matter that makes up living things and their environment. Chemistry also deals with the study of the changes of matter and the mechanisms by which changes occur. This course is recommended for college-bound students. This class cover topics such as matter, chemical reactions, solutions, and nuclear chemistry. Virtual labs and/or simple at home labs are conducted for most chapters. Lab reports must be submitted, organizing data and answering questions for the experiment. This course meets the UC/CSU “D” requirement.  
 Grades: 10 – 12  
 Prerequisites: Passed Biology with C or better & Math 1P.

**AP CHEMISTRY P:** AP Chemistry is a college level course. Students who have completed Honors Chemistry are encouraged to take this course. This course is designed as a second-year chemistry course, prior coursework in chemistry is strongly recommended. The class covers, in depth, the fundamental concepts of chemistry: atomic theory, bonding, types of reactions, kinetics, thermodynamics, and electrochemistry. Performing lab experiments as well as problem solving, is an important part of this class. The course prepares students for the AP Chemistry exam administered by the College Board in May. Students who take the course are required to take the AP test. Students will sign a contract and will not be allowed to drop the class. This course meets the UC/CSU “D” requirement.  
 Grades: 11 – 12  
 Prerequisites: B or higher in Chemistry P

**PHYSICS P:** This course presents the basic concepts and principles of physics through the use of mathematical concepts involving critical thinking and problem analysis supplemented by laboratory experimentation. Physics is the study of the laws and principles that govern our universe and include the following topics: motion, forces, vectors, gravitation, momentum, work, power, simple machines, energy, the behavior of matter, waves, light, mirror and lenses, electricity, magnetism, atomic structure, and nuclear applications. This course meets the UC/CSU “D” requirement.  
 Grades: 11 – 12  
 Prerequisites: B or higher in Biology and Chemistry

**AP PHYSICS P:** This is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course. As AP Physics 1 is taught over a full school year, there is time for thorough, in-depth, student-centered inquiry activities the results in a student-centered curriculum. Students will spend more than 25 percent of instructional time completing laboratory activities, most of which begin with open-ended questions that guide students to develop their own approach to addressing the problem at hand. Next to lab investigations, peer-group problem solving will occupy the greatest amount of in-class time in order to help students master problem-solving, collaboration and communication skills to equip students for a college education. Students will be expected to demonstrate their university-level understanding of physics standards by taking the AP Physics exam at the end of the year. This course meets the UC/CSU “D” requirement.  
 Grades: 11 – 12  
 Prerequisites: B or higher in Math 2/ Advance & B or higher in Chemistry or teacher recommendation

<p><b>AP ENVIRONMENTAL:</b>  Grades: 10 – 12  Prerequisites: B or better in Biology/ or teacher recommendation</p>	<p>AP Environmental Science will examine human interactions with the landscape, and in so doing will synthesize the knowledge gained in the prerequisite biological and physical science courses. In addition, course material will focus on the interconnectivity of local Geoscience processes and people. Unit topics for the course include: environmental history, human population, energy, pollution, global climate change, invasive species, solid and toxic waste, environmental policy, and environmental ethics. At the conclusion of the rigorous academic course students will have a better understanding of the interconnectivity of people and the landscape and a better ability to express oral and written opinions. Students enrolled in the class are required to take the AP test in May. This course meets the UC/CSU “D” requirement.</p>
<p><b>HUAMN ANATOMY AND PHYSIOLOGY P:</b>  Grades: 11 – 12  Prerequisites: C or higher in both Biology &amp; Chemistry</p>	<p>Human Anatomy &amp; Physiology is a laboratory-based course that is designed to investigate the human body structures, functions and responses to stimuli throughout our daily life. Topics covered include anatomical terminology, major body systems, human chemistry, along with the impact of disease. This course will include laboratory activities, dissections, textbook material projects, diagrams, and journal writings. It is science course that is recommended for students interested in a health-related career. This course meets the UC/CSU “D” requirement.</p>



# Course Description – Social Science

**Social Science – The History-Social Science curriculum offers a balanced and academically rigorous program based on the Common Core State Standards and the California History-Social Science Content Standards. The courses are sequential so that mastery of skills at one of the level will prepare to succeed at the next level. Every history course will complete a research history project based on the National History Day competition annual theme focusing on a topic of the students choosing.**

**WORLD HISTORY P:**  
Grade: 10 Prerequisites:  
None

This course traces the evolution of western political thought through the influences of the Judeo-Christian, Roman and Greek experiences, the English Civil War, and the French Revolution. The students will then examine the role of this philosophy in terms of the Industrial Revolution and the race for empires and their influences on the World Wars and subsequently the Cold War and its ending. An emphasis will be placed on the social, economic, political, and cultural changes during each time period. The course concludes with examining issues of the present-day world. Embedded in this course is a project component based on the National History Day (NHD) annual theme which will educate the students in the research process, writing for history, and analytical/critical thinking using primary and secondary sources. Students will research a topic and write an Annotated Bibliography of their researched sources and create a project. Students may participate in the National History Day competition during the Spring Semester. This course meets the UC/CSU “A” requirement.

