PATTERSON HIGH SCHOOL

COURSE CATALOG 2026-2027

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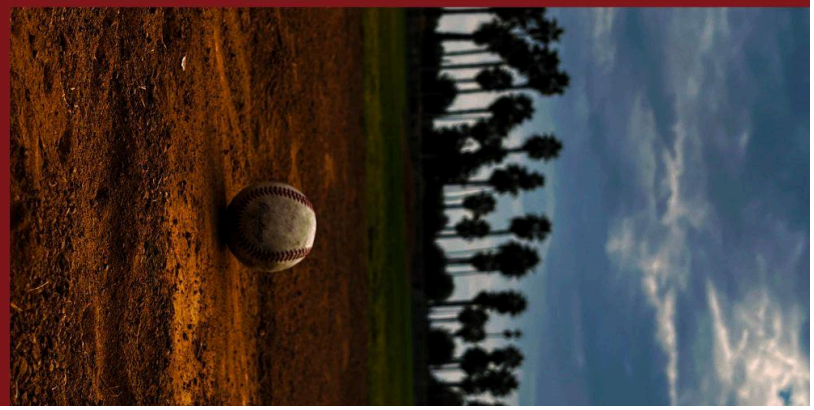

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Welcome PHS Tigers!

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



Why use a Course Catalog

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

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

How can my counselor help and who are they?

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


PHS ROAR
Tiger Traits
RESPECT OTHERS
OFFER KINDNESS
ACT RESPONSIBLY
REMEMBER SAFETY

PHS Contact Information

Administrative Office

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

Ryan Sherwood, Principal	Ext. 27200
Felipe Esparza-Davalos, Admin Assistant II	Ext. 27200
Catherine Aumoeualogo, Assistant Principal	Ext 27112
Krystal Durham, Admin Assistant I	Ext. 27112
Ermelinda Flores-Bearrup, EL & Testing Coordinator	Ext. 27284
Dwight Jones, Athletic Director	Ext. 27254
Season Lozano, Activities Director	Ext. 27173
Stefanie Arevalo, Office Assistant	Ext. 27113
Denise Silva, Office Assistant	Ext. 27111
Genevieve Rosas, Office Assistant/ASB	Ext. 27031

Attendance/Discipline

Juan Navarro, Assistant Principal	Ext. 27202
Marla Fields, Assistant Principal	Ext. 27202
Kayla Su'e Su'e, Admin Assistant I	Ext. 27202
Arelly Magallon-Apodaca, Attendance Tech	Ext. 27289
Cynthia Tellas, Attendance Tech	Ext. 27204

Counseling Office

Jessica Arevalo, Registrar	Ext. 27205
Melissa Gonzalez, Counselor (Last Names A-E)	Ext. 27257
Marissa Caballero, Counselor (Last Names F-L	Ext. 27212
Teresa Gonzales, Counselor (Last Names M-Rh)	Ext. 27206
Michael Chavarria, Counselor (Last Names Ri-Z)	Ext. 27207
Tenisha Thomas, College & Career Counselor	Ext. 27213

Library

Adolfo Virgen, Library Media Tech	Ext. 27208

Important Links

Patterson Joint Unified School District Website https://www.patterson.k12.ca.us/
Patterson High School Website http://pattersonhigh.patterson.k12.ca.us
Patterson High Facebook Page http://www.facebook.com/phstigers

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

PHS Graduation and A-G Requirements

Subjects	PHS Graduation Requirements	A-G Requirements UC/CSU Eligibility
A. Social Science	3 years / 30 Credits	2 years of history, **including**: • one year of World History, Cultures or Historical Geography (may be a single yearlong course or two one-semester courses) **and** • one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.
B. English	4 years / 40 Credits	4 years required
C. Mathematics	3 years / 30 Credits	3 years required/4 recommended Courses intended for 11th and/or 12th grade levels may satisfy the required third year or recommended fourth year of the subject requirement if approved as an advanced math course.
D. Science	2 years / 20 Credits 1 Life & 1 Physical	2 years of college-preparatory science/3 recommended This includes integrating topics that provide fundamental knowledge in **two** of these three subjects: **Biology, Chemistry, or Physics**. One must be a life science and the other a physical science. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).
E. Language other than English (LOTE)	1 year / 10 Credits	2 years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (**Three years/3rd level of high school instruction recommended**). **and**
F. Visual & Performing Arts		1 yearlong course of visual and performing arts.
G. Electives	80 Credits	1 year (two semesters) chosen from courses specific to the elective (G) subject area **or** courses beyond those used to satisfy the requirements of the A-F subjects.
Physical Education	20 Credits	N/A
Credits/Grade Requirement	230 Credits	Must earn a C or higher in all College Prep coursework. 15 courses required. UC GPA Requirement: **3.0** CSU GPA Requirement: **2.5**

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

To qualify for a diploma a student must:

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

UC/CSU Approved Courses

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

A) History/Social Science	**D) Science Cont.**	**F) Visual & Performing Arts Cont.**
World History P	Physics P - (Physical)	History & Art of Floral Design P
AP European History	AP Physics - (Physical)	Photography P
U.S. History P	Anatomy & Physiology P - (Life)	Photography 2 P
AP U.S. History	Ag Food Science P - (Life)/(Physical)	Intro to Guitar P
American Government P		Intro to Piano P
AP American Government	**E) Language other than English**	Musical Theater
	French 1 P	Color Guard P*
B) English	French 2 P	Percussion P*
English 9-12 P	French 3 P	Adv Percussion P
English 9 H	AP French Language & Culture	Ag Welding & Fabrication P
English 10 H	Spanish 1 P	**G) Electives**
AP English Language & Composition	Spanish 2 P	Economics P
AP English Literature & Composition	Spanish 2 NS P	Humanities P
	Spanish 3 P	Med Careers P
C) Mathematics	Spanish 3 NS P Honors	Patient Care Tech P
Algebra 1 P	AP Spanish Language & Culture	Trucking II P
Geometry P	AP Spanish Literature & Culture	Supply Chain & Logistics Management P
Algebra 2 P		Computerized Accounting P
Finite Math P	**F) Visual & Performing Arts**	Ag Floral Design P
AP Pre-Calculus	Arts P	Ag Engineering 1P
AP Calculus AB or BC	Ceramics & Adv Ceramics P	Ag Engineering 2 P
AP Statistics	AP Studio Art - 3D	Ag Leadership P
	Drawing & Painting P	Forklift Safety P
D) Science	AP Drawing - 2D	Logistics and Distribution P
Biology 1 P- (Life)	Graphic Arts P	Yearbook P
Agricultural Biology P- (Life)	Advanced Band P*	Psychology P
Chemistry P- (Physical)	Choir P	AVID 9 P
Chemistry & Agriscience P- (Physical)	Advanced Choir P	AVID 10 P
Ornamental Horticulture P- (Life)	Strings P	AVID 11 P
Animal Science P- (Life)	Intro to Cosmetology P/Barber P	AVID 12 P
Computer Science & Engineering P	Adv Cosmetology P/Barber P	Economics P
AP Computer Science Principles	Music Tech P	PLUS
		JROTC*

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

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

** Pending A-G Approval

Glossary of Terms

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

(AP) ADVANCED PLACEMENT:
Patterson High is proud to offer a comprehensive Advanced Placement (AP) curriculum in English, Spanish, science, social science, mathematics, and art. All classes follow the rigorous courses of study of the College Board and prepare students for the AP exams in May in the respective courses. Successfully passing an AP exam results in college credit for the course at most colleges and universities. Some colleges and universities only accept a limited amount of credits; it's recommended to select limited AP courses. This course carries an extra weight (5.0) for high school GPA calculations. Any student enrolling in an AP course is expected to take the AP exam in spring.
*Students wanting more than 3 AP courses in their schedule must request approval from administration, which may require a parent meeting.

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

(DE) CCAP DUAL ENROLLMENT:
CCAP Dual Enrollment Courses are available to students in grades 9-12. This College & Career Access Pathway allows students to take UC and CSU transferable courses and earn college credit while still in High School. These classes will be offered during the regular school day and students can take a maximum of 15 units per semester with $0 cost. Students completing CCAP Dual Enrollment courses during their regular school day will receive credit towards their Patterson High School graduation requirements as well as the A-G requirements. To participate in CCAP Dual Enrollment, students must be in good academic standing, complete an MJC Application, Special Part-Time Petition, & register for their courses with the College & Career Counselor.

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

(P) COLLEGE PREP COURSE:
Patterson High offers College Prep courses in all A-G areas. These courses have been approved through UC doorways and are accepted by all UC and CSU colleges. Students must earn a C- or better in College Prep courses in order to satisfy the A-G requirements.

Academic Recognition

Academic Block P



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

Advanced Placement (AP)

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

How does AP benefit colleges and universities?

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

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

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

How do I take an AP course?

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

California State Seal of Biliteracy

The California State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript and recognizes high school graduates who have achieved a high level of proficiency in one or more language(s) in addition to English.

To earn the California State Seal of Biliteracy the student must:

Demonstrate **English Proficiency** through *ONE* of the following methods:

COURSEWORK:

- ☐ Complete all **English language arts requirements for graduation with an overall grade point average (GPA) of 3.0** in those classes. English language arts courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

- ☐ **Option 1: State Assessment:** Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the "standard met" achievement level.
- ☐ **Option 2:** Advanced Placement (AP) Assessment: Pass an English AP examination with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
- ☐ **Option 3:** International Baccalaureate (IB) Assessment: Pass an English IB examination with a score of 4 or higher.
- ☐ **Option 4: SAT:** Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

Additional English Proficiency Requirement for English Learners Only:

- ☐ In addition to the requirements mentioned above, students who are classified as English learners must attain an **oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).**

AND

Demonstrate **proficiency in one or more languages, other than English,** through *ONE* of the following methods:

COURSEWORK:

- ☐ Successfully complete a **four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher** in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination. World language courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

ASSESSMENT (CHOOSE ONE):

- ☐ **Option 1: AP:** Pass a world language AP examination with a score of 3 or higher,
- ☐ **Option 2: IB**: Pass an IB examination with a score of 4 or higher,
- ☐ **Option 3:** ACTFL: Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher, or
- ☐ **Option 4: District-Approved Assessment:** Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher.

From California *Education Code* Section 51461.

For more information on the State Seal of Biliteracy, please contact Mrs. Ermelinda Flores-Bearrup or visit the **California Department of Education (CDE) State Seal of Biliteracy web page.** Questions about the State Seal of Biliteracy can be directed to the California Department of Education Multilingual Support Division by phone at 916-319-0845 or by email at SEAL@cde.ca.gov.

California State Seal of Civic Engagement

Criteria #1: Productively engaged in academic work **Total Required Points 20 points**

a. Pass all Social Studies Classes (World History, US History, Gov/Econ) with a minimum 2.0
b. Pass all Social Studies Classes (World History, US History, Gov/Econ) with a minimum 3.0
c. Minimum Overall HS GPA of 3.175 as of Jan 1 in your Junior year
d. Overall HS GPA of 3.5-3.99 as of Jan 1 in your Junior year
e. Overall HS GPA of 4.0 or higher as of Jan 1 in your Junior year
f. 95% Attendance as of end of your Junior year (9th - 11th grade)

Criteria #2: Demonstrated understanding of civic knowledge **Total Required Points 10 points**

a. Write a letter to a local government official, or state government official expressing their opinion on an issue or current event
b. Attend 1 local governance meeting with proof of attendance, and a 1 page write-up on what you learned at the meeting. (examples: local school board meeting, local city council meeting, hospital board meeting, or servant leadership group meeting)
c. Attend 2 local governance meetings with proof of attendance, and a 1 page write-up on what you learned at the meeting. (examples: C. local school board meeting, local city council meeting, hospital board meeting, or servant leadership group meeting)

Criteria #3: Demonstrated civic skills and action through project/activities **Total Required Points 10 points**

a. Participation in a minimum of 10 hour of community service Examples: poll workers, youth organizations, tutor on campus, donating blood (2x in a school year), local church program, others w/approval (email Dr. Sherwood at rsherwood@patterson.k12.ca.us for approval)
b. Participation in a minimum of 20 hour of community service; Examples: poll workers, youth organizations, PLUS Forum advisor, ROAR Day student Ambassador, tutor on campus, donating blood (2x in a school year), local church program, others w/approval (email Dr. Sherwood at rsherwood@patterson.k12.ca.us for approval)
c. Make a presentation to your US History Class or Gov/Econ Class on your community service experience.

