NEVER SETTLE, NEVER QUIT ... ROLL PRIDE!

COURSE DIRECTORY

JOHN H. PITMAN HIGH SCHOOL

2023 / 2024

JOHN H. PITMAN HIGH SCHOOL
COURSE DIRECTORY FOR 2023-2024

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Luis Jacinto
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SCHOOL MASCOT
The Pride

DEAN OF STUDENT DISCIPLINE
Marya Moreno

PITMAN HIGH SCHOOL COUNSELORS

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

Welcome Pitman High School Students,

John H. Pitman High School (PHS) was established in 2002 with our first graduating class in 2005. Over the last 21 years, PHS has strived to develop a rigorous culture of academics, positive character traits, and strong co-curricular and extra-curricular activities. Pitman serves a diverse student body of approximately 2100 students with a focus on S*uccess for Each Student.* High school is designed to prepare students for their future; it is highly encouraged for students to take advantage of the many opportunities we have on campus to ensure these four years of high school are meaningful and unforgettable.

This course directory is a resource that will give students and parents an idea of the educational opportunities available at PHS. PHS offers 20 different Advanced Placement courses, 111 A-G courses, and 31 Career Technical Education (CTE) courses covering 8 different CTE sectors; 20 of our courses have an articulation agreement with Modesto Junior College where students can earn college credits while in high school. We offer CTE courses in areas of Agriculture, Business/Computer Science, Consumer and Family Studies, Criminal Justice, Culinary Arts, Sports Medicine, and Video Arts. We also offer many elective opportunities in Fine Arts, Music, and World Language. PHS has always been proud to offer a large variety of clubs, organizations, and events so that there is something for everyone who desires to participate.

At PHS we believe that hard work and good character will guide our students to succeed. We have a motto of *Never Settle, Never Quit…Roll Pride!*

The mission of Pitman High School is *Success for Each Student…Pitman students will graduate as responsible citizens who are college and career ready.*

Angela Freeman
Principal

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GENERAL INFORMATION

COURSE DESCRIPTIONS

This directory was developed to assist students and parents in selecting classes for the 2023-24 school year. Please read it carefully. If you have any questions or need additional information, please contact your counselor at (209) 226-6520. All of the courses listed and described in this directory may be offered during the 2023-24 school year, pending sufficient enrollment. Also included is information on graduation requirements and college entrance requirements.

A course may be repeated in order to improve an unsatisfactory grade.

Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

El Distrito Escolar Unificado de Turlock prohíbe la discriminación, el hostigamiento, la intimidación y el acoso en los programas educativos, actividades o el empleo sobre la base de la ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, la nacionalidad, la raza o el origen étnico, la religión, el sexo , orientación sexual, los padres, el embarazo, la familia o el estado civil, o asociación con una persona o un grupo con una o más de estas características reales o percibidas. TUSD requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella es testigo de un acto de discriminación, hostigamiento, intimidación o acoso.

Title IX Coordinator/Equity Compliance Officer
Gil Ogden, Director Student Services
1574 Canal Drive, Turlock, CA (209) 667-0632

GENERAL INFORMATION

COLLEGE ENTRANCE REQUIREMENTS

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

All courses for college entrance requirements must be passed with a grade of C or better.

* *UC recommends extra year*

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

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

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

Students should consult individual post-secondary institutions outside of the CSU/UC systems to confirm individual testing requirements. A more specific breakdown comparison of UC and CSU requirements can be found at the following website: https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf

Indicates courses that meet the A-G subject requirements for CSU and UC entry.

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

Indicates courses that are articulated with a community college and allow students to earn junior college credit if a grade of A or B is earned in the course.

CSU - California State University
UC - University of California
GPA - Grade Point Average
(***NOTE: Colleges DO NOT recognize extra grade points for Honors courses taken during the freshman year, nor do they recognize some Honors level Math and English courses. Contact counseling for more information).***

AP – Advanced Placement (AP) high school courses are taught at the equivalency and/or are comparable to a first-year college level course. AP courses prepare students to take AP exams, which offer the opportunity to earn college credit while in high school. One extra grade point is awarded to students who earn an A, B, or C in AP courses. Students who elect to enroll in an AP course are expected to complete the entire academic year.

Qualifications considered for AP enrollment:

- Teacher recommendation
- GPA
- Writing skills
- Prerequisite courses completed
- Diagnostic testing

FOUR YEAR ACADEMIC PLANNING

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

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

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

Students and parents may access the Individualized Academic Planning tool and graduation status form through the Aeries Family Link Parent Portal. Front office staff can assist with providing the appropriate verification codes in order to activate the student's account. There are also explicit instructions on the Turlock Unified School District website linked here: https://www.turlock.k12.ca.us/domain/1533

JOHN H. PITMAN HIGH SCHOOL
GRADUATION REQUIREMENTS
Class of 2024-27

Graduation Requirements	Credits
English	40
Science (10 credits of life science and 10 credits of physical science)	20
Math (Must pass full year of Algebra I or Integrated Math I plus additional math course)	20
Social Science World History (10) U.S. History (10) American Government (5) Economics (5)	30
Physical Education	20
Visual & Performing Arts/Foreign Language*	10
21st Century Skills	10
Electives (Not more than 40 credits of elective courses may be satisfied by Work Experience, Teacher Aide, or Office Aide.)	80
Total Credits for Graduation	**230**

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

PITMAN HIGH SCHOOL GUIDELINES FOR OUTSIDE COURSE CREDIT

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

PARENTAL CONSENT FOR SCHEDULE REQUEST

Per AB1012, school districts must obtain written parent consent before assigning students in grades 9-12 to "course periods without educational content" for more than one week in a semester. "Course periods without educational content" are defined to include course periods where: (1) A student is released early from school, (2) A student is assigned to a service, instructional work experience, or to a course to assist a certificated employee, but is not expected to complete curricular assignments, or (3) Where the student is not assigned to any course during the class period. Appropriate forms shall be acquired through the counseling office.

Students may enroll in these courses with (1) Written consent from the parent, guardian, educational rights holder, or the student if he or she is 18 years or older, and (2) School official determination that the student will benefit from being assigned to the particular course. When this form has been signed and returned, the student may be considered for a reduced schedule and/or course assignment that does not include "educational content." Such requests could include Teacher's Aide, Peer Tutor, Work Experience, or an unscheduled period.

ACADEMIC PLANNING TOOL

Use this academic planning tool to map out your high school courses to meet your post-secondary goals and in preparation for meeting with your counselor to create your Academic Plan on Aeries. Pay close attention to courses that are part of CTE pathways, A-G eligible, Honors or AP, as well as those articulated with Modesto Junior College.

Career Interest_____

Educational Goal (circle): Community College, UC, CSU, 4 Year Private, Vocational School, Military

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

	A-G	Hons/AP	CTE	MJC Art.
9th Grade				
English _____	☐	☐	☐	☐
Math _____	☐	☐	☐	☐
PE _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
***21st Century Skills required (summer optional)**				
10th Grade				
English _____	☐	☐	☐	☐
Math _____	☐	☐	☐	☐
PE _____	☐	☐	☐	☐
World History/AP Europe _____	☐	☐	☐	☐
Elective (Science) _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
11th Grade				
English _____	☐	☐	☐	☐
US History/AP US History _____	☐	☐	☐	☐
Elect./Math _____	☐	☐	☐	☐
Elective (Science) _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
12th Grade				
English _____	☐	☐	☐	☐
Gov/Econ/AP American Gov _____	☐	☐	☐	☐
Elective (Math) _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐
Elective _____	☐	☐	☐	☐

DISTINGUISHED SCHOLAR/VALEDICTORIAN CRITERIA

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

For graduating seniors to qualify for Distinguished Scholars, students must have a Total Weighted Grade Point Average (TP GPA) of 4.0 or higher. This total weighted GPA includes PE and is cumulative grades 9-12.

In an effort to eliminate GPA manipulation, Valedictorian candidates with a Teacher's Aide (TA) period and/or reduced schedule (fewer than six classes) will receive a "C" grade (TA and/or unscheduled period) for GPA calculation purposes. Furthermore, GPA calculations for Valedictorian candidates will only include six classes each semester. "A" period will not be included in the GPA for Valedictorian candidates unless it constitutes the sixth class (i.e., student is enrolled in "A" period and is unscheduled for 7th period).

The Valedictorian is the Distinguished Scholar who has the highest Total Weighted GPA as described above.

Students will be notified annually in late April or early May. The final list of Distinguished Scholars will be verified one week before commencement.

Students transferring to Pitman or Turlock High will be allocated GPA equivalent for "like" courses taken outside TUSD. This includes Advanced Placement (AP) and International Baccalaureate (IB) courses regardless of grade level and/or TUSD prerequisites.

PARENT/STUDENT RESOURCES

www.thepitmanpride.com

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

https://www.turlock.k12.ca.us/Page/1

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

Aeries Student Information System

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

CAREER TECH ED. PATHWAYS

What is CTE?

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

How do CTE internships work?

