Course Catalog
2020-2021

Mr. Todd Whitmire
Principal

Principal's Message

Dear Parents and Community Members:

Our goal at Pittsburg High is to ensure every student graduates from high school with a goal and a post high school educational plan. This ranges from attending a four college, participating in an apprenticeship program to joining the military. Our local community college, Los Medanos College (LMC) is approximately a mile from our school and over 250 students from last year's graduating class will be attending LMC in the fall. In addition, approximately eighty of our senior students will be concurrently attending LMC in the fall; they will be enrolled in four classes at Pittsburg High and two courses at LMC. The LMC courses count as high school credit AND college credit. This opportunity to take college courses at LMC is available for any student attending Pittsburg High and at a greatly reduced price of one dollar a college unit! To learn more please contact your child's counselor or the college and career center!

Pittsburg High offers a variety of programs and pathways. These include AVID (Advancement Via Individual Determination), Puente, Band, engineering pathway (GEARS) and the biomedical pathway. Many of our students also take at least one advanced placement courses during their four years at Pittsburg High. These include Human Geography, English III, World History and Statistics. We offer a total of seventeen advanced placement courses and these are open to all students interested in being challenged by taking a course that is the equivalent to a first year college course. Over four hundred students were enrolled in an advanced placement course last year.

Many of our students need additional help with one or more of their academic classes. As a result, we offer a robust after school tutorial program on Tuesdays and Thursdays immediately after school for an hour. Among the subjects we offer tutoring in include; English, almost all math courses, history, various science courses and world languages (Spanish, French and Italian). Unfortunately, many students who should attend the tutorial program often do not and we have decided to offer an additional thirty minute period during the school day, between 3rd and 4th period, allowing students to receive additional assistance in each of their classes.

All students at Pittsburg High have the opportunity to participate in a range of activities including eighteen different sports, over thirty five clubs and a variety of other programs such as Robotics, Theater and our terrific Marching Band program! We strongly believe a student who is involved in at least one extra-curricular activity will earn better grades and, just as importantly, want to attend school because they feel a connection to others and pride in what they are doing. Please encourage your child to participate in school life. We have openings in our leadership classes, AVID program and many others.

In closing I am grateful for the opportunity to work with your child. I am entering my thirteenth year as the principal of Pittsburg High School and I am very proud of the great teachers, support staff, parents and students who attend Pittsburg High. We have a very diverse student body which is approximately 50% Hispanic, 25% African American, 15% Asian (including a variety of students from countries including Vietnam, the Philippines, South Korea and India) and 10% Caucasian and Polynesian. Our students are very caring and considerate of one another; many of our students have parents, grandparents and other family members who attended Pittsburg High. Pirate Pride is alive and well. We look forward to another memorable school year. Please don't hesitate to email me at twhitmire@pittsburg.k12.ca.us or call me at (925) 250-1932 with any concerns or questions.

Introduction

Dr. Janet Schulze, District Superintendent

Todd Whitmire, Principal
Stephanie Perez and Cindy Hoke, Principal's Secretaries

Kirsten Wollenweber, Associate Principal

Ted Alfaro, Assistant Principal
Vanessa Fortney, Assistant Principal
Veronica McClennan, Assistant Principal
Connie Spinnato, Assistant Principal

Greg Strom, Athletic Director
Connie Spinnato, Student Activities Director
Mariel Duran & Synitha Walker, College & Career Center
Linda Grover, Registration

The mission of Pittsburg High School is to
graduate life-long learners
who make positive contributions to society
while pursuing a career path of their choice.

Pittsburg Unified School District
Nondiscrimination Policy

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Title IX and Uniform Complaint Contact:

Anthony Molina
Assistant Superintendent
Educational Services
925-473-2313

Overview

This course catalog was designed by the Pittsburg High School staff to help students and parents better understand the educational programs offered so that you may make intelligent and informed choices for your educational growth and personal development. The course curricula follow the California State Standards. Please carefully consider the course descriptions and related information found in this catalog.