**AP EUROPEAN HISTORY:**  
Grades: 10 – 12  
Prerequisites: “B” or higher in English 9/ English 9 Honors or Teacher Recommendation

Summer reading and assignments will be required of all students’ who intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This class may not be taken in lieu of U.S. History or Government/Economics. This course starts with a focus on the late Middle Ages, Renaissance and Reformation, Industrial Revolution, and an analysis of the Cold War. Each unit will focus on the social, political, economic, religious, and cultural changes of each time period. There is a mandatory project component connected to the National History Day competition during the Spring Semester. This class will emphasize the navigation of the test, supplementary materials, the research process, and writing for history. Students will be encouraged to take the Advanced Placement exam in May in an attempt to earn college credit. This course meets the UC/CSU “A” requirement.

**UNITED STATES HISTORY P:**  
Grade: 11 Prerequisites:  
None

This is a college prep course covering a survey of American History, focusing on the 20th century. Themes in U.S. History include the founding of the United States, the Civil War, industrialization, “new” immigration, and social, religious, and political developments of 19th century America. Twentieth century themes include imperialism, WWI, the Roaring 20's, the Great Depression, WWII, the Cold War, the Vietnam War, and the Civil Rights movement. The course concludes with an assessment of contemporary social problems and domestic policy issues. Embedded in this course is a project component based on the National History Day (NHD) annual theme which will educate the students on the research process, writing for history, and analytical/critical thinking using primary and secondary sources. Students will write an Annotated Bibliography of their researched sources and create a project. Students may participate in the National History Day competition during the Spring Semester. This course meets the UC/CSU “A” requirement.

**AP UNITED STATES HISTORY P:**  
Grades: 11 – 12  
Prerequisites: Teacher recommendation

Summer reading and assignments will be required of all students’ intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This is an Advanced Placement course which is an in-depth study of the colonial period and the Revolution, the new government, law, slavery, the Civil War, Reconstruction, industrialization, the American political tradition, imperialism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War and contemporary U.S. history until the 1980's. Embedded in this course is a project component based on the National History Day (NHD) annual theme which will educate the students on the research process, writing for history, and analytical/critical thinking using primary and secondary sources. Students will write an Annotated Bibliography of their researched sources and write a paper with a thesis and evidence of their chosen NHD topic. Students may participate in the National History Day competition during the Spring Semester. Students who pass the Advanced Placement exam in United States History may receive college credit. This course meets the UC/CSU “A” requirement.

**AMERICAN  
GOVERNMENT P/  
ECONOMICS P:**

Grades: 12

Prerequisites: None

**American Government:** This course offers a survey of the structure and function of government at the local, state, and national levels. This class features the fundamental principles & moral values of American Democracy, a survey of the Constitution and the Bill of Rights, and analyses of landmark U.S. Supreme Court decisions. Also highlighted are federalism, the political process, the role of the media on American Political life, and an analysis of different political and economic philosophies. This course meets the UC/CSU “A” requirement.

**Economics:** This course offers a study of the exchanging of goods and services and the American financial structure. This course emphasizes basic economic principles, microeconomics and macroeconomics. Microeconomic topics include supply and demand, market structure, pricing, and the role of government. Macroeconomic concepts highlight labor and employment, taxation, government spending and the Federal Reserve System. A brief analysis of comparative economic systems completes the course. This course also will consider international economics and the role the consumer plays in economics. Embedded throughout these seniors’ course is the Senior PREP Project (Patterson Required Exit Program). Components include (but are not limited to) a resume, job application, letters of recommendation, college/military applications and a reflective essay. This course meets the UC/CSU “G” requirement.

**AP AMERICAN  
GOVERNMENT:**

Grades: 12

Prerequisites: Teacher  
recommendation

**American Government:** Summer reading and assignments will be required of all students’ intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This course focuses on the American political system and preparing the student for the Advanced Placement Exam in American Government and Politics. This class will discuss political ideology, the development of the political system and American democratic institutions. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. The discussions will emphasize the changing political culture of American society and its effect on voting patterns, trends, and the processes of government. In doing so, the course of study will include certain critical elections in American history as well as recent political movements. The main thrust of the course, however, is to be able to apply an understanding of our political system to contemporary events. This course meets the UC/CSU “A” requirement.