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

Can students earn community college credit for taking CTE courses?

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

Do any CTE courses offer UC A-G credit?

Yes, nearly all CTE TUSD classes earn A-G credit. These can be identified by the symbol 

next to the course name and description.

Why should students take CTE courses?

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

What to look for in this course directory?

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

Agriculture & Natural Resources

Arts, Media, and Entertainment

Business & Finance

Education, Child Development and Family Services

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information and Communications Technology

Public Services

For more information on CTE course pathways and initiatives go to this site:
https://www.cde.ca.gov/ci/ct/

	Pathway	Introductory	Concentrator	Capstone
Agriculture & Natural Resources	**Ag Mechanics**	***Ag Engineering I*** *AG2125*	***Ag Welding I*** *AG1305*	***Welding/Fabrication*** *AG1420*
	Animal Science		***Veterinary Science*** *AG0380*	***Animal Anat., Phys. & Vet. Medicine*** *AG0480*
	Ornamental Horticulture	***Environmental Horticulture*** *AG2155*	***The History & Art of Floral Design*** *AG1440*	***Advanced Floral Design*** *AG2440*
	Plant & Soil Science		***Farm to Fork*** *AG1370*	***Farm Mgmt.*** *AG1570*
	Sustainable Ag	***Biology & Sustainable Agriculture*** *AG2280*	***Chemistry & Agriscience*** *AG2250*	***Honors Interdisciplinary Science-Sust Ag.*** *AG1240*
Arts, Media, and Entertainment	**Multimedia Production**	***Video Arts*** *FA1425*	***Broadcast & Video Productions*** *FA1475*	***Broadcast & Video Prod II*** *FA1485*
Business & Finance	**Business Management**	***Intro to Business & Tech*** *BU0440*		***Small Business Management*** *BU2450*
	Financial Services	***Intro to Business & Tech*** *BU0440*	***Business & Finance*** *BU0460*	
Education, Child Development and Family Services	**Education**		***Child Development*** *HE1216*	***Ed. Psychology*** *RO530* ***Early Childhood Education*** *HE1230*
Health Science & Medical Technology	**Patient Care**		***Anatomy & Physiology*** *SC1350*	***Sports Medicine*** *ND1420*
Hospitality, Tourism, & Recreation	**Food Service & Hospitality**		***Foods*** *HE1120*	***Culinary Arts I-II*** *FS1530*
Information & Communication Technology	**Software & Systems Development**		***Exploring Computer Science*** *BU380* ***AP Computer Science Principles*** *BU370*	***AP Computer Sci. A*** *BU390*
	Games & Simulations		***Computer Game Development*** *BU0430*	
Public Services	**Public Safety**		***Criminal Justice*** *RO1410*	***Criminal Investigation*** *ND1450*

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

ARTICULATED COURSE LISTING

The courses listed below are currently articulated with Modesto Junior College. This means that students can earn college credit for the courses they take in high school. Students need to work through their teachers to complete the necessary paperwork and procedures required to have credit posted to their college transcripts. Students must earn a B or better in the PHS course to articulate to Modesto Junior College. Contact the PHS College & Career Counselor at (209) 226-6520 for more specific information.

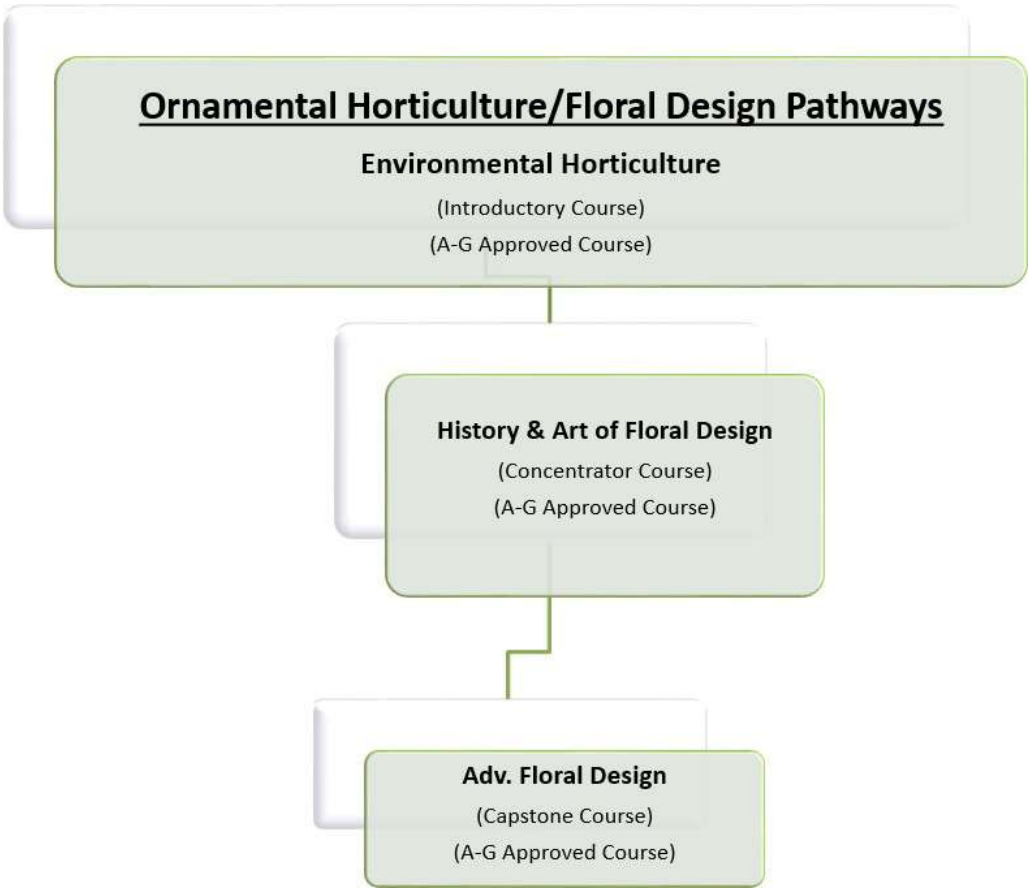
Pitman High School Course	Articulated Modesto Junior College Course
Adv. Floral Design (AG2550)	EHS281- (3 units) Advanced Floral Design
Ag Engineering/Welding/Fabrication (AG2125/AG1300/AG1415)	WELD 200- (3 units) ARC & GAS Welding
Anatomy & Physiology (SC1350)	AP50- (3 units) Elementary Human Anatomy-Physiology
AP Computer Science (BU390)	CSCI270- (3 units) Introduction to Programming
AP Computer Science Principles (BU370)	CSCI201- (3 units) General Computer Literacy
AP American Government	POLSC101- (3 units) American Politics
AP Macroeconomics	*Pending*
Biology & Sustainable Ag/ChemAgriscience (AG2280/AG2250)	ENSCI108- (3 units) Environmental Conservation
Business and Finance (BU0460)	BUSAD230- (3 Units) Personal Finance
College/Career Seminar (ND1113) *(Pending)*	Guide 120- (3 units) Success Strategies for Transfer Students
Child Development & Guidance (HE1216)	CLDDV103- (3 units) Child Growth and Development
Criminal Justice ROP (RO1410)	ADJU201- (3 units) Intro to Administration of Justice
Educational Psychology (RO530)	SOCSC109- (3 units) Intro to Education- Practicum in Tutoring
Environmental Horticulture (AG2155)	EHS210- (3 units) Intro to Environmental Horticulture Science
Exploring Computer Science (BU380)	CSCI201- (3 units) General Computer Literacy
Health & Character Ed. (ND1112) *(Pending)*	HE110- (3 units) Healthful Living
History & Art of Floral Design (AG1440)	EHS280- (3 units) Principles of Floral Art and Design EHS50- (2 units) Beginning Ornamental Gardening
Sports Medicine (ND1420)	KIN 106- (3 units) Care and Prevention of Athletic Injuries
Veterinary Science (AG0380)	ANSC55- (3 units) Intro to Veterinary Technology

MJC Dual Enrollment UC Merced Child Development and Care Dual Enrollment Program

The Child Development and Care Dual Enrollment Program is a college/career readiness initiative. High schools can lease curriculum for four (4) child development and education courses which are approved for twelve (12) semester units of UC Merced undergraduate credit. Courses are transferable for academic credit at California community colleges and all University of California or California State University campuses. Child Development Dual Enrollment courses meet the academic requirement for an early childhood associate teacher permit from the California Commission on Teacher Credentialing. See page 20 for more information and course description.

AGRICULTURE

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



AGRICULTURE

A-G **ENVIRONMENTAL HORTICULTURE** (AG2155) 9, 10, 11, 12

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

A-G **HISTORY & ART OF FLORAL DESIGN** (AG1440) 10, 11, 12

Prerequisite: Teacher Recommendation and/or successful completion of an Agriculture course
The History & Art of Floral Design will provide students instruction towards developing an employment portfolio, design industry abilities, safety skills, proper use of floral tools, artistic expression through flowers, design principles and elements, physical mechanics and structure of flower arrangements, as well as party/theme planning and floral business management. Students will construct several basic flower designs using artistic principles such as color, space, line, and rhythm. Emphasis will be placed on proper techniques, aesthetic perception, and material management. There may be a $20.00 enrichment fee per semester for materials needed in the development of student-owned projects.

