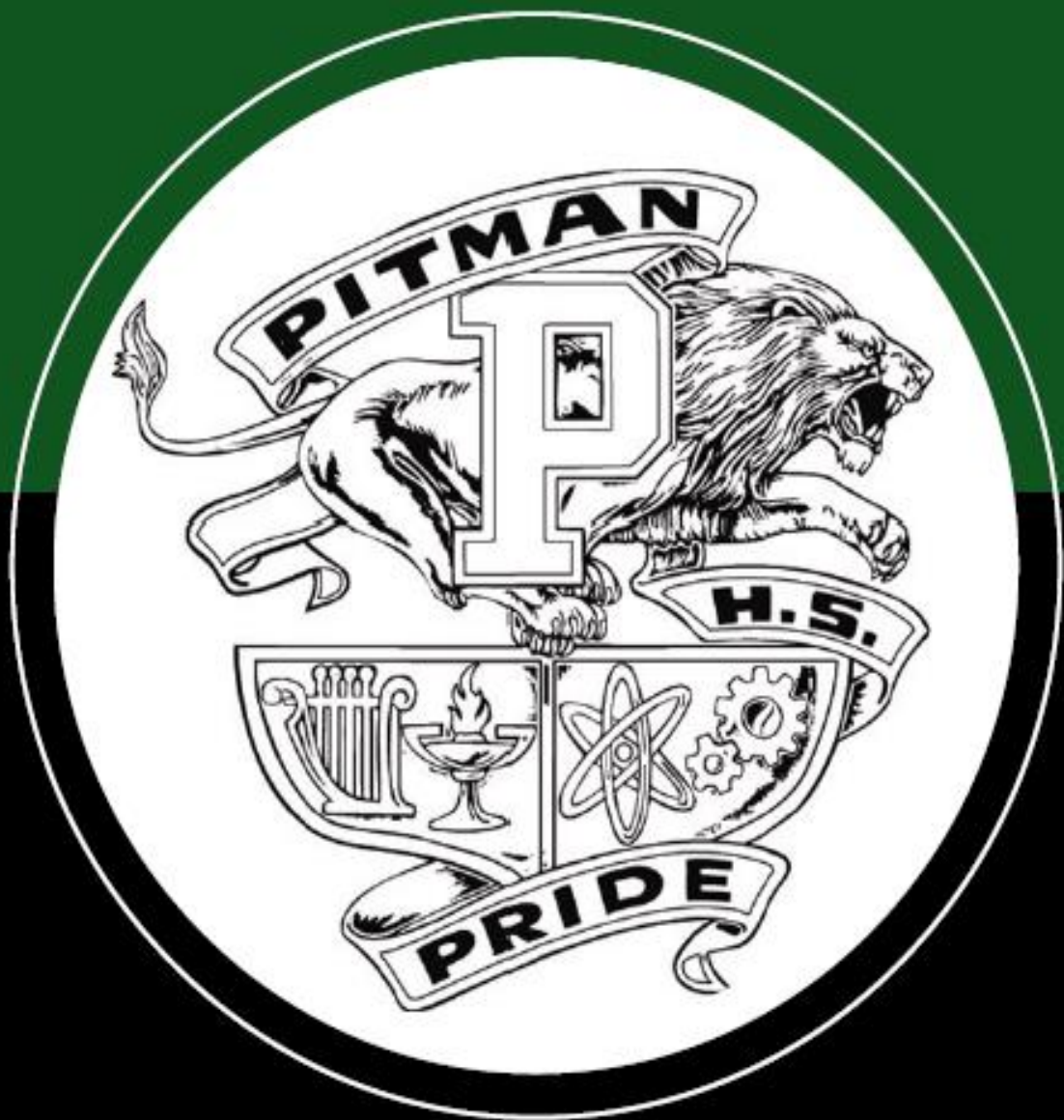


JOHN H. PITMAN HIGH SCHOOL

# COURSE DIRECTORY

2025-2026



NEVER SETTLE, NEVER QUIT... ROLL PRIDE!

# Pitman High School Course Directory 2025-26

## Administration

Angela Freeman, Principal  
Wendi Cook, Assistant Principal  
Luis Jacinto, Assistant Principal  
Tanya Wright, Assistant Principal  
Marya Moreno, Dean of Students

## Counselors

Jennifer Cornell	A-C	Kristie Frank	I-M	Julissa Aguilar	Sb-Z
Sabrina Eshaghi	D-H	Philip Sanchez	N-Sa	Julie McBay	College & Career

**School Mascot – The Pride**  
**School Colors – Green & Silver**

Welcome Pride Students and Families,

John H. Pitman High School (PHS) was established in 2002 with our first graduating class in 2005. Over the last 23 years, PHS has strived to develop a rigorous culture of academics, positive character traits, and strong co-curricular and extra-curricular activities. Pitman serves a diverse student body of approximately 2000 students with an emphasis on *Success for Each Student*. Throughout our Multi-Tiered System of Supports (MTSS) we identify and support students with a focus on academics, behavior, social and emotional needs. High school is designed to prepare students for their future; it is highly encouraged for students to take advantage of the many opportunities we have on campus to ensure these four years of high school are meaningful and unforgettable.

This course directory is a resource that will give students and parents an idea of the educational opportunities available at PHS. PHS offers over 20 Advanced Placement courses, 100+ A-G courses, and a variety of Career Technical Education (CTE) courses covering 8 different CTE sectors with our courses having articulation agreements or dual enrollment with Modesto Junior College and University of Merced where students can earn college credits while in high school. We offer CTE courses in areas of Agriculture, Business/Computer Science, Consumer and Family Studies, Criminal Justice, Culinary Arts, Sports Medicine, and Video Arts. We also offer many elective opportunities in Fine Arts, Music, and World Language. PHS has always been proud to offer a large variety of clubs, organizations, and events so that there is something for everyone who desires to participate.

The mission of Pitman High School is *Success for Each Student...Pitman students will graduate as responsible citizens who are college and career ready*. At PHS we believe that hard work and good character will guide our students to succeed. We have a motto of *Never Settle, Never Quit...Roll Pride!*

Angela Freeman, Principal

*Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. El Distrito Escolar Unificado de Turlock prohíbe la discriminación, el hostigamiento, la intimidación y el acoso en los programas educativos, actividades o el empleo sobre la base de la ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, la nacionalidad, la raza o el origen étnico, la religión, el sexo, orientación sexual, los padres, el embarazo, la familia o el estado civil, o asociación con una persona o un grupo con una o más de estas características reales o percibidas. TUSD requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella es testigo de un acto de discriminación, hostigamiento, intimidación o acoso.*

Title IX Coordinator/Equity Compliance Officer  
Gil Ogden, Director of Student Services (209) 667-0632

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This directory was developed to assist students and parents in selecting classes for the 2025-26 school year. Please read it carefully. If you have any questions or need additional information, please contact your counselor at (209) 226-6520. All of the courses listed and described in this directory may be offered during the 2025-26 school year, pending sufficient enrollment. Also included is information on graduation requirements and college entrance requirements. **A course may be repeated in order to improve an unsatisfactory grade.**

### Parental Consent for Schedule Request

Per AB1012, school districts must obtain written parent consent before assigning students in grades 9-12 to “course periods without educational content” for more than one week in a semester. “Course periods without educational content” are defined to include course periods where: (1) A student is released early from school, (2) A student is assigned to a service, instructional work experience, or to a course to assist a certificated employee, but is not expected to complete curricular assignments, or (3) Where the student is not assigned to any course during the class period. Appropriate forms shall be acquired through the counseling office. Students may enroll in these courses with (1) Written consent from the parent, guardian, educational rights holder, or the student if they are 18 years or older, and (2) School official determination that the student will benefit from being assigned to the particular course. When this form has been signed and returned, the student may be considered for a reduced schedule and/or course assignment that does not include “educational content.” Such requests could include Teacher/Office Aide, Peer Tutoring, Work Experience, or an unscheduled period.

# COLLEGE ENTRANCE REQUIREMENTS

CLASS	UC	CSU
English	4 years	4 years
Math**	3 years (4)*	3 years
US History/Government	1 year	1 year
World History	1 year	1 year
Lab Science***	2 years (3)*	2 years
Foreign Language****	2 years (3)*	2 years
College Elective	1 year	1 year
Visual/Performing Arts	1 year	1 year

\*UC recommends extra year

\*\*The math college requirement includes successful completion of a series of traditional and/or integrated math courses

\*\*\*One year of a life lab science and one year of a physical lab science is required for college

\*\*\*\*Must be at least 2 years of the same foreign language

Students should consult individual post-secondary institutions outside of the CSU/UC systems to confirm individual testing requirements. A more specific breakdown comparison of UC and CSU requirements can be found at the following websites:

<https://admission.universityofcalifornia.edu/apply-now.html>

[https://www.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/pages/admission-requirements.aspx](https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx)

**CSU** California State University

**UC** University of California

**GPA** Grade Point Average

**A-G** Course meets the A-G subject requirements for CSU and UC entry.

**CTE** Career Technical Education courses. Per Education Code, TUSD has elected to allow CTE courses to satisfy the Visual & Performing Arts/Foreign Language high School graduation requirement.

**MJC** Courses are either dual enrolled or articulated with a community college and allowed to earn junior college credit if an A or B grade is earned.

**NOTE:** Colleges DO NOT recognize extra grade points for Honors courses taken during the freshman year, nor do they recognize some Honors level Math and English courses. Contact counseling for more information.

**Advanced Placement (AP)** high school courses are taught at the equivalency and/or are comparable to a first-year college level course. AP courses prepare students to take AP exams, which offer the opportunity to earn college credit while in high school. One extra grade point is awarded to students who earn an A, B, or C in AP courses. Students who elect to enroll in an AP course are **expected to complete the entire academic year**. *Qualifications considered for AP enrollment include but are not limited to teacher recommendation, GPA, writing skills, completed prerequisite courses, diagnostic testing, and student motivation.*

# JOHN H. PITMAN HIGH SCHOOL

## GRADUATION REQUIREMENTS Class of 2026-2029

Graduation Requirements	Credits
English.....	40
Science..... (10 credits of life science and 10 credits of physical science)	20
Math..... (Must pass full year of Algebra I or Integrated Math I plus additional math course)	20
Social Science..... (World History 10, U.S. History 10, American Government 5, Economics 5)	30
Physical Education.....	20
Visual & Performing Arts/Foreign Language*.....	10
21st Century Skills.....	10
Electives..... (Not more than 40 credits of elective courses may be satisfied by Work Experience, Teacher Aide, or Office Aide)	80

**Total Credits for Graduation** **230**

\*Per Education Code, TUSD has elected to allow Career Technical Education (CTE) courses to satisfy the Visual & Performing Arts/Foreign Language graduation requirements.

## DISTINGUISHED SCHOLAR/VALEDICTORIAN CRITERIA

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s). Valedictorian(s) shall be selected based on established criteria and the procedures as follows:

- For graduating seniors to qualify for Distinguished Scholars, students must have a Total Weighted Grade Point Average of 4.0 or higher. This total weighted GPA includes PE and is cumulative grades 9-12.
- In an effort to eliminate GPA manipulation, Valedictorian candidates with a Teacher’s Aide (TA) period or other noncurricular-based courses such as work experience, office aide, peer tutor that result in a reduced schedule (fewer than six classes) will receive a “C” grade in that period for GPA calculation purposes. Furthermore, GPA calculations for Valedictorian candidates will only include six classes each semester. “A” period will not be included in the GPA for Valedictorian candidates unless it constitutes the sixth class (i.e., student is enrolled in “A” period and is unscheduled for 6<sup>th</sup> period).
- The Valedictorian is the Distinguished Scholar who has the highest Total Weighted GPA as described above.
- Students will be notified annually in May. The final list of Distinguished Scholars will be verified one week before commencement.
- Students transferring to Pitman or Turlock High will be allocated GPA equivalent for “like” courses taken outside TUSD. This includes Advanced Placement (AP) and International Baccalaureate (IB) courses regardless of grade level and/or TUSD prerequisites.

# PARENT & STUDENT RESOURCES



<https://phs.turlock.k12.ca.us>



<https://www.instagram.com/pitmanpride/>



<https://www.turlock.k12.ca.us>



<https://www.facebook.com/phspride>



<https://turlockusd.asp.aeries.net/student/LoginParent.aspx>



ParentSquare

<https://www.parentsquare.com/signin>

# CAREER TECHNICAL EDUCATIONAL PATHWAYS

## What is CTE?

CTE programs prepare students to enter today's competitive workforce by assuring each course teaches the latest industry standards. CTE courses help **all students** make informed decisions about college and career choices whether you are applying for a university, community college or a vocational/trade school. There is no limit to how many CTE courses a student may take or which pathways they choose to enter.

## How do CTE internships work?

CTE internships are available for students who are currently taking CTE courses. Administration and teachers arrange paid and unpaid student internship opportunities with local industries.

## Can students earn community college credit for taking CTE courses?

Yes, many CTE TUSD classes have articulation agreements with Modesto Junior College and Merced Community College. Courses that have articulated agreements between our Pitman instructors and the college instructor are noted with the college name. Students need to work through their teachers to complete the necessary paperwork and procedures required to have credit posted to their college transcripts.

## Do any CTE courses offer UC A-G credit?

Yes, nearly all CTE TUSD classes earn A-G credit.

## Why should students take CTE courses?

CTE courses prepare students for high demand careers and help students enter the workforce with industry standard skills. CTE programs rely on industry input through advisory committees giving CTE programs access to the current industry standards.

## What to look for in this course directory?

At Pitman High School, we offer multiple introductory, concentrator, and capstone CTE courses in the following **Career Sectors**:

- Agriculture & Natural Resources
- Arts, Media, & Entertainment
- Business & Finance
- Education, Child Development & Family Services
- Engineering & Architecture
- Health Science & Medical Technology
- Hospitality, Tourism, & Recreation
- Public Services
- Transportation

**For more information on CTE course pathways and initiatives, please visit:**

<https://www.cde.ca.gov/ci/ct/>

	Pathway	Introductory	Concentrator	Capstone
Agriculture & Natural Resources	Ag Mechanics	<i>Ag Engineering I</i> AG2125	<i>Ag Welding I</i> AG1305	<i>Welding/Fabrication</i> AG1420
	Animal Science		<i>Veterinary Science</i> AG0380	<i>Animal Anat., Phys. &amp; Vet. Medicine</i> AG0480
	Ornamental Horticulture	<i>Environmental Horticulture</i> AG2155	<i>The History &amp; Art of Floral Design</i> AG1440	<i>Advanced Floral Design</i> AG2440
	Plant & Soil Science		<i>Farm to Fork</i> AG1370	<i>Farm Mgmt.</i> AG1570
	Sustainable Ag	<i>Biology &amp; Sustainable Agriculture</i> AG2280	<i>Chemistry &amp; Agriscience</i> AG2250	<i>Honors Interdisciplinary Science-Sust Ag.</i> AG1240
Arts, Media, and Entertainment	Multimedia Production	<i>Digital Media</i> FA1450	<i>Broadcast &amp; Video Productions</i> FA1475	<i>Broadcast &amp; Video Prod II</i> FA1485
	Graphic Design	<i>Digital Media</i> FA1450	<i>Graphic Design I</i> FA1500	
Business & Finance	Business Management	<i>Intro to Business &amp; Tech</i> BU0440		<i>Small Business Management</i> BU2450
	Financial Services	<i>Intro to Business &amp; Tech</i> BU0440	<i>Business &amp; Finance</i> BU0460	
Education, Child Development and Family Services	Education		<i>Child Development</i> HE1216	<i>Ed. Psychology</i> RO530 <i>Early Childhood Education</i> HE1230
Health Science & Medical Technology	Patient Care		<i>Anatomy &amp; Physiology</i> SC1350	<i>Sports Medicine</i> ND1420
Hospitality, Tourism, & Recreation	Food Service & Hospitality		<i>Foods</i> HE1120	<i>Culinary Arts I-II</i> FS1530
Information & Communication Technology	Software & Systems Development		<i>Exploring Computer Science</i> BU380 <i>AP Computer Science Principles</i> BU370	<i>AP Computer Sci. A</i> BU390
	Games & Simulations		<i>Computer Game Development</i> BU0430	
Public Services	Public Safety		<i>Criminal Justice</i> RO1410	<i>Criminal Investigation</i> ND1450

\*Students must complete 300 hours of coursework in a single pathway, which must include a concentrator and capstone course, in order to be considered a pathway completer.