A student's guide for successful educational planning

1. This booklet was designed for you to use as a workbook. As you read this catalog, carefully consider the following before selecting your courses for the next year:

Graduation Requirements: select the courses you need to meet district graduation requirements
College Entrance Requirements ("a-g"): select courses you need to meet college entrance requirements
Career Plans: select courses that can help you explore possible future career options
Parent Approval: talk with parents about your choices and have them sign the course selection worksheet
Teacher Recommendation: discuss course choices with teachers and get their recommendations

2. Read the information yourself and pursue more information when you need it. Involve your parents. Talk to counselors, teachers and administrators who you trust and who know your capabilities and aspirations. Please note that students must complete geometry and algebra 2 to be eligible for a four-year college or university. Please note that the choices which are appropriate for your friends may not be the right ones for you.

3. Consider college entrance requirements when making your choices. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation. When in doubt, always choose the more rigorous course or sequence of courses. A recent College Board study disclosed that the more high school academic work students complete, the greater their standardized test performances such as on the SAT or ACT.

4. In any given subject area, take classes in sequence. Check the prerequisites of each course to see if you qualify to take the course. It is better to complete subject area sequences, i.e., beginning art and intermediate art.

5. Refer to the graduation requirements (page 1) which will guide you in fulfilling the subject and credit requirements. Use the four year plan worksheet (page 8) **as your checklist. Include the need to repeat classes if you have received a "D" or failed a class. "D's" must be made up for four-year college or university entrance requirements unless applying for community college. "F's" must be made up for high school graduation.** The four year educational plan that you choose (page 9) must include all of the high school graduation requirements. **Note:** courses repeated for a grade improvement may not earn credit. See your counselor for more information.

6. Businesses have advised that the best way to train students for careers is to teach them to read, write, compute, be on time and get along with others. Students will need transferable skills in order to be competitive in the 21st century. Making thoughtful choices now will better prepare you for future careers.

The Homework Center at Home: Tips for Parents

When designing a home environment appropriate to your student's learning style, consider the following:

1. Identify the physical space where studying and quiet reading can occur.
2. Secure the resources (e.g. paper, pens, dictionary, etc.) that your student will need.
3. Establish a routine time for homework and balance that with a routine time for play.
4. Promote effective time management skills (cover all subjects and long-range projects).
5. Encourage activities that require reasoning, computation, and problem-solving skills.
6. Encourage activities that require building things, fixing things, cooking, etc.
7. Monitor television and computer use and encourage viewing that is educational.
8. Two books some parents have said helped in raising adolescent children:

Raising Self Reliant Children in a Self-Indulgent World Authors: Nelson and Glenn
What Kids Need to Succeed: Proven Practical Ways to Raise Good Kids Authors: Benson, et al.

COUNSELING AND GUIDANCE SERVICES

The goals of the counseling department include assisting students with completing high school successfully and start planning for the future. Counselors help students make educational, college, and career plans and assist with personal and family issues that affect their school progress. Students are urged to take advantage of the excellent opportunities available through the Counseling Office and our College & Career Center. It is easy to make an appointment. A student must fill out a request slip in the Counseling Office with the counseling secretary at brunch, lunch or after school. However, counselors are available for emergency conferences the same day, and are also available for drop-in visits before and after school, and at brunch and lunch. Parents are welcome to contact the Counseling staff/Administration staff by calling the extensions below.

Darlynne Fu	A to Cosby	dfu@pittsburg.k12.ca.us	ext 7527
Bonnie Ceballos	AVID Costello to Espiritu	mceballos@pittsburg.k12.ca.us	ext 7842
Lisa Spitz	Esqueda to Joseph	lspitz@pittsburg.k12.ca.us	ext 7901
Danni Le	Puente Juarez Martinez to Lara	dle@pittsburg.k12.ca.us	ext 7524
Akeem Ajani	Lares to Patino	aajani@pittsburg.k12.ca.us	ext 7522
Jasreen Jawanda	Paul to Thatcher	jjawanda@pittsburg.k12.ca.us	ext 7525
Manuel Rodriguez	ELD A-Longoria Thomas to Velazquez-Montoya	manuelrodriguez@pittsburg.k12.ca.us	ext 7791
Leidi Arias	ELD Lopez-Z Velez to Z	larias@pittsburg.k12.ca.us	ext 7563

COURSE SCHEDULING PROCEDURE

All students will be computer scheduled for the year. The goals of the counseling department are to help students complete high school successfully and start planning for the future. Students are urged to take advantage of the excellent opportunities available through the Counseling Office.