A-G **ADVANCED FLORAL DESIGN** (AG2440) 11, 12

Prerequisite: The History & Art of Floral Design and Teacher Recommendation
This course is designed for advanced students to construct floral products for holidays, art interpretations, weddings, displays, or resale. Students will demonstrate different floral design styles and arrangements. Participate in basic horticulture production; demonstrate understanding of flower and foliage production. Create a professional portfolio of career technical skills. Design and construct arrangements used in wedding and sympathy floral work. Students will have exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry. There is a course enrichment fee for student owned projects of $20.00.

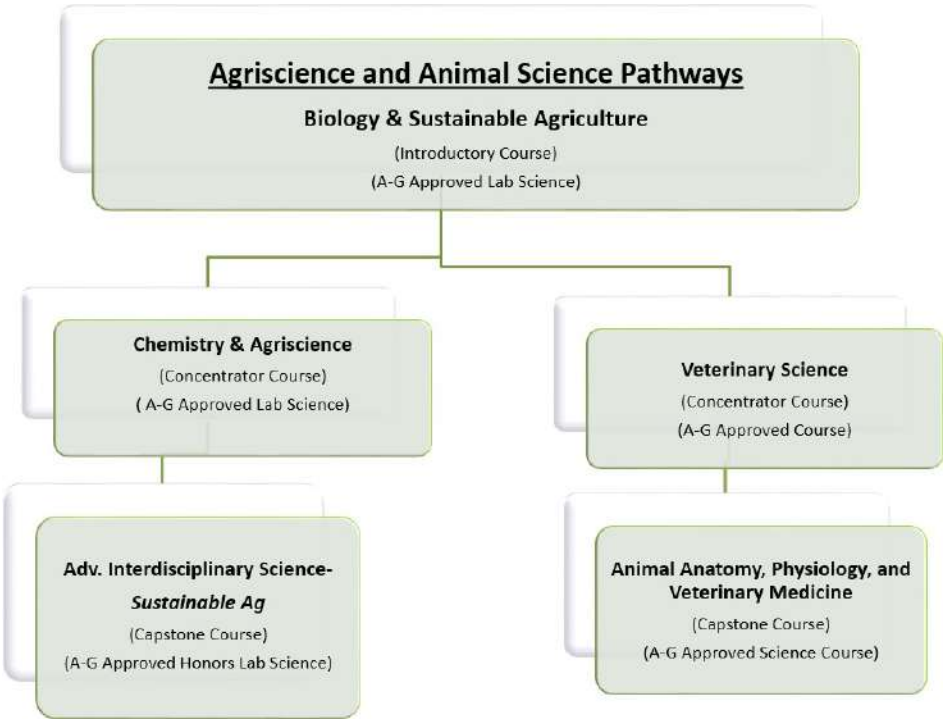
A-G **FARM TO FORK: AGRICULTURE FOOD SCIENCE** (AG1370) 10, 11, 12

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

A-G **BIOLOGY AND SUSTAINABLE AG (AG BIOLOGY)** (AG2280) 9,10,11,12

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

AGRICULTURE



A-G **CHEMISTRY AND AGRISCIENCE (AG CHEMISTRY)** (AG2250) 10,11,12

Meets TUSD Physical Science graduation requirement

Prerequisite: Integrated Ag Biology, Biology or Teacher Recommendation

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

A-G **HONORS ADV. INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AG** (AG1240) 11,12

Prerequisite: Chemistry and Agriscience or equivalent or Teacher Recommendation

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

AGRICULTURE

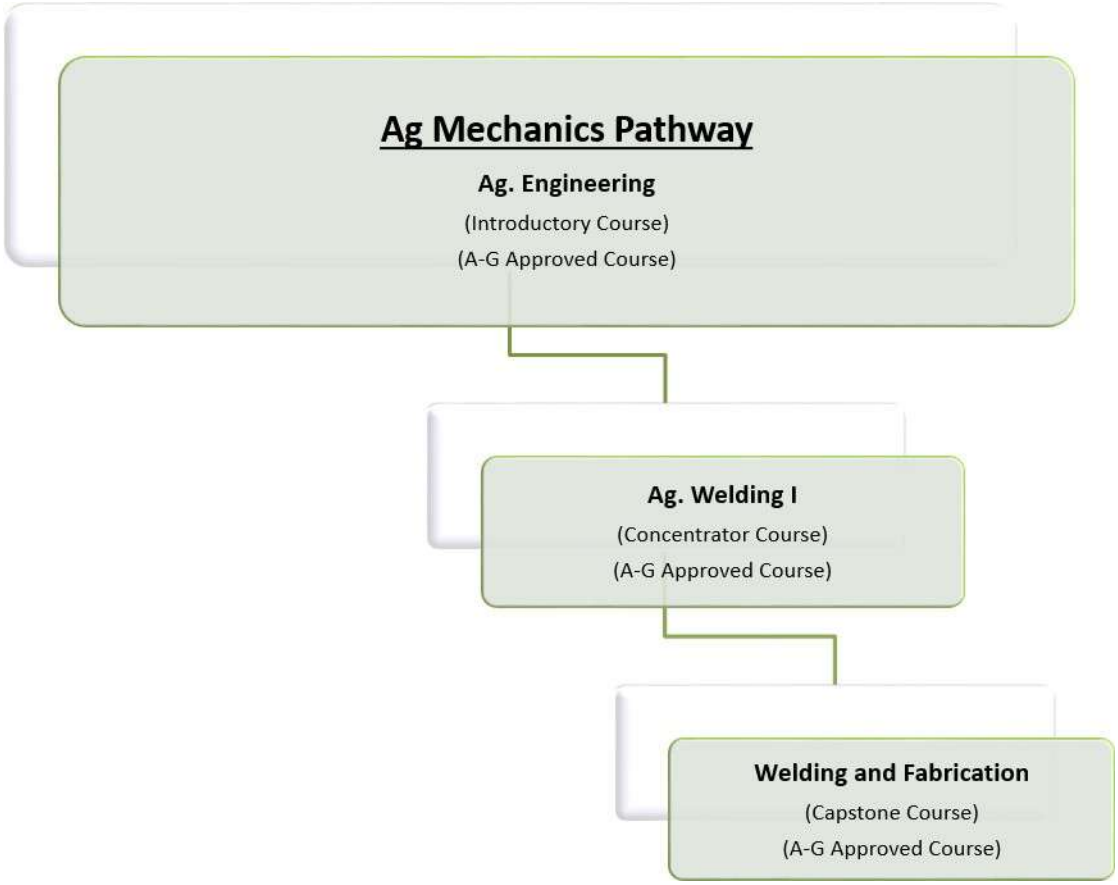
A-G **VETERINARY SCIENCE** (AG0380) 10, 11, 12

Prerequisite: Biology or Biology and Sustainable Agriculture
Recommended: Chemistry in Agriscience
Veterinary Science is a course designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, evolution, and ecology as they pertain to the animal/veterinary field. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills.

A-G **ANIMAL ANATOMY, PHYSIOLOGY & VETERINARY MEDICINE** (AG0480)11,12

Prerequisite: Veterinary Science and Teacher Recommendation
This course is designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, evolution, and ecology as they pertain to the animal/veterinary field. Each unit includes a clinical practice component at the conclusion to put the knowledge learned into a real veterinary clinical situation. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills.

AGRICULTURE



A-G **AG ENGINEERING** (AG2125) 9, 10, 11, 12

This course is essential to all other agriculture mechanics courses. It includes a study of the following mechanized agriculture areas: rope work, introduction to ag mechanics, shop and personal safety, tool and material identification, plumbing, tap & die, surveying, leadership, measurement, electricity, drafting, woodworking, concrete, masonry, and painting/finishing. Students will not be allowed to work in the shop facility without personal protective equipment. There may be a $20.00 enrichment fee for materials needed in the development of student-owned projects. Cover-alls and safety glasses are required.

A-G **AG WELDING I** (AG1305) 10, 11, 12

Prerequisite: Ag Engineering and Small Engines and Power Equipment and Teacher Recommendation
Ag Welding provides individualized instruction in developing fabrication skills in Shielded Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), and oxyacetylene welding along with various cutting methods. Selection of welding method, welding rod, metals, and equipment are discussed. Students have the opportunity to develop skills in welding metal in the flat, horizontal, and vertical positions. In addition to welding, units in electricity and metallurgy will be covered. One grading quarter (45 days) is allotted for students to design, construct, and evaluate an agriculture-related project of their choice. *Students in their second and third year will be given more advanced projects and responsibilities.* At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. There may be a $20.00 enrichment fee for materials needed in the development of student-owned projects. Cover-alls and safety glasses are required.