# ARTICULATED COURSE OFFERINGS

Students may earn college credit for the courses they take in high school. Students need to work through their teachers to complete the necessary paperwork and procedures required to have credit posted to their college transcripts. Students must earn a B or better in the PHS course to articulate. Contact the PHS College & Career Counselor at (209) 226-6531 for more specific information. Agreements are reviewed annually and may be terminated at the close of any academic year.

PITMAN HIGH SCHOOL COURSE	ARTICULATED MODESTO JUNIOR COLLEGE COURSE
Advanced Floral Design <b>AG2440</b>	EHS281 Advanced Floral Design (3)
Ag Engineering <b>AG2125</b>	AGM50 Preparation for Mechanical Technology (3)
Ag Welding I <b>AG1305</b>	AGM210 Agricultural Welding (3)
AP American Government <b>SS499</b>	POLSC101 American Politics (3)
Business and Finance <b>BU0460</b>	BUSAD230 Personal Finance (3)
Chemistry & Agriscience <b>AG2250</b> Biology & Sustainable Ag <b>AG2280</b>	ENSCI108 Environmental Conservation (3)
Child Development and Guidance <b>HE1216</b>	CLDDV103 Child Growth and Development (3)
Criminal Justice <b>RO1410</b>	ADJU201 Introduction to Administration of Justice (3)
Criminal Investigation <b>ND1450</b>	ADJU212 Criminal Investigation (3)
Educational Psychology <b>RO530</b>	SOCSC109 Intro to Education Practicum in Tutoring (3)
Environmental Horticulture <b>AG2155</b>	EHS210 Intro Environmental Horticulture Science (3)
Health and Character Education <b>ND1112</b>	HE110 Healthful Living (3)
The History & Art of Floral Design <b>AG1440</b>	EHS50 Beginning Ornamental Gardening (2) EHS280 Principles of Floral Art and Design (3)
Sports Medicine <b>ND1420</b>	KIN106 Care and Prevention of Athletic Injuries (3)
<b>DUAL ENROLLMENT</b>	<b>DURATION</b>
Art Appreciation <b>DE1160</b>	ART160 Yearlong commitment with one course per semester
Music Appreciation <b>DE1165</b>	MUSG101 Yearlong commitment with one course per semester
Basic Drawing 1 <b>DE1200</b>	ART120 Yearlong course

UC Merced Child Development and Care Dual Enrollment Program: The Child Development and Care Dual Enrollment Program is a college/career readiness initiative. High schools can lease curriculum for four (4) child development and education courses which are approved for twelve (12) semester units of UC Merced undergraduate credit. Courses may be transferable for academic credit at California community colleges, University of California, or California State University campuses. Child Development Dual Enrollment courses meet the academic requirement for an early childhood associate teacher permit from the California Commission on Teacher Credentialing. See page 26 for more information and course description.

## FOUR YEAR ACADEMIC PLANNING

Students are highly encouraged to create a Four-Year Plan during their freshman year to ensure they are meeting requirements towards their individual post-secondary goals. This shall be done during their required College/Career course as well as in meeting with their counselor. Requirements to consider should include but are not limited to the following:

- Graduation Requirements
- A-G Requirements
- NCAA Requirements for potential athletes
- Career Pathways

Pitman High School counselors are available to support and guide students through this process. Parents are also encouraged to reach out to the counseling department for further information or clarification with the Four-Year Academic Planning process.

Students and parents may access the Individualized Academic Planning tool and graduation status form through the Aeries Family Link Parent Portal. Front office staff can assist with providing the appropriate verification codes in order to activate the student's account. There are also explicit instructions on the Turlock Unified School District website linked here:

<https://www.turlock.k12.ca.us/schools/school-enrollment/aeries-data-confirmation>

## PITMAN HIGH SCHOOL GUIDELINES FOR OUTSIDE COURSE CREDIT

Pitman High School students are expected to take core curricula courses offered at PHS. College courses taken will not be used towards meeting TUSD graduation requirements. Please meet with your counselor prior to enrolling in any course outside PHS to discuss the benefits and requirements for dual enrollment.

# ACADEMIC TOOL

Use this academic planning tool to map out your high school courses to meet your post-secondary goals and in preparation to meeting with your counselor to create your Academic Plan on Aeries.

**Career Interest** \_\_\_\_\_

**Goal:** Community College UC CSU 4 Year Private Vocational School Military

Please fill out an appropriate academic plan in the space below. Please remember to consider both high school graduation requirements as well as college entrance requirements when choosing your courses.

9 <sup>th</sup> Grade	A-G Eligible	Honors/AP	CTE	MJC Artic.Course
English:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective: *21 <sup>st</sup> Century Skills required (Summer Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 <sup>th</sup> Grade	A-G Eligible	Honors/AP	CTE	MJC Artic.Course
English:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World History:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective (Science):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

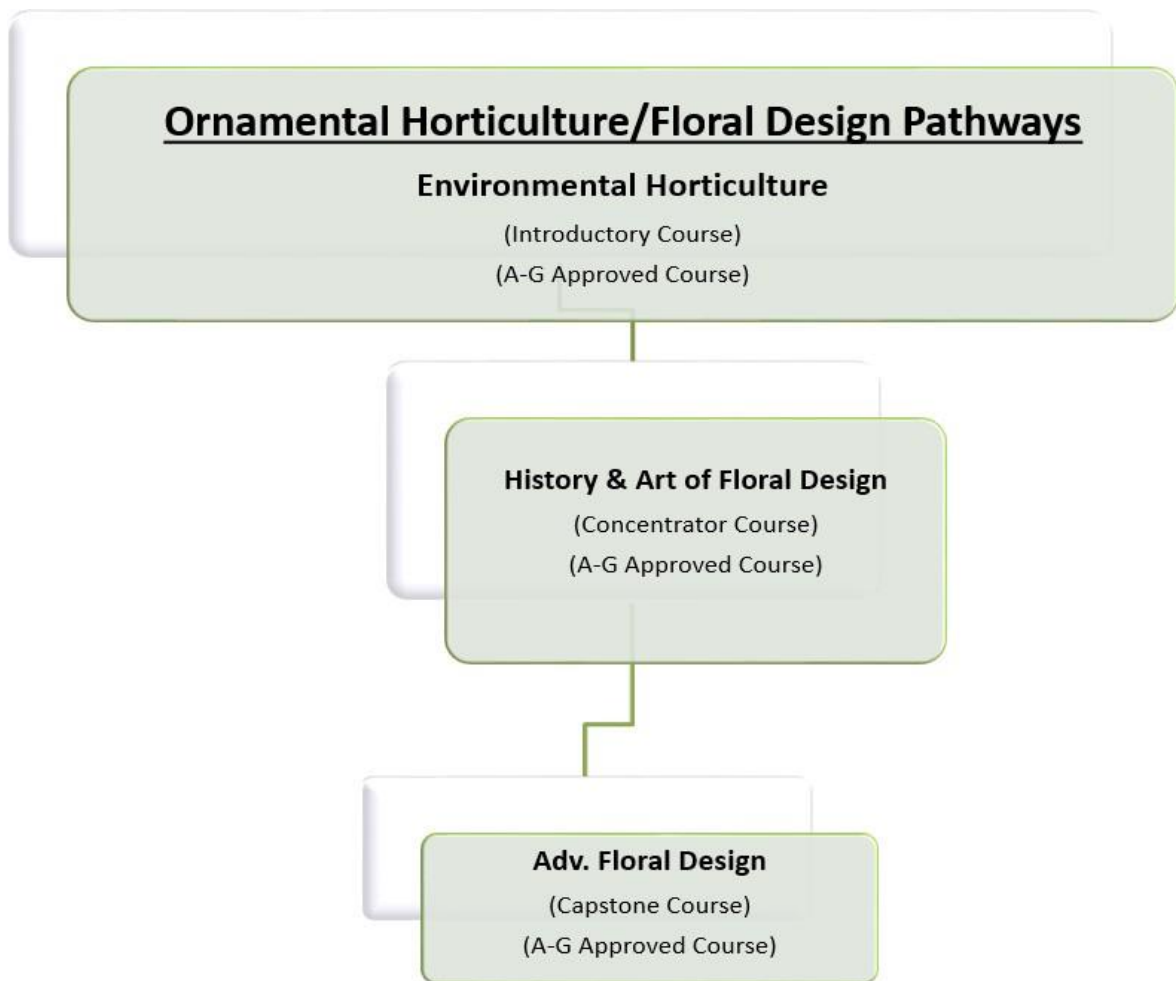
11 <sup>th</sup> Grade	A-G Eligible	Honors/AP	CTE	MJC Artic.Course
English:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
US History/AP US History:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective/Math:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective (Science):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 <sup>th</sup> Grade	A-G Eligible	Honors/AP	CTE	MJC Artic.Course
English:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gov/Econ/AP American Gov:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective (Math):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Course Listings

## \*\*\*AGRICULTURE\*\*\*

All the Agriculture Department courses offer knowledge and skills required for occupational entry as well as preparation for post-secondary education. The Supervised Agricultural Experience Program and the FFA are an integral part of each course. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement. Students who are enrolled in agriculture classes for 3 or 4 years and meet all requirements of 2+2 courses are eligible to receive credit at Modesto Junior College. Depending on the scope of their project and their involvement in leadership activities, students could receive 1 - 3 units. Students could also receive an additional 6 units for completing additional Ag classes; see your Ag instructor for details.



### Environmental Horticulture (AG2155)

Grade 9 10 11 12

A-G, CTE, MJC

This course is designed to provide the student with the knowledge and skills required for entry into horticulture fields. Emphasis will be on plant identification, plant propagation and related cultural practices. An important aim of this course is to develop in the student an appreciation of horticulture in their environment.

### History & Art of Floral Design (AG1440)

Grade 10 11 12

A-G, CTE, MJC

**Prerequisite: Teacher recommendation and/or successful completion of an agriculture course**

The History & Art of Floral Design will provide students instruction towards developing an employment portfolio, design industry abilities, safety skills, proper use of floral tools, artistic expression through flowers, design principles and elements, physical mechanics, and structure of flower arrangements, as well as party/theme planning and floral business management. Students will construct several basic flower designs using artistic principles such as color, space, line, and rhythm. Emphasis will be placed on proper techniques, aesthetic perception, and material management.

### Advanced Floral Design (AG2440)

Grade 11 12

A-G, CTE, MJC

**Prerequisite: The History & Art of Floral Design and teacher recommendation**

This course is designed for advanced students to construct floral products for holidays, art interpretations, weddings, displays, or resale. Students will demonstrate different floral design styles and arrangements. Participate in basic horticulture production; demonstrate understanding of flower and foliage production. Create a professional portfolio of career technical skills. Design and construct arrangements used in wedding and sympathy floral work. Students will have exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.

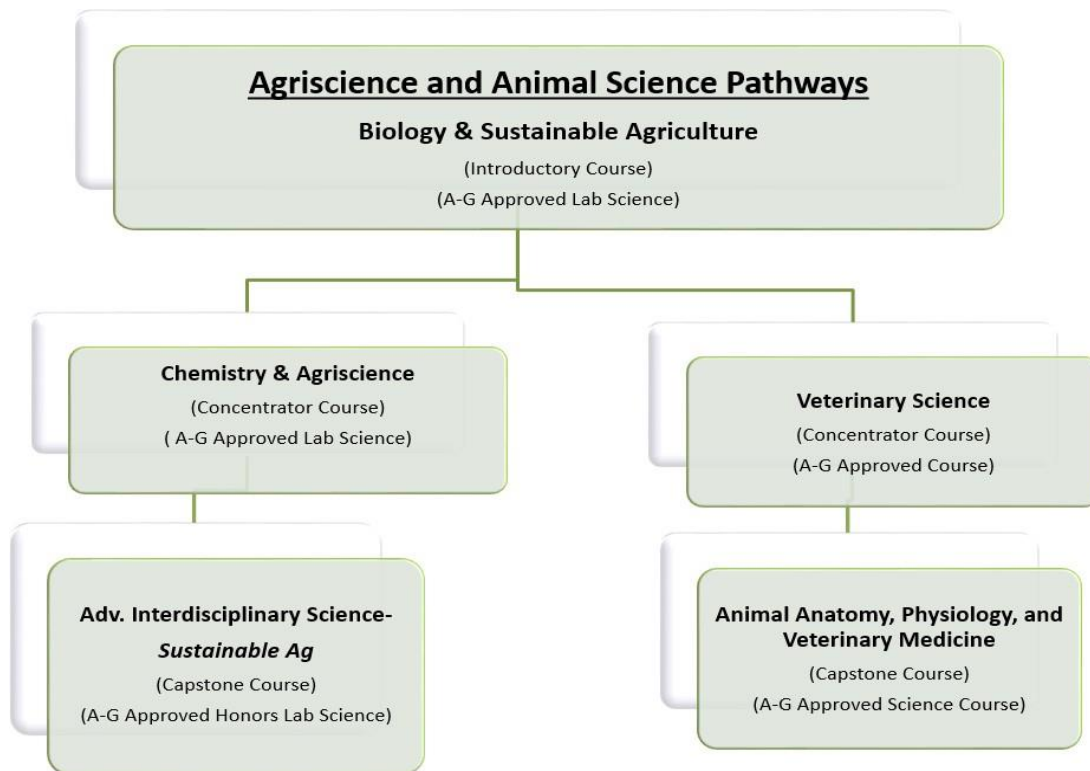
### Farm to Fork: Agriculture Food Science (AG1370)

Grade 10 11 12

A-G, CTE

**Recommended: Biology & Sustainable Agriculture**

Students will apply plant science concepts as they learn the fundamentals of raising food-based crops. Students will grow their own food in their garden plot while demonstrating skills in soil chemistry, plant physiology, crop marketing, farming sustainability, and consumer demands. Students will practice various processing, packaging, and food preparation techniques to ultimately eat local, healthy, fresh food. This class will teach students about nutrition, farming, and cooking allowing students to experience first-hand the process from Farm to Fork. Students will work and collaborate with the PHS Culinary Arts program, the TUSD school farm and other CTE programs on Pitman High School campus.



### **Biology & Sustainable Agriculture (Ag Biology) (AG2280)**

Grade 9 10 11 12

A-G, CTE, MJC

This course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications. Units of study provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? And 4) How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research. **Meets TUSD Life Science graduation requirement.**

### **Chemistry & Agriscience (Ag Chemistry) (AG2250)**

Grade 10 11 12

A-G, CTE, MJC

**Prerequisite: Integrated Ag Biology, Biology or teacher recommendation**

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on the physical and chemical nature of soil as well as the relationships between soil, plants, and animals as those relationships pertain to agricultural practices. Students 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 develop an Agriscience research project that requires them to develop a valid and authentic research question, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Students will be given an opportunity to present their research project at the State Agriscience Fair. Students will also participate in leadership development and create a supervised agricultural experience program. **Meets TUSD Physical Science graduation requirement.**

### Honors Adv. Interdisciplinary Science-Sustainable Agricultural (AG1240)

Grade 11 12

A-G, CTE

**Prerequisite: Chemistry & Agriscience or equivalent or teacher recommendation**

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant agricultural issue. Final projects will be eligible for Career Development Event competition at FFA events. 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 is an honors level course, one extra grade point is awarded to students who earn an A, B, or C.