**Economics:** In addition to studying government in grade twelve, students master fundamental economic concepts, compare economic systems, and study the principles of micro and macroeconomics. Through the application of graphs, statistics and equations, students further their understanding of economic institutions. Embedded throughout these seniors’ course is the Senior PREP Project (Patterson Required Exit Program). Components include (but are not limited to) a resume, job application, letters of recommendation, college/military applications and a reflective essay. This course meets the UC/CSU “G” requirement.

# Course Description – Special Education

**Special Education - Special Education is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP). A number of special education programs are available at Patterson High School. The prerequisite for all Special Education courses is that students qualify for special services under the Federal Individual with Disabilities Education Act (IDEA) and have a current Individual Educational Plan (IEP). Resource Specialist Program (RSP) - The Resource Specialist Program (RSP) is designed to meet the educational needs of students who meet state eligibility criteria for special education and need special services which cannot be provided by the general program alone. Students in the Resource Specialist Program spend most of their day in general education classes. Resource instruction provides an individualized program with accommodations according to the goals and objectives defined in each student’s current IEP. Students enrolled in RSP and general education classes will be working toward a High School Diploma.**

**STUDIES: (RESOURCE)** Study Skills is designed to assist students with course work from their mainstreamed classes and teach them skills needed to develop good study habits, get organized and learn how to use a planner. This course will be structured so students are not only learning how to get through the rigors of high school academics but also life skills that will get them through college and/or a career. Each grade level will address specific content from that particular grade. The course will include lessons on how to take notes from lectures and text, test taking strategies, research skills, writing and college and career options. They will work individually and in small groups with projects designed to help them in their mainstreamed classes. There will be some time where students can work on homework. Grading: Each class will have specific grading for each grade level

Grades: 9 – 12  
Prerequisites: Case Manager Placement

**SPECIAL DAY CLASSES** Special Day Classes provides educational services to individuals with exceptional needs who meet state eligibility criteria and whose educational needs are defined in a current Individual Educational Plan (IEP). Students usually spend a majority of their day in the Special Day Classes. Classes are aligned with district course curriculum, California Content Standards, Common Core State Standards and modified for students according to their unique needs. Student enrolled in SDC will be working toward a High School Diploma or Certificate of Completion. Please note: when changing between a Diploma and Certificate program, core requirements are different. Please consult your case manager and counselor for requirements in both programs.

**BASIC LIFE SKILLS:** This class is designed to help students develop skills to be successful learners, classmates, and employees as well as helping them to be successful and lead personally fulfilling lives now and in the future. The curriculum includes a broad range of skills and is grade level appropriate and useful to the learner. We will foster the development of skills that increase autonomy, encourage constructive codependence, and nurture problem solving in the home, school, community and workplace. Vocational/occupational knowledge will be explored to provide a scope for meeting the future needs of the students. In-house job opportunities will also be explored and introduced in this unit

Grade: 12  
Prerequisites: Case Manager Placement

**FUNCTIONAL ELECTIVES:** It is very important for our students to be mainstreamed as much as possible, so our students go out to General Ed classes to integrate with the other students and learn about different subjects as well as to develop social skills. Some of these classes include Art, History, Weight Training, and Algebra.

Grades: 9 – 12  
Prerequisites: Case Manager Placement

**BASIC ENGLISH 9:** This course is designed to give students at high school level the opportunity to learn standards-based conventions in English Language Arts. The literature portion of this curriculum integrates the study and application of writing, vocabulary, listening, speaking, studying, test-taking skills and reading to develop and improve necessary abilities. Student will also analyze and write paragraphs, essays and research papers during the course of the school year.

Prerequisites: Case Manager Placement

**BASIC ENGLISH 10:** This course is designed to give students at high school level the opportunity to learn standards-based conventions in English Language Arts. The literature portion of this curriculum integrates the study and application of writing, vocabulary, listening, speaking, studying, test-taking skills and reading to develop and improve necessary abilities. Student will also analyze and write paragraphs, essays and research papers during the course of the school year.