AGRICULTURE

A-G **WELDING & FABRICATION** (AG1420) 11, 12

Prerequisite: Ag Welding I and Teacher Recommendation

Welding & Fabrication provides serious students with entry-level skills at the completion of the course. Instruction is provided in advanced Shielded Metal and Gas Metal Arc Welding (M.I.G.) and advanced OxyAcetylene Welding. Gas Tungsten Arc Welding (T.I.G.) is also covered. Students are required to develop skills in welding overhead and completing welding certification tests, along with refining skills in operating the Air Carbon Arc, Plasma Arc, and Oxy-Acetylene cutting units. Students receive instruction in safety, hand and power tool usage, planning, and material selection and usage as related to the construction of items used around the shop and home. Students experiment with their own ideas and methods in the design and fabrication of an individual project. Students are allowed one semester to complete this task. If taken a second year, students are able to work on more complex projects that are more intense in design and fabrication. Students are encouraged to exhibit their projects at the local county fair and the California State Fair. Protective equipment and a course enrichment fee of $20.00 are required.

A-G **AG BUSINESS LEADERSHIP** (AG1450) 11,12

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

ART

ART (FA1100) 9, 10, 11, 12

This beginning course provides the student with the basic elements of art which include space, line, shape, value, texture, and color. The academic projects include perspective, color, composition, the figure, media, drawing, and painting. A variety of mediums are used. Students will also be introduced to periods of art throughout history. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

DRAWING AND PAINTING (FA200) 10, 11, 12

Prerequisite: Art
This second-year course provides an opportunity for the art student to utilize the elements of art learned in Art class and begins an in-depth study of the principles of art. Emphasis is given to color theory, drawing and painting techniques, and analysis of the aesthetic qualities of the student's own work. Major art movements from Impressionism to 20th Century Modern Art are studied and techniques from these historical periods are used by students in their projects. Text: *Discovering Drawing and Exploring Painting*. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

AP STUDIO ART DRAWING (FA1399) 11, 12
AP STUDIO ART 2-D (FA1230) 11, 12

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

PHOTOGRAPHY (FA400) 11, 12

In Photography, students will learn the technical use of the digital camera, photo and graphic art software and scanner technology. Students will learn techniques and the creative approach to quality photography using the rules of composition, the principles of design and elements of art. Throughout the year students will learn the history of photography and the photographers responsible for its development. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

3-D DESIGN (FA225) 10, 11, 12

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

ART

A-G **DIGITAL ART** (FA250) 10,11, 12

Prerequisite: Art or Photography
10th grade students wishing to take this course will need to have completed Art along with a teacher recommendation.
This course will connect and apply technology (computer graphic programs, digital cameras, scanners, printers and equipment) to visual arts through the use of formal art elements and design principles. Students will have the opportunity to utilize multimedia technology to develop artistic expression, aesthetic exploration, and development of a unique personal vision. They will demonstrate an understanding of historical contributions and cultural dimensions of digital art. Students will analyze and make critical assessments about artworks, and respond to a variety of inquiries related to the curriculum. Ways in which digital art can be used professionally will be explored, from digital photography for digital art, computer graphics, and graphic design to basic animation. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

A-G **PHOTOJOURNALISM** (EN1210) 9, 10, 11, 12

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

A-G **VIDEO ARTS** (FA1425) 9, 10, 11, 12 CTE

This is a concentrator course in the Multimedia Productions pathway. Video Arts is a hands on class in which students will be introduced to the processes, equipment, and training involved in video arts production. Students will engage in processes ranging from conceptualization through development and distribution. Skills taught include script writing, camera operation, directing, lighting, sound mixing, and editing. Students will develop production planning, storyboarding, script writing, budgeting, and time management skills as a natural outcome of their video production. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

A-G **BROADCAST & VIDEO PRODUCTION** (FA1475) 10, 11, 12 CTE

Prerequisite: Video Arts and Teacher Recommendation
This is a capstone course in the Multimedia Productions pathway designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. This course also explores the world of digital video and television production. Students learn on professional equipment in a modern digital studio. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound. **One year of this course satisfies the CSU/UC "f" Visual and Performing Arts requirement.**

CTE

ART

A-G **THE HISTORY & ART OF FLORAL DESIGN** (AG1440) 10, 11, 12

Prerequisite: Teacher Recommendation and/or successful completion of an Agriculture course
The History & Art of Floral Design will provide students instruction towards developing an employment portfolio, design industry abilities, safety skills, proper use of floral tools, artistic expression through flowers, design principles and elements, physical mechanics and structure of flower arrangements, as well as party/theme planning and floral business management. Students will construct several basic flower designs using artistic principles such as color, space, line, and rhythm. Emphasis will be placed on proper techniques, aesthetic perception, and material management. There may be a $20.00 enrichment fee per semester for materials needed in the development of student-owned projects. One extra grade point is awarded to students who earn an A, B, or C in this course.

A-G **ADVANCED FLORAL DESIGN** (AG2440) 11, 12

Prerequisite: The History & Art of Floral Design and Teacher Recommendation
This course is designed for advanced students to construct floral products for holidays, art interpretations, weddings, displays, or resale. Students will demonstrate different floral design styles and arrangements. Participate in basic horticulture production; demonstrate understanding of flower and foliage production. Create a professional portfolio of career technical skills. Design and construct arrangements used in wedding and sympathy floral work. Students will have exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry. There is a course enrichment fee for student owned projects of $20.00.

BASIC DRAWING 1 ( ) 10,11,12 (Fall Semester)

An introductory course in techniques used in representing form, light and shadow, texture, perspective, composition, and expression using various drawing media. This course is one semester with a dual enrollment at MJC. Students who complete the course and earn a passing grade of a C- or higher will receive 3 units of college credit***. Students enrolled in Basic Art will be enrolled in Art Appreciation for the Spring Semester.***

ART APPRECIATION ( ) 10,11,12 (Spring Semester)

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

BUSINESS

INTRODUCTION TO BUSINESS & TECHNOLOGY (BU0440) 9, 10, 11, 12

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

BUSINESS AND FINANCE (BU0460) 9, 10, 11, 12

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

SMALL BUSINESS MANAGEMENT (BU2450) 11, 12

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

COMPUTER SCIENCE

A-G **EXPLORING COMPUTER SCIENCE** (BU380) 9, 10, 11, 12

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

A-G **COMPUTER GAME DEVELOPMENT** (BU0430) 9, 10, 11, 12

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

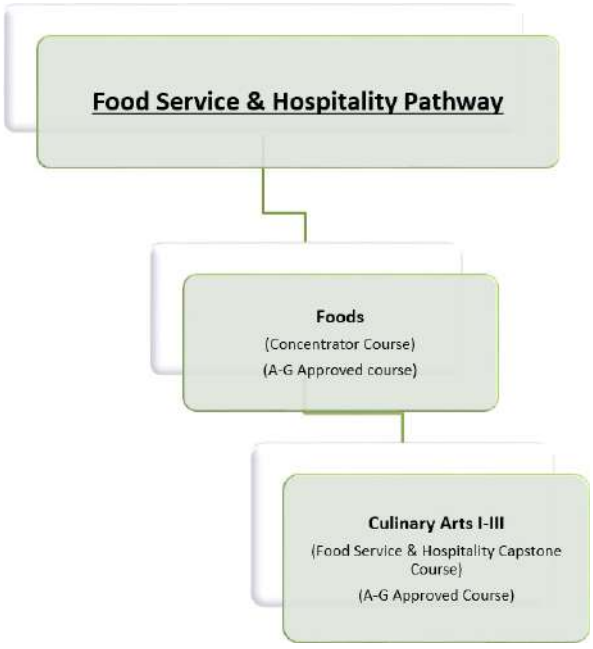
A-G **AP COMPUTER SCIENCE** (BU390) 11, 12

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

A-G **AP COMPUTER SCIENCE PRINCIPLES** (BU370) 10, 11, 12

Prerequisite: Integrated Math 1 with C or higher
The AP Computer Science Principles course will help students develop computational thinking skills vital for success across all disciplines. The course engages students in the creative aspects of the field of computing by allowing them to develop computational artifacts (apps or programs, etc.) based on their interests. APCSP will introduce students to various aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. With a unique focus on creative problem solving and real-world applications, the APCSP course gives students the opportunity to explore several important topics of computing, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. Students will be provided with the opportunity to use technology to address real-world problems and build relevant solutions. **This course is also an approved A-G science course.**

CONSUMER AND FAMILY STUDIES



A-G **FOODS** (HE1120) 9, 10, 11, 12 CTE

Although you've had years of experience eating food, do you really know enough about food and nutrition? This course will help you understand how to be healthy now and in the future through nutritional knowledge and choices. Learn food preparation techniques, kitchen equipment and design, meal service and etiquette, health and fitness, budgeting, and about careers related to the food service and hospitality or food science industry. Gain leadership and career skills, participate in school and community projects, and earn recognition and scholarships through FCCLA. There may be a $15.00 enrichment fee per semester for materials needed in the development of student-owned projects.