Criteria #4: Demonstrated quality student reflection **Total Required Points 10 points**

a. Students will create a portfolio compiling all evidence of meeting the State Seal of Civic Engagement Requirements and make a maximum 5 minute presentation to the PJUSD State Seal of Civic Engagement Approval Committee (April) (Submit with Application) May consist of Powerpoint, Google Slides, or essay. (email Dr. Sherwood at rsherwood@patterson.k12.ca.us for approval of other formats)

Criteria #5: Testimony of student civic mindedness **Total Required Points 10 points**

a. Nomination for PHS Student of the Month, Character Counts recognition/award, Every Student Succeeds Award, School Board Award, Academic Letter, CTE Awards, FFA Awards, AVID, PLUS, ASB or other School Site Leadership Awards
b. Served as a student organization or board officer (FFA, CTE, AVID, PLUS, ASB), others w/approval (email Dr. Sherwood at rsherwood@patterson.k12.ca.us for approval)
c. 1 Letter of Recommendation from a teacher, counselor, or other PHS/PJUSD school representative speaking to the student's Character.
d. 1 Letter of Recommendation from someone from the community (non-family member) speaking to the student's character.
e. Zero School Suspensions

Minimum Point Total to receive the PHS State Seal of Civic Engagement **65 points**

CSF California Scholarship Federation

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

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

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

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

Application deadlines & Dues
Applications must be submitted online; no late applications will be accepted**.** If you have any questions, please see the College & Career Counselor.

Reclassification

Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Valedictorian/Salutatorian

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

The Valedictorian gives the farewell statement during the graduation ceremony.

College Credit Options

Articulated Courses

The following PHS courses have been articulated with Modesto Junior College as 2 + 2 course. This will allow students who pass the PHS course to earn college credits that can be applied to a major path at MJC. **Students must complete an MJC application**. Some courses may require students to take a final through MJC however, students must earn a B or better in the spring semester to earn credit from MJC. Please speak with your PHS instructor for more details. Students must meet with the PHS College and Career Counselor in order to receive MJC credit.

PHS Course Title	MJC Course Title
The Art & History of Floral Design P	EHS 50 - Beginning Ornamental Gardening EHS 280 - Beginning Floral Design
Ag Ornamental Horticulture P	EHS 51 - Environmental Horticulture Preparation **OR** EHS 210 - Introduction to Environmental Horticulture Science
Agricultural Welding & Fabrication	AGM 50 - Preparation for Mechanical Technology AGM 210 - Agricultural Welding
Ag Floral Design P	EHS 50 - Beginning Ornamental Gardening
Human Anatomy & Physiology P	AP 50 – Elementary Human Anatomy-Physiology
Agricultural Biology & Chem AgriSci P*	ENSI 108 - Environmental Conservation
Animal Science P	ANSC50 Preparatory Animal Science

*Both classes must be taken to receive articulation credit

CCAP - MJC Dual Enrollment College classes

CCAP Dual Enrollment (College and Career Access Pathways)

CCAP Dual Enrollment allows high school students to take college courses while enrolled in high school and earn **both high school graduation credit and college credit at the same time**. Fall & Spring CCAP Courses that are apart of the student schedule will count towards high school and college credits. Summer CCAP courses will only count towards college credit.

CCAP courses are offered **at no cost to students who take 15 or fewer units**. Students do **not** pay for textbooks, course materials, or enrollment fees. This is different from regular dual enrollment courses, where students are responsible for those costs.

CCAP Dual Enrollment provides students with early access to college-level coursework, helps them explore career pathways, and allows them to get a head start on their college education while receiving high school support.

Enrollment in CCAP courses is subject to eligibility, availability, and College & Career Counselor approval.

Dual Enrollment - College classes

What is it? What are the benefits?
Dual Enrollment also known as Concurrent Enrollment enables students to take college courses while in high school.
Patterson High School has partnered with our local Community College (Modesto Junior College) to enable students to work on their college coursework while attending Patterson High School.
The benefits to taking Dual Enrollment Courses;

- Students can earn a college diploma at a faster pace
- Students can receive priority registration
- Tuition is free

Who is eligible?
To be eligible for Dual Enrollment, a student must be at least 13 years of age and in good academic standing.
How to enroll?
To enroll, Students must complete an MJC application and a Special Part-Time Petition. The Special Part-Time petition must be submitted every academic year. To maintain tuition-free status, Dual Enrollment students are permitted to enroll in a maximum of 11 units each semester.
Who to contact to get in?
To apply and enroll, see Mrs. Thomas, The College & Career Counselor

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Specialized Programs

FFA (Future Farmers of America)

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

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

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

Questions: Please contact Kendall Imbrogno at kimbrogno@patterson.k12.ca.us.

AVID (Advance Via Individual Determination)

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

An Average week in AVID Class consists of:

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

How do I join AVID?

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

Questions: Please contact Brian Spriggs bspriggs@patterson.k12.ca.us

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Leadership – ASB

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

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

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PEER LEADERS UNITING STUDENTS

PEER LEADERS **UNITING** STUDENTS

The PLUS Team is the catalyst for establishing a positive campus culture for all students to participate in and achieve personal success. This curriculum was developed to enhance the skills of the student leaders as they facilitate group activities on a campus. The PLUS Team is responsible for facilitating a forum of discussion between students on a campus. This curriculum will target the leadership and facilitation skills needed by the PLUS Team members to facilitate these critical conversations and activities.

All PLUS Team Members are determined by a combination of completing a required application process, an interview, and teacher references. This is a class that requires some time outside of the class period to carry out the planned activities. Movie Night, Inclusive Activities, Lunch time activities, hosting forums at other school sites. Students must fulfill 10 hours of community service during each semester. For more information, please contact Dwight Jones, PHS PLUS Teacher at djones@patterson.k12.ca.us

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Special Education

Special education staff meet with other school personnel and parents to decide appropriate high school supports and services for students with disabilities. Each student's disability is reviewed with placement and services based on the student's unique specific needs. All placements and services must have approval of the IEP team and an Individualized Educational Plan must be written before students receive any special education support or related services.

The Mild/Moderate Program provides services to students with special needs working towards earning a high school diploma through the instructional support model. The instructional support may be provided to students within a general or special education setting based on the student's level of need and goals. Examples of instructional support include collaboration between general and special education teachers, co-taught classes with both general and special education teachers providing instruction, special education classes utilizing modified core curriculum, and specialized remediation classes targeting a specific area (i.e. reading, math, transition).

The Extensive Needs Support Program is designed to support students receiving specialized academic instruction with an emphasis on functional academics. Core instruction includes: mathematics, language arts, science, health, and social science. Curriculum is delivered based on IEP goals and modified to accommodate a variety of learning styles and abilities. Student engagement and making sense of their world is key in instruction. Skills developed include: money management, telling time, measurement, and reading and comprehending functional text. Additional emphasis is placed on developing social and independent living skills and incorporating community based instruction providing students with real life experiences. Student participate in general education classes as determined by their IEP teams. Upon completion of the program, students participate in Commencement and are awarded a Certificate of Completion.

Career Technical Education

What is Career Technical Education (CTE)?

Career Technical Education, or CTE, is a multiyear sequence of courses that integrate core academic knowledge, with technical and occupational knowledge that provides students a pathway to postsecondary education or careers. These pathways are designed to build upon foundational knowledge from coursework in prior year sequences. All CTE pathways at Patterson High School have micro-credentials and industry-recognized certifications that better prepare students for the world of work.

Patterson's Career Technical Education Pathways engages students in hands-on, skills-based programs to prepare them with skills that are useful whether they go to college, enter the workforce, or both after high school. Almost all of the CTE courses fulfill an A-G requirement and many of them are articulated with college-level courses at Modesto Junior College. PHS maintains strong partnerships with our local businesses and many offer internships, apprenticeships, and employment opportunities upon graduation.

Programs currently offered at Patterson High School include Supply Chain and Logistics (Warehousing and Forklift Safety), Commercial Truck Driving, Agriscience (Animal focus), Ornamental Horticulture (Plant focus), Agricultural Mechanics (Welding/Fabrication), Automotive, Medical, and Cosmetology/Barbering.



Check out our Promotional Videos: All Pathways

Agriculture | Cosmetology/Barbering | Supply Chain/Logistics | Medical/Patient Care

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Guidelines for Choosing a Course

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

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

Schedule Changes

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

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

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

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

CAREER TECHNICAL EDUCATION (CTE) -

AGRICULTURE & NATURAL RESOURCES SECTOR

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

AGRICULTURE & NATURAL RESOURCES PATHWAYS

PATHWAY	INTRODUCTORY COURSE	CONCENTRATOR COURSE	CAPSTONE COURSE
Ag Mechanics	Ag Engineering 1P (G)	Ag Engineering 2 P (G)	Ag Welding & Fabrication P (F)
Agriscience	Ag Biology P (D)	Chem Agriscience P (D)	Animal Science P (D)
		Ag Food P (D)	Veterinary Science P (D)
Ornamental Horticulture	Ornamental Horticulture P (G)	Ag Floral P (G)	History & Art of Floral Design P (F)

INDUSTRY CREDENTIALS/SKILLS PREPARATION AVAILABLE FOR STUDENTS TO EARN

AG MECHANICS	AGRISCIENCE	ORNAMENTAL HORTICULTURE
- OSHA- 10 Certification (Workplace Safety)	- Ag Align Agriscience Chemistry Tier 1 Certification - Ag Align Agricultural Biology Tier 1 Certification - Food Handler Certification - Sure Champ Certification - Youth for Quality Care of Animals	- Ag Align Floriculture Tier 1 and 2 Certifications - Ag Align Horticulture Tier 1 - Benz School of Floral Principles of Design Certification

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
AGRICULTURE LEADERSHIP	**P6527**	**G**	**10**	**10-12**
This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the				

aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is offered zero period. Prerequisite: FFA Officer or Consent of Instructor.

AGRICULTURAL ENGINEERING 1 P	**P6515**	**G**	**10**	**9-12**

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, cold metal work, woodworking, plumbing, concrete/bricklaying work, electricity, basic welding/cutting and careers. Safety glasses must be worn at all times in the shop. Students are responsible for any costs of materials beyond those supplied by the shop. The cost will be determined by the complexity of the project and the amount of material needed. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course.

AGRICULTURAL ENGINEERING 2 P	**P6513**	**G**	**10**	**10-12**

This course builds on basic shop knowledge gained in Agriculture Engineering 1. Using safe shop practices, students will be using oxy-acetylene equipment to develop skills in cutting and welding. Other coursework includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and with fabrication or project layout. Safety glasses must be worn at all times in the shop. Students are responsible for any costs of materials beyond those supplied by the shop. The cost will be determined by the complexity of the project and the amount of material needed. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. Prerequisite: AG Engineering 1 with a C- or better.

AGRICULTURAL WELDING AND FABRICATION P	**P6512**	**F**	**10**	**10-12**

Students will learn skills in arc welding, TIG welding and oxy acetylene cutting. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete small and large projects during the school year. Safety glasses must be worn at all times in the shop. Students will be responsible for the cost of materials needed to complete the large projects. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for AGM 50-Preparation for Medical Technology and AGM 210-Agricultural Welding. Prerequisite: Engineering 2 with a C- better and/or approval of the instructor

AGRICULTURAL BIOLOGY P	**P6516**	**D - Life**	**10**	**10-12**

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

CHEMISTRY AND AGRISCIENCE P	**P6534**	**D - Physical**	**10**	**10-12**

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content,

formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised. Agricultural Experience (SAE) program.This course is articulated with Modesto Junior College if the student also takes the Agricultural Biology P course for ENSI 108- Environmental Conservation. Prerequisite: Ag Biology or Biology with C or better.

AGRICULTURAL FOOD SCIENCE P	**P6535**	**D - Life/Physical**	**10**	**10-12**

This course will teach students the fundamental scientific principles to the research and development of food products through the chemistry of food. Through extensive and numerous laboratory experimentation along with class discussions, field trips and guest speakers, students will apply food processes and chemistry principles as they pertain to the food science industry. This laboratory-based class is designed to educate students about the chemical processes' food science undergoes along with, food safety, quality assurance, new product development and food processing and engineering. The topics of atomic structure, chemical bonds, gases, acids and bases, solutions, chemical thermodynamic and reaction rates will be embedded in the class discussions, activities and labs about agriculture, food science and technology. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course.