Grade: 10  
Prerequisites: Case Manager Placement

<b>BASIC ENGLISH 11:</b> Grade: 11 Prerequisites: Case Manager Placement	This course has a modified curriculum that covers the essential California English Language Arts Content Standards. The curriculum includes reading in which students will have to determine meanings of new words, comprehension, respond and analyze literature. Incorporated in the course is writing that will cover strategies in which students will write narratives, responses to literature, job applications and resume. Students will also learn how to prepare and present multimedia projects.
<b>BASIC ENGLISH 12:</b> Grade: 12 Prerequisites: Case Manager Placement	This course has a modified curriculum that covers the essential California English Language Arts Content Standards. The curriculum includes reading in which students will have to determine meanings of new words, comprehension, respond and analyze literature. Incorporated in the course is writing that will cover strategies in which students will write narratives, responses to literature, job applications and resume. Students will also learn how to prepare and present multimedia projects.
<b>BASIC EARTH SCIENCE:</b> Grades: 9-12 Prerequisites: Case Manager Placement	This class will be modified to accommodate the students' individual needs based on their IEP. This course will include Earth and Space Sciences including Geology, Oceanography and Meteorology, Astronomy, and Earth Energy Resources (fossil fuels, alternative energy sources and nuclear energy). Students are expected to function in both lab and lecture situations and to work basic equations.
<b>BASIC BIOLOGY:</b> Grade: 9-12 Prerequisites: Case Manager Placement	This class will be modified to accommodate the students' individual needs based on their IEP. This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation.
<b>BASIC CAREER CHOICES:</b> Grade: 9 Prerequisites: Case Manager Placement	This semester long freshman transition course facilitates the in-depth exploration of three fundamental questions: 1. Who am I? 2. What do I want? 3. How do I get it? These questions drive the academically-integrated curriculum, making it relevant, rigorous, and relationship-rich. <i>Career Choices</i> & the online 10-year plan is an interdisciplinary curriculum that engages students in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully examine their own lives. Explore and evaluate a wide range of education and career options and make reasoned and researched goals for their future.
<b>BASIC HEALTH:</b> Grade: 9 Prerequisites: Case Manager Placement	This course is designed to better acquaint students to the human body systems, how they function, and the consequence when they become diseased. Students will also learn positive behaviors toward a productive education, better communication skills, and creating good life skills. This is a one-semester course that is opposite of Basic Career Choices in the student's schedule.
<b>MATH 1A:</b> Grades: 9 – 12 Prerequisites: Case Manager Placement	It is the first year in a two-year Math 1 program. The course will make greater attempts at connecting mathematics to real-world applications. This course will enable students to gain a working knowledge of basic and intermediate concepts from arithmetic, algebra, geometry, statistics and probability. This course will also develop a student's problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.
<b>MATH 1B:</b> Grades: 9 – 12 Prerequisites: Case Manager Placement	It is the second year in a two-year Math 1 program. The course will make greater attempts at connecting mathematics to real-world applications. This course will enable students to gain a working knowledge of basic and intermediate concepts from arithmetic, algebra, geometry, statistics and probability. This course will also develop a student's problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.
<b>CONSUMER MATH:</b> Grades: 11 – 12 Prerequisites: Case Manager Placement	This course is designed to fulfill the third-year math requirement. The curriculum will include the essential geometry standards and consumer math applications related to home improvements, design and careers.
<b>BASIC WORLD HISTORY (SDC):</b> Grade: 10 Prerequisites: Case Manager Placement	This course is a modified version of the World History class and includes most of the material covered in the standards based.

<b>BASIC UNITED STATES HISTORY:</b> Grade: 11 Prerequisites: Case Manager Placement	This course is a modified version of the U.S. History class and includes most of the material covered in the standards based.
<b>BASIC AMERICAN GOVERNMENT/ ECONOMICS:</b> Grade: 12 Prerequisites: Case Manager Placement	This course is a modified version of the Economics/American Government class and includes most of the material covered in the standards-based, general education Economics/ American Government course.

# Course Description – Visual & Performing Arts

**Visual & Performing Arts - The visual and performing arts curriculum is a balanced and rigorous program based on California Visual and Performing Arts Content Standards.**