### Veterinary Science (AG0380)

Grade 10 11 12

A-G, CTE

**Prerequisite: Biology or Biology & Sustainable Agriculture**

**Recommended: Chemistry & Agriscience**

Veterinary Science is a course designed to provide students an applied scientific study in the area of animals and veterinary care. 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, evolution, and ecology as they pertain to the animal/veterinary field. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills.

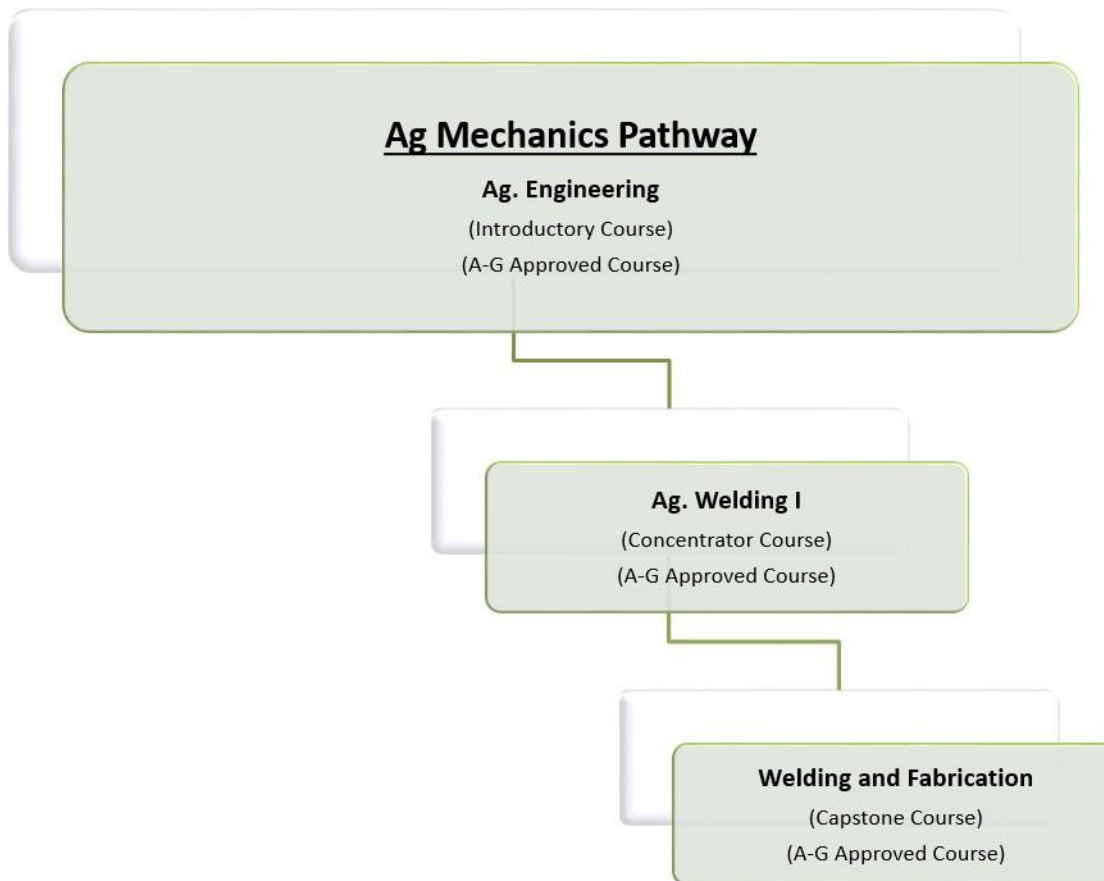
### Animal Anatomy, Physiology, and Veterinary Medicine (AG0480)

Grade 11 12

A-G, CTE

**Prerequisite: Veterinary Science and teacher recommendation**

This course is designed to provide students an applied scientific study in the area of animals and veterinary care. 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, evolution, and ecology as they pertain to the animal/veterinary field. Each unit includes a clinical practice component at the conclusion 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.



### Ag Engineering (AG2125)

Grade 9 10 11 12

A-G, CTE

This course is essential to all other agriculture mechanics courses. It includes a study of the following mechanized agriculture areas: rope work, introduction to ag mechanics, shop and personal safety, tool and material identification, plumbing, tap & die, surveying, leadership, measurement, electricity, drafting, woodworking, concrete, masonry, and painting/finishing. Students will not be allowed to work in the shop facility without personal protective equipment. Coveralls and safety glasses are required.

### Ag Welding I (AG1305)

Grade 10 11 12

A-G, CTE, MJC

#### **Prerequisite: Ag Engineering and teacher recommendation**

Ag Welding provides individualized instruction in developing fabrication skills in Shielded Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), and oxyacetylene welding along with various cutting methods. Selection of welding method, welding rod, metals, and equipment are discussed. Students have the opportunity to develop skills in welding metal in the flat, horizontal, and vertical positions. In addition to welding, units in electricity and metallurgy will be covered. One grading quarter (45 days) is allotted for students to design, construct, and evaluate an agriculture-related project of their choice. *Students in their second and third year will be given more advanced projects and responsibilities.* At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. Coveralls and safety glasses are required.

### Welding and Fabrication (AG1420)

Grade 11 12

A-G, CTE

#### **Prerequisite: Ag Welding I and teacher recommendation**

Welding and Fabrication provides serious students with entry-level skills at the completion of the course. Instruction is provided in advanced Shielded Metal and Gas Metal Arc Welding (M.I.G.) and advanced OxyAcetylene Welding. Gas Tungsten Arc Welding (T.I.G.) is also covered. Students are required to develop skills in welding overhead and completing welding certification tests, along with refining skills in operating the Air Carbon Arc, Plasma Arc, and Oxy-Acetylene cutting units. Students receive instruction in safety, hand and power tool usage, planning, and material selection and usage as related to the construction of items used around the shop and home. Students experiment with their own ideas and methods in the design and fabrication of an individual project. Students are allowed one semester to complete this task. If taken a second year, students are able to work on more complex projects that are more intense in design and fabrication. Students are encouraged to exhibit their projects at the local county fair and the California State Fair. Protective equipment is required.

### Ag Business Leadership (AG1450)

Grade 10 11 12

A-G

Ag Business Leadership is project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students frequently write critically, reflectively, persuasively, and speak about the real-world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams, and exploration of past and present needs in the Ag Industry and its leaders. A Supervised Agricultural Experience Project is required and will be developed with the aid of the instructor. Student participation will include helping plan, organize, and put on events in FFA which requires the completion of 20 hours per semester. FFA participation and Supervised Agricultural Experience Project (SAE) will be part of the grade for this course.

## \*\*\*ART\*\*\*

### Art (FA1100)

Grade 9 10 11 12

A-G

This beginning course provides the student with the basic elements of art which include space, line, shape, value, texture, and color. The academic projects include perspective, color, composition, the figure, media, drawing, and painting. A variety of mediums are used. Students will also be introduced to periods of art throughout history.

### Drawing and Painting (FA200)

Grade 10 11 12

A-G

#### **Prerequisite: Art**

This second-year course provides an opportunity for the art student to utilize the elements of art learned in Art class and begins an in-depth study of the principles of art. Emphasis is given to color theory, drawing and painting techniques, and analysis of the aesthetic qualities of the student's own work. Major art movements from Impressionism to 20th Century Modern Art are studied and techniques from these historical periods are used by students in their projects.

### 3-D Design (FA225)

Grade 10 11 12

A-G

#### **Prerequisite: Art**

Learn how to design and create in three dimensions. Discover how to use basic art concepts, especially form in space. Create a series of objects based upon the native arts of cultures throughout the world. Develop skill in using the tools and techniques required to produce various types of art. Projects may be assigned to provide experience in a variety of techniques and media, including **ceramics**, leather, macramé, papier mâché, mosaics, and collage/assemblage each year. Units of study in sculptural modeling, mobiles, relief printmaking, paper sculpture, wire sculpture, toothpick sculpture, cardboard sculpture, copper tooling, copper enameling, weaving, frame making, glass etching, and braiding will be rotated on a three-year cycle; students may begin the course any year of the cycle.

### AP Studio Art Drawing (FA1399)

### AP Studio Art 2-D (FA1230)

Grade 11 12

A-G **Prerequisite: Art or Photo and one other art course, or teacher recommendation**

AP Studio Art is a rigorous class where students will have the opportunity to build a professional portfolio based on their own area of interest using the skills they have acquired in previous art classes. With guidance and following AP College Board Portfolio criteria, students will choose their subject matter and mediums they use to create their artwork. Students will engage in creating high quality work that shows their technical ability, experimentation, and creativity. Students should expect to spend time working on their artwork outside of class as this is a rigorous course. If students pass the course and the AP Portfolio exam, they may be eligible to earn college credit for the visual arts. The College Board charges fees for the optional AP Portfolio Exam.

### Photojournalism (EN1210)

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation**

Photojournalism is a year-long introductory level Visual & Performing Arts class where students have the opportunity to experiment with digital photographic equipment, digital photographic manipulation computer programs, image making or manipulating equipment elements and principles of design/art ideas, layout and publication design software, learn the concepts to create photographic and/or digital art images, study the history of photography in journalism, and at the end of the year create a school publication.

### Digital Art (FA250)

Grade 10 11 12

A-G

#### **Prerequisite: Art or Photography – 10<sup>th</sup> grade students wishing to take this course will need to have completed Art along with teacher recommendation**

This course will connect and apply technology (computer graphic programs, digital cameras, scanners, printers, and equipment) to visual arts through the use of formal art elements and design principles. Students will have the opportunity to utilize multimedia technology to develop artistic expression, aesthetic exploration, and development of a unique personal vision. They will demonstrate an understanding of historical contributions and cultural dimensions of digital art. Students will analyze and make critical assessments about artworks and respond to a variety of inquiries related to the curriculum. Ways in which digital art can be used professionally will be explored, from digital photography for digital art, computer graphics, and graphic design to basic animation.

### Photography (FA400)

Grade 10 11 12

A-G

In Photography, students will learn the technical use of the digital camera, photo and graphic art software and scanner technology. Students will learn techniques and the creative approach to quality photography using the rules of composition, the principles of design and elements of art. Throughout the year students will learn the history of photography and the photographers responsible for its development.

### Basic Drawing (DE1200)

Grade 10 11 12

MJC

An introductory course in techniques used in representing form, light and shadow, texture, perspective, composition, and expression using various drawing media. Students who complete the course and earn a passing grade of a C- or higher will receive 3 units of college credit. ***Due to this being an MJC course, late enrollment is not an option.***

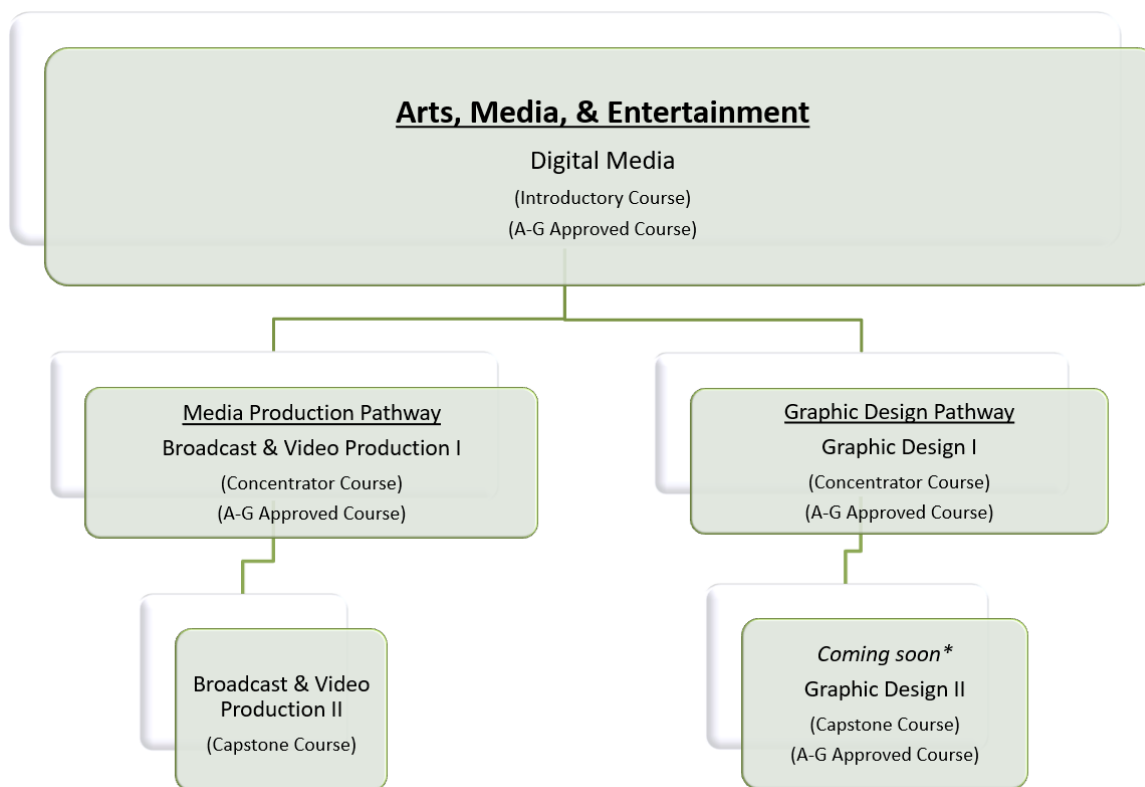
### Art Appreciation (DE1160) One Semester

Grade 10 11 12

MJC

Introductory art appreciation for the general student. Illustrated lectures cover the theory, terminology, themes, design principles, media techniques, with an introduction to the visual arts across time and diverse cultures. This course is one semester with dual enrollment at MJC. Students who complete the course and earn a passing grade of a C- or higher will receive 3 units

of college credit. Art appreciation students will be enrolled in Music Appreciation one semester.



### Digital Media (FA1450)

Grade 9 10 11 12

A-G, CTE

This is the introductory course in the AME sector. This course is designed to provide students with knowledge, skills, and hands-on application of multimedia editing and production. Students will explore digital technology, in the areas of photographic imaging, video storytelling, video editing, and multimedia authoring and presentations. Students will learn how to design videos and images, developing their creative skills and technical knowledge. Students will engage in hands-on projects that allow them to express their ideas visually and complete the course with a strong foundation in digital media production and editing.

### Broadcast & Video Production (FA1475)

Grade 10 11 12

A-G, CTE

#### **Prerequisite: Video Arts and teacher recommendation**

This is a capstone course in the Multimedia Productions pathway designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize newsgathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. This course also explores the world of digital video and television production. Students learn on professional equipment in a modern digital studio. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting, and sound.

### **Broadcast & Video Production II (FA1485)**

Grade 11 12

A-G, CTE

#### **Prerequisite: Teacher recommendation**

This competency-based course enables students to develop the necessary skills and competencies for creating multimedia and video productions for use in school-wide broadcasts, video classroom presentations, video commercial productions, newscasting, and social media outlets. Students learn proper video camera techniques, digital video editing, script writing, effective lighting, audio, directing, production responsibilities, computer generated graphics, animation, as well as social media etiquette and marketing techniques. This class is for students exploring the possibility of a career in the professional world of electronic media.

### **History & Art of Floral Design (AG1440)**

Grade 10 11 12

A-G, CTE, MJC

#### **Prerequisite: Teacher recommendation and/or successful completion of an agriculture course**

The History & Art of Floral Design will provide students instruction towards developing an employment portfolio, design industry abilities, safety skills, proper use of floral tools, artistic expression through flowers, design principles and elements, physical mechanics, and structure of flower arrangements, as well as party/theme planning and floral business management. Students will construct several basic flower designs using artistic principles such as color, space, line, and rhythm. Emphasis will be placed on proper techniques, aesthetic perception, and material management.