A-G **CULINARY ARTS I-III** Year One: (FS1530) 11, 12 **(2 HOUR CLASS)** CTE

Prerequisite: Teacher Recommendation

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

CONSUMER AND FAMILY STUDIES

A-G **CHILD DEVELOPMENT AND GUIDANCE** (HE1216) 10, 11, 12

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

A-G **EARLY CHILDHOOD EDUCATION I & II** (HE1230)

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

A-G **EDUCATIONAL PSYCHOLOGY** (RO530) 11, 12
(2 HOUR CLASS)

Prerequisite: Child Development and Guidance or Teacher Recommendation
This is an interdisciplinary course that provides an introduction to educational theories and research-based practices. This course is designed to provide junior and senior students with a foundation in human development, educational theories and practices. Students will study child/human growth and development, learning and teaching theories and methods, the California Public Schools Academic Frameworks and Standards, California Standards for the Teaching Profession, curriculum and lesson plan design along with observation and assessment tools and technique.

ENGLISH

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

ENGLISH 9 (EN0180) 9

This course will cover the elements of the Common Core State Standards* for 9th/10th grades. Texts: Savvas, *MyPerspectives ELA-9,* 9th grade core novel and nonfiction works.

HONORS ENGLISH 9 (EN0199) 9

Prerequisite: Teacher Recommendation
This course is designed to challenge the student who reads considerably above grade level and will cover the Common Core State Standards* for 9th/10th grades. Texts: Savvas, *MyPerspectives ELA 9*, 9th grade core novel and nonfiction works. **The honors point is NOT accepted by colleges at the 9th grade level.**

ENGLISH 10 (EN0280) 10

This course will cover the Common Core State Standards* for 9th/10th grades. Texts: Savvas, *MyPerspectives ELA 10*, 10th grade core novel and nonfiction works.

HONORS ENGLISH 10 (EN0299) 10

Prerequisite: Teacher Recommendation
This course is designed to challenge the student who reads considerably above grade level and will cover the Common Core State Standards* for 9th/10th grades. Texts: Savvas, *MyPerspectives ELA 10*, 10th grade core novel and nonfiction works. This is an honors level course, one extra grade point is awarded to students who earn an A, B, or C.

ENGLISH 11 (EN0380) 11

This course will cover the Common Core State Standards* for 11th/12th grades. Texts: Savvas, *MyPerspectives ELA 11*, 11th grade core novel and nonfiction works.

AP ENGLISH LANGUAGE AND COMPOSITION (EN0377) 11

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

ENGLISH

EXPOSITORY READING AND WRITING COMPOSITION (EN1480) 12

Through a sequence of 14 rigorous high interest units, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The course is designed to prepare students for college- level English, and it is aligned with the Common Core State Standards* for 11th/12th grades. Students who have taken the EAP and earn a C grade or higher in this course can change their "Conditionally Exempt" status to "Exempt," thereby potentially eliminating a placement test during enrollment at a California State University.

AP ENGLISH LITERATURE AND COMPOSITION (EN0499) 12

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

ENGLISH ELECTIVE

JOURNALISM (EN1205) 9, 10, 11, 12

Prerequisite: Teacher Recommendation
In this elective course, students plan and prepare the school newspaper in the journalism classroom using various forms of technology. Each student develops a number of journalistic skills including designing and selling advertising; helping form editorial policies; identifying, researching, writing, editing, and proofing stories; writing headlines and captions; designing and preparing page layouts; and keeping financial records. **UC credit for 10-12 grades only.**

SPEECH (EN1125) 9, 10, 11, 12

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

ENGLISH LANGUAGE DEVELOPMENT

ELD EMERGING - ENGLISH LANGUAGE DEVELOPMENT (ES1510) (**2 HOUR CLASS**) 9, 10, 11, 12

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

ELD EXPANDING - ENGLISH LANGUAGE DEVELOPMENT (ES1520) (**2 HOUR CLASS**) 9, 10, 11, 12

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

ELD BRIDGING - ENGLISH LANGUAGE DEVELOPMENT (ES530) (**2 HOUR CLASS**) 9, 10, 11, 12

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

TRANSITIONAL ENGLISH (P) (ES402) (**2 HOUR CLASS**) 9, 10, 11, 12

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

OTHER COURSES OFFERED WITHIN THE ENGLISH LANGUAGE DEVELOPMENT PROGRAM:

SDAIE INT MATH 1 (ES160) 9, 10, 11, 12

SDAIE WORLD HISTORY (ES0250) 9, 10, 11, 12

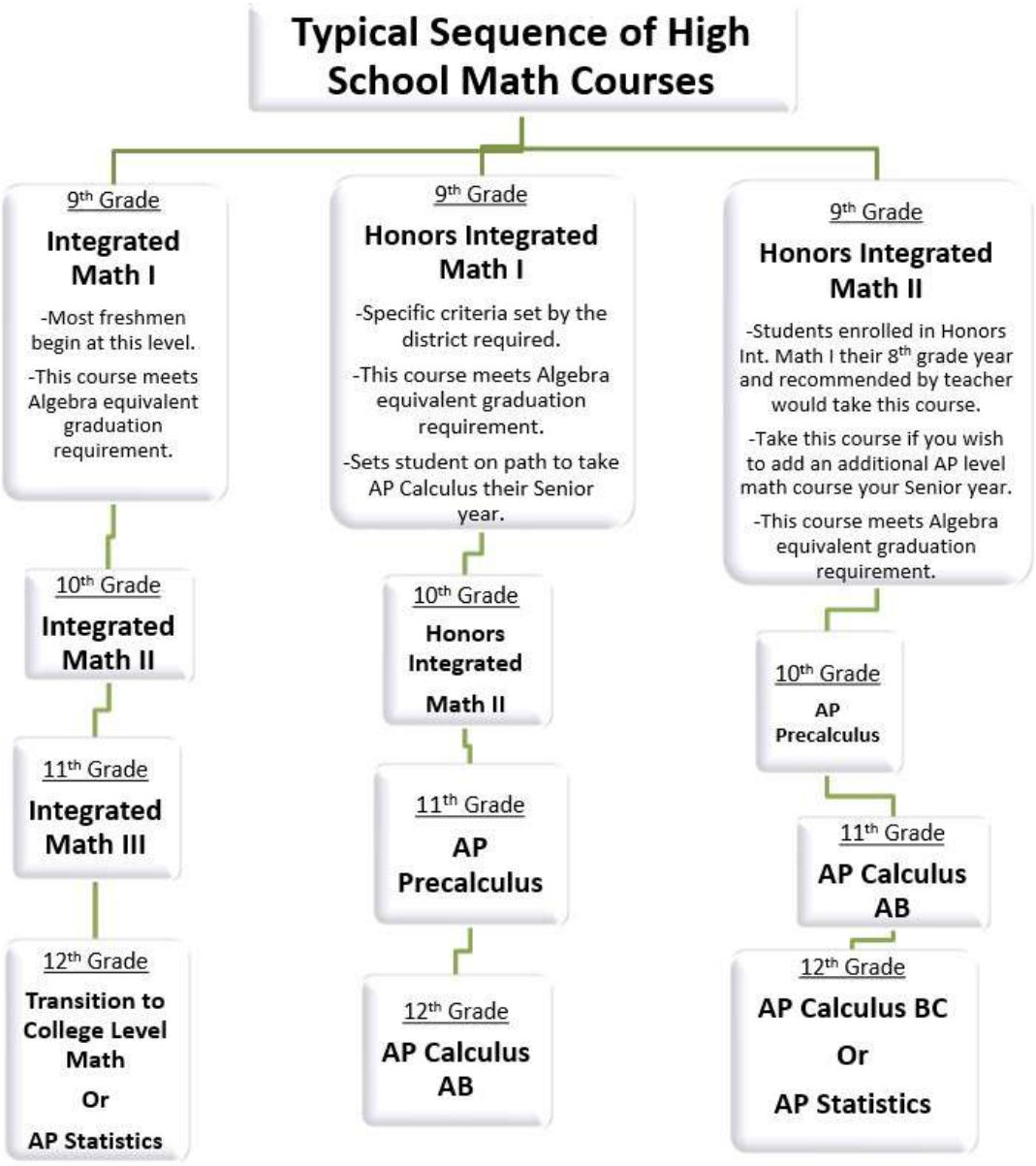
SDAIE US HISTORY (ES0350) 9, 10, 11, 12

SDAIE BIOLOGY AND THE LIVING EARTH (ES1105) 9, 10, 11, 12

SDAIE PHYSICS IN THE UNIVERSE (ES1375) 9, 10, 11, 12

MATHEMATICS

All Pitman High School students are expected to be enrolled in a rigorous sequence of math courses in order to prepare them to be college and career ready. Below are examples of the most common sequence of courses taken for each student to be prepared for meeting their post-secondary goals. Students must pass Integrated Math 1 and one additional math course in order to meet diploma requirements. Any questions regarding math placement should be directed to counseling for clarification.