<p><b>ART P:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>This is a general overview class where students develop drawing and observational skills and learn a variety of different techniques using pencil, colored pencil, paint, collage, and other media. Emphasis is on the development of basic skills such as shading, using texture and pattern, perspective and color theory, and an understanding of the elements of art and the principles of design. Some art history related to specific units will be included. Successful completion of Art 1P is required for advancement to other art classes. This class may be repeated 3 times for credit. This course meets the UC/CSU “F” requirement.</p>
<p><b>ART HISTORY P:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>Art History is a full year art history course designed to help students develop critical thinking skills while developing an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other art media. Students will analyze major forms of artistic expression from the past through present and from various cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes an understanding of how and why works of art function in historical context, taking into account patronage, gender, culture, religion, events, politics and more. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. This course meets the UC/CSU “F” requirement.</p>
<p><b>GRAPHIC ARTS P:</b> Grades: 10 – 12</p>	<p>This course will emphasize the use of graphic design in our modern world. The use of computer graphics, digital cameras, as well as, artwork created by hand will applied into other career choices, art forms, and subject areas. Students will process, analyze and respond to sensory information through the language and skills unique to contemporary media. They will demonstrate an understanding of the historical contributions and cultural dimensions of contemporary media as well as the ability to respond to, analyze and make critical assessments about works of art created by contemporary artists. Lastly, students will create artwork using computers, digital cameras and hand drafted designs. This course meets the UC/CSU “F” requirement.</p>
<p><b>DRAWING AND PAINTING P:</b> Grades: 10 – 12 Prerequisites: Art P with a B- or better or permission of instructor</p>	<p>This course is for students who want to advance in their skills in drawing and painting beyond a beginning level. A variety of media and techniques will be used, including pencil, charcoal, oil pastel, watercolor, tempera, and acrylic painting. Students will create artworks in both abstract and realistic styles, using the elements and principles of art and design. Art criticism and art history are also included, and students will have the opportunity to analyze and make critical assessments about their art works as well as those of other artists. This course meets the UC/CSU “F” requirement.</p>
<p><b>CERAMICS P:</b> Grades: 10 – 12 Prerequisites: none</p>	<p>The Ceramics course is a technical and aesthetic exploration of 3-dimensional design, using a variety of different types of clay and glaze techniques. This includes earthenware and terracotta clay bodies, a variety of low fire under glaze and glazes. Additive and subtractive sculpture techniques will be used. Functional and non-functional artwork will be created. Some drawing will be required in preliminary studies for different pieces. Students will study artistic philosophy and analysis, art criticism, and sculpture throughout history. Creative problem solving and original idea development are main objectives in the course. This course meets the UC/CSU “F” requirement.</p>
<p><b>CERAMICS 2 P:</b> Grades: 11 – 12 Prerequisites: Ceramics P with B or better, or permission of instructor</p>	<p>Advanced Ceramics P provides students who have an interest in ceramics to build on the skills developed in the first year Ceramics class. The class will focus on methods of construction for both functional as well as sculptural pieces. Methods covered will be wheel throwing, 2- and 3-piece mold making, press molds, drape molds, slab construction, clay recycling, firing, and learning the differences in construction and firing techniques for a variety of types of clay bodies. Methods of surface treatment will also be covered, as well as the rich historic traditions of ceramic production going back thousands of years. Part of the curriculum for Advanced Ceramics also includes creating a portfolio for an end of the year show as well as learning ways to have a full time or part time career in Ceramics. Students who take this class successfully may choose to proceed with 3-Dimensional Design in Advanced Placement Studio Art, or the classes may be taken concurrently with the permission of the instructor. This course meets the UC/CSU “F” requirement.</p>