ANIMAL SCIENCE (ANATOMY & PHYSIOLOGY) P	**P6528**	**D - Life**	**10**	**10-12**

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for ANSC-50- Preparatory Animal Science. Prerequisite: Ag Biology or Bio P with C- or better.

VETERINARY SCIENCE P	**P6540**	**D - Life**	**10**	**10-12**

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

ANIMAL HUSBANDRY			**10**	**10-12**

This competency-based course prepares students for employment in areas of modern agriculture with emphasis in the area of commercial livestock agriculture. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy. This course is offered only during summer and grading is based on the completion of the Agricultural Experience Tracker Record Book. Credits are based upon the number of hours completed. Prerequisite: Any Agriculture Course

ORNAMENTAL HORTICULTURE P	**P6514**	**D - Life**	**10**	**10-12**
This course will provide the student with necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes unit on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with, and dual enrolled Modesto Junior College for EHS 51- Environmental Horticulture Preparation and EHS 210- Introduction to Environmental Horticulture Science.				
AG FLORAL DESIGN 1 P	**P6529**	**G**	**10**	**10-12**
Students will explore elements and principles of design, two- or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged, or fundraising will be an option to offset the cost of flowers. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with Modesto Junior College for EHS 50- Beginning Ornamental Gardening.				
HISTORY & ART OF FLORAL DESIGN P	**P6530**	**F**	**10**	**10-12**
The History and Art of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including flowers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. Some after school time will be required to work at the Crimson Floral Shop. A fee will be charged, or fundraising will be an option to offset the cost of flowers. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is articulated with, and dual enrolled Modesto Junior College for EHS 50- Beginning Ornamental Gardening and EHS 280– Beginning Floral Design. Prerequisite: Ag Floral Design 1 with a C- or Better				

CAREER TECHNICAL EDUCATION (CTE) -

FASHION AND INTERIOR DESIGN: PERSONAL SERVICES

Within the Fashion and Interior Design Industry Sector is Personal Services: Cosmetology and Barbering Pathway. This pathway prepares students for careers within the beauty industry with emphasis on entrepreneurship. Available to Juniors and Seniors, this pathway requires students to commit to a two year program designed to prepare them for careers as licensed cosmetologists and barbers. Student will engage in hands-on, project and work-based learning activities that prepares students to care for and beautify hair, by means of shampooing, conditioning, styling, cutting, coloring, lightening, permanent waving, applying scalp treatments and chemically relaxing. Beautifying the skin by applying makeup, applying skin care products and giving facials. Beautifying the nails by manicuring & pedicuring, massage, maintaining the nails and applying polish or artificial nail enhancements. Instruction prepares students for a state licensing exam.

Students have an option to enroll in either the cosmetology pathway or barbering pathway. Both pathways provide students with the opportunity to learn the industry standards, gain practical hours, and industry skills necessary to qualify for their California State Board of Barbering and Cosmetology licensure.

FASHION AND INTERIOR DESIGN: PERSONAL SERVICES PATHWAYS

PATHWAY	INTRODUCTORY COURSE	CONCENTRATOR COURSE	CAPSTONE COURSE
Fashion and Interior Design: Personal Services		Cosmetology 1 (F)	Cosmetology 2 (F)
		Barbering 1 (F)	Barbering 2 (F)

FASHION AND INTERIOR DESIGN: PERSONAL SERVICES SKILLS AND CERTIFICATIONS

COSMETOLOGY/BARBERING
OSHA 10: Workplace Safety; Career Readiness and Professional Skills; Personal Finance and Entrepreneurship; Practical hours for licensure as a cosmetologist or barber in the state of California.

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
COSMETOLOGY I	**P7501**	**F**	**10**	**11**
This course will require a coordinator to sign off on the students' entry, whether it be me or the counselors, we can discuss that in an upcoming meeting. Eventually, the lead teacher will be doing the interviews of students interested in enrolling in this pathway. The students interested in enrolling will need to know that this is a 2-year commitment for their Junior and Senior years because they will be given supplies required to perform as a cosmetologist/barber. <u>This course must be taken with Intro to Barbering, as a two-period block class</u>. <u>Prerequisite</u>: Teacher or CTE Director Approval				
BARBERING I	**P7501**	**F**	**10**	**11**

This course will require a coordinator to sign off on the students' entry, whether it be me or the counselors, we can discuss that in an upcoming meeting. Eventually, the lead teacher will be doing the interviews of students interested in enrolling in this pathway. The students interested in enrolling will need to know that this is a 2-year commitment for their Junior and Senior years because they will be given supplies required to perform as a cosmetologist/barber. This course must be taken with Intro to Cosmetology, as a two-period block class. Prerequisite: Teacher or CTE Director Approval				
COSMETOLOGY 2	**P7511**	**F**	**10**	**12**
This course will require a coordinator to sign off on the students' entry, whether it be me or the counselors, we can discuss that in an upcoming meeting. Eventually, the lead teacher will be doing the interviews of students interested in enrolling in this pathway. The students interested in enrolling will need to know that this is a 2-year commitment for their Junior and Senior years because they will be given supplies required to perform as a cosmetologist/barber. This course must be taken with Intro to Barbering, as a block class. Prerequisite: Successful completion of Cosmetology 1/Barbering 1, Cosmetology Teacher or CTE Director Approval				
BARBERING 2	**P7512**	**F**	**10**	**12**
This course will require a coordinator to sign off on the students' entry, whether it be me or the counselors, we can discuss that in an upcoming meeting. Eventually, the lead teacher will be doing the interviews of students interested in enrolling in this pathway. The students interested in enrolling will need to know that this is a 2-year commitment for their Junior and Senior years because they will be given supplies required to perform as a cosmetologist/barber. This course must be taken with Intro to Barbering, as a block class. Prerequisite: Successful completion of Cosmetology 1/Barbering 1, Cosmetology Teacher or CTE Director Approval				

CAREER TECHNICAL EDUCATION (CTE) - TRANSPORTATION/OPERATIONS

Patterson High School's Transportation and Operations Pathway has developed different career pathway options for students who have an interest in working in a warehouse, managing a team, becoming a licensed forklift operator, commercial truck driver, or automotive/forklift maintenance mechanic. There are many options to choose from including the Supply Chain/Logistics pathway where students can fully manage an on-campus warehouse with different equipment, different types of forklift, truck driving simulators,and equipment currently used in the world of work. Students can also take the Personal Finance class to get a better understanding on how to run or manage businesses of all sizes. All classes within this pathway A-G elective requirements, provide real-world and hands-on project based learning environments, and industry relevant skills and certification. .

TRUCKING PATHWAY
PHS currently offers Commercial Truck Driving to current 12th grade students. Curriculum is based on the highest level standards as set by the Professional Truck Driving Institute (PTDI). In order to receive the certification students must complete 180 hours of instruction (90 hours of lecture and 90 hours of hands-on lab activities). **Hours outside of class are mandatory.** PHS is partnered with Western Pacific Truck School to provide behind-the-wheel training and various local industry employers for a variety of employment opportunities.

Questions: Please contact Dave Dein ddein@patterson.k12.ca.us

LOGISTICS PATHWAY
Logistics is the management of the flow of goods and services between the point of origin and the point of consumption. It is involved in all aspects of our daily lives ranging from raw material delivery, production, manufacturing, distribution center, packaging, ordering and delivery. This pathway will provide students with essential technical skills to not only enter a career within the logistics industry, but most students completing this pathway will gain above entry level employment upon graduation.

This hands-on, project-based learning pathway will introduce students to the skills required to be successful in the industry, management and professional skills for any career after graduation. Students will have the opportunity to tour local industries, speak with professionals in the field, and attend extracurricular activities related to the field of logistics and operations.

Questions: Please contact Leah Sheets lsheets@patterson.k12.ca.us or Glenn Ecalne gecalne@patterson.k12.ca.us

OPERATIONS PATHWAYS

PATHWAY	INTRODUCTORY COURSE	CONCENTRATOR COURSE	CAPSTONE COURSE
Supply Chain Management		Logistics & Distribution P (G)	Supply Chain/Logistics (G)
Forklift Safety and Maintenance		Logistics & Distribution P (G)	Forklift Safety/Maintenance P (G)
Trucking		Logistics & Distribution P (G)	Trucking II P (G)

OPERATIONS PATHWAY INDUSTRY RECOGNIZED SKILLS AND CERTIFICATIONS

Supply Chain Management	Forklift Safety and Maintenance	Trucking
OSHA 10; Lean Six Sigma (Yellow and Green Belt); Worklete; Inventory Control, Quality Assurance, Warehouse Flow	OSHA10; Worklete, Forklift Safety; Stability Triangle; Hazard Prevention	OSHA10; Worklete; Truckers Against Trafficking; Preparation for Calif. CDL Permit

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
LOGISTICS AND DISTRIBUTION P	**P4521**	**G**	**10**	**9-12**
This course prepares students for direct entry into the distribution or warehousing industry within retail, wholesale, manufacturing and public establishments. Students taking this course will learn proper warehouse safety procedures, shipping, proper lifting and loading, stocking, transportation systems, essential business forms, filing, packing, marking supplies, receiving operations, inventory control, warehouse technology, leadership skills and customer service. Students with a minimum age of 18 will have the opportunity for workplace learning in distribution centers and warehouses. All students will be exposed to warehouse and distribution center operations via various field trips to local DC's and warehouses. Integrated throughout the course are Academic and CTE standards, which include safety, communication, technology, ethics, career planning and other employability skills.				
SAFE FORKLIFT OPERATION/MAINTENANCE P	**P4527**	**G**	**10**	**11-12**
In this course we'll discuss the importance of safe operation and responsibilities of a professional lift truck operator, and the skills and techniques you can see use to ensure safe operation and incident prevention. Forklift training requires both computer based training and hands-on experience. Although the operation of a forklift is similar to that of a car, there are important differences, including the speed, visibility, load of stability, lack of stability on inclines or declines, path smoothness (potholes, etc), load height, load rigging etc, Training is provided to current Logistics students to help move heavy objects, usually on pallets that would otherwise be difficult to move. Additional lab hours are required outside of scheduled class time. Prerequisites: Logistics & Distribution with a C or better				
MJC LOGISTICS 201: OPERATIONS MANAGEMENT & LEAN PRINCIPLES DE	**DE9226**	**G**	**10**	**11-12**
Describes the fundamental concepts, techniques, and application of the field of Operations Management. Emphasis will be on operations planning and control processes and lean principles.				
SUPPLY CHAIN & LOGISTICS MANAGEMENT P	**P4526**	**G**	**10**	**11-12**
The course is designed for student who have had at least one previous year in the introductory course in our Business Logistics pathway program. Logistics Management is the part of supply chain that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements. This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, inventory control, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including RFID and ERP systems. Additional lab hours are required outside of scheduled				

class time. Prerequisites: Logistics and Distribution with a C or better				
TRUCKING II P	**P6538**	**G**	**10**	**12**
With the growing demand for qualified and well-trained truck drivers, Patterson High School has developed a comprehensive program to train and educate students. This one-year long class requires that students must also complete a minimum of 30 hours of outside the classroom lab practice. This class consists of classroom instruction, demonstrations, hands-on exercises, simulator experience, field trips and guest speakers. Upon completion of the course students will be prepared to take the CDL written exam and begin their behind-the-wheel training. No previous experience is necessary for this class and is open to all incoming seniors. Additional lab hours are required outside of scheduled class. To view the recruitment video click here, select Class Recruitment, and select PHS Trucking Program.				

CAREER TECHNICAL EDUCATION (CTE) -
PATIENT CARE

The Patient Care Pathway has been developed as a career pathway for students who have an interest in careers within the medical field that are directly related to patient care. These careers include but are not limited to nursing, physician, physical therapy, x-ray/ultrasound technician, respiratory therapy, etc. It is recommended to take these classes as a series that will build students' skill level and knowledge within the field of healthcare. Students have an option to participate in Future Health Professionals (HOSA), a student organization designed to prepare them for the world of work through regional and state level competitions, community service activities, and workplace preparation.