COURSE CHANGES

It is crucial that serious consideration be given to each of the courses a student selects as student-requested course changes will <u>not</u> be considered in the fall. Students and parents should consider the expectations of each class requested, especially Advanced Placement (AP) courses, in terms of level of interest, student time and other commitments such as athletics, work, or other out of school activities. The completion of the COURSE REQUEST FORM, when signed by student and/or parent or guardian, constitutes a contract between student, parent or guardian, and Pittsburg High School. The master schedule of all classes and teacher assignments, which may include the hiring of teachers to teach those classes, is based on the **courses students select in the spring**.

Course changes will be corrected for <u>academic level misplacement</u> or <u>computer errors</u> ONLY!

Schedule changes create significant problems for students. The master schedule of classes and the assignment of teachers to teach those classes are based on courses students choose in the spring; therefore, **CHANGES ARE MADE FOR ACADEMIC MISPLACEMENT OR COMPUTER ERROR ONLY**.

Classes are not changed due to teacher preferences. Only when a parent, student, teacher, and administrator are in agreement that a change is in the best interest of a student, will a change be made. In those special cases, the following process will be:

First	Student/Teacher Conference
Second	Parent/Teacher Conference
Third	Assistant Principal/Student/Teacher Conference
	Assistant Principal/Student/Parent/Teacher Conference
	Assistant Principal recommendation for change communicated to Student/Parent/Teacher
Fourth	Parent can appeal decision to Principal

The Counseling Office also has applications for the following items:

1. *Community College Special Admit Forms*
2. *Financial Aid and Scholarship Information*
3. *Scholastic Aptitude Test (SAT) and the American College Test (ACT) Fee Waivers*
4. *Credit Recovery Options (Adult School, Evening School and Summer School)*
5. *Work Permits*
6. *Community Service Forms*
7. *Mastery Center schedule*

Pittsburg High School Graduation Requirements

SUBJECT	UNITS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	40	English 1	English 2	English 3	ERWC, Creative Writing, African American Literature
		ELD 4			
SOCIAL STUDIES	30		World History or AP World History	U.S. History or AP U.S. History	Amer Government or AP Government / Economics
MATHEMATICS	20	Students must pass 2 years math *(1 year must be Algebra 1 or Algebra 2)*			
FINE ARTS/FOREIGN LANGUAGE	10	Foreign Language **OR** two semesters of any course from the following areas*: Marching Band, Concert Band, Jazz Band, Jazz Ensemble, Wind Ensemble, Vocal Ensemble, Concert Choir, Dance, Intro to Theater, Acting Workshop, Stagecraft, Beginning Art, Intermediate Art, Ceramics, Digital Photo, Advanced Photo, Digital Recording Studio, Audio Production Technology, Intro to Design, Art of Video Production, Computer Graphics, Designs for Web, Spanish 1-4, Spanish for Spanish Speakers 1-5, Italian 1-4, French 1-4, AP Spanish Language, AP Spanish Literature, Mandarin 1-2, Advanced Audio Production, Broadcast Journalism, Construction Technology, PLTW Civil Engineering & Architecture, PLTW Principles of Engineering, Wood 1, Advanced Wood, Auto 1, Advanced Auto*			
PHYSICAL SCIENCE	10	**Physical Science includes** *Chemistry, Honors Chemistry, AP Chemistry, Physics, AP Physics 1, AP Physic C: Electricity and Magnetism, AP Physics C: Mechanics*			
BIOLOGICAL SCIENCE	10	**Life Science includes** *Biology, AP Biology, Anatomy & Physiology, Principles of Biomedical Science, Human Body Systems, Medical Interventions*			
PHYSICAL EDUCATION	20	**Physical Education includes** *Ninth Grade PE, Team Sports, Weight Training, Advanced Sports Conditioning, Dance, Unified Dance, Fitness and Conditioning*			
ELECTIVES	80	Once you have fulfilled the required classes, any extra classes will go towards elective credits.			
*** COMMUNITY SERVICE**	35 HOURS	**35 hours must be completed in the duration of four years and completed by May 1st of senior year**			
TOTAL	**220 credits ****(35 community service hours completed)*				

GRADUATION

The graduation ceremony and Pittsburg High School diplomas are reserved for students who have completed all the credit and subject requirements for graduation by June of their senior year and who have been enrolled at Pittsburg High School for their last semester of attendance. State law provides that students who have failed to earn a diploma by ten credits or less must be offered the opportunity to make up their deficiency in a summer school program designed for that purpose. Students who qualify for this consideration may be granted a diploma at the end of the summer school program. However, such students **may not participate in the graduation ceremony.** Normally, all senior students, regardless of graduation status may participate in the senior activities, such as parties and dances providing they are not banned from an activity for disciplinary reasons or ineligibility *(GPA less than 2.0).*

UC & CSU Minimum Subject Requirements

Note: 15 year-long college preparatory courses are required with a grade of "C" or better.