<p><b>AP STUDIO ART:</b>  Grades: 11 – 12  Prerequisites: Art P AND an upper lever art class with a B average or better</p>	<p>This course is for serious art students with at least 2 years previous high school art experience who want to be challenged at the college level to develop themselves as working artists. Students are expected to have reasonable skill level in all basic art media as well as a good understanding of composition, color theory, perspective, and the elements and principles of art and design. Studio Art will include a challenging variety of visual arts experiences, emphasizing idea development, creative approaches to problem solving, experimentation, and individual artistic expression. Portfolio development, sketchbook, homework, and exhibition are required. Advanced Placement credit will be available for eligible students who submit portfolios at the end of the year for evaluation by the College Board. Students may submit their portfolios of 28 artworks in one of three areas – Drawing and Painting, 2-D Design (including but not exclusive to) photography, and 3-D Design. This course meets the UC/CSU “F” requirement.</p>
<p><b>MEDIA PRODUCTION P:</b>  Grades: 10– 12  Prerequisites: Art P, Graphic Art P with a B- or better, or permission of PHS instructor</p>	<p>Media Production will introduce students to the world of broadcast television and film. Students will learn to write, shoot, and edit in an artistic, cultural, and economic relevance of the media in society through hands-on projects, lectures, and examples of current and historic works. Emphasis will be placed on three phases of producing: preproduction, production, and postproduction, which will include planning, story boards, location scouting, shooting, shot design, editing, and release. Although this course is designed for 11<sup>th</sup> and 12<sup>th</sup> graders, students with experience from Media Courses taken in Middle School who received a B or better may also request this course. This course meets the UC/CSU “F” requirement.</p>
<p><b>PHOTOGRAPHY P:</b>  Grades: 11 – 12  Prerequisites: A foundation is strongly recommended prior to enrollment in this course, but not mandatory</p>	<p>Digital Photography is a visual art class; emphasis is on approaching the world of photography as a means of artistic expression. Students will study the history of photography, and important photographers of film and digital photography, learning to analyze and evaluate photography as a creative art form. Through photography and the creative process, students will explore the elements of art, principles of design, composition, digital photography equipment, lighting, and a variety of methods, techniques, and processes used in fine art photography. Students will also create and keep a portfolio of all their projects throughout the year that will be used for analysis, assessment and to show a progression of the student’s work. This course meets the UC/CSU “F” requirement.</p>
<p><b>PHOTOGRAPHY 2 P:</b>  Grades: 12 Prerequisites: Successful completion of Photography P with a B- or better.</p>	<p>Students will further explore the elements of art, principles of design, composition, digital photography equipment, lighting, and a variety of methods, techniques, and processes used in fine art photography. There will be an emphasis on the technical capabilities of the camera. Students will also create and keep a portfolio of all their projects throughout the year that will be used for analysis, assessment and to show a progression of the student’s work. Photography 2’s emphasis will be for students explore subjects and techniques that interest them as well as assignments by the teacher. This course meets the UC/CSU “F” requirement.</p>
<p><b>MUSIC APPRECIATION:</b>  Grades: 9 – 12  Prerequisites: None</p>	<p>Students will listen to music on a daily basis and study different aspects of music history. Emphasis will be placed on rock, jazz, country, and classical music. Reading and writing about music will be the main focus of this class. Students do NOT need musical experience to enroll in this class.</p>
<p><b>CHOIR I P:</b>  Grades: 9 – 12  Prerequisites: None</p>	<p>This course is open to all students wishing to study singing (with no prior classroom experience). This course concentrates on vocal techniques in various musical styles. Students will study the piano, music theory, and music history. Students are required to attend all performances during the school year as well as practice at home. This course meets the UC/CSU “F” requirement.</p>
<p><b>ADV CHOIR P:</b>  Grades: 9 – 12  Prerequisites: Prior singing exploration/experience. Vocal Audition with teacher.</p>	<p>This course is designed for students of advanced ability. The study of Choir will include: Review basic techniques of reading music, solo and ensemble singing, piano skills, music theory and music history. The development of performance skills and techniques required to achieve a high musical level and to perform at Concerts, Festivals, and other Concert Tours. Students are required to attend all performances during the school year as well as practice at home. A fee may be charged for this class. This course meets the UC/CSU “F” requirement.</p>
<p><b>INTRODUCTION TO STRING AND INSTRUMENTS:</b>  Grades: 9 – 12  Prerequisites: None</p>	<p>This course is open to all students who would like to learn to play a string or band instrument. This class will focus on woodwinds, brass and string instruments (Violin, Cello &amp; Bass). We will be focusing on instrument technique, note reading, and ensemble playing. Students will receive group and individual lessons on the instrument they will be working on. No prior experience is necessary. Daily home practice will be required.</p>