The Senior level Capstone course is designed to prepare students for entry into the medical field by preparing them with hands-on, work-based learning activities designed around patient care. These include training in basic first aid, CPR, AED, wound care, phlebotomy, patient interviews, and hospice-level activities. Students will gain knowledge and understanding in preparation for a National Healthcareers Association Patient Care Technician Certification. This will allow graduates to enter into the medical field after graduation while continuing their postsecondary education toward their desired certification or degree.

PATIENT CARE PATHWAYS

PATHWAY	INTRODUCTORY COURSE	CONCENTRATOR COURSE	CAPSTONE COURSE
Patient Care		Human Anatomy & Physiology P (D)	Patient Care Tech P (G)
		Med Career Lab P (G)	

PATIENT CARE INDUSTRY RECOGNIZED CERTIFICATIONS

American Red Cross CPR Certification; Automated External Defibrillator; Basic First Aid/First Responder; HIPPA and Medical Ethics; Patient Care Technician National Certification

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
MEDICAL CAREERS LAB P	**P9015**	**G**	**10**	**10-12**
The course is designed to give students an overview of the health science, medical technologies industry, and the various careers within the industry. Through real-life scenarios and hands-on learning activities, students will explore careers such as dentistry, ophthalmology, veterinary, and nursing. Students who successfully complete this course will acquire the necessary core knowledge and skills that will allow them to pursue an education and career in the medical field. This is the second class within the Medical CTE Pathway. Additionally, students will participate in Healthcare Occupations Student Association (HOSA) and could take dual enrollment classes at MJC. Prerequisite: Teacher or CTE Director Approval				

PATIENT CARE TECHNICIAN P	**P9013**	**G**	**10**	**12**
This course prepares students for the Patient Care Technician (PCT) role in health care settings. Emphasis is on the personal qualities, knowledge, and skills needed by the PCT to provide quality basic care in a healthcare or community setting. Basic patient care, client rights, principles of therapeutic communication, safety, infection control, emergency situations, restorative care, death and dying, and legal/ethical issues are introduced. This course includes classroom instruction, campus laboratory skills practice, and clinical laboratory rotations to community health care agencies. Prerequisite: Human Anatomy & Physiology with a C or better				

English

(40 credit graduation requirement)

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

Note: Students may take English Language Development Newcomer, 1A, 2A, 1B, and 2B courses; however these courses will count as electives towards graduation requirements. Students will be assigned to these classes based on their English Language Development proficiency levels. The California English Language Development Standards (CA ELD Standards) were adopted in 2012 and define what all English learner students in California are expected to know and be able to do. The new CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. Additionally, the CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support ELs in mainstream academic content classrooms. Our ELD courses work towards ensuring that English learners develop proficiency in both the English language and the concepts and skills contained in the Common Core State Standards for English Language Arts.

Below are sample pathways to meet the high school graduation requirements and A-G eligibility.



COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
ENGLISH 9 P	**P1033**	**B**	**10**	**9**
This course is a comprehensive, standards-driven literature/writing based course designed for all incoming freshmen. The literature portion of the class is designed to foster an appreciation for different genres of literature where students learn the function of literary devices within the texts. In the writing portion of the course, students will further enhance their analytical skills by writing several college type analytical essays based on the novels, poems, and short stories we have read in class. To ensure success, students will learn, practice, and implement a variety of writing strategies, and they will learn and follow The MLA (Modern Language Association) rules for documentation.				
ENGLISH 9 HONORS	**P1051**	**B**	**10**	**9**
Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. The emphasis of this course is to study the core literature in-depth, and at an intense pace so that students are well prepared to read, write, speak, and listen at, or close to, the level of a college freshman, which will prepare them for future advanced English courses. Students will be writing college style research and analysis papers. Prerequisite: Student must get current English teacher recommendation.				

ENGLISH 10 P	**P1036**	**B**	**10**	**10**
This course is a comprehensive, standards-driven English course that surveys multicultural literature. The composition portion of the course gives students opportunities to explore subtexts and meanings through written analyses of the various genres and allows them ample exposure to writing and reading college-style essays. Students will also enhance their skills and knowledge of The Expository Reading and Writing Curriculum format guidelines.				
ENGLISH 10 HONORS	**P1035**	**B**	**10**	**10**
Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. The emphasis of this course is to study literature in- depth, and at an intense pace so that students are well prepared to read, write, speak, and listen at or close to the level of an Advanced Placement level student. Students will be writing a college style research paper and a literary analysis essay, both of which are pass/fail requirements for the respective semester. Prerequisite: Student must get current English teacher recommendation.				
ENGLISH 11 P	**P1008**	**B**	**10**	**11**
This course is a comprehensive, standards driven English course that delves deeply into American Literature. This course requires students to read extensively from district approved literature lists, to write research papers as well as compositions, to work independently, and to demonstrate higher level critical thinking skills in their reading, written and oral work. Critical reading, composition, and grammar instruction, listening and speaking skills, and vocabulary development strategies will be embedded within the course of the study.				
AP ENGLISH LANGUAGE AND COMPOSITION	**P1027**	**B**	**10**	**11**
Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. Through the process of reading, writing and discussing texts, this course will help students become skilled in composing for different audiences and purposes. Students will learn to understand and appreciate the diverse ways that authors make meaning in both oral and written texts. Students will identify literary structures and conventions and effectively use them in their own writing. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. Prerequisite: Student must get current English teacher recommendation.				
ENGLISH 12 P	**P1011**	**B**	**10**	**12**
This course is designed to encourage an awareness of, and an appreciation for, the history of past civilizations through an into-through-and beyond study of classical British literature. Students will be required to search for their own understanding of materials through an emphasis on critical reading, writing, listening, and speaking. This course is also designed to give students the opportunity to learn, practice, and implement The Expository Reading and Writing Curriculum research methods. Students will acquire the skills necessary to complete college-style research papers as well as portions of the PREP graduation requirement.				
AP ENGLISH LITERATURE AND COMPOSITION	**P1025**	**B**	**10**	**12**
Students are now placed in AP and Honors courses after both parent and student sign a contract, regardless of whether they completed the summer assignment. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Prerequisite: Student must get current English teacher recommendation.				

MJC ENGLISH C1000: ACADEMIC READING & WRITING (DE)		**B**	**10**	**12**
In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Formerly listed as ENGL 101. This course must be taken with MJC Comms 102: Introduction to Human Communication				
MJC COMM 102: INTRO to HUMAN COMMUNICATION (DE)		**B**	**10**	**12**
This course provides a foundational introduction to Communication Studies. Students will practice speech-making in a democratic society and explore key communication theories and principles within public speaking, small group, and interpersonal contexts. The course equips students to ethically articulate ideas across diverse contexts and audiences. Students will learn to employ public speaking techniques (both informative and persuasive), use critical thinking to evaluate historical and contemporary public discourse, and engage effectively in interpersonal and group communication. This course is designed as an oral communication option to help students manage high levels of communication apprehension. This course must be taken with MJC English C1000: Academic Reading & Writing				
ELD Newcomers	**P1089**		**10**	**9-12**
The Newcomer Class is designed for newly arrived students to develop foundational English skills in listening, speaking, reading, and writing. Students build vocabulary, communication skills, and confidence in a supportive environment. The course focuses on essential academic and social language, helping students adjust to school, understand classroom expectations, and navigate daily life. With tailored instruction, students gain practical language skills that prepare them for further English learning and academic success. Prerequisite: Students with an EL status for 2 years or less.				
ELD 1-2A	**P1085**		**10**	**9-10**
This course is designed for 9th and 10th grade students with beginning English proficiency to build essential language skills in listening, speaking, reading, and writing. Students develop basic vocabulary, sentence structure, and communication skills for both academic and everyday situations. The course focuses on foundational grammar, pronunciation, and comprehension, helping students gain confidence in expressing themselves and understanding spoken and written English. With a supportive, structured approach, this class prepares learners for continued language development and success in school and daily life. Prerequisite: Students with an EL proficiency of Level 1 or 2.				
ELD 3-4A	**P1087**		**10**	**9-10**
This course is designed for 9th and 10th grade students with intermediate English proficiency to strengthen their listening, speaking, reading, and writing skills. Emphasizing more complex vocabulary, grammar, and sentence structure, this course helps students develop fluency and confidence in both academic and social communication. Through reading comprehension, structured writing, and class discussions, students enhance their ability to express ideas clearly and engage with more advanced texts. This course prepares learners for greater independence in academic settings and continued language growth. Prerequisite: Students with an EL proficiency of Level 3 or 4.				
ELD 1-2B	**P1086**		**10**	**11-12**
This course is designed for 11th and 12th grade students with beginning English proficiency to build essential language skills in listening, speaking, reading, and writing. Students develop basic vocabulary, sentence structure, and communication skills for both academic and everyday situations. The course focuses on foundational grammar, pronunciation, and comprehension, helping students gain confidence in expressing themselves and understanding spoken and written English. With a supportive, structured approach, this class prepares learners for continued language development and success in school and daily life. Prerequisite: Students with an EL proficiency of Level 1 or 2.				

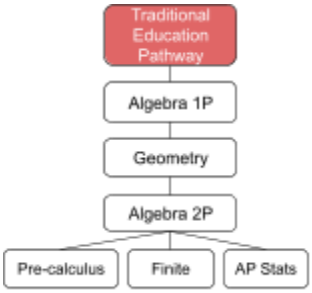
ELD 3-4B	**P1088**		**10**	**11-12**
This course is designed for 11th and 12th grade students with intermediate English proficiency to strengthen their listening, speaking, reading, and writing skills. Emphasizing more complex vocabulary, grammar, and sentence structure, this course helps students develop fluency and confidence in both academic and social communication. Through reading comprehension, structured writing, and class discussions, students enhance their ability to express ideas clearly and engage with more advanced texts. This course prepares learners for greater independence in academic settings and continued language growth. Prerequisite: Students with an EL proficiency of Level 3 or 4.				

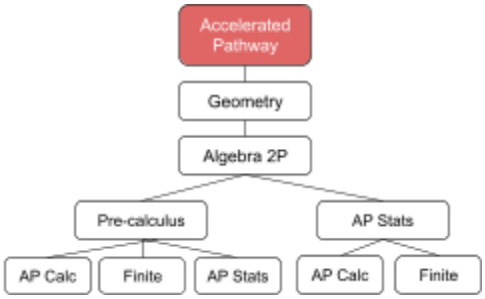
Mathematics

(30 credit graduation requirement)

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

Below are sample pathways to meet the high school graduation requirements and A-G eligibility.





COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
ALGEBRA 1 P	**P2005**	**C**	**10**	**9**

This course takes the students step-by-step from a review of Pre-Algebra skills to rational expressions and equations, polynomials, and the use of rational numbers to solve real life problems. Students learn to simplify and evaluate expressions, solve equations, understand algebraic properties, and graph real numbers. This course introduces students to the fundamentals of the language of mathematics, including variables, terms, integers, equalities and inequalities. Much of the course covers abstract relationships and their manipulations, but it also involves algebraic thinking and the application of these skills to word problems and real life situations.

In Algebra 1, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will also study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. In addition, students will explore data analysis and real world problems. Technology will be used to introduce and expand upon the areas of study listed above. This course follows the AGA Pathway in the Common Core State Standards.

GEOMETRY P	**P2027**	**C**	**10**	**9-10**

Geometry involves the study of points, lines, planes and other geometric figures as they relate to our physical world. Students will learn to measure geometric figures and their areas and volumes; develop their logic and inductive and deductive reasoning skills. The relationship between figures and properties that make figures unique will be developed and applied to real world situations. Constructions and Coordinate Geometry will also be studied. Prerequisite: Successful completion of Algebra 1P.
* 9th grade students who passed Algebra 1P with a C or better can be considered for Geometry.