A-G

INTEGRATED MATH I (MA160) 9, 10, 11, 12

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

MATHEMATICS

HONORS INTEGRATED MATH I (MA0160) 9

Prerequisite: Multiple measures including previous course grade and Teacher recommendation.
This course has the same focus as Integrated Math 1, with the addition of six (+) level standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Curriculum: Mathematics Vision Project (MVP). **The honors point is NOT accepted by colleges at the 9th grade level.**

INTEGRATED MATH II (MA260) 10, 11, 12

Prerequisite: Multiple measures including previous course grade and Teacher Recommendation
This course focuses on five critical areas, including the Standards for Mathematical Practice: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. Curriculum: Mathematics Vision Project (MVP).

HONORS INTEGRATED MATH II (MA0260) 9, 10

Prerequisite: Multiple measures including previous course grade and Teacher Recommendation. Incoming freshmen enrolled in the 8th grade Honors Int. Math 1 level course may qualify.
This course has the same focus as Integrated Math II, with the addition of seven (+) level standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem-solving, and analyzing complex mathematical concepts. Curriculum: Mathematics Vision Project (MVP).

INTEGRATED MATH III (MA360) 11, 12

Prerequisite: Multiple measures including previous course grade and Teacher Recommendation
This course focuses on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. Curriculum: Mathematics Vision Project (MVP).

HONORS INTEGRATED MATH III (MA0360) 11, 12

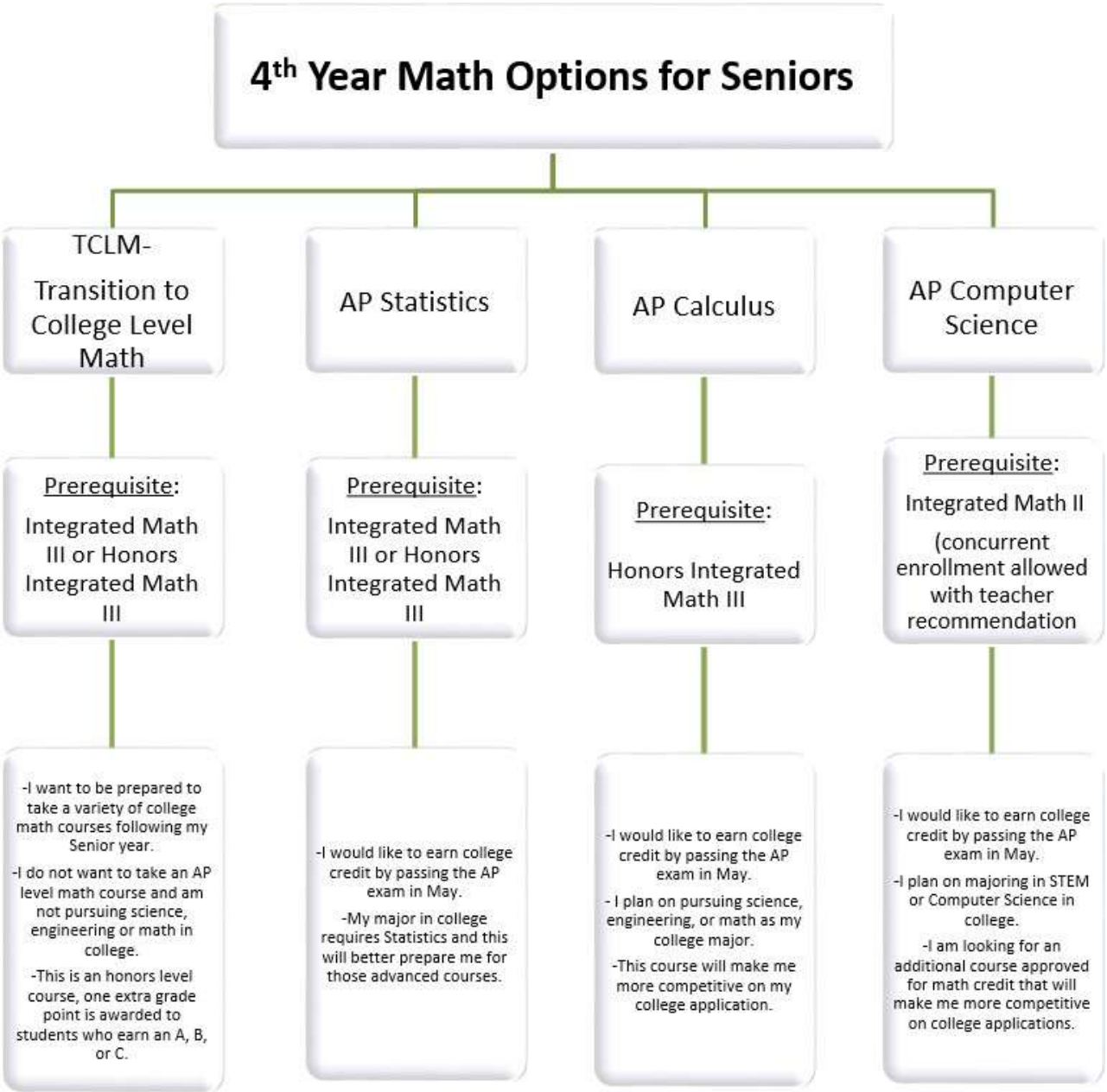
Prerequisite: Multiple measures including previous course grade and Teacher Recommendation
This course has a focus on the same four critical areas as Integrated Math III, with the addition of seven (+) level Standards which will comprise a pathway to completing Pre-Calculus material. In addition, students in honors classes investigate the course content and standards with increased rigor and must be proficient at computing, applying processes, problem- solving, and analyzing complex mathematical concepts. Curriculum: Mathematics Vision Project (MVP).

AP PRE-CALCULUS ( ) 11,12 ***Pending***

Prerequisite: Multiple measures including previous course grade and Teacher Recommendation
The course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement.

MATHEMATICS

In order to be prepared for post-secondary education and meet or exceed CSU/UC requirements, students are strongly encouraged to take math all four years of their high school career. Below are the options for students who have been successful each year and are wanting to take a fourth math course by their Senior year. At times, students may take math courses concurrently their Senior year, depending upon their chosen major or school of choice.



MATHEMATICS

A-G **AP STATISTICS & PROBABILITY** (MA390) 11, 12

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

A-G **AP CALCULUS AB** (MA375) 11, 12

Prerequisite: Completion of Honors Integrated Math III with a grade of B or better both semesters; a grade of C requires AP Teacher approval
This course covers the traditional topics of differentiation and integration involving functions of a single variable and their applications. Particular emphasis is given to graphing calculator related activities and preparation for the AP exam. The College Board charges fees for the optional AP Exam. **This course is particularly beneficial to those pursuing math, science or engineering in college.**

A-G **TRANSITION TO COLLEGE LEVEL MATH** (MA480) 12

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

A-G **AP COMPUTER SCIENCE** (BU390) 11, 12

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

MUSIC/PERFORMING ARTS

CONCERT BAND (MU150) 9, 10, 11, 12

Prerequisite: Played at least one year in a Performing Group. Permission of Band Director Required.
This is an intermediate group; no beginning students will be accepted. Several types of band literature will be explored and performed. Emphasis is on preparation for the Symphonic Band. Students will receive training designed to advance their musical abilities. Concerts, marching activities, and possible tours are an important part of this class. Fundraisers to support extracurricular activities may occur.

SYMPHONIC BAND (MU180) 9, 10, 11, 12

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

WIND ENSEMBLE (MU0280) 9, 10, 11, 12

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

JAZZ BAND (AA140) 9, 10, 11, 12 *(Offered "A" Period only)*

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

COLOR GUARD (MU170) 9, 10, 11, 12

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

CONCERT ORCHESTRA (MU125) 9, 10, 11, 12

Prerequisite: Played at least one year in a Performance Group; approval of Orchestra Director Required
This is a performing group for orchestral stringed instruments. Several types of orchestral literature are explored and performed. Students will receive training designed to advance their musical abilities. Activities may include concerts, music festivals, and possible tours. Concerts and performances are an important part of class activities and participation is required. Fundraisers to support extracurricular activities may occur.

CHAMBER ORCHESTRA (MU120) 9, 10, 11, 12

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

MUSIC/PERFORMING ARTS

CONCERT CHOIR (MU0130) 9, 10, 11, 12

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

MADRIGALS (MU145) 9, 10, 11, 12

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

BEGINNING GUITAR (MU105) 9, 10, 11, 12

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

ADVANCED GUITAR (MU110) 9, 10, 11, 12

Prerequisite: Played Guitar at least one year or Approval of Instructor
This course expands on the basic guitar skills by introducing advanced level chords, finger-picking, bass runs, left-hand techniques, basics of reading musical notation, and classical guitar technique. Styles covered range from rock/folk to country to classical. Guitars can be provided for student use during class hours only. ***Students perform in a required Spring concert.**

DRAMA I (EN1105) 9, 10, 11, 12

Drama I is an introduction to the various aspects of theater arts. Students will learn about and experience both acting and technical theater. Various types of dramatic literature will be read, discussed, and correlated to several writing assignments and projects.