### **Advanced Floral Design (AG2440)**

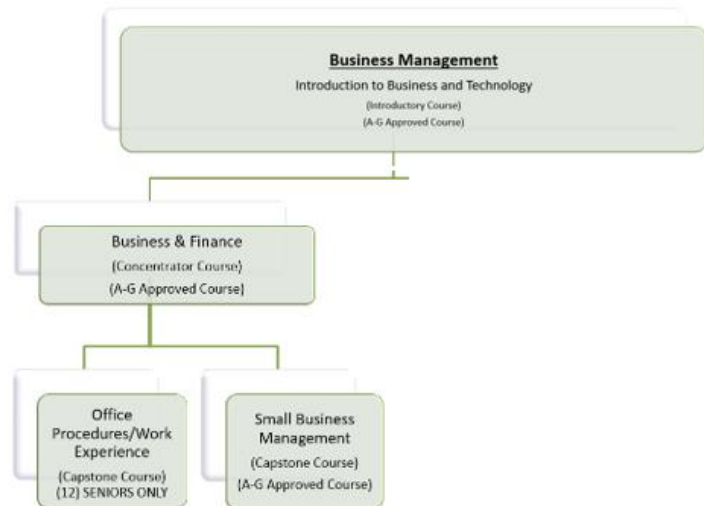
Grade 11 12

A-G, CTE, MJC

#### **Prerequisite: The History & Art of Floral Design and teacher recommendation**

This course is designed for advanced students to construct floral products for holidays, art interpretations, weddings, displays, or resale. Students will demonstrate different floral design styles and arrangements. Participate in basic horticulture production; demonstrate understanding of flower and foliage production. Create a professional portfolio of career technical skills. Design and construct arrangements used in wedding and sympathy floral work. Students will have exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.

# \*\*\*BUSINESS\*\*\*



## Introduction to Business & Technology (BU0440)

Grade 9 10 11 12

A-G, CTE

Introduction to Business and Technology is designed for students who want to obtain an understanding of business concepts and learn computer applications to assist them in all courses and subject areas. The course is designed to provide an overview of all business areas including, but not limited to, accounting, finance, human resources, management, marketing, entrepreneurship, and computer science. The following technology skills will be heavily incorporated into the curriculum: spreadsheets, word processing, multimedia and presentation tools, online communication, and collaboration (Google Docs), photo design and editing for reports, web design, video editing and conferencing, and online classroom platform.

## Business and Finance (BU0460)

Grade 10 11 12

A-G, CTE, MJC

This course introduces students to key business concepts found in the Business Management and Financial Services pathway. Students will analyze business and personal finance decisions, evaluate costs and benefits of their decisions, and apply the knowledge to financial situations encountered in life and in business. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; accounting; how businesses raise capital; and study key investment-related terms and concepts. They will also demonstrate an understanding of debt & credit management, the process of business ownership and introduce students to the economics of business.

## Small Business Management (BU2450)

Grade 11 12

A-G, CTE

The Small Business Management course was designed as a capstone course for the business pathway. Students who have successfully completed introductory business courses such as ***Intro to Business and Technology & Business and Finance*** are encouraged to extend their knowledge of the private enterprise system and entrepreneurship in general with a specific emphasis on business organizations, supply and demand, and market fluctuations. It is an integral component of the financial management career pathway and is a viable supplement to a four-year mathematics regimen.

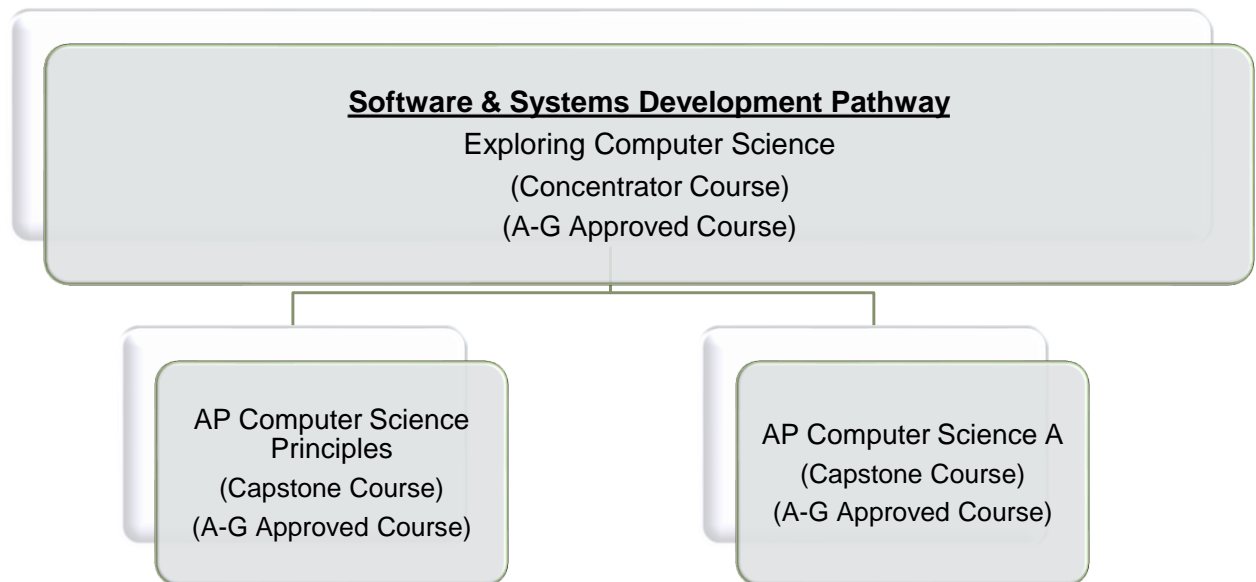
# \*\*\*COMPUTER SCIENCE\*\*\*

## Computer Game Development (BU0430)

Grade 9 10 11 12

A-G, CTE

Computer Game Development teaches students the basics of developing and coding computer games. Students will be programming the computer to run basic games that they design. Students will learn how to create and load images, make images move, and detect when a collision has occurred. Students will also learn to control image movement with the keyboard and mouse input, and they will add sounds/music to their games. If time permits, students will also learn how to program 3D games and manipulate objects/backgrounds in a 3D environment.



## Exploring Computer Science (BU380)

Grade 9 10 11 12

A-G, CTE

**Prerequisite: Integrated Math I or concurrent enrollment in Integrated Math I**

Exploring Computer Science is a year-long course that will provide students with foundational knowledge of computer science. Students will explore topics in human computer interaction, web design, problem solving, programming, data analysis, and robotics. Students are introduced to the foundations of computer science using an inquiry-based, hands-on approach to understand and solving real-world computing problems. Emphasis is placed on the creative, collaborative, interdisciplinary and problem-solving nature of computing.

### AP Computer Science Principles (BU370)

Grade 9 10 11 12

A-G, CTE

#### **Prerequisite: Integrated Math I with C or higher**

The AP Computer Science Principles course will help students develop computational thinking skills vital for success across all disciplines. The course engages students in the creative aspects of the field of computing by allowing them to develop computational artifacts (apps or programs, etc.) based on their interests. APCSP will introduce students to various aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. With a unique focus on creative problem solving and real-world applications, the APCSP course gives students the opportunity to explore several important topics of computing, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. Students will be provided with the opportunity to use technology to address real-world problems and build relevant solutions. The College Board charges fees for the optional AP Exam. **This course is also an approved A-G science course.**

### AP Computer Science A (BU1390)

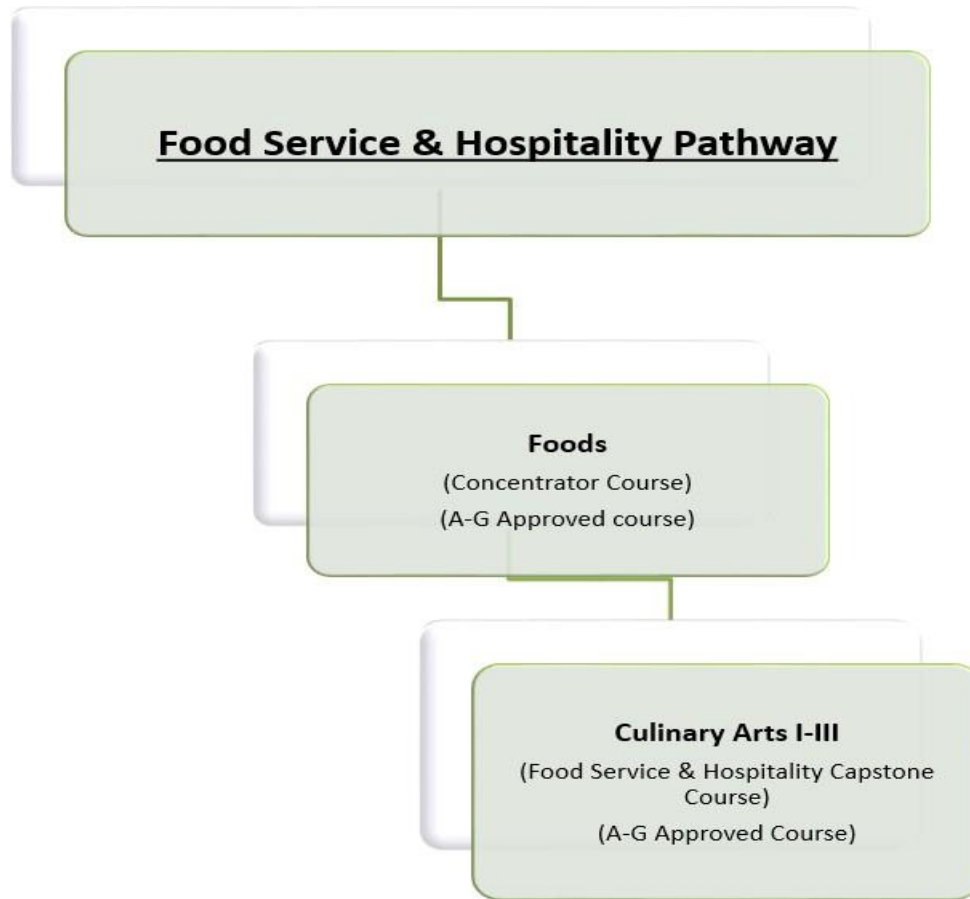
Grade 10 11 12

A-G, CTE

#### **Prerequisite: Integrated Math II**

The curriculum of AP Computer Science A in Java is based on the syllabus developed by the College Board. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science A in Java emphasizes programming methodology with an emphasis on problem solving and algorithm development. It is intended to serve both as introductory courses for computer science majors, and for students who will major in disciplines that require significant involvement with computing. The College Board charges fees for the optional AP exam. **This course is also an approved A-G mathematics course.**

# \*\*\*CONSUMER AND FAMILY STUDIES\*\*\*



## Foods (HE1120)

Grade 9 10 11 12

A-G, CTE

Although you've had years of experience eating food, do you really know enough about food and nutrition? This course will help you understand how to be healthy now and in the future through nutritional knowledge and choices. Learn food preparation techniques, kitchen equipment and design, meal service and etiquette, health and fitness, budgeting, and about careers related to the food service and hospitality or food science industry. Gain leadership and career skills, participate in school and community projects, and earn recognition and scholarships through FCCLA.

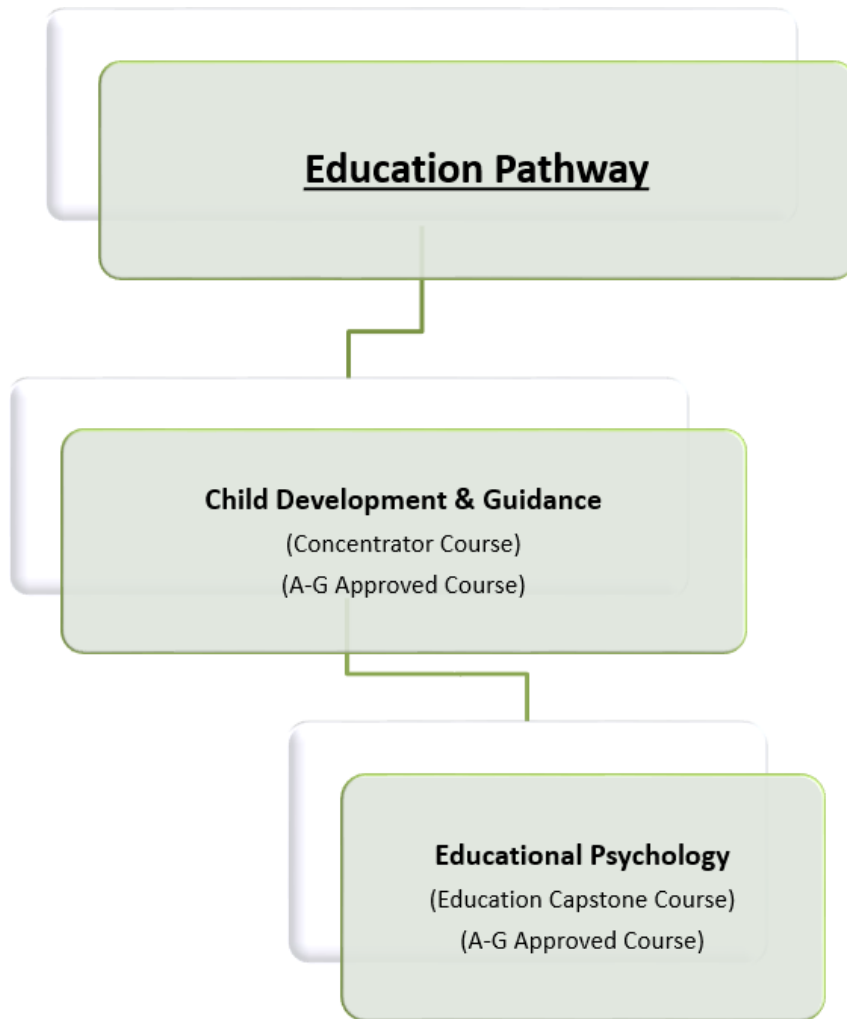
## Culinary Arts I-III (FS1450) Two Period Class

Grade 11 12

A-G, CTE

### **Prerequisite: Teacher recommendation**

This Food Service and Hospitality course prepares students for careers in restaurants, hotels, resorts, cruise ships, delicatessens, bakeries, clubs, and hospitals. This growing industry needs highly motivated and talented workers. Students will learn quantity food production, customer service, communication, and management skills to prepare to be the owner or operator of a food service establishment or catering business specializing in international, gourmet or regional foods. Students operate the Pride Café and participate in a variety of catered events, both on and off campus. ***Students in their second year will be given more advanced projects and responsibilities.***



### Child Development & Guidance (HE1216)

Grade 10 11 12

A-G, CTE, MJC

Child Development is a year-long course that provides students with a working knowledge of human development. The course is a concentration course that expands on the comprehensive core and prepares students to understand children’s physical, cognitive, emotional, and social growth and development as well as provide for their care and guidance. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect.

### Educational Psychology (RO530) Two Period Class

Grade 11 12

A-G, CTE, MJC

**Prerequisite: Child Development & Guidance or teacher recommendation**

TEACHER TRAINING – Get Ready, Set, TEACH! This is an interdisciplinary course that provides an introduction to educational theories and research-based practices. This course is designed to provide junior and senior students with a foundation in human development, educational theories and practices. Students will study child/human growth and development, learning and teaching theories and methods, the California Public Schools Academic Frameworks and Standards, California Standards for the Teaching Profession, curriculum, and lesson plan design along with observation and assessment tools and technique.

## Early Childhood Education I & II (HE1230)

Grade 11 12

A-G, CTE, UC Merced

This course is designed for students to earn 12 units of college credit from UC Merced. Students enrolled in this course will take a sequence of courses that cover a variety of topics. The first course will identify major child development theories, developmental stages, and milestones to support, assess, and care for children -birth through age 8. The second course will analyze various forms of diversity and the historical and current environmental contexts that influence children's development to provide a positive and inclusive learning environment. The third course will compare various models and approaches to early childhood curriculum and learning environments to support all children based on cultural, linguistic, and individual need-based appropriateness. The last course will define the requirements for the CA Commission on Teacher Credentialing's (CTC) Child Development Associate Teacher Permit.