ALGEBRA 2 P	**P2026**	**C**	**10**	**10-12**

In this class students will build upon the Algebra skills already introduced, such as solving linear equations, inequalities, systems and working with quadratic equations. Students will begin to explore new topics such as logarithms, operations with,

solving, and graphing polynomials, probability, and sequences. Students will be asked to express thinking through writing and collaborative discussions. Prerequisite: Successful completion of Geometry P.				
AP PRE-CALCULUS P	**P2031**	**C**	**10**	**11-12**
This course blends together trigonometry, pre-calculus concepts and skills that must be mastered prior to enrollment in a college calculus course. Topics include trig and inverse trig functions, identities, law of sines, law of cosines, logs, conics, polynomial and rational functions, and introduction to limits. Prerequisite: Successful completion of Algebra 2P.				
AP CALCULUS	**P2028**	**C**	**10**	**11-12**
Summer reading and assignments will be required of all students' intent to enroll in the class; any summer assignment not acceptably completed will result in automatic review of placement. Students will use limits to develop the theory underlying both differential and integral calculus. They will learn to use basic techniques such as substitution and the chain rule to differentiate and integrate more difficult functions. They will apply these techniques to many real-life situations involving rate of change and area under a curve. The course is fast-moving in order to prepare students for the AP test. Prerequisite: Successful completion of AP Precalculus with a C- or better or teacher recommendation.				
AP STATISTICS	**P2029**	**C**	**10**	**11-12**
AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students are expected to complete a Summer Reading Assignment and take the AP Exam in May. Prerequisite: Successful completion of Algebra 2 with an A or teacher recommendation.				
MJC STAT C1000: INTRODUCTION TO STATISTICS (DE)		**C**	**10**	**11-12**
This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Formerly listed as Math 134. **Prerequisite: Earn a C or higher in Algebra 2.** **This course must be taken with MJC ETHS 101: Introduction to Ethnic Studies**				
FINITE MATH P	**P2047**	**C**	**10**	**11-12**
Finite Mathematics at PHS is a collection of engaging mathematical topics best suited for students who, while planning to attend college, may not be on a track that includes Calculus (or even Precalculus). Topics include an applied approach to Linear Equations and Systems, Probability and Statistics, Matrices, Linear Programing, and Finance. Students will be expected to complete short-term projects throughout the year. Prerequisite: Successful completion of Algebra 2 with a B or higher or teacher recommendation.				
MJC BUSAD 248: INTRODUCTION TO BUSINESS (DE)	**DE9229**	**G**	**10**	**11-12**
A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational				

communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business' ability to achieve its organizational goals. (This course will fulfill one semester PHS math credit for graduation.) This course must be taken with MJC BUSAD 230: Personal Finance				
MJC BUSAD 230: PERSONAL FINANCE (DE)	**DE9082**	**G**	**10**	**11-12**
Open to both business and non-business majors. An integrated approach to personal finance and financial literacy. Topics are designed to facilitate informed and deliberate decision making, in alignment with personal values, to maximize financial resources throughout the individual's life span. Emphasizes practical decision making using contemporary theory and real world examples while integrating the social, psychological, and physiological context in which financial decisions are made. Topics include common financial issues such as budgeting, career planning, goal setting, purchasing and financing a home and other large consumer purchases, personal risk management and insurance issues, managing credit, investment strategies, as well as tax, retirement and estate planning. (This course will fulfill one semester PHS math credit for graduation.) This course must be taken with MJC BUSAD 248: Introduction to Business				

Physical Education

(20 credit graduation requirement)

The physical education curriculum offers a balanced and rigorous program based on the California Content Standards. The California State Department of Education recommends that a sequence of 9th and 10th grade physical education be required for graduation.

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
P.E. 9-12 CO-ED	**P2509**		**5**	**9-10**
All students will be offered a core instructional program that will include team sport and dual sport activities such as: flag football, soccer, volleyball, basketball, team handball, ultimate Frisbee, tennis, softball and other activities that equipment and facilities permit. Students will learn about fitness and experience a wide variety of exercises for flexibility, muscular strength and endurance, and cardiorespiratory endurance. State Fitness test will also be conducted for all 9th grade students.				
AEROBICS	**P2511**		**10**	**10-12**
This class is designed for over-all lifetime physical fitness. This class incorporates different aspects of cardiovascular fitness which includes aerobics, circuit training, weight training, yoga, Pilates, and other cardiovascular fitness activities. Students will calculate and monitor their own Target Heart Rate. They will keep a fitness and nutrition log which will help hold them accountable for their body composition throughout the year. Prerequisite: PE 9-10 with a grade "C" average or better				
WEIGHT TRAINING AND CONDITIONING	**P2513**		**10**	**10-12**
This class is designed for overall lifetime physical fitness. The course will improve all aspects of physical performance including strength, power, speed, agility, and flexibility. Students will participate in a variety of workouts that enhance and improve their general fitness. Strength improvement is expected as an outcome in this class. Prerequisite: PE 9-10 with a grade "C" average or better.				
ADVANCED WEIGHT TRAINING	**P2514**		**10**	**10-12**
This course is designed for the advanced student-athlete to improve in all aspects of training, including strength, speed and endurance, flexibility, agility, and leadership. Prerequisite: Current or previous experience in PHS Athletics OR Instructor Approval.				
ATHLETIC PE	**P2503**		**10**	**9-12**
This course includes content for developing advanced skills and knowledge for participation in school-sponsored interscholastic athletics activities and teams. This is designed to educate the student, physically mentally, and socially and emotionally. The student will learn study skills, time management, and several important skills that can be applied to life, as well as, how to be a successful student athlete. The individual will be better equipped to handle the everyday life and stress of academic and athletic endeavors and competition. These skills will better enhance the student's ability to make academic, social and life choices more positive. This class is only offered during 7th period in order to reduce the amount of class time that student-athletes miss. Prerequisites: Must obtain coaches approval and be involved in a PHS sport for the entire season of play.				

SPORTS PE	**P2515**		**5**	**10-12**
This is designed for those participating on one or more of the interscholastic sports teams. This course may be repeated for credit. This course will include in-season practices and training as it pertains to the sport they are participating in. Students will also be provided activity-based weight training and conditioning. Students may participate in one or more sports each year and earn a maximum of ten credits per year. Prerequisites: Must be involved in a PHS sport for the entire season of play. **Five (5) credits is earned by completing one (1) entire season of a sport. (This is not a scheduled class).**				

Science

(20 credit graduation requirement)

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

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
BIOLOGY P	**P3001**	**D - Life**	**10**	**9**
This course presents biological concepts including ecology, population biology, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, and investigation and experimentation. Class includes significant homework and laboratory activities.				
CHEMISTRY P	**P3003**	**D - Physical**	**10**	**10-12**
Chemistry is the study of the structure and composition of matter that makes up living things and their environment. Chemistry also deals with the study of the changes of matter and the mechanisms by which changes occur. This course is recommended for college-bound students. This class covers topics such as matter, chemical reactions, solutions, and nuclear chemistry. Virtual labs and/or simple at home labs are conducted for most chapters. Lab reports must be submitted, organizing data and answering questions for the experiment. Prerequisite: Passed Biology with C or better & Algebra 1P.				
PHYSICS P	**P3006**	**D - Physical**	**10**	**11-12**
This course presents the basic concepts and principles of physics through the use of mathematical concepts involving critical thinking and problem analysis supplemented by laboratory experimentation. Physics is the study of the laws and principles that govern our universe and include the following topics: motion, forces, vectors, gravitation, momentum, work, power, simple machines, energy, the behavior of matter, waves, light, mirror and lenses, electricity, magnetism, atomic structure, and nuclear applications. Prerequisite: B or higher in Biology and Chemistry.				
AP PHYSICS P	**P3007**	**D - Physical**	**10**	**11-12**
This is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course. As AP Physics 1 is taught over a full school year, there is time for thorough, in-depth, student-centered inquiry activities the results in a student-centered curriculum. Students will spend more than 25 percent of instructional time completing laboratory activities, most of which begin with open-ended questions that guide students to develop their own approach to addressing the problem at hand. Next to lab investigations, peer-group problem solving will occupy the greatest amount of in-class time in order to help students master problem-solving, collaboration and communication skills to equip students for a college education. Students will be expected to demonstrate their university-level understanding of physics standards by taking the AP Physics exam at the end of the year.				
MJC AP 50: ELEMENTARY HUMAN ANATOMY & PHYSIOLOGY (DE)		**D - Life**	**10**	**11-12**
Introduction to the structure and function of the human body; basic terminology, cell biology, and the organ systems. Designed as a preliminary course for allied health students, but open to all students. This course must be taken with MJC MDAST 321: Medical Terminology.				

MJC MDAST 321: MEDICAL TERMINOLOGY (DE)		**G**	**10**	**11-12**
Emphasizing logical and rational understanding of word parts. Covers medical terms organized according to body systems, including fundamental understanding of basic anatomy, function, diseases, and surgeries of each body system. Designed as a preliminary course for allied health students, but open to all students. This course must be taken with MJC AP 50: Elementary Human Anatomy & Physiology DE				
HUMAN ANATOMY AND PHYSIOLOGY P	**P3042**	**D - Life**	**10**	**11-12**
Human Anatomy & Physiology is a laboratory-based course that is designed to investigate the human body structures, functions and responses to stimuli throughout our daily life. Topics covered include anatomical terminology, major body systems, human chemistry, along with the impact of disease. This course will include laboratory activities, dissections, textbook material projects, diagrams, and journal writings. It is science course that is recommended for students interested in a health-related career. Prerequisite: C or higher in both Biology & Chemistry.				

Social Science

(20 credit graduation requirement)

The History-Social Science curriculum offers a balanced and academically rigorous program based on the Common Core State Standards and the California History-Social Science Content Standards. The courses are sequential so that mastery of skills at one of the levels will prepare to succeed at the next level.

Below are sample pathways to meet the high school graduation requirements and A-G eligibility.



COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
WORLD HISTORY P	**P1507**	**A**	**10**	**10**
This course traces the evolution of western political thought through the influences of the Judeo-Christian, Roman and Greek experiences, the English Civil War, and the French Revolution. The students will then examine the role of this philosophy in terms of the Industrial Revolution and the race for empires and their influences on the World Wars and subsequently the Cold War and its ending. An emphasis will be placed on the social, economic, political, and cultural changes during each time period. The course concludes with examining issues of the present-day world. Students may participate in the National History Day competition during the Spring Semester.				
AP EUROPEAN HISTORY	**P1523**	**A**	**10**	**10**
Summer reading and assignments will be required of all students' who intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This class may not be taken in lieu of U.S. History or Government/Economics. This course starts with a focus on the late Middle Ages, Renaissance and Reformation, Industrial Revolution, and an analysis of the Cold War. Each unit will focus on the social, political, economic, religious, and cultural changes of each time period. This class will emphasize the navigation of the test, supplementary materials, the research process, and writing for history. Students will be encouraged to take the Advanced Placement exam in May in an attempt to earn college credit. Prerequisite: "B" or higher in English 9/ English 9 Honors or Teacher Recommendation				
UNITED STATES HISTORY P	**P1005**	**A**	**10**	**11**
This is a college prep course covering a survey of American History, focusing on the 20th century. Themes in U.S. History include the founding of the United States, the Civil War, industrialization, "new" immigration, and social, religious, and political developments of 19th century America. Twentieth century themes include imperialism, WWI, the Roaring 20's, the Great Depression, WWII, the Cold War, the Vietnam War, and the Civil Rights movement. The course concludes with an assessment of contemporary social problems and domestic policy issues. Students may participate in the National History Day competition during the Spring Semester.				