DRAMA II-IV (EN1215) 9, 10, 11, 12

Prerequisite: Audition and/or Teacher Recommendation
Drama II-IV provides an in-depth study of performing and technical theater. Students must demonstrate a strong knowledge of all areas of the theater. Students will research theater education and professions beyond the high school level and complete projects in play writing, character building, technical theater, and scene analysis. The class will study techniques of directing, and all advanced senior students are required to direct a project in their emphasis at the end of their senior year.

PERFORMING ARTS (PA425) 11, 12

Prerequisite: Audition and/or Teacher Recommendation
Performing Arts (previously *Performing Arts ROP*) provides an in-depth study of performing and technical theater. Students must demonstrate a strong knowledge of all areas of the theater. Students will research theater education and professions beyond the high school level and complete projects in play writing, character building, technical theater, and scene analysis. The class will study techniques of directing, and all advanced senior students are required to direct a project in their emphasis at the end of their senior year.

NON-DEPARTMENTAL

TEACHER AIDE (ND200) 11, 12

Prerequisite: Must have 2.0 cumulative GPA, no F's, Counselor and Teacher Permission
The teacher aide is assigned to a supervisory teacher as a clerical assistant and will be expected to perform typing, filing, and recording tasks related to the instructional duties of the teacher. See Counselor to enroll. It is important to note that each teacher may be assigned a maximum of one aide per day. This is a pass/fail course only.

OFFICE AIDE (ND100) 11, 12

Prerequisite: Must have 2.5 cumulative GPA, no F's, and Counselor Permission
This course offers the student practical training in office work. The ability to file, assist the public, and maintain regular attendance is required on the part of the student who enrolls in this course.

PEER TUTORING (ND1350) 11, 12

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

CRIMINAL JUSTICE (RO1410) 11, 12

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

CRIMINAL INVESTIGATION (ND1450) 12

Prerequisite: Passed Criminal Justice and/or Teacher Approval
This course will prepare students to demonstrate the skills, abilities and knowledge to enter a peace officers field-training program, and execute the duties of a peace officer in society. Students who took Criminal Justice will expand on their understanding of the criminal justice system and basic concepts of criminal law. This is a capstone course that is particularly beneficial for those truly interested in pursuing a career in the criminal justice system.

WORK EXPERIENCE (WE1726) 11, 12

Prerequisite: Work permit required; 16 years of age & junior or senior; full-time high school student; must meet the district eligibility requirements.
Work Experience Education is an elective class that combines paid employment with classroom instruction. Students must have a job in order to be enrolled in the Work Experience course. Students attend instructor-approved jobs during the week, and also attend a mandatory class session once a week at school. Students will develop positive work habits, positive attitudes, self-confidence, and job skills that can be used to locate, secure, and retain employment in the community at large. Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by satisfactory completion of the course requirements. The requirements include attending and participating in class, providing weekly time cards, completing assignments/projects/quizzes satisfactorily and in a timely manner, and maintaining employment. Students should realize that it is a privilege to leave campus and have a recognized on-the-job learning situation. Maintaining satisfactory grades in all other coursework is a requisite for remaining eligible to participate in the WEE program. The course curriculum includes the following: Legal/safety issues; how to get, keep, and leave a job; economic awareness; and career awareness.

PHYSICAL EDUCATION

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

PE 9 (PE100) 9

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

PE 10-11-12 (PE400) 10, 11, 12

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

STRENGTH AND CONDITIONING (PE1140) 10, 11, 12
Prerequisite: Must have a "C" or better in previous PE class and Teacher Recommendation

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

AQUATICS (PE130) 10, 11, 12
Prerequisite: Must have a "C" or better in previous PE class and Teacher Recommendation

Our aquatics class includes lap swimming, diving, water polo, and aqua aerobics. Possessing basic swimming skills are necessary to taking this course.

CROSSTRAINING (PE1290) 10, 11, 12
Prerequisite: Must have a "C" or better in previous PE class and Teacher Recommendation

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

PE ATHLETICS (PE120) 9, 10, 11, 12 *(6th period **and** after school)*
Prerequisite: Coach and Athletic Director Approval

First Semester- Boys - Football, Cross Country, Water Polo, Basketball, Wrestling, Soccer
Girls - Volleyball, Tennis, Basketball, Cross Country, Water Polo, Golf, Soccer

Second Semester- Boys - Track, Baseball, Swimming, Golf, Tennis
Girls - Track, Softball, Swimming

SCIENCE

A-G **BIOLOGY AND THE LIVING EARTH** (SC1250) 9, 10, 11, 12

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

A-G **HONORS BIOLOGY AND THE LIVING EARTH** (SC1199) 9, 10, 11, 12

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

A-G **BIOLOGY AND SUSTAINABLE AG (AG BIOLOGY)** (AG2280) 9,10,11,12

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

A-G **CHEMISTRY IN THE EARTH'S SYSTEM** (SC1275) 10, 11, 12

Prerequisite: Passed Integrated Math I with C or higher
This course is a laboratory science course designed to develop an understanding of the chemical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science Standards. This course specifically examines the role of chemical properties and processes in driving the Earth system.

A-G **HONORS CHEMISTRY IN THE EARTH'S SYSTEM** (SC1298) 10, 11, 12

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

SCIENCE

A-G **CHEMISTRY AND AGRISCIENCE (AG CHEMISTRY)** (AG2250) 10,11,12

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

A-G **PHYSICS IN THE UNIVERSE** (SC1375) 9, 10, 11, 12

Prerequisite: Passed Common Core Math 8/Integrated Math I with a C or higher
This course is a laboratory science course designed to develop an understanding of the physical nature of our world. Students are required to demonstrate the ability to conduct scientific inquiry and engineering within the context of the Next Generation Science Standards. This course investigates physical laws and theories, relationships of physical phenomena, and the interrelationships of physics to other fields of human endeavor. Topics include traditional physics subjects (Newtonian mechanics; dynamics, momentum, energy; electricity and magnetism; waves) along with related subjects in earth science (plate tectonics; earthquake activity) and astronomy (solar evolution).

A-G **HONORS PHYSICS IN THE UNIVERSE** (SC1398) 10, 11, 12

Prerequisite: Passed Integrated Math I with B or higher and Teacher Recommendation
Honors Physics in the Universe is designed for students that are interested in taking future college-level science courses and is included in the California Next Generation Science Standards (CA NGSS) Three Course Model and the Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This class is set apart from regular physics in the difficulty and depth of concepts and problems encountered. In this course, students will explore concepts relating to mechanics, energy, waves, sound, light, electricity, magnetism, atomic structure, and quantum systems. Problem-solving homework assignments, written lab reports, and verbal presentations are required. Although the Honors Physics and regular Physics outlines read almost the same, Honors Physics deals with two dimensional nonlinear motion as opposed to regular physics linear single and sometimes two dimensional linear motion. As a result, the mathematical difficulty for Honors Physics is more complex; requiring students to have higher order problem solving skills.

A-G **AP BIOLOGY** (SC198) 11, 12

Prerequisite*: *Biology and Chemistry with a grade of B or better or Teacher Recommendation
Advanced Placement Biology is a college level lab life science course. Students planning a liberal arts major, as well as science majors, should consider this course. The course is divided into three main biological areas: Molecules and Cells, Organisms and Populations, and Ecology. This class fulfills the high school Life Science requirement.