<b>INSTRUMENTS (GUITAR AND PIANO):</b> Grades: 9 – 12 Prerequisites: None	This class will study the fundamentals of performance on the piano or guitar, with a focus on learning correct technique on the instrument and learning to read music notation and symbols. Students will receive group and individual lessons in the classical method of playing guitar or piano. Students must work independently for daily class participation.
<b>PERCUSSION ENSEMBLE P:</b> Grades: 9 – 12 Prerequisites: None	Percussion Ensemble is for students with no musical background to learn musical skills through performance on percussion instruments including, but not limited to snare drum, mallet percussion, drum set and world percussion. Students will learn musical skills including reading musical notation, tempo, rhythm, musical terminology, music history, and performance skills. Performances outside of the school day are required for members of this class.
<b>ADV BAND P:</b> Grades: 9 – 12 Prerequisites: Prior music experience and/audition is required.	The study of instrumental music will include: Proper performance technique on your instrument, developing fluency in reading musical notation and symbols, performing individually and as a part of a group, and music theory and history as it applies to performing in a musical ensemble. Performance s and rehearsals outside of the school day are required part of the class and include (but are not limited to): football games, parades, festivals, and concerts. All performances are mandatory. All students enrolled in band will take part in an audition process in order to be placed in the appropriate section of the class based on experience/skill level. This audition process will take place the spring semester before the new school year. Instrument contracts are required for students who want to use school instruments. Band students who pass both semesters of Advance Band may receive (1) semester of PE credit and (1) semester Fine Arts credits.
<b>STRING P:</b> Grades: 9 – 12 Prerequisites: Prior music program experience and/or audition required	The study of Orchestra music will include: Review of basic techniques of reading music, solo and ensemble playing, music theory and music history. The development of performance skills and techniques required to achieve a high musical level and to perform at Concerts, Festivals, and other concerts including tours. Students are required to attend all performances, and rehearsals during the school year as well as practice at home. This course meets the UC/CSU “F” requirement.
<b>PERFORMING ARTS P:</b> Grades: 9 – 12 Prerequisites: None	This course introduces students to the world of acting and directing via interactive performances and projects. Student learn about the history of theatre and how set design, sound, lighting, makeup, costumes, acting techniques, and stage direction impact a performance. Students are required to support student productions each semester by either participation or volunteering during productions. This course meets the UC/CSU “F” requirement.
<b>STAGECRAFT P:</b> Grades: 10– 12 Prerequisites: None	This class gives students an opportunity to work on the technical aspects of theater production. Students work on developing their skills in marketing, management, set design, construction, scenic painting, lighting design, visual effects, sound engineering, prop making, costuming, and makeup design through small group activities and school productions. Students must pass tool safety units before they may use power tools. Some after school and rehearsal time will be required, along with performance attendance. Skills developed in this class are utilized in careers in the film, TV, and recording industries. This course meets the UC/CSU “F” requirement.
<b>PERFORMING ARTS ADV P:</b> Grades: 10 – 12 Prerequisites: Performing Arts P or Stagecraft P with passing grade or Instructor approval.	The course will be a continuation of Performing Arts. Students in this class produce additional school-wide performances that are only open to performing arts students. Through these productions, students will improve and demonstrate t heir knowledge of design, sound, lighting, makeup, costumes, script writing, acting techniques, and stage direction. Students are required to participate in all school productions as either an actor or crew member. This course meets the UC/CSU “F” requirement.



# Course Description – World Languages

**World Languages - The world languages courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of other cultures, connect with other disciplines, acquire information through a language other than English, and compare differences between the languages and cultures of the students' native language and the target language.**

<p><b>FRENCH 1 P:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>Students will acquire basic skills in the reading, writing, speaking, and listening of French, in interactive and real-life contexts. They will begin to learn about the French-speaking world cultures and will gain other cross-disciplinary perspectives. This is a high participation course that will utilize text, visual aids and the internet to improve abilities. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>FRENCH 2 P:</b> Grades: 9 – 12 Prerequisites: French 1 with a C- or better/or consent of instructor</p>	<p>Students will continue to develop their proficiency in the basic skills acquired in French 1 including: reading, writing, speaking and listening. They will increase knowledge of grammar. They will show a greater level of accuracy of basic language structure and will be exposed to more complex features of the French language using authentic and familiar materials. This is a beginning immersion course. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>FRENCH 3 P:</b> Grades: 9 – 12 Prerequisites: French 2 with a C- or better/or consent of instructor</p>	<p>Students will continue to develop their communication proficiency acquired in French 2. They will make oral and written presentations in French. More complex structures will be introduced on a variety of topics. This class will be almost exclusively in French and the students will develop the ability to discuss historical and contemporary events and issues. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>AP FRENCH LANGUAGE AND CULTURE:</b> Grades: 9 – 12 Prerequisites: French 3 with a C- or better/or consent of instructor</p>	<p>This course prepares students for the Advanced Placement French Language Examination. Students qualifying for this class have acquired skills in grammar and speaking, writing, reading, and understanding French. This course is designed to refine, perfect, and enhance these skills as well as to broaden the student’s understanding of French culture and foster interest in continuing to study French in college. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>ARABIC 1 P:</b> Grades: 9 – 12 Prerequisites: None</p>	<p>Arabic 1 is for students who are beginners to Arabic and non-Arabic speakers. The course emphasizes meaning-making activities utilizing the three language modes: interpersonal, interpretive, and presentational. The language skills, functions, and vocabulary spiral to allow for review and consolidation, as well as, differentiated learning for varying levels of proficiency and development. The course advances throughout the educational year to demand more extensive conversations, writing of longer text, and reading of short passages. The course is proficiency-based, implying that all activities within the course are aimed at placing the learner in the context of the native-speaking environment from the very beginning. Learners are provided with authentic opportunities to communicate using increasingly more Arabic to investigate cultural practices and products and to reflect on the perspectives that underlie them. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>ARABIC 2 P:</b> Grades: 9 – 12 <b>Prerequisites:</b> Arabic 1 with a C- or better/or consent of instructor</p>	<p>Arabic 2 is the continuation of Arabic 2. At this level, students will be expected to apply previous knowledge in a number of listening, speaking, reading, and written activities. Great focus will be placed in oral communication as well as in more abstract grammatical concepts. Learners are provided with authentic opportunities to communicate using increasingly more Arabic to investigate cultural practices and products and to reflect on the perspectives that underlie them. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>SPANISH 1 P:</b> Grades: 9 – 11 Prerequisites: None</p>	<p>Students with no prior background in Spanish will be introduced to Spanish conversations and beginning grammatical structures. Equal emphasis will be given to listening, speaking, reading, and writing. Customs of the local Spanish speaking community will be introduced. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>SPANISH 2 P:</b> Grades: 9 – 12 Prerequisites: Spanish 1 with a C- or better/or consent of instructor or placement test</p>	<p>This course is the continuation of Spanish 1. At this level, students will be expected to apply previous knowledge in a number of listening, speaking, reading, and written activities. Great focus will be placed in oral communication as well as in more abstract grammatical concepts. This course meets 1 year of the UC/CSU “E” requirement.</p>