University of California Minimum 3.0 GPA	California State University Minimum 2.0 GPA
a. History/Social Science: (2 years required) 1 year World History, 1 year U.S. History, or ½ year U.S. History and ½ year of American Gov't	**a. History/Social Science**: (2 years required) 1 year World History, 1 year U.S. History, or ½ year U.S. History and ½ year of American Gov't
b. English: (4 years required) 1 year each of 9th, 10th, 11th, 12th grade English	**b. English**: (4 years required) 1 year each of 9th, 10th, 11th, 12th grade English
c. Mathematics: (3 years required; 4 recommended) 1 year Algebra 1, 1 year Geometry, 1 year Algebra 2, Statistics or Pre-Calculus	**c. Mathematics:** (3 years required; 4 recommended) 1 year Algebra 1, 1 year Geometry, 1 year Algebra 2, Statistics or Pre-Calculus
d. Lab Science: (2 years required; 3 recommended) 1 year Biology or Anatomy and Physiology, 1 year Chemistry or Physics	**d. Lab Science:** (2 years required; 3 recommended) 1 year Biology or Anatomy and Physiology, 1 year Chemistry or Physics
e. Language: (2 years required; 3 recommended) 2 years of the same language [other than English].	**e. Language:** (2 years required; 3 recommended) 2 years of the same language [other than English].
f. Visual and Performing Arts: (1 year required) 1 year of a visual or performing arts course	**f. Visual and Performing Arts:** (1 year required) 1 year of a visual or performing arts course
g. Electives: (1 year required) 1 year of an elective listed on the "a-g" course list.	**g. Electives**: (1 year required) 1 year of an elective listed on the "a-g" course list.

A-G Approved Course List

Note: students should refer to these courses if they are planning on attending college after graduation

a. History/Social Science: (2 years required)

World History
AP World History
AP Human Geography
U.S. History
AP US History
American Government
AP American Government

b. English: (4 years required)

English 1
English 2
English 2 Honors
English 3
English Language Development 4
English 4
AP Language and Composition
AP Literature and Composition
Expository Reading and Writing(ERWC)
African American Literature
Creative Writing

c. Mathematics: (3 years required; 4 recommended)

Algebra 1
Geometry
Algebra 2
Algebra 2 + Precalculus
Statistics
AP Statistics
Pre-Calculus
PreCalculus Honors
Calculus
AP Calculus AB
AP Calculus BC
AP Computer Science A

d. Lab Science: (2 years required; 3 recommended)

Biology
AP Biology
Chemistry in the Community
Chemistry
Chemistry Honors
AP Chemistry
Computer Science Discoveries
Physics
AP Physics 1
AP Physics C: Mechanics
AP Physics C: Electricity & Magnetism
Anatomy and Physiology
AP Environmental Science
PLTW Principles of Biomedical Sciences
PLTW Human Body Systems
PLTW Medical Interventions
PLTW Engineering Research and Development

e. Language: (2 years required; 3 recommended).

French 1, 2, 3, 4
Mandarin 1, 2
Italian 1, 2, 3, 4
Spanish 1, 2, 3, 4
AP Spanish Language
AP Spanish Literature
Spanish for Spanish Speakers 1, 2, 3, 4

f. Visual and Performing Arts: (1 year required).

Intro to Theater
Acting Workshop
Stagecraft
Beginning Art
Intermediate Art
Ceramics
Advanced Graphic Design
Digital Photography
Advanced Photography
Jazz Ensemble
Marching Band/Concert Band
Marching Band/Wind Ensemble
Art of Video Production
Computer Graphics
Concert Choir
Dance
Design For Web
Digital Recording Studio
Intro to Design

g. Electives: (1 year required)

Advanced Audio Production
AP Psychology
AVID 4
Broadcast Journalism
Construction Technology
Economics
PLTW Civil Engineering & Architecture
PLTW Principles of Engineering
PLTW Aerospace Engineering
PLTW Computer Integrated Manufacturing
PLTW Digital Electronics
Robotics
Sports Medicine
Student Leadership
Web Development

One year of a course approved specifically in the "g" subject area, including courses that combine any of the "a-f" subject areas in an interdisciplinary fashion; or One year of additional approved "a-f" course beyond the minimum required for that subject area

Academic Honors

Seal of Bi-literacy

The Seal of Bi-literacy has **two components**. The student must meet the proficiency requirement for

English and the proficiency requirement for **World Language**.