## \*\*\*ENGLISH\*\*\*

The Common Core State Standards\* for ELA/Literacy provide the foundation for all English courses offered at Pitman High School. The Standards are divided into Reading, Writing, Speaking and Listening, and Language strands that are addressed throughout the four years of English in a progressive manner. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students will learn how to read a wide variety of complex texts. Students will learn how to write for a clear purpose using valid reasoning, and relevant and sufficient evidence. Student discussions will include development of speaking and listening skills as students participate in a variety of rich, structured conversations.

### English 9 (EN0180)

Grade 9

A-G

This course will cover the elements of the Common Core Standards\* for 9<sup>th</sup>/10<sup>th</sup> grades. Text: Savvas, *myPerspectives ELA-9*, 9<sup>th</sup> grade core novel and nonfiction works.

### Honors English 9 (EN0199)

Grade 9

A-G

#### **Prerequisite: Teacher recommendation**

This course is designed to challenge the student who reads above grade level and will cover the Common Core State Standards\* for 9<sup>th</sup>/10<sup>th</sup> grades. Text: Savvas, *myPerspectives ELA-9*, 9<sup>th</sup> grade core **novel** and nonfiction works. **This is an honors level course. While Honors English 9 does earn students an extra grade point for GPA, this point is not accepted by colleges at the 9<sup>th</sup> grade level.**

### English 10 (EN0280)

Grade 10

A-G

This course will cover the elements of the Common Core Standards\* for 9<sup>th</sup>/10<sup>th</sup> grades. Text: Savvas, *myPerspectives ELA-10*, 10<sup>th</sup> grade core novel and nonfiction works.

### Honors English 10 (EN0299)

Grade 10

A-G

#### **Prerequisite: Teacher recommendation**

This course is designed to challenge the student who reads above grade level and will cover the Common Core State Standards\* for 9<sup>th</sup>/10<sup>th</sup> grades. Text: Savvas, *myPerspectives ELA-10*, 10<sup>th</sup> grade core novel and nonfiction works. **This is an honors level course, one extra grade point is awarded to students who earn an A, B, or C.**

### English 11 (EN0380)

Grade 11

A-G

This course will cover the elements of the Common Core Standards\* for 11<sup>th</sup>/12<sup>th</sup> grades. Text: Savvas, *myPerspectives ELA-11*, 11<sup>th</sup> grade core novel and nonfiction works.

### AP English Language and Composition (EN0377)

Grade 11

A-G

#### **Prerequisite: Teacher recommendation**

This **college level course** follows guidelines set by the College Board for Advanced Placement English as well as the Common Core State Standards\* for 11<sup>th</sup>/12<sup>th</sup> grades. Students who pass the AP Examination may receive college credit. Students should be strong readers and have a strong background in grammar and composition and an emphasis will be placed on the writing process. Summer reading is required for the course. Text: *The Language of Composition* 11<sup>th</sup> grade core and nonfiction works. The College Board charges fees for the optional AP Exam.

### Expository Reading and Writing Composition (ERWC) (EN1480)

Grade 12

A-G

Through a sequence of 14 rigorous high interest units, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The course is designed to prepare students for college-level English, and it is aligned with the Common Core State Standards\* for the 11<sup>th</sup>/12<sup>th</sup> grades.

### AP English Literature and Composition (EN0499)

Grade 12

A-G

#### **Prerequisite: Teacher recommendation**

This **college level course** follows guidelines set by the College Board for Advanced Placement English as well as the elements of the Common Core State Standards \* for 11<sup>th</sup>/12<sup>th</sup> grades. Students who pass the College Board AP Examination may receive college credit. Students should have a strong background in grammar and composition. The course also includes the analysis of plays, novels, poems, and essays. Summer reading is required in the course. Texts: *The Bedford Introduction to Literature*, *Holt Handbook Sixth*, 12<sup>th</sup> grade core novel and nonfiction works. The College Board charges fees for the optional AP Exam.

### Journalism- English Elective (EN1205)

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation**

In this elective course, students plan and prepare articles for the school newspaper using various forms of technology. Each student develops journalistic skills, including designing and selling advertising; helping form editorial policies; identifying, researching, writing, editing, and proofing stories; writing headlines and captions; designing and preparing page layouts; and keeping financial records.

### Speech – English Elective (EN1125)

Grade 9 10 11 12

A-G

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research

and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations, and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

## \*\*\*ENGLISH LANGUAGE DEVELOPMENT\*\*\*

### ELD Emerging – English Language Development (ES1510) (ES0150) Two Period Class

Grade 9 10 11 12

#### **Prerequisite: ELD Pathway placement assessment**

This course is designed for English Learners new to the United States who have not yet attained fluency in English and are at the emerging level in developing foundational English literacy skills. The emphasis is on increasing oral language, and vocabulary, grammar, reading, writing, and listening skills in English. Students participate in extensive listening and speaking exercises. The course includes an orientation to the customs and cultures of the United States. Coursework is aligned with the Common Core ELA/Literacy and ELD Standards.

### ELD Expanding – English Language Development (ES1520) (ES0150) Two Period Class

Grade 9 10 11 12

#### **Prerequisite: ELD Pathway placement assessment**

This course is designed for English Learners new to the United States who have not yet attained fluency in English and are at the expanding level in developing foundational English literacy skills. The emphasis is on increasing oral language and vocabulary, grammar, reading, writing, and listening skills in English. Students' progress from an emerging level of understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. Coursework is aligned with the Common Core ELA/Literacy and ELD Standards.

### ELD Bridging – English Language Development (ES1530) (ES0150) Two Period Class

Grade 9 10 11 12

#### **Prerequisite: ELD Pathway placement assessment**

This course is designed for English Learners new to the United States who have not yet attained fluency in English and are at the bridging level in developing foundational English literacy skills. The emphasis is on increasing oral language and vocabulary, grammar, reading, writing, and listening skills in English. Coursework is aligned with the Common Core ELA/Literacy and ELD Standards.

### Transitional English (P) (ES402) One Period Class

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation**

This course is for our conversational English Learners new to the United States. The goal is to help students make the transition to mainstream English classes. The emphasis is on grammar, vocabulary, reading, writing, and listening skills in English. Students read the same core literature as students enrolled in mainstream English classes. Coursework is aligned with the Common Core ELA/Literacy and ELD Standards. Texts: Savvas, *myPerspectives ELA-9*, 9th grade core novel and nonfiction works.

**OTHER ENGLISH LANGUAGE DEVELOPMENT PROGRAM COURSE OFFERINGS**

**SDAIE College and Career Seminar (ES1113)**

Grade 9 10 11 12

**SDAIE Health and Character Education (ES1112)**

Grade 9 10 11 12

**SDAIE Integrated Math I (ES160)**

Grade 9 10 11 12

**SDAIE World History (ES0250)**

Grade 10 11 12

**SDAIE US History (ES0350)**

Grade 11 12

**SDAIE US American Government (ES0421)**

Grade 12

**SDAIE Economics (ES0420)**

Grade 12

**SDAIE Biology and the Living Earth (ES1105)**

Grade 9 10 11 12

**SDAIE Physics in the Universe (ES1375)**

Grade 9 10 11 12

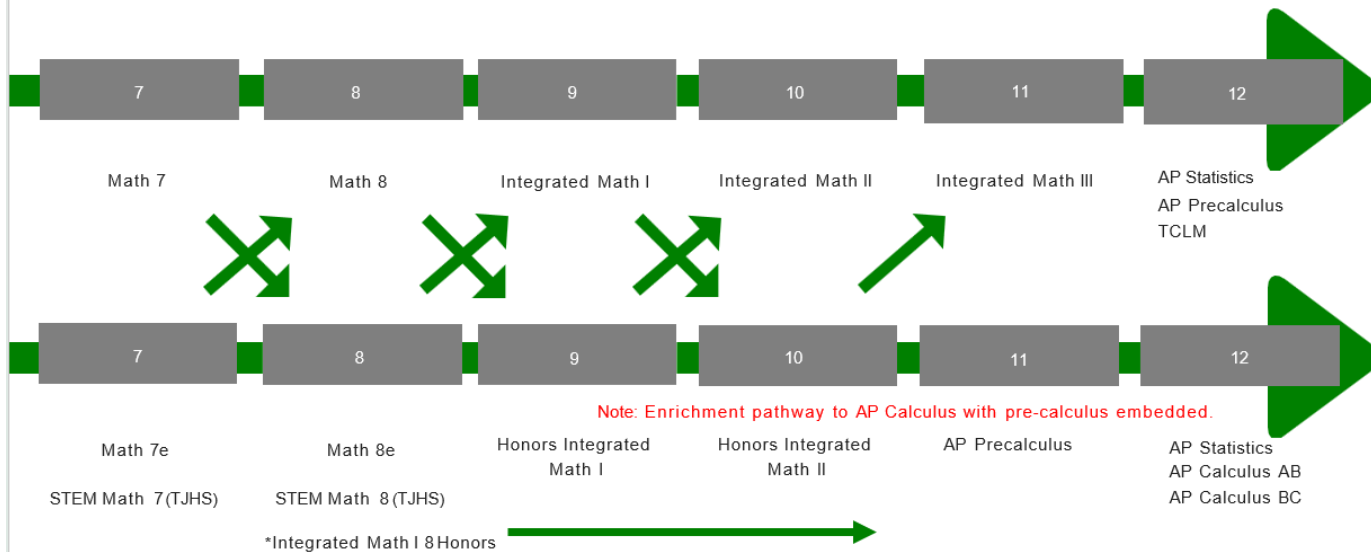
# \*\*\*MATHEMATICS\*\*\*

All Pitman High School students are expected to be enrolled in a rigorous sequences of math courses to prepare them to be college and career ready. Below are examples of the most common sequence of courses taken for each student to be prepared for meeting their post-secondary goals. Students must pass Integrated Math I and one additional math course to meet diploma requirements. Any questions regarding math placement should be directed to counseling for clarification.



## TURLOCK UNIFIED SCHOOL DISTRICT

### Grades 7-12 Integrated Math Pathways



1. Interventions are provided based on each secondary site's intervention plan to meet the needs of students who require assistance to achieve course standards.
2. Students are placed in 9th grade mathematics courses per TUSD BP 6152.1 which requires multiple measures and reevaluation within the first month of school to ensure proper placement.
3. Students may move between pathways when deemed appropriate to maximize learning and achievement in mathematics.

*\*A grade of C or higher in this course each quarter and teacher recommendation is required to be placed in Honors Integrated Math II freshman year.*



### Integrated Math I (MA160)

Grade 9 10 11 12

A-G

This course focuses on six critical areas, including the Standards for Mathematical Practice: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Curriculum: Open Up Resources.

### Honors Integrated Math I (MA0160)

Grade 9

A-G

**Prerequisite: Multiple measures including previous course grade and teacher recommendation**

This course has the same focus as Integrated Math I, with the addition of six (+) level standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in

honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Curriculum: Open Up Resources. **The honors point is NOT accepted by colleges at the 9th grade level.**

### Integrated Math II (MA260)

Grade 10 11 12

A-G

**Prerequisite: Multiple measures including previous course grade and teacher recommendation**

This course focuses on five critical areas, including the Standards for Mathematical Practice: (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; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. Curriculum: Open Up Resources.

### Honors Integrated Math II (MA0260)

Grade 9 10

A-G

**Prerequisite: Multiple measures including previous course grade and teacher recommendation - incoming freshmen enrolled in the 8<sup>th</sup> grade Honors Int. Math 1 level course may qualify**

This course has the same focus as Integrated Math II, with the addition of seven (+) level standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Curriculum: Open Up Resources.

### Integrated Math III (MA360)

Grade 11 12

A-G

**Prerequisite: Multiple measures including previous course grade and teacher recommendation**

This course focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. 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. Curriculum: Open Up Resources.

### AP Precalculus (MA365)

Grade 11 12

A-G

**Prerequisite: Honors Integrated Math II or Integrated Math III with teacher recommendation**

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they

examine scenarios through multiple representations. The course content is organized into units of study, which have been arranged in the following suggested, logical sequence: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices. Particular emphasis is given to graphing calculator related activities and preparation for the AP Precalculus exam. The College Board charges a fee for the AP Exam.

**Staying in MATH is important for both 4-year college and JC path.  
What math class should I take my senior year of high school?**

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**PHS Senior Math Offerings**

<b>Course</b>	<b>Prerequisites</b>	<b>Why would I take this course?</b>
<b>AP Calculus</b>	AP Precalculus	<ul style="list-style-type: none"> <li>I want to pursue science, engineering, or math in college.</li> <li>It will make me more competitive when applying to colleges.</li> <li>It is an opportunity to earn college credit.</li> </ul>
<b>AP Statistics</b>	Integrated Math III, AP Precalculus, or Concurrently with AP Precalculus	<ul style="list-style-type: none"> <li>More college majors require Statistics as part of the course requirements than Calculus.</li> <li>This course would get me a jump start on statistical concepts.</li> <li>It is an opportunity to earn college credit.</li> </ul>
<b>AP Precalculus</b>	Honors Integrated Math II or Integrated Math III	<ul style="list-style-type: none"> <li>I want to major in science, engineering, or math but do not feel ready for AP Calculus. This course will prepare me for advanced math courses.</li> <li>I want to keep up on my math skills between now and college and be prepared for college entrance exams.</li> <li>It is an opportunity to earn college credit.</li> </ul>
<b>TCLM</b> Transition to College Level Mathematics	Integrated Math III	<ul style="list-style-type: none"> <li>I do not want to take an AP math course nor major in science, engineering, or math in college.</li> <li>When I enter college, I want to be ready to take a variety of college level courses including Precalculus, Discrete Mathematics, or Quantitative Reasoning.</li> </ul>

### Transition To College Level Math - TCLM (MA480)

Grade 12

A-G

**Prerequisite: Integrated Math III level course with a grade of C or better both semesters**  
Transition to College Level Mathematics emphasizes modeling, problem solving and applications of mathematics to the real world. In this student-centered course, students work in groups to learn new concepts and develop a deeper understanding of previously learned concepts and relationships among them. CCSS-M mathematical practices 4: Modeling with Mathematics; and 1: Make Sense of Problems and Persevere in solving them, are emphasized, but all eight mathematical practices are developed and applied throughout the course. ***This course is beneficial for those students who have completed Integrated Math III and would like to continue taking math their Senior year but may not feel prepared for an AP course.*** This is considered an honors level course, one extra grade point is awarded to students who earn an A, B, or C.

### AP Statistics & Probability (MA390)

Grade 11 12

A-G

**Prerequisite: Integrated Math III with a grade of B or better both semesters, a grade of C requires AP teacher approval - honors Integrated Math III or AP Precalculus with a C or better both semesters**

This course is divided into four major areas of study: data analysis, data production, probability, and statistical inference. Included in these areas are topics such as graphs, number summaries, normal distributions, relationships among two variables, non-linear data analysis, samples and experiments, probability, random variables, confidence intervals, and testing significance. Particular emphasis is given to graphing calculator related activities and preparation for the AP exam. The College Board charges fees for the optional AP Exam. ***This course is particularly beneficial for those students who choose majors specifically requiring Statistics or majors not requiring Calculus.***

### AP Calculus AB (MA375)

Grade 11 12

A-G

**Prerequisite: Completion of AP Precalculus with a grade of B or better both semesters; a grade of C requires AP teacher approval**

This course covers the traditional topics of differentiation and integration involving functions of a single variable and their applications. Emphasis is given to graphing calculator related activities and preparation for the AP exam. The College Board charges fees for the optional AP Exam. ***This course is particularly beneficial to those pursuing math, science, or engineering in college.***

### AP Calculus BC (MA0375)

Grade 11 12

A-G

**Prerequisite: Completion of AP Calculus AB with a grade of A or better both semesters or teacher approval**

This course is a study of the calculus of infinite series, plane curves, parameterization, polar coordinates, vectors and analytic geometry, vectors in space, vector valued functions and motion in space. All students enrolled in class will be expected to take the AP Exam during the month of May. The College Board charges a fee for the AP Calculus BC exam.