SCIENCE

A-G **AP CHEMISTRY** (SC299) 11, 12

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

A-G **AP PHYSICS 1** (SC1399) 11, 12

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

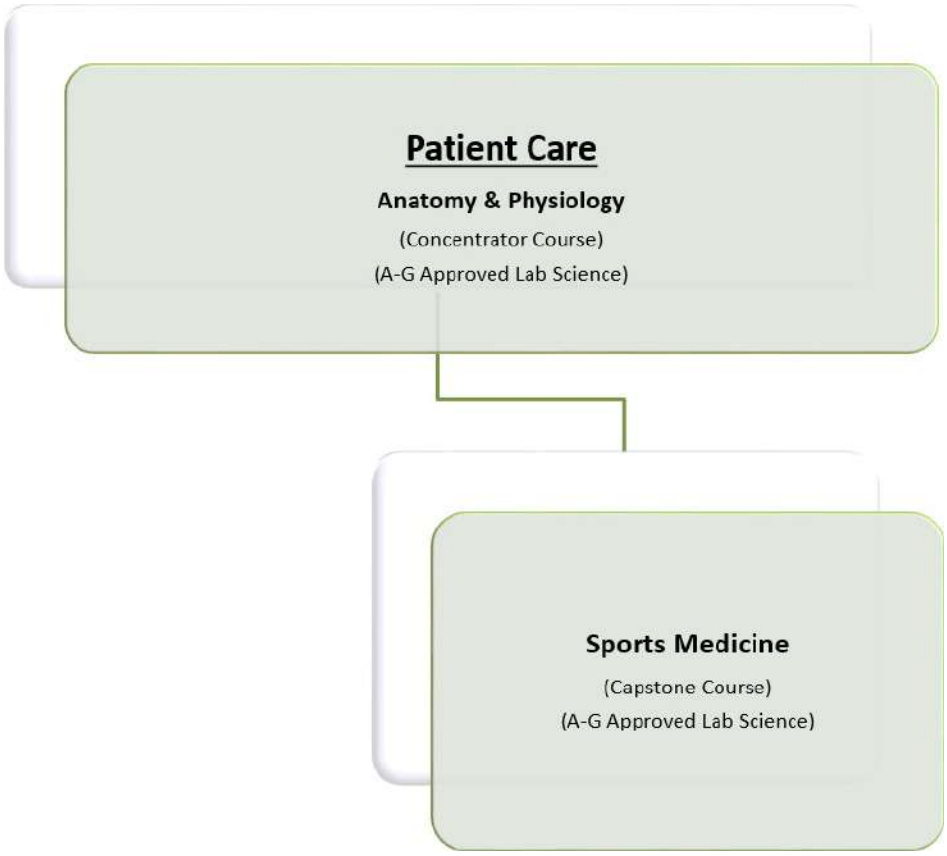
A-G **AP ENVIRONMENTAL SCIENCE** (SC0399) 11, 12

Prerequisite: Biology and a Physical Science and Teacher Recommendation
AP Environmental Science is the equivalent of a one-semester, introductory college course in environmental science. The course examines human interactions with the landscape and synthesizes the knowledge gained in the prerequisite biological and physical science courses. Students will learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This class fulfills the high school Physical Science requirement. The College Board charges fees for the optional AP Exam.

A-G **AP COMPUTER SCIENCE PRINCIPLES** (BU370) 10, 11, 12

This course is an A-G approved 3rd year science course. See page 18 for course details. To meet graduation requirements, students taking this course must still pass one year of a life science and one year of a physical science course listed in this section. See counseling for more details.

SCIENCE



A-G

ANATOMY & PHYSIOLOGY (SC1350) 11, 12

Prerequisite: Biology or Chemistry

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

A-G

SPORTS MEDICINE (ND1420) 11, 12

Prerequisite: Anatomy & Physiology

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

SOCIAL STUDIES

WORLD HISTORY CULTURES & GEOGRAPHY (SS250) 10

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

AP WORLD HISTORY (SS297) 10

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

US HISTORY (SS350) 11

US History is a general survey course that covers the political, economic, and social history of the United States from the period of discovery to the present. Emphasis is placed upon American institutions, ideals, and politics of the 20th century.

AP US HISTORY (SS398) 11

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

AMERICAN GOVERNMENT (SS421) 12 (One Semester)

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

ECONOMICS (SS420) 12 (One Semester)

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

SOCIAL STUDIES

A-G

AP AMERICAN GOVERNMENT (SS499) 12 (One Semester)

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

A-G

AP MACROECONOMICS (SS1499) 12 (One Semester)

Prerequisite: Teacher recommendation and possible summer assignment completion.
The purpose of the AP Macroeconomics course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It includes an introduction to the definitions, concepts and tools required for analysis of economies. The course includes a focus on current events, case studies, supplement lectures, and class discussion. Major topics include mechanisms of supply and demand, price-level determination, inflation, unemployment, national income, monetary and fiscal policy decision making, economic performance measures, and international finance. This is an important course for those considering a career in business, marketing, or finance and a required course for many college degrees. This is a one-semester companion course to be taken in conjunction with AP American Government. All students are encouraged to take the AP Microeconomics examination in addition to the regular school semester finals. The College Board charges fees for the optional AP exam.

SOCIAL STUDIES ELECTIVE

A-G

PSYCHOLOGY (P) (SS1345) 11, 12

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

A-G

AP EUROPEAN HISTORY (SS298) 11,12

Prerequisite: Teacher Recommendation and possible summer assignment completion.
AP European History is **an elective course** that is the equivalent of an introductory college survey course and can earn students college credit. The material covered includes European history from the High Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on encountering and retaining a vast amount of historical data, critical thinking, essay writing, interpretation of original documents, research skills, and understanding historiography. This course includes a TUSD community service requirement of 5 hours. The College Board charges fees for the optional AP Exam.

SPECIAL EDUCATION

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

ENGLISH CORE A (SE804) 9, 10
ENGLISH CORE B (SE1475) 11, 12

This course is for students who qualify for the mild/moderate program based on the student's Individual Education Plan (IEP) that combines the California State Standards for 9th/10th and 10th/11th grade English curriculum based on reading, writing strategies, reading intervention program based on the State Standards for students who score far below basic and below basic on the reading component of the STAR.

WORLD HISTORY CULTURES & GEOGRAPHY A (SE840) 10, 11, 12
US HISTORY A (SE841) 10, 11, 12
AMERICAN GOVERNMENT/ECONOMICS A (SE842) 11, 12

These courses are designed for students who qualify for special education in a special day class setting. The students in this class must have an Individual Educational Plan (IEP) designating them as students with special needs. This course covers graduation requirements for World History, US History and American Government/Economics which are offered on a three year rotational block. This class is designed to cover the same areas that are covered in the regular education core curriculum for World History, US History and American Government/Economics, but the content of the classes is modified to meet the needs of students with serious learning difficulties.

LIFE SCIENCE A (SE844) 9, 10, 11, 12
PHYSICAL SCIENCE A (SE845)

These courses are designated for students who qualify for special education in a special day class setting. The students in this class must have an Individual Educational Plan (IEP) designating them as students with special needs. This course covers graduation requirements for physical and life science in a two year rotational block. The class is designed to cover the same areas that are covered in the regular education core curriculum for these subjects but the content of the classes are modified to meet the needs of students with serious learning difficulties.

MATH A (SE801) 9, 10, 11, 12
MATH B (SE802) 9, 10, 11, 12
MATH C (SE807)) 9, 10, 11, 12

The objective of these courses is to provide instruction for the basic mathematic needs in the community as well as to provide basic math fundamentals which can transfer to higher learning. In some cases, with higher functioning students, the course objective is to develop the math skills necessary for students to enroll in Integrated Math 1 in order to meet diploma requirement.

MATH I SUPPORT (SE0175) 9, 10, 11, 12
MATH II SUPPORT (ND0175) 9, 10, 11, 12

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

TUTORIAL (SE870) 9, 10, 11, 12

This class is specifically for students who qualify in the Resource Program based on the student's Individual Education Plan (IEP). The focus of the class is to support the students in their regular education core classes. Students may be graded based on their organization, preparedness and participation.

WORLD LANGUAGE

SPANISH I (FL0100) 9, 10, 11, 12

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

SPANISH II (FL0101) 9, 10, 11, 12

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

SPANISH III (FL0201) 10, 11, 12

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

SPANISH FOR HERITAGE SPEAKERS (FL0150) 9, 10, 11, 12

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

SPANISH FOR SPANISH SPEAKERS (FL0175) 9, 10, 11, 12

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

AP SPANISH LANGUAGE (FL0301) 9, 10, 11, 12

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

WORLD LANGUAGE

AP SPANISH LITERATURE (FL0375) 10, 11, 12

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

FRENCH I (FL0110) 9, 10, 11, 12

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

FRENCH II (FL0111) 10, 11, 12

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

FRENCH III (FL0211) 11, 12

Prerequisite: French II with a grade of C or better or Teacher Recommendation
This course focuses on having students express more complex concepts both verbally and in writing, as well as comprehend and react to native speech. Development of reading and comprehension skills will continue. The course also teaches students to appreciate the culture of France and its overseas territories by further acquainting students with arts, literature, customs, and history of the French-speaking people.

PORTUGUESE I (FL0130) 9, 10, 11, 12

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

PORTUGUESE II (FL0131) 9, 10, 11, 12

Prerequisite: Completion of Portuguese 7 & 8 or Portuguese I with a grade of C or better.
This course focuses on having students express more complex concepts both orally and in writing, as well as comprehend and react to native speech. Development of reading and comprehension skill continues. The course also teaches students to appreciate the Portuguese culture by further acquainting students with the art, literature, music, customs, and history of the Portuguese-speaking people.

PORTUGUESE III (FL0231) 10, 11, 12

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

21st CENTURY SKILLS

The 21st Century Skills courses are a semester long each. Freshman will be automatically enrolled in these courses unless they complete them during the summer prior to their 9th grade year. Summer course offerings will be determined based on student enrollment and staffing availability. “A” period options may also be available. This sequence of courses was approved as a TUSD graduation requirement beginning with the Class of 2024. Both courses are articulated with Modesto Junior College. Students earning a grade of B or higher are eligible to receive 3 college credits for each course. See articulated courses page for more information.

COLLEGE AND CAREER SEMINAR (P) (ND1113) 9

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

HEALTH AND CHARACTER EDUCATION (P) (ND1112) 9

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