AP UNITED STATES HISTORY P	**P1059**	**A**	**10**	**11**
Summer reading and assignments will be required of all students' intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This is an Advanced Placement course which is an in-depth study of the colonial period and the Revolution, the new government, law, slavery, the Civil War, Reconstruction, industrialization, the American political tradition, imperialism, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War and contemporary U.S. history until the 1980's. Students may participate in the National History Day competition during the Spring Semester. Students who pass the Advanced Placement exam in United States History may receive college credit. Prerequisite: Teacher Recommendation				
MJC HIST C1001: HISTORY OF THE UNITED STATES 1877 (DE)	**DE9200**	**A**	**10**	**11**
Survey of United States history to 1877 exploring the intersection of politics, the economy, society, culture and geography. Periods covered include: American societies to 1492, the colonial period, the American Revolution, creation of the U.S. Constitution and federalism, the early national period, the antebellum period, the Civil War and Reconstruction. This class must be taken with MJC HIST C1001: History of the United States 1877				
MJC HIST C1002: HISTORY OF THE UNITED STATES SINCE 1865 (DE)	**DE9202**	**A**	**10**	**11**
Survey of United States history from 1865 through contemporary period, exploring the intersection of politics, the economy, society, culture and geography. Periods covered include: Reconstruction,late-19th century industrialization, the American West, imperialism, the Progressive Era, World War I, the 1920s, the 1930s and the Great Depression, World War II, the Cold War, civil rights, and modern America. This class must be taken with MJC HIST C1001: History of the United States Since 1865				
MJC ETHS 101: INTRODUCTION TO ETHNIC STUDIES (DE)		**G**	**10**	**11-12**
Introduction to the major concepts, issues, debates, and movements toward racial and social justice and liberation in the United States. Includes a comparative and interdisciplinary exploration of historical connections between race, ethnicity, class, religion, sexuality and gender inequality, as well as diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society. Analysis of social, political, economic, educational, and cultural developments of diverse populations with an emphasis on the lived experiences of Native Americans, African Americans, Asian Americans, and Latinxs in the United States. This course must be taken with MJC STAT C1000: Introduction to Statistics				
AMERICAN GOVERNMENT P	**P1501**	**A**	**5**	**12**
This course offers a survey of the structure and function of government at the local, state, and national levels. This class features the fundamental principles & moral values of American Democracy, a survey of the Constitution and the Bill of Rights, and analyses of landmark U.S. Supreme Court decisions. Also highlighted are federalism, the political process, the role of the media on American Political life, and an analysis of different political and economic philosophies.				
ECONOMICS P	**P1501**	**G**	**5**	**12**
This course offers a study of the exchanging of goods and services and the American financial structure. This course emphasizes basic economic principles, microeconomics and macroeconomics. Microeconomic topics include supply and demand, market structure, pricing, and the role of government. Macroeconomic concepts highlight labor and employment, taxation, government spending and the Federal Reserve System. A brief analysis of comparative economic systems completes the course. This course also will consider international economics and the role the consumer plays in economics. This course				

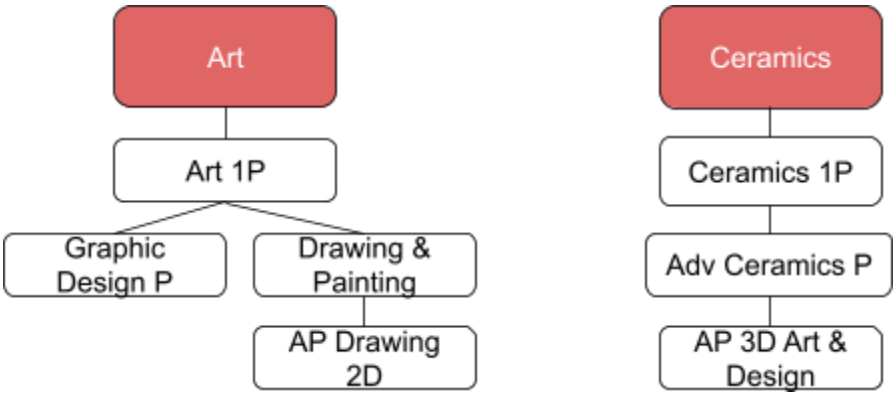
must be taken with American Government P or AP American Government.				
AP AMERICAN GOVERNMENT P	**P1520**	**A**	**5**	**12**
Summer reading and assignments will be required of all students' intent on enrolling in the class; any summer assignment not acceptably completed will result in automatic review of placement. This course focuses on the American political system and preparing the student for the Advanced Placement Exam in American Government and Politics. This class will discuss political ideology, the development of the political system and American democratic institutions. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. The discussions will emphasize the changing political culture of American society and its effect on voting patterns, trends, and the processes of government. In doing so, the course of study will include certain critical elections in American history as well as recent political movements. The main thrust of the course, however, is to be able to apply an understanding of our political system to contemporary events. Prerequisite: Teacher Recommendation				
MJC POLS C1000: AMERICAN GOVERNMENT & POLITICS (DE)		**A**	**10**	**12**
This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. Formerly listed as POLSC 101.				

Visual & Performing Arts

(10 credit graduation requirement)

The visual and performing arts curriculum is a balanced and rigorous program based on California Visual and Performing Arts Content Standards. There are many options to complete graduation and A-G requirements.

Below are sample pathways to meet the high school graduation requirements and A-G eligibility.



COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
ART P	**P6001**	**F**	**10**	**9-12**
This is a general overview class where students develop drawing and observational skills and learn a variety of different techniques using pencil, colored pencil, paint, collage, and other media. Emphasis is on the development of basic skills such as shading, using texture and pattern, perspective and color theory, and an understanding of the elements of art and the principles of design. Some art history related to specific units will be included. Successful completion of Art 1P is required for advancement to other art classes. This class may be repeated 3 times for credit.				
GRAPHIC ARTS P	**P6023**	**F**	**10**	**10-12**
This course will emphasize the use of graphic design in our modern world. The use of computer graphics, digital cameras, as well as artwork created by hand will be applied into other career choices, art forms, and subject areas. Students will process, analyze and respond to sensory information through the language and skills unique to contemporary media. They will demonstrate an understanding of the historical contributions and cultural dimensions of contemporary media as well as the ability to respond to, analyze and make critical assessments about works of art created by contemporary artists. Lastly, students will create artwork using computers, digital cameras and hand drafted designs.				
DRAWING AND PAINTING P	**P6015**	**F**	**10**	**10-12**
This course is for students who want to advance in their skills in drawing and painting beyond a beginning level. A variety of media and techniques will be used, including pencil, charcoal, oil pastel, watercolor, tempera, and acrylic painting. Students will create artworks in both abstract and realistic styles, using the elements and principles of art and design. Art criticism and art history are also included, and students will have the opportunity to analyze and make critical assessments about their art works as well as those of other artists. Prerequisites: Art P with a B- or better or permission of instructor				
CERAMICS P	**P2016**	**F**	**10**	**10-12**

The Ceramics course is a technical and aesthetic exploration of 3-dimensional design, using a variety of different types of clay and glaze techniques. This includes earthenware and terracotta clay bodies, a variety of low fire under glaze and glazes. Additive and subtractive sculpture techniques will be used. Functional and non-functional artwork will be created. Some drawing will be required in preliminary studies for different pieces. Students will study artistic philosophy and analysis, art criticism, and sculpture throughout history. Creative problem solving and original idea development are main objectives in the course.

ADV CERAMICS P	**P6027**	**F**	**10**	**10-12**

Adv Ceramics P provides students who have an interest in ceramics to build on the skills developed in the first year Ceramics class. The class will focus on methods of construction for both functional as well as sculptural pieces. Methods covered will be wheel throwing, mold making, press molds, drape molds, slab construction, clay recycling, firing, and learning the differences in construction and firing techniques for a variety of types of clay bodies. Methods of surface treatment will also be covered, as well as the rich historic traditions of ceramic production going back thousands of years. Part of the curriculum for Ceramics 2 includes creating work for an end of the year show as well as learning ways to have a full time or part time career in Ceramics. Students who take this class successfully may choose to proceed with 3-Dimensional Design in Advanced Placement Studio Art, or the classes may be taken concurrently with the permission of the instructor. Prerequisite: Ceramics P with B or better, or permission of instructor

AP DRAWING	**P6016**	**F**	**10**	**11-12**

This course is for serious art students with at least 2 years previous high school art experience who want to be challenged at the college level to develop themselves as working artists. Students are expected to have reasonable skill level in all basic art media as well as a good understanding of composition, color theory, perspective, and the elements and principles of art and design. Studio Art will include a challenging variety of visual arts experiences, emphasizing idea development, creative approaches to problem solving, experimentation, and individual artistic expression. Portfolio development, sketchbook, homework, and exhibition are required. Advanced Placement credit will be available for eligible students who submit portfolios at the end of the year for evaluation by the College Board. Students may submit their portfolios of 28 artworks in one of three areas – Drawing and Painting, 2-D Design (including but not exclusive to) photography, and 3-D Design. Prerequisite: Art P AND an upper lever art class with a B average or better

PHOTOGRAPHY P	**P6025**	**F**	**10**	**11-12**

Digital Photography is a visual art class; emphasis is on approaching the world of photography as a means of artistic expression. Students will study the history of photography, and important photographers of film and digital photography, learning to analyze and evaluate photography as a creative art form. Through photography and the creative process, students will explore the elements of art, principles of design, composition, digital photography equipment, lighting, and a variety of methods, techniques, and processes used in fine art photography. Students will also create and keep a portfolio of all their projects throughout the year that will be used for analysis, assessment and to show a progression of the student's work. Prerequisite: A foundation is strongly recommended prior to enrollment in this course, but not mandatory

PHOTOGRAPHY 2 P	**P6035**	**F**	**10**	**12**

Students will further explore the elements of art, principles of design, composition, digital photography equipment, lighting, and a variety of methods, techniques, and processes used in fine art photography. There will be an emphasis on the technical capabilities of the camera. Students will also create and keep a portfolio of all their projects throughout the year that will be used for analysis, assessment and to show a progression of the student's work. Photography 2's emphasis will be for students to explore subjects and techniques that interest them as well as assignments by the teacher. Prerequisite: Successful completion of Photography P with a B- or better.

MJC ART 170: BASIC PHOTOGRAPHY (DE)		**F**	**10**	**9-12**
Introduction to the technical, aesthetic and theoretical principles of photography. This course introduces manual camera operations, black-and-white film and print processing, and the use of light and composition as a method of communication and self-expression through photographic imagery. Discussions on the work of significant contemporary and historic photographic practitioners will develop visual literacy skills and create an awareness of how photography is used to shape our understanding of the world. Students will analyze and interpret images to discern meaning and intent and use these tools to inform their own self-expression through the creation of photographic images. This course must be taken with Art 160: Appreciation of Art				
MJC ART 160: APPRECIATION OF ART (DE)		**F**	**10**	**9-12**
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 must be taken with Art 170: Basic Photography				
MUSIC TECHNOLOGY AND COMPOSITION P	**P7015**	**F**	**10**	**10-12**
This course is a one-year project-oriented computer-based course that uses computer based software to teach students the four main components of music: melody, rhythm, harmony, and form, through music composition. In addition, the course will teach students the skills to experience the world of music making through studio production. *Music Technology and Composition* will teach students how to compose original music and use production elements in order to express themselves creatively. Students will use computers and tablets as creative instruments along with their voice and other standard musical instruments. Students will utilize cloud based technology on Chrome books including Sound Trap, Noteflight, Audiotool, Audio Sauna, and other resources that become available.				
CHOIR I P	**P7009**	**F**	**10**	**9-12**
This course is open to all students wishing to study singing (with no prior classroom experience). This course concentrates on vocal techniques in various musical styles. Students will study the piano, music theory, and music history. Students are required to attend all performances during the school year as well as practice at home. This course meets the UC/CSU "F" requirement.				
ADV CHOIR P	**P7010**	**F**	**10**	**9-12**
This course is designed for students of advanced ability. The study of Choir will include: Review basic techniques of reading music, solo and ensemble singing, piano skills, music theory and music history. The development of performance skills and techniques required to achieve a high musical level and to perform at Concerts, Festivals, and other Concert Tours. Students are required to attend all performances during the school year as well as practice at home. A fee may be charged for this class. Prerequisite: Prior singing exploration/experience. Vocal Audition with teacher.				
INTRODUCTION TO STRING AND INSTRUMENTS P	**P7006**	**F**	**10**	**9-12**
This course is open to all students who would like to learn to play a string or band instrument. This class will focus on woodwinds, brass and string instruments (Violin, Cello & Bass). We will be focusing on instrument technique, note reading, and ensemble playing. Students will receive group and individual lessons on the instrument they will be working on. No prior experience is necessary. Daily home practice will be required.				
STRINGS P	**P7008**	**F**	**10**	**9-12**