## AP Computer Science (BU1390)

Grade 11 12

A-G, CTE **Prerequisite: Integrated Math II**

The curriculum of AP Computer Science A in Java is based on the syllabus developed by the College Board. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science A in Java emphasizes programming methodology with an emphasis on problem solving and algorithm development. It is intended to serve both as introductory courses for computer science majors, and for students who will major in disciplines that require significant involvement with computing. The College Board charges fees for the optional AP exam.

## \*\*\*MUSIC\*\*\*

### Concert Band (MU150)

Grade 9 10 11 12

A-G

**Prerequisite:** Played at least one year in a performing group or permission of band director

This is an intermediate group; no beginning students will be accepted. Several types of band literature will be explored and performed. Emphasis is on preparation for the Symphonic Band. Students will receive training designed to advance their musical abilities. Concerts, marching activities, and possible tours are an important part of this class. Fundraisers to support extracurricular activities may occur.

### Symphonic Band (MU180)

Grade 9 10 11 12

A-G

**Prerequisite:** Entrance by audition with approval of band director

This is an advanced group. Its purpose is to perform band literature of all types. Activities include concerts, athletic events, band clinics, music festivals, marching competitions, and possible tours. As this is an intense group experience, attendance at concerts, marching events, and other performances is required. Fundraisers to support extracurricular activities may occur.

### Wind Ensemble (MU0280)

Grade 9 10 11 12

A-G

**Prerequisite:** Entrance by audition with approval of band director

The Wind Ensemble is designed for students with advanced musical skills. The music literature performed is challenging and will prepare students for participation in a College or University Band. The Wind Ensemble performs at concerts, athletic events, band clinics, music festivals, and marching competitions. Participation in performances is required for this course. Fundraisers to support extracurricular activities may occur.

### Jazz Band (AA140) A Period Only

Grade 9 10 11 12

A-G

**Prerequisite:** Approval of band director

This class is taught during "A" period and is designed to teach the basics of jazz. Improvisation will be stressed along with playing printed music. Concurrent enrollment in Wind Ensemble, Symphonic Band, or Concert Band is required with the exception of guitar.

### Color Guard (MU0170)

Grade 9 10 11 12

A-G

**Prerequisite:** Entrance by audition with approval of the band director

During the fall marching season this group performs with and is a very important part of the marching band. Activities will include performances at home football games, parades, and marching competitions. Activities may include performances at home basketball games, assemblies, and winter guard contests. Performances are a very important part of class activity and are required. Fund raisers to support extracurricular activities may occur. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

### Concert Orchestra (MU125)

Grade 9 10 11 12

A-G

**Prerequisite: Prior experience in a performance group and approval of orchestra director**

This is a performing group for orchestral stringed instruments. Several types of orchestral literature are explored and performed. Students will receive training designed to advance their musical abilities. Activities may include concerts, music festivals, and possible tours. Concerts and performances are an important part of class activities and participation is required. Fundraisers to support extracurricular activities may occur.

### Chamber Orchestra (MU120)

Grade 9 10 11 12

A-G

**Prerequisite: Entrance by Audition with Approval of orchestra director**

This is an advanced performing group for orchestral stringed instruments. Several types of orchestral literature are explored and performed. Activities may include concerts, music festivals, small ensemble experience, and tours. Concerts and performances are an important part of class activity and participation is required. Fundraising to support extracurricular activities may occur.

### Concert Choir (MU0130)

Grade 9 10 11 12

A-G

No previous experience is necessary. A wide variety of musical styles, cultures, and periods will be explored and performed. Focus will be on learning vocal techniques and the elements of music, ear-training and sight singing methods, how to feel comfortable singing in a group, learning to read music, stage presence, and performance. Students will discover the multiple facets of musical study including artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Activities include concerts, festivals, community performances, and a possible tour. Fundraisers to support extracurricular activities may occur.

### Cantante (MU185)

Grade 9 10 11 12

A-G

**Prerequisite: Prior experience in a performance group and approval of orchestra director**

This is an intermediate, select treble or mixed choral ensemble, performing variety of music from classical to contemporary styles. Focus will be on the training and development of the voice, stage presence, and performance. Activities include concerts, festival, community performances, and a possible tour. Fundraising to support extracurricular activities may be necessary.

### Madrigals (MU145)

Grade 9 10 11 12

A-G

**Prerequisite: Entrance by audition with approval of the choir director**

Madrigals is an advanced, select ensemble of students. A variety of musical styles will be explored and performed, from classical to show choir. Focus will be on the development and training of the maturing voice, stage presence, and performance. Activities include concerts, festivals, community performances, and possible tours. Fundraisers to support extracurricular activities may occur.

### **Mariachi (MU155)**

Grade 9 10 11 12

A-G

**Prerequisite: Previous instrumental or vocal experience and permission of mariachi director**

Mariachi is a course structured for student musicians interested in performing with instruments such as violin, trumpet, guitar, vihuela, guitarron, and voice. Student musicians practice communicating, writing, critique, and performance etiquette to develop communication, writing, critique, and performance etiquette to develop appreciate, and comprehend Mariachi culture and genre. Students develop skills in musical note reading, aural skills, singing, rhythmic reading, intonation and tonality, history, and intercultural skills to become an independent and group performing musician. Participation in performances is required at concerts/festivals and community events.

### **Beginning Guitar (MU105)**

Grade 9 10 11 12

This class is designed to teach the basic skills of playing the guitar. The course is intended for students who have little or no experience in playing the guitar. The reading of notes, tablature, and basic chords will be taught. Students will eventually gain the entry level skills needed to perform their songs of choice. Guitars can be provided for student use during class hours only.

### **Advanced Guitar (MU110)**

Grade 9 10 11 12

**Prerequisite: Played Guitar at least one year or approval of instructor**

This course expands on the basic guitar skills by introducing advanced level chords, fingerpicking, bass runs, left-hand techniques, basics of reading musical notation, and classical guitar technique. Styles covered range from rock/folk to country to classical. Guitars can be provided for students to use during class hours only. **\*Students perform in a required Spring concert.**

### **Music Appreciation (DE1165) One Semester**

Grade 10 11 12

MJC

Introductory music appreciation for the general student emphasizing the development of the listener's perception of the basic elements of music. Course content examines various types of folk and traditional music, traditional classical music from a variety of historical periods, and musical material of a contemporary nature. This course is one semester with a dual enrollment at MJC. Students who complete the course and earn a passing grade of C- or higher will receive 3 units of college credit. **Music Appreciation students will be enrolled in Art Appreciation one semester.**

## \*\*\*NON-DEPARTMENTAL\*\*\*

### Teacher Aide (ND200)

Grade 11 12

**Prerequisite: Must have counselor and teacher permission, no F's, good attendance and discipline history, and 2.5 cumulative GPA**

The teacher aide is assigned to a supervisory teacher as a clerical assistant and will be expected to perform typing, filing, and recording tasks related to the instructional duties of the teacher. See Counselor to enroll. It is important to note that each teacher may be assigned a maximum of one aide per day. This is a pass/fail course only.

### Office Aide (ND100)

Grade 11 12

**Prerequisite: Must have counselor permission, no F's, good attendance and discipline history, and 3.0 cumulative GPA**

This course offers the student practical training in office work. The ability to file, assist the public, and maintain regular attendance is required on the part of the student who enrolls in this course.

### Peer Tutoring (ND1350)

Grade 11 12

**Prerequisite: Teacher recommendation**

Students enrolled in this course will spend one period tutoring in the Mod/Severe or Functional Mild/Mod program at Pitman High School. Students will assist with homework, perform one-on-one support, and work under the direction of the Special Education instructor. This class is particularly beneficial for those interested in teaching or related professions.

### Work Experience (WE1726)

Grade 11 12

**Prerequisite: Work permit required; 16 years of age & junior or senior; full-time high school student; must meet the district eligibility requirements**

Work Experience Education is an elective class that combines paid employment with classroom instruction. Students must have a job to be enrolled in the Work Experience course. Students attend instructor-approved jobs during the week and attend a mandatory class session once a week at school. Students will develop positive work habits, positive attitudes, self-confidence, and job skills that can be used to locate, secure, and retain employment in the community at large. Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by satisfactory completion of the course requirements. The requirements include attending and participating in class, providing weekly timecards, completing assignments/projects/quizzes satisfactorily and in a timely manner, and maintaining employment. Students should realize that it is a privilege to leave campus and have a recognized on-the-job learning situation. Maintaining satisfactory grades in all other coursework is a requisite for remaining eligible to participate in the WEE program. The course curriculum includes the following: Legal/safety issues; how to get, keep, and leave a job; economic awareness; and career awareness.

### Leaders for Today and Tomorrow

Grade 9 10 11 12

This course is designed to empower students by exploring the fundamental pillars of leadership, including integrity, communication, and collaboration. Students will engage in activities that

promote inclusiveness and support, fostering a sense of belonging within the school community. Through interactive discussions and hands-on projects, participants will learn how to build and maintain a positive environment that encourages peer support and personal growth. By the end of the course, students will develop essential leadership skills that prepare them to be effective and compassionate leaders in their school and beyond.

## \*\*\*PERFORMING ARTS\*\*\*

### Beginning Theatre (EN1110)

Grade 9 10 11 12

A-G

Beginning Theatre is an introduction to the various aspects of theatre arts. Students will gain comfortability with public speaking and stage presence, learn about and experience beginning acting techniques, beginning technical theatre skills, and study modern theatrical productions using digital media. Various types of dramatic literature will be read, discussed, and correlated to several writing assignments and performance-based projects.

### Advanced Theatre (EN1220)

Grade 9 10 11 12

A-G

#### **Prerequisite: Audition and/or teacher recommendation**

Advanced Theatre provides an in-depth study of performing and technical theatre. Students will explore and demonstrate knowledge in all elements of Theatre Arts by creating full-length theatrical productions for the public, with special focus in areas of Properties, Costume Design, Scenic Design, Advertising & Marketing, and Stage Management. Through this course, students will become familiar with the theatrical audition process, creating a fully developed character through script analysis, and College & Career opportunities for Theatre Arts beyond High School. The course culminates with a student-directed production, in which all senior students are required to participate in their chosen emphasis at the end of their senior year.

## \*\*\*PHYSICAL EDUCATION\*\*\*

**All PE classes will consist of some of the following: Aquatics, Cross Training, Weight Training, and Racquet Sports.** Physical education courses, required by state law, include instruction in health and physical fitness. Adaptations in the program are made to meet individual differences. Physical education seeks to develop the following objectives: 1) Understanding and promotion of physical fitness, 2) Improvements of physical skills, 3) Acquisition of social skills, 4) Development of habits of good health, 5) Development of fair play and sportsmanship, 6) Preparation for use of leisure time, and 7) Development of skills in lifetime sports and activities.

### PE 9 (PE100)

Grade 9

Ninth grade students are given a core-type program that will acquaint them with the physical education program. Physical fitness is stressed as well as learning the skills of various sports and activities including football, ultimate frisbee, soccer, badminton, basketball, tumbling, pickleball, physical fitness test, volleyball, softball, swimming, team hand ball, and floor hockey.

### PE 10 (PE400)

Grade 10 11 12

This program provides activities and games according to the needs and likes of the class. Physical fitness is emphasized with vigorous exercise program prior to activities which include swimming, pickleball, ultimate frisbee, football, soccer, aerobics, volleyball, softball, basketball, badminton, and archery.

### Aquatics (PE130)

Grade 10 11 12

**Prerequisite: Must have a C or better in previous PE class and teacher recommendation**

Our aquatics class includes lap swimming, diving, water polo, and aqua aerobics. Possessing basic swimming skills in deep water is necessary to take this course.

### Cross Training (PE1290)

Grade 10 11 12

**Prerequisite: Must have an A or B in previous PE class and teacher recommendation**

Cross training uses interval training, alternating aerobic exercises with strengthening exercises to give you a healthy heart and shapes and tones your muscles. Aerobics is mainly aimed at improving cardiorespiratory endurance and body composition and uses large body movements performed continuously so that the heart rate remains elevated. This section is mainly designed to promote body awareness, raise the core temperature of the body, and to increase the blood flow to the muscles. This class will also incorporate weight training, bootcamp, partner training, circuit training, resistance bands, powerup, kickboxing and Pilates.

### Strength and Conditioning (PE1140)

Grade 10 11 12

**Prerequisite: Must have an A or B in previous PE class and teacher recommendation**

The role of strength and conditioning for the PE student with primary emphasis on application of weight room management, safety, weightlifting techniques, program design, and other aspects of a comprehensive training program. The training program would include speed work outs and cross fitness training.

**PE Athletics (PE120) 6<sup>th</sup> period and after school**

Grade 9 10 11 12

**Prerequisite: Coach and Athletic Director approval**

**First Semester**

**Boys** - Basketball, Cross Country, Football, Soccer, Water Polo, Wrestling

**Girls** - Basketball, Cross Country, Flag Football, Golf, Soccer, Tennis, Volleyball, Water Polo, Wrestling

**Second Semester**

**Boys** - Baseball, Golf, Swimming, Tennis, Track, Volleyball

**Girls** - Softball, Swimming, Track

**Yearlong**

Cheerleading

**Additional Courses Where PE Credit Can Be Earned**

Color Guard (MU0270)

Wind Ensemble (MU0180)

Symphonic Band (MU1180)

Concert Band (MU1150)

Jazz Band (AA140)

Please see counseling department for specific details.

## \*\*\*PUBLIC SERVICES\*\*\*



### Criminal Justice (ND1450)

Grade 11 12

A-G, CTE, MJC

This course is designed to introduce the students to the field of law enforcement. Students will study the development of law enforcement from its earliest beginnings to present day law enforcement in the United States. Students will become acquainted with the entire criminal justice system and the numerous career opportunities it offers.

### Criminal Investigation (RO1450)

Grade 12

A-G, CTE, MJC

#### **Prerequisite: Passed Criminal Justice and/or teacher approval**

Students will demonstrate the skills, abilities and knowledge to enter a peace officers' field-training program and execute the duties of a peace officer in society. The program will include instruction in communication skills, basic concepts of criminal law, and principles of law enforcement, constitutional law, the criminal justice system and other law related topics. Physical, mental and emotional fitness will be focused on throughout the course as students will be required to maintain a fitness log that addresses the main physical tests they would encounter in a law enforcement academy. Encouragement of participation and performance of Community Services to develop the mindset of a public servant will be a guiding principle and to promote an ongoing involvement in their community.

## \*\*\*SCIENCE\*\*\*

### Biology and the Living Earth (SC1250)

Grade 9 10 11 12

A-G

This course will explore standard biological concepts from a phenomenon-based approach. Students will apply their knowledge of Disciplinary Core Ideas to various real-world phenomena such as oceanic dead zones, sudden oak death, and patterns of fossil distribution. Earth and space science concepts will be incorporated at logical points in the curriculum to enhance student learning. Students will view these phenomena through the lenses of the crosscutting concepts, such as Energy and Matter (ecology, biochemistry) or Structure and Function (cells and mitosis and cancer) within the context of the Next Generation Science Standards. Students will demonstrate their knowledge in use through their engagement in the Science and Engineering Practices during hands-on activities and labs.

### Honors Biology and the Living Earth (SC1199)

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation**

Honors Biology is designed for students that are interested in taking future college-level science courses and are expected to demonstrate their knowledge through hands-on activities and labs, including written projects and higher-level laboratory activities. This course will explore standard biological concepts from a phenomenon-based approach. Students will apply their knowledge of Disciplinary Core Ideas to various real-world phenomena such as oceanic dead zones, sudden oak death, and patterns of fossil distribution. Earth and space science concepts will be incorporated at logical points in the curriculum to enhance student learning. Students will view these phenomena through the lenses of the crosscutting concepts, such as Energy and Matter (ecology, biochemistry) or Structure and Function (cells and mitosis and cancer). **The honors point is NOT accepted by colleges at the 9th grade level.**

### Biology & Sustainable Agriculture (Ag Biology) (AG2280)

Grade 9 10 11 12

A-G, CTE, MJC

This course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications. Units of study provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? And 4) How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research. **Meets TUSD Life Science graduation requirement.**

### Chemistry in the Earth's System (SC1275)

Grade 10 11 12

A-G

#### **Prerequisite: Passed Integrated Math I with C or higher**

This course is a laboratory science course designed to develop an understanding of the chemical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science

Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system.