<p><b>SPANISH 3 P:</b>  Grades: 10 – 12  Prerequisites: Spanish 2 with a C- or better/or consent of instructor/or placement test</p>	<p>Students with two years of Spanish will continue to learn through listening and speaking with greater emphasis put on speaking, reading and writing. Students will read short stories and do basic writing through summaries, letters, and short essays. Grammar will focus on a general review of previously learned tenses and a strong emphasis to the subjunctive mood. Literature taught will include important cultural aspects. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>SPANISH 2 NATIVE SPEAKER P:</b>  Grades: 9 – 12  Prerequisites: Ability to speak, read, write Spanish and/or consent of instructor or placement test</p>	<p>Emphasis will be placed on oral communication via interpersonal and public speaking activities; all students in this course will improve their ability to speak, read, write, and listen in the target language. The course will prepare students for Spanish 3 NS Honors and AP Language and Culture. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>SPANISH 3 NATIVE SPEAKER HONORS P:</b>  Grades: 9 – 12  Prerequisites: Spanish 2 NS with a C- or better/and consent of instructor or placement test</p>	<p>Native speakers, as well as non-native speakers, all students at this level will focus on reading and writing skills through reading of classic and contemporary literature. Grammar will include a thorough study of the subjunctive mood and a brief review of previously taught tenses. While emphasis will be placed on listening and speaking, greater focus will be placed on reading literature and writing, some at the Advanced Placement level. Students are placed in this course after both parent/guardian and student sign a contract prior to student entering this course. Summer work will be given, and student will take the course regardless of whether the summer work is completed or not. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>AP SPANISH LANGUAGE &amp; COMPOSITION:</b>  Grades: 10 – 12  Prerequisites: Spanish 3P or Spanish 3 Honors with a C- or better/and consent of instructor</p>	<p>In this course, students will apply all knowledge learned in previous Spanish levels. All activities will follow the six organizing themes from CollegeBoard; great emphasis will be placed in listening, speaking, reading and writing. Through the process of reading, writing and discussing texts, this course will help students become skilled in composing for different audiences and purposes. When students are placed in this course both parent/guardian and student will need to sign a contract prior to student entering this course. Summer work will be given. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. This course meets 1 year of the UC/CSU “E” requirement.</p>
<p><b>AP SPANISH LITERATURE &amp; COMPOSITION:</b>  Grades: 10 – 12  Prerequisites: AP Spanish Language &amp; Composition with a C- or better/and consent of instructor</p>	<p>Students who have successfully completed AP Spanish Language will have the opportunity to take AP Spanish Literature for their last year of Spanish. All activities will follow the six organizing themes from CollegeBoard emphasis will be to analyze the literary pieces read. The curriculum will cover literary pieces from the following periods: la epoca medieval, Siglo CVI, Siglo XVII, literature Romantica, Naturalista y Realista, La Generacion del 98, Siglo XVI, El Boom latinamericano, and contemporary writers from Spain and United States. When students are placed in this course both parent/guardian and student will need to sign a contract prior to student entering this course. Summer work will be given. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. This course meets 1 year of the UC/CSU “E” requirement.</p>