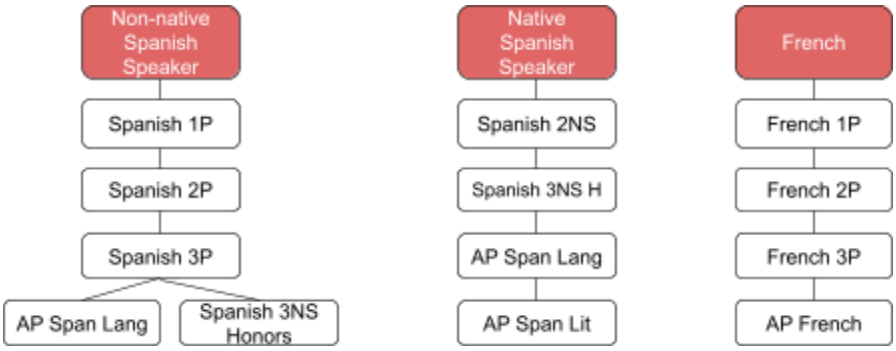
The study of Orchestra music will include: Review of basic techniques of reading music, solo and ensemble playing, music theory and music history. The development of performance skills and techniques required to achieve a high musical level and to perform at Concerts, Festivals, and other concerts including tours. Students are required to attend all performances, and rehearsals during the school year as well as practice at home. Prerequisite: Prior music program experience and/or audition required.				
INSTRUMENTS (GUITAR AND PIANO) P	**P7011 P7012**	**F**	**10**	**9-12**
This class will study the fundamentals of performance on the piano or guitar, with a focus on learning correct technique on the instrument and learning to read music notation and symbols. Students will receive group and individual lessons in the classical method of playing guitar or piano. Students must work independently for daily class participation.				
ADV BAND P	**P7007**	**F**	**10**	**9-12**
The study of instrumental music will include: Proper performance technique on your instrument, developing fluency in reading musical notation and symbols, performing individually and as a part of a group, and music theory and history as it applies to performing in a musical ensemble. Performances and rehearsals outside of the school day are a mandatory part of the class and include (but are not limited to): football games, parades, festivals, and concerts. Instrument contracts are required for students who want to use school instruments. Band students who pass both semesters of Advanced Band may receive (1) semester of PE credit and (1) semester Fine Arts credits. Prerequisite: Prior music experience as well as PHS or CMS director approval				
COLORGUARD	**P7016**	**F**	**10**	**9-12**
This course will include: Proper performance technique using various pieces of equipment, developing fluency in musically choreographed routines, and performing individually and as a part of a group. Performances and rehearsals outside of the school day are a mandatory part of the class and include (but are not limited to): football games, parades, and festivals. Participation in this class can serve as a pathway into the competitive Winterguard Ensemble. Equipment contracts are required for students who want to use school equipment. Colorguard students who pass both semesters of this course may receive (1) semester of PE credit and (1) semester Fine Arts credits. Prerequisite: Prior colorguard experience preferred, but not required, as well as PHS or CMS director approval				
PERCUSSION P	**P7017**	**F**	**10**	**9-12**
The study of instrumental music will include: Proper performance technique on your instrument, developing fluency in reading musical notation and symbols, performing individually and as a part of a group, and music theory and history as it applies to performing in a musical ensemble. Performances and rehearsals outside of the school day are a mandatory part of the class and include (but are not limited to): football games, parades, festivals, and concerts. Instrument contracts are required for students who want to use school instruments. Percussion students who pass both semesters of Advanced Band may receive (1) semester of PE credit and (1) semester Fine Arts credits. Prerequisite: Prior music experience as well as CMS or PHS director approval				

World Languages

(10 credit graduation requirement)

The world languages courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of Spanish speaking countries and cultures, connect with other disciplines, acquire information through a language other than English, and compare differences between the language and cultures of the students' native language and the target language. The goal of each course is to develop/improve their skills in reading, writing, speaking and listening.

Below are sample pathways to meet the high school graduation requirements and A-G eligibility. These pathways are only a guide as the majority of students take the Spanish Placement test which places them in a course based on their abilities and skills in Spanish.



COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
FRENCH 1 P	**P4010**	**E**	**10**	**9-12**
Students will acquire basic skills in the reading, writing, speaking, and listening of French, in interactive and real-life contexts. They will begin to learn about the French-speaking world cultures and will gain other cross-disciplinary perspectives. This is a high participation course that will utilize text, visual aids and the internet to improve abilities.				
FRENCH 2 P	**P4011**	**E**	**10**	**9-12**
Students will continue to develop their proficiency in the basic skills acquired in French 1 including: reading, writing, speaking and listening. They will increase knowledge of grammar. They will show a greater level of accuracy of basic language structure and will be exposed to more complex features of the French language using authentic and familiar materials. This is a beginning immersion course. Prerequisite: French 1 with a C or better.				
FRENCH 3 P	**P4012**	**E**	**10**	**9-12**
Students will continue to develop their communication proficiency acquired in French 2. They will make oral and written presentations in French. More complex structures will be introduced on a variety of topics. This class will be almost exclusively in French and the students will develop the ability to discuss historical and contemporary events and issues. Prerequisite: French 2 with a C or better.				
AP FRENCH LANGUAGE AND CULTURE	**P4015**	**E**	**10**	**9-12**

This course prepares students for the Advanced Placement French Language Examination. Students qualifying for this class have acquired skills in grammar and speaking, writing, reading, and understanding French. This course is designed to refine, perfect, and enhance these skills as well as to broaden the student's understanding of French culture and foster interest in continuing to study French in college. Prerequisite: French 3 with a C or better.

SPANISH 1 P	**P4001**	**E**	**10**	**9-11**

Students with no prior background in Spanish will be introduced to Spanish conversations and beginning grammatical structures. Equal emphasis will be given to listening, speaking, reading, and writing. Customs of the local Spanish speaking community will be introduced.

SPANISH 2 P	**P4003**	**E**	**10**	**9-12**

This course is the continuation of Spanish 1. At this level, students will be expected to apply previous knowledge in a number of listening, speaking, reading, and written activities. Great focus will be placed in oral communication as well as in more abstract grammatical concepts. Prerequisite: Spanish 1 with a C or better.

SPANISH 3 P	**P4008**	**E**	**10**	**9-12**

Students with two years of Spanish will continue to learn through listening and speaking with greater emphasis put on speaking, reading and writing. Students will read short stories and do basic writing through summaries, letters, and short essays. Grammar will focus on a general review of previously learned tenses and a strong emphasis to the subjunctive mood. Literature taught will include important cultural aspects. Prerequisite: Spanish 2 with a C or better for both semesters.

SPANISH 2 NATIVE SPEAKER P	**P4004**	**E**	**10**	**9-12**

Emphasis will be placed on oral communication via interpersonal and public speaking activities; all students in this course will improve their ability to speak, read, write, and listen in the target language. The course will prepare students for Spanish 3 NS Honors and AP Language and Culture. Prerequisite: Ability to speak, read, write Spanish and/ or placement test

SPANISH 3 NATIVE SPEAKER HONORS P	**P4009**	**E**	**10**	**9-12**

Native speakers, as well as non-native speakers, all students at this level will focus on reading and writing skills through reading of classic and contemporary literature. Grammar will include a thorough study of the subjunctive mood and a brief review of previously taught tenses. While emphasis will be placed on listening and speaking, greater focus will be placed on reading literature and writing, some at the Advanced Placement level. Students are placed in this course after both parent/guardian and student sign a contract prior to student entering this course. Summer work will be given, and student will take the course regardless of whether the summer work is completed or not. Prerequisite: Spanish 1 with a C or better.

AP SPANISH LANGUAGE & COMPOSITION	**P4006**	**E**	**10**	**10-12**

In this course, students will apply all knowledge learned in previous Spanish levels. All activities will follow the six organizing themes from CollegeBoard; great emphasis will be placed in listening, speaking, reading and writing. Through the process of reading, writing and discussing texts, this course will help students become skilled in composing for different audiences and purposes. When students are placed in this course both parent/guardian and student will need to sign a contract prior to student entering this course. Summer work will be given. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. Prerequisite: Spanish 3P or Spanish 3 Honors with a C or better/and consent of instructor.

AP SPANISH LITERATURE & COMPOSITION	P4016	E	10	10-12
Students who have successfully completed AP Spanish Language will have the opportunity to take AP Spanish Literature for their last year of Spanish. All activities will follow the six organizing themes from CollegeBoard emphasis will be to analyze the literary pieces read. The curriculum will cover literary pieces from the following periods: la epoca medieval, Siglo CVI, Siglo XVII, literature Romantica, Naturalista y Realista, La Generacion del 98, Siglo XVI, El Boom latinamericano, and contemporary writers from Spain and United States. When students are placed in this course both parent/guardian and student will need to sign a contract prior to student entering this course. Summer work will be given. The emphasis of the course is also on preparing the students to take the Advanced Placement Test at the end of the school year, which may provide college credit if a score of 3 or better is achieved. Prerequisite: AP Spanish Language & Composition with a C or better/and consent of instructor.				

Electives

(70 credit graduation requirement)

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

COURSE NAME	COURSE#	UC/CSU A-G	CREDITS	GRADES
COMPUTER SCIENCE & ENGINEERING P	**P9007**	**D - Other**	**10**	**9-10**
This course is designed to be an introduction to programming systems and languages used to create interactive applications and systems. Students will learn problem solving, software design, debugging strategies, and the foundations of computer science (data structures, procedures, and algorithms). With a hands-on approach, the course will allow students to use open-source software tools such as Scratch, Arduino, Processing, and Python to perform real graphics and games, animation and art, and electronic systems. Students will also have exposure to careers involving computing skills and will understand the importance of cyber hygiene in all fields.				
AP COMPUTER SCIENCE PRINCIPLES	**P9012**	**D - Other**	**10**	**10-12**
This is an advanced course that covers introductory programming systems and languages used to create interactive applications and systems. Students will work in teams to develop computational thinking and solve problems. Structured activities progress to open-ended projects and problems that require planning, documentation, communication, and other professional skills. The course will allow students to use open-source software tools such as Scratch, MIT App Inventor and Python. During the unit on the Internet, students use Python and also work in a Linux environment manipulating HTML, CSS, JavaScript, PHP, and SQL. Students will be introduced to the basics of electromagnetism, thermodynamics and other physical science concepts that make computer processes possible. An emphasis will be on the transfer of energy through waves, as this is the core scientific idea of computer science that parallels all science courses. Students will also have exposure to careers involving computing skills, the connection between the core sciences to computer science, and the importance of cyber hygiene in all fields. This course will prepare students for the AP Computer Science Principles exam. Prerequisite: Pass Algebra 1 P with a C- or better.				
LEADERSHIP – ASB	**P6005**		**10**	**9-12**
This class is mandatory to all officers in Student government. The class will address issues concerning community service, school government, local government, parliamentary procedure, and bureaucratic hierarchy and procedures. All positions are determined by a combination of completing a required application process, an interview, attendance & behavior checks, and teacher references. Leadership students must maintain a 2.0 GPA (2.5 GPA for Executive Board) with no F's. This class will be the working government responsible for school activities. Events outside school hours are required. Prerequisite: Election to student body government.				
YEARBOOK P	**P6009**	**G**	**10**	**10-12**
This class produces the school yearbook, which includes writing copy, photography, and graphic design. Besides creating the yearbook, students are expected to participate in fundraising activities to help defray costs as well as activities to promote the yearbook. Instructor approval may be based on writing samples and/or interview. Prerequisite: Consent of instructor.				
HUMANITIES P	**P6004**	**G**	**10**	**9-12**
This course is a United States Academic Decathlon preparation course. Students will study seven subject areas as well as				

prepare for a speech and interview. These are based around an annual USAD theme. The topics covered: Art, Literature, Music, Math, Science, Social Science, and Economics. These elements are studied in historical context. Material studied is college-level. Team competitions in January and February are required. This course is offered zero period. To view the recruitment video click here, select Class Recruitment, and select Academic Decathalon.				
PSYCHOLOGY P	**P1540**	**G**	**10**	**11-12**
Students will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Studies, that is designed to create college and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist.				
MJC PSYC C1000 INTRODUCTION TO PSYCHOLOGY (DE)	**P9228**	**G**	**10**	**9-12**
This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. Formerly listed as PSYCH 101. This class must be taken with MJC SOCIO 101: Introduction to Sociology				
MJC SOCIO 101: INTRODUCTION TO SOCIOLOGY (DE)	**P9227**	**G**	**10**	**9-12**
An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics typically include the analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change, deviance and globalization. Course objectives include the ability to apply sociological ideas to everyday life. This class must be taken with MJC Psych C1000:Introduction to Psychology				
PLUS/PEER RESOURCES	**P9014**	**G**	**10**	**9-12**
The PLUS/Peer Resources course is a two-semester course that combines high-level critical thinking, writing, and analytical skills with project experiences and implementation, while giving students an opportunity to explore interpersonal and mass communications as they identify and address critical issues related to school climate. Through this class students will become more empowered peer leaders as they hone their communication and problem solving skills. Students will participate in Youth Participatory Action Research (YPAR) projects which includes: research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and peer education. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively. Findings from these experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources, and scopes increase. Prerequisite: Consent of instructor.				
TEACHER AIDE (TA)	**P8301**		**10**	**12**
Teacher Aide is designed to give the student the opportunity to explore different types of in-school jobs. Students are allowed only one period of TA. Teacher Aides are expected to use appropriate language, follow dress code, and maintain satisfactory attendance. Prerequisite: Consent of counselor and administrator.				