### Honors Chemistry in the Earth's System (SC1298)

Grade 10 11 12

A-G

**Prerequisite: Passed Integrated Math I with B or higher and teacher recommendation**

Honors Chemistry is designed for students that are interested in taking future college-level science courses, and it includes special emphasis on deep mathematical applications of chemistry concepts. This course is a laboratory science course designed to develop an understanding of the chemical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system.

### Chemistry & Agriscience (Ag Chemistry) (AG2250)

Grade 10 11 12

A-G, CTE, MJC

**Prerequisite: Integrated Ag Biology, Biology or teacher recommendation**

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on the physical and chemical nature of soil as well as the relationships between soil, plants, and animals as those relationships pertain to agricultural practices. Students 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 develop an Agriscience research project that requires them to develop a valid and authentic research question, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Students will be given an opportunity to present their research project at the State Agriscience Fair. Students will also participate in leadership development and create a supervised agricultural experience program. **Meets TUSD Physical Science graduation requirement.**

### Physics in the Universe (SC1375)

Grade 9 10 11 12

A-G

**Prerequisite: Passed Common Core Math 8/Integrated Math I with a C or higher**

This course is a laboratory science course designed to develop an understanding of the physical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science Standards. This course investigates physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Topics include traditional physics subjects (Newtonian mechanics; dynamics, momentum, energy; electricity and magnetism; waves) along with related subjects in earth science (plate tectonics; earthquake activity) and astronomy (solar evolution).

### Honors Physics in the Universe (SC1398)

Grade 10 11 12

A-G

**Prerequisite: Passed Integrated Math I with B or higher and teacher recommendation**

Honors Physics in the Universe is designed for students that are interested in taking future college-level science courses. This class is set apart from regular physics in the difficulty and

depth of concepts and problems encountered. In this course, students will explore concepts relating to mechanics, energy, waves, sound, light, electricity, and magnetism. Problem-solving homework assignments and written lab reports are required. Although the Honors Physics and regular Physics outlines read almost the same, Honors Physics deals with two-dimensional nonlinear motion as opposed to regular physics linear single and sometimes two-dimensional linear motion. As a result, the mathematical difficulty for Honors Physics is more complex, requiring students to have higher order problem solving skills involving trigonometry.

### **AP Biology (SC198)**

Grade 11 12

A-G

**Prerequisite: Biology and Chemistry with a grade of B or better or teacher recommendation**

Advanced Placement Biology is a college level lab life science course. This course is recommended for students planning on majoring in any field of science in college. The course is divided into eight major units: Chemistry, Cell Structure & Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. The College Board charges fees for the optional AP Exam.

### **AP Chemistry (SC299)**

Grade 11 12

A-G

**Prerequisite: Passed Chemistry & Integrated Math II with B or higher and teacher recommendation**

AP Chemistry is a college level lab physical science course. Students who have completed Honors Chemistry are encouraged to consider taking this class. The course will cover, in depth, the fundamental concepts of chemistry: structure, states and reactions of matter, including stoichiometry, kinetics and thermodynamics. Performing lab experiments as well as problem solving will be an important part of this class. The course prepares the students for the AP Chemistry exam administered by the College Board in May. This course is recommended for students planning on majoring in any field of science in college. The College Board charges fees for the optional AP Exam.

### **AP Physics (SC1399)**

Grade 11 12

A-G

**Prerequisite: Passed Integrated Math II, concurrent enrollment in Integrated Math III, and teacher recommendation**

AP Physics 1 is the equivalent to a first semester college course in algebra-based physics. Students who have completed Honors Physics are encouraged to consider taking this class. The lab physical science course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also includes an introduction to electric circuits. This is an excellent course for student who plan to major in any scientific field in college. It is recommended that students have passed general physics and/or chemistry with at least a B prior to taking this course. The College Board charges fees for the optional AP Exam.

### AP Environmental Science (SC0399)

Grade 11 12

A-G

**Prerequisite: Biology and a Physical Science and teacher recommendation**

AP Environmental Science is the equivalent of a one-semester, introductory college course in environmental science. The course examines human interactions with the landscape and synthesizes the knowledge gained in the prerequisite biological and physical science courses. Students will learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course is recommended for students planning on majoring in any field of science in college. The College Board charges fees for the optional AP Exam.

### AP Computer Science Principles (BU370)

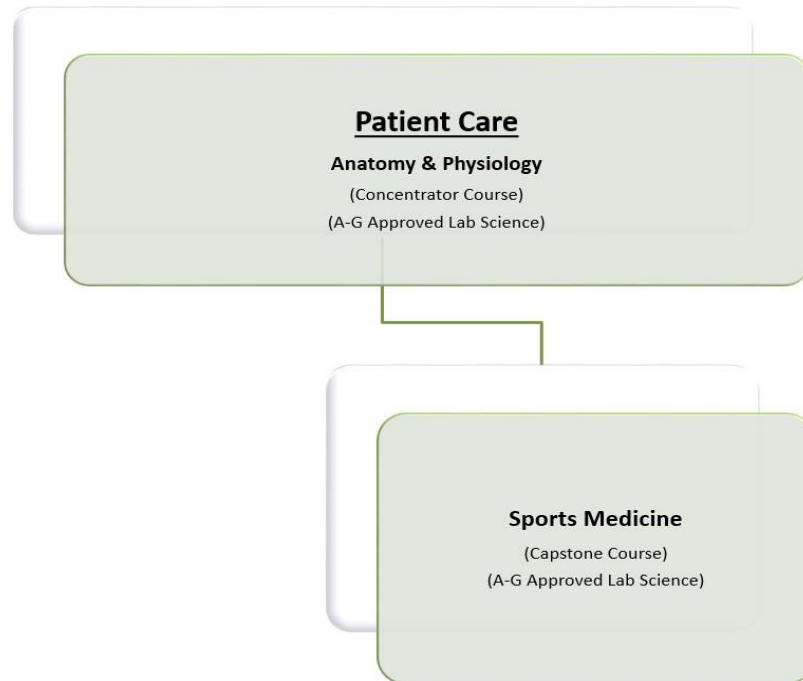
Grade 9 10 11 12

A-G, CTE

**Prerequisite: Integrated Math I with C or higher**

The AP Computer Science Principles course will help students develop computational thinking skills vital for success across all disciplines. The course engages students in the creative aspects of the field of computing by allowing them to develop computational artifacts (apps or programs, etc.) based on their interests. APCSP will introduce students to various aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. With a unique focus on creative problem solving and real-world applications, the APCSP course gives students the opportunity to explore several important topics of computing, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. Students will be provided with the opportunity to use technology to address real-world problems and build relevant solutions. The College Board charges fees for the optional AP Exam. **This course is also an approved A-G science course.**

# \*\*\*HEALTH SCIENCE\*\*\*



## Anatomy & Physiology (SC1350)

Grade 11 12

A-G, CTE

### **Prerequisite: Biology required, and Chemistry recommended**

This lab life science course is an in-depth study of the structures and functions of the cells, tissues, organs, and organ systems that make up the human body. It is designed for students who are interested in knowing more about their body and those that desire a background in anatomy and physiology. Recommended for students interested in the health sciences. Major areas of study include anatomical terminology as well as body system processes and interactions.

## Sports Medicine (ND1420)

Grade 11 12

A-G, CTE, MJC **Prerequisite: Anatomy & Physiology**

Sports Medicine helps students develop a general awareness of health careers and specific preparation for rehabilitation such as physical therapy and sports medicine occupations. Sports Medicine lays the foundation for further study of human anatomy and physiology, musculoskeletal kinesiology, biomechanics, emergency procedures, soft tissue and bone injuries causes, symptoms and management of injuries; therapeutic modalities; sports psychology, nutrition; physical fitness and healthy living. Students will gain internship experiences with their school athletic trainer and local physical therapists, chiropractors, and university athletic trainers. Integrated throughout the course are career preparation standards learned in the course and practiced outside the classroom in clinical settings, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technological uses, and employment literacy.

# \*\*\*SOCIAL STUDIES\*\*\*

## World History Cultures & Geography (SS250)

Grade 10

A-G

This is a general survey course that covers the history and geography of the world from ancient civilization to the present with an emphasis upon contemporary history since the Age of Reason. A primary objective of the course is to help the student understand man's past as it is related to today's problems. This course includes a TUSD community service requirement of 5 hours.

## AP World History (SS297)

Grade 10

**A-G Prerequisite: Teacher recommendation and possible summer assignment completion**

AP World History is a challenging course that is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods. AP World History is equivalent to an introductory college survey course. The course has a three-fold purpose. First, it is designed to prepare students for successful placement into higher-level college and university history courses. Second, it is designed to develop skills of analysis and thinking in order to prepare students for success in the twenty-first century. Finally, it is the intent of this class to make the learning of world history an enjoyable experience. This course fulfills the World History requirement and includes a TUSD community service requirement of 5 hours. All students are encouraged to take the AP World History examination in addition to the regular school semester finals. The College Board charges fees for the optional AP World History Exam.

## US History (SS350)

Grade 11

A-G

US History is a general survey course that covers the political, economic, and social history of the United States from the period of discovery to the present. Emphasis is placed upon American institutions, ideals, and politics of the 20th century. This course fulfills the US History requirement and includes a TUSD community service requirement of 5 hours.

## AP US History (SS398)

Grade 11

A-G

**Prerequisite: Teacher recommendation and possible summer assignment completion**

AP US History is the equivalent of an introductory college survey course and can earn students' college credit. The material covered includes American history from discovery to present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on encountering and retaining a vast amount of historical data, critical thinking, essay writing, interpretation of original documents, research skills, and understanding historiography. This course fulfills the US History requirement and includes a TUSD community service requirement of 5 hours. All students are encouraged to take the AP US History examination in addition to the regular school semester finals. The College Board charges fees for the optional AP Exam.

### American Government (SS421) One Semester

Grade 12

A-G

This course covers American Government emphasizing principles of the Constitution and the Declaration of Independence, as well as the principles of state and local government, including some specific California government topics. This is a one- semester companion course to be taken in conjunction with Economics. This course includes a TUSD community service requirement of up to 10 hours.

### Economics (SS420) One Semester

Grade 12

A-G

This course is an introduction to the principles of economic analysis, economic institutions, and issues of economic policy. It provides the student with a body of concepts and economic theory so that he/she can make independent, well-considered judgments on important problems and public policy issues. This is a one-semester companion course to be taken in conjunction with American Government. This course includes a TUSD community service requirement of up to 10 hours.

### AP American Government (SS499) One Semester

Grade 12

A-G, MJC

**Prerequisite: Teacher recommendation, possible summer assignment completion, and if you have not taken APUSH, see either AP American Government or AP Economics instructor**

AP American Government is an advanced study of American government involving intensive reading, writing, and class discussion in political theory and practice. Emphasis is upon the operation of the federal government, elections, and public opinion. This class prepares the student to take the AP American Government exam. This is a one-semester companion course to be taken in conjunction with AP Microeconomics. This course includes a TUSD community service requirement of up to 10 hours. All students are encouraged to take the AP American Government examination in addition to the regular school semester finals. The College Board charges fees for the optional AP Exam. **AP American Government students will be enrolled in AP Macroeconomics one semester.**

### AP Macroeconomics (SS1499) One Semester

Grade 12

A-G

**Prerequisite: Teacher recommendation, possible summer assignment completion, and if you have not taken APUSH, see either AP American Government or AP Economics instructor**

The purpose of the AP Macroeconomics course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It includes an introduction to the definitions, concepts and tools required for analysis of economies. The course includes a focus on current events, case studies, supplement lectures, and class discussion. Major topics include mechanisms of supply and demand, price-level determination, inflation, unemployment, national income, monetary and fiscal policy decision making, economic performance measures, and international finance. This is an important course for those considering a career in business, marketing, or finance and a required course for many college degrees. This is a one-semester companion course to be taken in conjunction with AP

American Government. This course includes a TUSD community service requirement of up to 10 hours. All students are encouraged to take the AP Microeconomics examination in addition to the regular school semester finals. The College Board charges fees for the optional AP exam. **AP Macroeconomics students will be enrolled in AP American Government one semester**

### Psychology (SS1345)

Grade 11 12

A-G

**Prerequisite: Must have a grade of C or better in English and teacher recommendation**

What makes people tick? That is the basic question of Psychology. This course includes a study of the following units: Abnormal Behavior, Personality, and Its Development, Mental and Emotional Health, Intelligence and Thinking, Learning, Memory, Sleep and Dreaming. This is an elective course and does not meet Social Studies graduation requirements. One year of this course meets the CSU/UC “g” elective requirement.

### AP Psychology (SS1399)

Grade 11 12

A-G

**Prerequisite: Must have a grade of C or better in English and teacher recommendation**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. One year of this course satisfies the CSU/UC “g” elective requirement. The College Board charges fees for the optional AP Exam.

### AP European History (SS298)

Grade 11 12

A-G

**Prerequisite: Teacher recommendation and possible summer assignment completion.**

AP European History is an elective course that is the equivalent of an introductory college survey course and university credit may be earned with a high AP exam score. The material covered includes European history from the High Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on encountering and retaining a vast amount of historical data, critical thinking, essay writing, interpretation of original documents, research skills, and understanding historiography. This course includes a TUSD community service requirement of up to 5 hours. The College Board charges fees for the optional AP Exam.

## \*\*\*ALTERNATIVE PATHWAY TO DIPLOMA\*\*\*

### Eligibility Criteria is as follows:

An individual with exceptional needs, who entered 9th grade in the 2022-23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following: (1) The pupil's individualized education program team has deemed the student eligible is required to take the state alternate assessments aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640. (2) The pupil is required to complete state standards-aligned coursework to meet the statewide coursework requirements specified in Section 51225.3. **Per Educational Code 51255.31-** (a) (1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.

Requirements	Typical Course of Study Other Courses may qualify, and sequence may vary per IEP. Courses listed are full year.
<p><b><u>English Language Arts</u></b> 30 credits</p>	<ul style="list-style-type: none"> <li>• Essential ELA 9</li> <li>• Essential ELA 10</li> <li>• Essential ELA 11</li> </ul>
<p><b><u>Math</u></b> Must pass Alternative Integrated Math 1A and 1B or Integrated Math 1 plus one additional year of other math course 20 credits</p>	<ul style="list-style-type: none"> <li>• Essential Math 1 Readiness</li> <li>• Integrated Math 1A</li> <li>• Integrated Math 1B</li> </ul>
<p><b><u>Science (must include life and physical)</u></b> 20 credits</p>	<ul style="list-style-type: none"> <li>• Essential Life Science</li> <li>• Essential Physical Science</li> </ul>
<p><b><u>Social Sciences</u></b> <b>World History</b> 10 credits <b>US History</b> 10 credits <b>American Govt/Economics</b> 10 credits (5 each)</p>	<ul style="list-style-type: none"> <li>• World History Cultures/Geography A (SE840)</li> <li>• US History A (SE841)</li> <li>• American Government/Economics A (SE842)</li> </ul>
<p><b><u>Visual and Performing Arts/World Language/CTE</u></b> 10 credits</p>	<ul style="list-style-type: none"> <li>• Courses listed under Visual and Performing Arts, World Language, and Career Technical Education meet this requirement</li> </ul>

<p><b><u>Electives</u></b> No additional elective requirements however the recommendation is to promote electives that include Transition Services</p>	<ul style="list-style-type: none"> <li>Students on the Alternative Pathway to Diploma are exempt from meeting any additional requirements under the elective category, including TUSDs 21st Century Skills</li> </ul>
<p><b><u>Physical Education</u></b> 20 credits</p>	<ul style="list-style-type: none"> <li>Fnc PE 1-8 or General Education PE (two years required)</li> </ul>
<p><b><u>Minimum Number of Total Credits: 130</u></b></p>	<ul style="list-style-type: none"> <li>Per student's IEP, additional courses to meet goals and transition services shall be scheduled but not required for diploma</li> </ul>

**The following courses are exclusive to special education students who qualify for the Alternative Pathway to Diploma, Per Educational Code 51255.31**

**Essential ELA 9 (SE101)**

Grade 9 10 11 12

This is a required one-year course, typically taken during 9th or 10th grade, designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted ELA standards for 9th and 10th grade. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

**Essential ELA 10**

Grade 9 10 11 12

**Prerequisite: Essential ELA 9**

This is a required one-year course, typically taken during 10th or 11th grade, designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted ELA standards for 9th and 10th grade. There is an emphasis on critical thinking, informational texts, and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

**Essential ELA 11**

Grade 9 10 11 12

**Prerequisite: Essential ELA 10**

This is a required one-year course, typically taken during 11th or 12th grade, designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted ELA

standards for 11th and 12th grade. There is an emphasis on thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

### Essential Math I Readiness (SE201)

Grade 9 10 11 12

#### **Prerequisite: Per IEP placement decision**

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. The course will develop an understanding of function, algebra, geometry, statistics and probability, measurement, number, logic and language. The emphasis of this course is to provide the concepts and skills necessary to meet the district's rigorous academic standards in mathematics and prepare them for Integrated Math 1A taken the following year. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted Mathematics I standards.