STUDENT CLERK	**P8320**		**10**	**12**
Student Clerks will assist office staff and administration with customer services, answering phones, as well as, appropriately handling confidential situations. Students will learn to use various office programs and equipment proficiently. All clerk privileges may be revoked, and schedules may be changed if any office or school rules are violated. As office representatives, clerks are expected to use appropriate language, follow dress code, and maintain satisfactory attendance. Prerequisite: Consent of counselor and administrator.				
LAB ASSISTANT	**P3005**		**10**	**12**
Must have completed one year of the science course related to the class they will be assisting. Laboratory assistants will assist the teacher in organizing materials, grading, laboratory organization, preparing laboratory materials and equipment and laboratory clean up. As in any other job, laboratory assistants are expected to be on time. All laboratory assistant privileges may be revoked, and schedules may be changed if any laboratory, school or class rules are violated. As laboratory representatives, laboratory assistants are expected to use appropriate language and follow dress code. Prerequisite: Consent of science instructor and B or better in that course.				
EXPLORATORY WORK EXPERIENCE (EWE)	**P8302**		**10**	**12**
Non-paid work-based program in a non-profit organization for a full semester or non-paid position with profitable firm for limited hours. Classroom instruction includes labor laws, job-searched, work ethics, and money management. Community classroom includes hands-on learning and instruction by a professional in the field. Prerequisite: Work coordinator recommendation.				
BUSINESS FINANCE MATH	**P2110**		**10**	**10-12**
This course is designed to provide students with a comprehensive course in practical, applied mathematics. In the first semester, students focus on Personal Finance. In this part of the course students learn fundamental money management skills, including calculating income, paying taxes, savings accounts, credit cards, investing, etc. In the second semester, students focus on Business Math. They will explore mathematical applications in typical business situations and go "inside" of how a business functions.				
MJC BUSINESS 230: PERSONAL FINANCE (DE)	**DE9082**	**G**	**10**	**11-12**
An integrated approach to personal finance and financial literacy. Topics are designed to facilitate informed and deliberate decision making, in alignment with personal values, to maximize financial resources throughout the individual's life span. Emphasizes practical decision making using contemporary theory and real world examples while integrating the social, psychological, and physiological context in which financial decisions are made. Topics include common financial issues such as budgeting, career planning, goal setting, purchasing and financing a home and other large consumer purchases, personal risk management and insurance issues, managing credit, investment strategies, as well as tax, retirement and estate planning. (This course will fulfill one semester PHS math credit for graduation.) This class must be taken with MJC Business Math 248				
MJC BUSAD 248: INTRODUCTION TO BUSINESS (DE)	**DE9229**	**G**	**10**	**11-12**
A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business' ability to achieve its organizational goals. (This course will fulfill one semester PHS math credit for				

graduation.)
This course must be taken with MJC BUSAD 230: Personal Finance

COMPUTERIZED ACCOUNTING P	**P4502**	**G**	**10**	**10-12**

This course teaches students the fundamental concepts, procedures and principles of accounting for service and merchandising business. It will prepare students for majors in Business Administration, Finance, or Accounting. In addition, students will also learn about careers in accounting and business. Students will develop and maintain general accounting systems using manual and computer applications for sole proprietorships, partnerships and corporations with an emphasis on the accounting cycle, transaction analysis, preparing and analyzing journals, ledgers, financial statements, worksheets and reports, payroll records and banking activities. Students will understand that an accurate and ethical accounting system facilitates sound financial decisions for a business entity or organization. Integrated in this course are principles of economics, social sciences, mathematical computation, reasoning and logic with practical application in workplace situations including communication, ethics, interpersonal skills, critical thinking and problem solving, safety and technology. In addition, student will work on key projects to promote global competitiveness. Prerequisites: successfully Passed Math 1P

STUDIES	**P8540**		**10**	**9-12**

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

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

AVID 9 P	**P6011**	**G**	**10**	**9**

This beginning class primarily focuses on note-taking skills, organizational skills, and time management skills. Students regularly are required to submit grade reports, have their binders evaluated and their notes graded. Also, they are required to write four essays during the year.

AVID 10 P	**P6013**	**G**	**10**	**10**

This second year focuses on perfecting notetaking, organizational, and time management skills. Also, students perfect their tutorial skills. Notes, and planners are evaluated and graded regularly. Also, four essays are required for this year. Prerequisite: Students must pass AVID 9 or consent of the instructor.

AVID 11 P	**P6018**	**G**	**10**	**11**

AVID 11 students will begin their search for the universities they may want to attend. Students will continue to refine and strengthen skills introduced in 9th and 10th grade. AVID 11 students will write a comparative research paper on these universities. Binders, notes, and planners are evaluated and graded regularly. Prerequisite: Students must pass AVID 10 or

consent of the instructor.				
AVID 12 P	**P6019**	**G**	**10**	**12**
This college prep class will mainly focus on Socratic Seminar, speeches, and the college essay. In the fall semester, students will apply to their prospective colleges, and in the spring semester, the students will focus on finding and applying for scholarships and financial aid. Essays will mainly target admission and scholarship type essays. Speeches will enhance students' confidence while developing the proper rapport with different audiences. The Socratic Seminar will hone critical thinking skills while enhancing proper group discussion etiquette. Prerequisite: Students must pass AVID 11 or consent of the instructor				

Special Education

Special education staff meet with other school personnel and parents to decide appropriate high school supports and services for students with disabilities. Each student's disability is reviewed with placement and services based on the student's unique specific needs. All placements and services must have approval of the IEP team and an Individualized Educational Plan must be written before students receive any special education support or related services. The Excel Program provides services to students with special needs working towards earning a high school diploma through the instructional support model. The instructional support may be provided to students within a general or special education setting based on the student's level of need and goals. Examples of instructional support include collaboration between general and special education teachers, co-taught classes with both general and special education teachers providing instruction, special education classes utilizing modified core curriculum, and specialized remediation classes targeting a specific area (i.e. reading, math, transition). The Life Skills Program is designed to support students receiving specialized academic instruction with an emphasis on functional academics. Core instruction includes: mathematics, language arts, science, health, and social science. Curriculum is delivered based on IEP goals and modified to accommodate a variety of learning styles and abilities. Student engagement and making sense of their world is key in instruction. Skills developed include: money management, telling time, measurement, and reading and comprehending functional text. Additional emphasis is placed on developing social and independent living skills and incorporating community based instruction providing students with real life experiences. Student participate in general education classes as determined by their IEP teams. Upon completion of the program, students participate in Commencement and are awarded a Certificate of Completion. The Matrix Program is designed to support students who require additional social-emotional and mental health support. Students receive instruction in a counseling enriched small group environment. Student may have one class or several classes in the Matrix Program depending on the student's level of need. Group or individual counseling is embedded in the program.

APPENDIX

APPENDIX A : **PHS Four Year Plan Worksheet**

Use the table below to plan your possible courses for the next year and beyond. Consider the PHS graduation requirement (column 2). We have also noted the required high school credit for graduation; 5 credits are earned when the student passes the semester with a "D" of above. If a student earns an "F" grade, they do not receive credit for that term and will need to repeat the course to earn the credit. We have included the required grade level courses to help you get started.

Individual plans will vary based on career planning in order to include college entrance requirements or other career pathways. Students will have the opportunity to review their plans annually as they work with their counselor.

Subject	**Yrs. Req. for HS Diploma**	**Req. HS Credit (230)**	**Minimum Req. Yrs UC/CSU**	**9th**	**10th**	**11th**	**12th**
History (a)	3	30	2		World History or AP Euro	US History or APUSH	Amer. Gov/Econ (semester of each) or AP Gov (semester) and Econ (semester)
English (b)	4	40	4	English 9 Eng 9 Honors	English 10 or Eng 10 Honors	English 11 or AP Eng. Lang	English 12P or AP Eng. Lit
Math (c) Alg.1 Req	3	30	3	Algebra I			
Lab Science (d)	2	20	2 (3 yrs. rec.)	Biology	Chemistry		
World Language (e)++	1	10	2 (3 yrs. rec.)				
Fine Art* ++ (f)	1	10	1				
Voc. Appl Arts (CTE)++	1	10					
Elective (g)**		70	1				
PE	2	20	0	PE 9			

++ = only two of the three categories are required for graduation. However, for admission to a four year college directly from high school, a student must do one full year of the same fine art and a minimum of two years (through the second level) of the same world language.

APPENDIX B: **A-G Requirement Checklist**

Student Name _____ Stu # _____ Last Update: _____
**To be eligible for a university and meet A-G requirements C's or better are required. Earning a D does NOT count toward A-G requirements for the university.

A. HISTORY/SOCIAL SCIENCE (2 years required): One year of World History; One year of US History or one-half year of US History and one-half year of American Government)

World History/AP Euro History	Sem. 1	Not Started	Sem. 2	Not Started
US History/AP US History	Sem. 1	Not Started	Sem. 2	Not Started
American Government/AP Gov	Sem. 1	Not Started	Sem. 2	Not Started

B. ENGLISH (4 years required)

English 9/English 9 Honors	Sem. 1	Not Started	Sem. 2	Not Started
English 10/English 10 Honors	Sem. 1	Not Started	Sem. 2	Not Started
English 11/AP Eng Lang	Sem. 1	Not Started	Sem. 2	Not Started
English 12/AP Eng Lit	Sem. 1	Not Started	Sem. 2	Not Started

C. MATH (3 years required, 4 years recommended): Students must complete at least Algebra I, Geometry, and Algebra II or a higher level math.

1st yr Math _____	Sem. 1	Not Started	Sem. 2	Not Started
2nd yr Math _____	Sem. 1	Not Started	Sem. 2	Not Started
3rd yr Math _____	Sem. 1	Not Started	Sem. 2	Not Started
4th yr Math _____	Sem. 1	Not Started	Sem. 2	Not Started

D. LAB SCIENCE (2 years required, 3 and/or 4 years recommended): Students must complete at least 2 years of lab science classes providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. (Bio, Ag Bio, Chem, Physics, AP Physics, etc)

1st yr Science _____	Sem. 1	Not Started	Sem. 2	Not Started
2nd yr Science _____	Sem. 1	Not Started	Sem. 2	Not Started
3rd yr Science _____	Sem. 1	Not Started	Sem. 2	Not Started
4th yr Science _____	Sem. 1	Not Started	Sem. 2	Not Started

E. LANGUAGE OTHER THAN ENGLISH (2 years required, 3 and/or 4 years recommended): Must complete two years of the same language (French, Spanish)

1st yr LOTE _____	Sem. 1	Not Started	Sem. 2	Not Started
2nd yr LOTE _____	Sem. 1	Not Started	Sem. 2	Not Started
3rd yr LOTE _____	Sem. 1	Not Started	Sem. 2	Not Started
4th yr LOTE _____	Sem. 1	Not Started	Sem. 2	Not Started

F. VISUAL/PERFORMING ARTS (1 year required)

1st year Visual/Performing Art _____	Sem. 1	Not Started	Sem. 2	Not Started

G. COLLEGE PREPARATORY ELECTIVE (1 year required) Students can use an A-F class they have already taken which exceeds the minimum requirement for that particular area. For example, a 4th year of math can be counted as a college prep elective if no other class has fulfilled this requirement. OR choose from many College Prep Electives listed on the PHS A-G approved course list.

1st year College Prep Elective _____	Sem. 1	Not Started	Sem. 2	Not Started