### Essential Physical Science (SE301)

Grade 9 10 11 12

#### **Prerequisite: Per IEP placement decision**

This is a survey physical science course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. The course explores the way in which physical processes govern the universe. Physics is the study of matter, forces, and their interactions. By using evidence from experiments, research, and observations, students will learn how to investigate the natural world. The skills and strategies are taught in an integrated way to mutually reinforce state and district adopted NGSS standards and aligned with the general education course, *Physics in the Universe*. This course is offered on alternating school years and may be taken before or after *Alternative Life Science*.

### Essential Life Science

Grade 9 10 11 12

#### **Prerequisite: Per IEP placement decision**

This is a survey life science course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. The course is designed to allow students to use evidence from experiments, research, and observations, to evaluate and develop claims backed by evidence and reasoning and develop models to investigate the natural world. The skills and strategies are taught in an integrated way to mutually reinforce state and district adopted NGSS standards and aligned with the general education course, *Biology and the Living Earth*. This course is offered on alternating school years and may be taken before or after *Alternative Physical Science*.

## \*\*\*SPECIAL EDUCATION\*\*\*

Pitman High School provides a full range of services to meet the needs of special education students. Special education students have the right to a free and appropriate public education with full access to core curriculum opportunities. Student schedules are Individual Education Plan (IEP) driven in conjunction with the student's guidance and academic counselor. Special education students only may be placed in the following courses:

### English Core A (SE804)

### English Core B (SE1475)

Grade 9 10 11 12

These courses are for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP) that combines the California State Standards for 9<sup>th</sup>/10<sup>th</sup> grades and 10<sup>th</sup>/11<sup>th</sup> grades English curriculum based on reading, writing strategies, reading intervention program based on the State Standards for students who score far below basic and below basic on the reading component of the iReady.

### World History Cultures & Geography A (SE840)

Grade 10 11 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP). The course covers graduation requirements for World History, emphasizing the development of modern world history with the emphasis on the 20<sup>th</sup> century. The course provides students with a broader understanding of the modern world through a range of perspectives and sources. Students will learn a basic study of geography and expose students to the California State Standards for World History at a modified level for both reading and writing.

### US History A (SE841)

Grade 10 11 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP). The course covers graduation requirements and exposes students to the California State Standards for US History, emphasizing modern US history focusing on the 20<sup>th</sup> century at a modified level for both reading and writing. This course is designed to teach the history of the United States, from the first inhabitants, acquisition of current states, changes throughout society including development of the new government and how the major wars changed the course of history.

### American Government/Economics A (SE842)

Grade 11 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP). This course covers graduation requirements for American Government/Economics and presents the foundations of American Government and Economics. Students learn how the government is structured based upon the Constitution, Bill of Rights, and our three branches of government, and also how economic systems work and function in our society. This course exposes students to the California State Standards for American Government/Economics at a modified level for both reading and writing.

### Life Science A (SE844)

Grade 9 10 11 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP). This course exposes students to the California State Standards

and district adopted NGSS standards aligned with the general education course, *Biology and the Living Earth*. This course is designed to allow students to use evidence from experiments, research and observations, to evaluate and develop claims backed by evidence and reasoning to develop models to investigate the natural worlds.

### Physical Science A (SE845)

Grade 9 10 11 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP). This course exposes students to the California State Standards and district adopted NGSS standards aligned with the general education course, *Physics in the Universe*. The course explores the way in which physical processes govern the universe. Physics is the study of matter, forces, and their interactions. By using evidence from experiments, research, and observations, students will learn how to investigate the natural world.

### Math A (SE801)

Grade 9 10 11 12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a High School diploma. The objective of this course is to provide Pre-Algebra foundational skills related to the Common Core Standards, along with organizational skill building to help students prepare for Integrated Math I or Integrated Math IA/IB. In some cases, with higher functioning students, the course objective is to develop the math skills necessary for students to enroll in Integrated Math I in order to meet diploma requirements.

### A-G Integrated Math IA (MA1160)

Grade 9 10 11 12

#### **Prerequisite: Teacher recommendation**

This course will teach the first semester of Integrated Math I course over and entire school year. This course focuses on six critical areas, including the Standards for Mathematical Practice: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

### A-G Integrated Math IB (MA1260)

Grade 9 10 11 12

#### **Prerequisite: Teacher recommendation**

This course will teach the second semester of Integrated Math I course over and entire school year. Completion of Integrated Math IA (both semesters) and IB (both semesters) with a passing grade will meet the Algebra requirement for a high school diploma. This course focuses on six critical areas, including the Standards for Mathematical Practice: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

### Math I Support (SE0175)

Grade 9 10 11 12

This course is designed to support our special education students in the Mild/Moderate program who are concurrently enrolled in the Integrated Math I course. Students will be provided additional

instruction and support with the current Integrated Math curriculum while also meeting the individualized education plan accommodations related to special factors and testing supports.

### Math II Support (ND0175)

Grade 9 10 11 12

This course is designed to support our special education students in the Mild/Moderate program who are concurrently enrolled in the Integrated Math II course. Students will be provided additional instruction and support with the current Integrated Math curriculum while also meeting the individualized education plan accommodations related to special factors and testing supports.

### Support Intervention English (SE0125)

Grade 9 10 11 12

This class is specifically for students who qualify based on the student's Individual Education Plan (IEP). This course is designed to strengthen reading skills. Emphasis is placed on developing word attack skills to improve reading decoding, mastering comprehension strategies that can be used to increase understanding of both fiction and nonfiction reading.

### Tutorial (SE870)

Grade 9 10 11 12

**Prerequisite: Student must have an IEP that designates them as being qualified to be in RS Tutorial**

This class is specifically for students who qualify in the Resource Program based on the student's Individual Education Plan (IEP). The focus of the class is to provide academic support to students in their regular education core classes. The teacher acts as a facilitator and focuses on executive functioning, addressing necessary support for the students to be successful in regular education classes and communicates with the regular education teachers on an as needed basis. Students are graded based on their organization, preparedness, and participation.

### Life Management (SE1175)

Grade 9 10 11 12

This class is specially for students who qualify based on the student's Individual Education Plan (IEP). This course is designed to equip high school students with essential life skills necessary for success in various aspects of life. The course also provides opportunities for students to gain employment skills, how to apply for college and gain daily living skills to promote post-secondary goals. Topics covered will include personal finance, time management, communication skills, decision making, problem solving and goal setting.

## \*\*\*WORLD LANGUAGE\*\*\*

### Spanish I (FL0100)

Grade 9 10 11 12

A-G

This course is designed to teach students about the language and culture of the Spanish and Latin American people. This course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level.

### Spanish II (FL0101)

Grade 9 10 11 12

A-G

#### **Prerequisite: Spanish I with a grade of C or better and teacher recommendation**

This course enables students to expand upon what they have learned, increasing their conversational skills and building a more extensive vocabulary. This course will continue to develop pronunciation, listening skills, comprehension, etc. This course also teaches students to appreciate the Spanish and Latin American cultures by further acquainting students with art, literature, customs, and history of the Spanish-speaking people.

### Spanish III (FL0201)

Grade 10 11 12

A-G

#### **Prerequisite: Spanish II with a grade of C or better and teacher recommendation**

This course focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. Development of reading and comprehension skills will continue. The course also teaches students to appreciate the Spanish and Latin American cultures by further acquainting students with art, literature, customs, and history of the Spanish-speaking people.

### Spanish for Heritage Speakers (FL0150)

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation and proficiency on diagnostic test**

Spanish for Heritage Speakers is designed to develop the language and literacy skills of Heritage Learners— those students who speak and understand Spanish in the home with some fluency and have some or limited skills in reading and writing Spanish. (A short writing sample in Spanish will determine if the student's level of written Spanish is appropriate for this class).

### Spanish for Spanish Speakers (FL0175)

Grade 9 10 11 12

A-G

#### **Prerequisite: Teacher recommendation and proficiency on diagnostic test**

This course will support, reinforce, and build upon the students' knowledge and skills in their primary language. This class will develop already existing writing and reading skills as well as literary skills. This course also features a strong cultural component focusing primarily on the study of histories and cultures within the Spanish-speaking world.

### AP Spanish Language (FL0301)

Grade 9 10 11 12

A-G

**Prerequisite: Spanish III or Spanish for Spanish Speakers with a grade of C or higher, proficiency on diagnostic, and teacher recommendation**

Building on a prior knowledge of Spanish, this course develops the students' ability to understand others and express themselves accurately, coherently, and fluently in Spanish. This course will further develop improvement in all areas (i.e., pronunciation, reading comprehension, listening comprehension, writing and oral communication) to prepare for the AP Spanish Language exam. The students will develop a large enough vocabulary to understand literary texts, magazine/newspaper articles, films, and television productions. Students who successfully complete this course may take the AP Spanish Literature course. Colleges do not recognize extra grade points for Honors/AP courses taken during the freshman year. The College Board charges fees for the optional AP Exam.

### AP Spanish Literature (FL0375)

Grade 10 11 12

A-G

**Prerequisite: AP Spanish Lang with a grade of C or higher and teacher recommendation**

The AP Spanish Literature course covers representative works from the literature of Spain and the Spanish-speaking people of Latin America. The course builds upon the students' Spanish-language proficiency so that they can read and understand literature, express critical opinions, and provide literary analysis of Spanish works in oral or written form. Students will do this by reading the literature required for the Advanced Placement Spanish Literature exam. The College Board charges fees for the optional AP Exam.

### French I (FL0110)

Grade 9 10 11 12

A-G

This course is designed to teach students about the French language and the culture of the French people in Europe and in the Americas. This first-year course emphasized communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level.

### French II (FL0111)

Grade 10 11 12

A-G

**Prerequisite: French I with a grade of C or better or teacher recommendation**

This course enables students to expand upon what they have learned in French I, increasing their conversational skills and building a more extensive vocabulary. This course will continue to develop pronunciation, listening skills, comprehension, etc. This course also teaches students to appreciate the French culture by further acquainting students with the art, literature, customs, and history of the French-speaking people of Europe and the Americas.

### French III (FL0211)

Grade 11 12

A-G

**Prerequisite: French II with a grade of C or better or teacher recommendation**

This course focuses on having students express more complex concepts both verbally and in writing, as well as comprehend and react to native speech. Development of reading and

comprehension skills will continue. The course also teaches students to appreciate the culture of France and its overseas territories by further acquainting students with arts, literature, customs, and history of the French-speaking people.

### Portuguese I (FL0130)

Grade 9 10 11 12

A-G

This course is designed to teach students about the language and culture of Portuguese speakers around the world. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend at a basic level.

### Portuguese II (FL0131)

Grade 9 10 11 12

A-G

This course focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. Development of reading and comprehension skill continues. The course also teaches students to appreciate the Portuguese culture by further acquainting students with the art, literature, music, customs, and history of the Portuguese-speaking people.

### Portuguese III (FL0231)

Grade 10 11 12

A-G

**Prerequisite: Portuguese II with a grade of C or better**

This course focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. Development of reading and comprehension skill continues. The course also teaches students to appreciate the Portuguese culture by further acquainting students with the art, literature, music, customs, and history of the Portuguese-speaking people.

## \*\*\*21<sup>ST</sup> CENTURY SKILLS\*\*\*

### Health and Character Education (ND1112) One Semester

Grade 9

A-G, MJC

The health component is designed to assist students with becoming health-literate individuals who can obtain accurate information, develop lifelong positive health-related attitudes and behaviors, and make wise decisions related to their personal health. The focus of this course is to empower students with the knowledge and skills to be their own health advocate. Topics discussed include personal and community health, mental, emotional, and social health, nutrition and physical activity, alcohol, tobacco, and other drugs, and growth, development, and sexual health. Character development, based on 18-character traits, leadership skills, use of role models, and learning digital citizenship will also be included in this course. Good Health-Good Character.

**Health and Character Education students will be enrolled in College and Career Seminar one semester.**

### College and Career Seminar (ND1113) One Semester

Grade 9

A-G

College and Career Seminar is a one-semester course designed to help students learn and practice and develop valuable skills essential for college and career readiness. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. Study skills (AVID-like) and basic technology skills will be included in this course. **College and Career Seminar students will be enrolled in Health and Character Education one semester.**

### Ethnic Studies One Semester

Grade 9

**CSU/UC: “g”**

**\*Freshmen students may opt in to taking this course in lieu of College/Career Seminar for the 2025-26 school year**

The Ethnic Studies course will be implemented as a pilot in the 2025-26 school year, with full implementation as a graduation requirement beginning in 2026-27 for all freshmen. This will be a semester-long course that is partnered with *Health & Character Education* during the freshman year. The Ethnic Studies course was developed using the California Department of Education’s Ethnic Studies Model Curriculum guidance and framework, aligning to the six guiding values and principles and eight essential outcomes. Within all units, there is a focus on fostering core values of empathy, respect, hope, community, solidarity, character, and self-determination. As we do this in each unit, we will address identity, triumphs/achievements and contributions that each ethnicity has made to society. Students will develop interpersonal communication skills through guided group discussion, reflective writing, presentations, and various peer interactions. **Ethnic Studies students will be enrolled in Health and Character Education one semester.**

## \*\*\*DUAL ENROLLMENT\*\*\*

### Art Appreciation (DE1160) One Semester

Grade 10 11 12

MJC

Introductory art appreciation for the general student. Illustrated lectures cover the theory, terminology, themes, design principles, media techniques, with an introduction to the visual arts across time and diverse cultures. This course is one semester with dual enrollment at MJC. Students who complete the course and earn a passing grade of a C- or higher will receive 3 units of college credit. **Art appreciation students will be enrolled in Music Appreciation one semester.**

### Music Appreciation (DE1165) One Semester

Grade 10 11 12

MJC

Introductory music appreciation for the general student emphasizing the development of the listener's perception of the basic elements of music. Course content examines various types of folk and traditional music, traditional classical music from a variety of historical periods, and musical material of a contemporary nature. This course is one semester with a dual enrollment at MJC. Students who complete the course and earn a passing grade of C- or higher will receive 3 units of college credit. **Music Appreciation students will be enrolled in Art Appreciation one semester.**

### Basic Drawing (DE1200) Yearlong

Grade 10 11 12

MJC

An introductory course in techniques used in representing form, light and shadow, texture, perspective, composition, and expression using various drawing media. Students who complete the course and earn a passing grade of a C- or higher will receive 3 units of college credit. **Due to this being an MJC course, late enrollment is not an option.**