1. **English (satisfy BOTH of the requirements)**

a. Complete all English-Language requirements for graduation (4 years) with an overall grade point average of 2.0 or above in those classes **AND**

b. Obtain a score of "Standards Met" or higher on the English Language Arts portion of the SBAC administered in the 11th grade.

2. **World Language (satisfy 1 of the following 5 requirements)**

Demonstrate proficiency in one or more World (foreign) Languages- in addition to the English requirements- by accomplishing **one** of the following:

a. Score 3 or higher on an Advanced Placement (AP) foreign language test. We must have your AP score before seal can be awarded. (Associated cost/**See Additional Information).

b. Score of 600 or higher on the SAT ll (Scholastic Assessment Test II) foreign language test. Student will supply SAT Score. (Associated cost/**See Additional Information).

c. Successfully complete a four-year high school course of study in a World (foreign) Language and attain an overall grade point average of 3.0 or above in that four year course of study. (Middle school languages do not count towards this requirement)

1. If a student takes an AP or SAT test, he/she must inform the school's Assistant Principal of their intent to submit the test results to meet the Eligibility Requirement under the World Language proficiency section. Be sure that the Assistant Principal receives a copy of your score when it becomes available. Until scores are available, a student will be placed on a "pending" list and sent the Biliteracy Seal when results of testing are confirmed. If a student completed any of the above tests while enrolled at a different school, the student must submit their test scores. 2. If a student is in an Advanced Placement (AP) class, the results of this test are not reported until August. At that time, if the student has received a score of 3 or higher and met all other requirements, the seal will be sent to the student.

Golden State Seal

The **Golden State Seal Merit Diploma** (GSSMD) insignia is awarded jointly by the **State** Board of Education and the **State** Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas.
To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English Language Arts/literacy (ELA)—students must have earned one of any of the following:
    1. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
4. U.S. History—students must have earned one of any of the following:
    1. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
    2. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
5. Two additional subject areas—students may choose from any of the following:
    1. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
    2. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
    3. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

Pittsburg High School

ASSOCIATION FOR ACADEMIC ACHIEVERS

ACADEMIC AWARD REQUIREMENTS

Academic Award Requirements:

- ***Students Earning a GPA of 3.81 or above will receive a gold achievement certificate (academic excellence)***
- ***Students earning a GPA of 3.41 to 3.80 will receive a white achievement certificate (honor roll)***
- ***Students earning a GPA of 3.00 to 3.4 will receive a gray achievement certificate (merit list) for each semester their name appears on the list.***

Academic Excellence	**Honor Roll**
3 semesters Block P and pin	**4 semesters Block P**
4 semesters Torch patch	**5 semesters torch patch**
5 semesters Jacket	**6 semesters jacket**
6 semesters Lamp of Knowledge patch	**7 semesters lamp of knowledge patch**
7 semesters Honor scroll path	

IF STUDENTS MOVE BETWEEN THE ACADEMIC EXCELLENCE AND HONOR ROLL LISTS, THEY WILL BE CREDITED ACHIEVEMENT AND RECEIVE THE APPROPRIATE AWARDS. THE AWARD WILL BE ONE LEVEL BEHIND THE ACADEMIC EXCELLENCE AWARD. NO DUPLICATE AWARDS WILL BE GIVEN.

*****SEMESTERS DON'T HAVE TO BE CONSECUTIVE**

Athletic Programs

Fall [Aug-Nov]	Winter [Nov-Feb]	Spring [Feb-May]
Cheerleading Cross Country Football Girls Golf Girls Tennis Girls Volleyball Water Polo Unified Sports	Boys Basketball Girls Basketball Boys Soccer Girls Soccer Boys Wrestling Girls Wrestling Unified Sports	Baseball Boys Golf Softball Swimming Boys Tennis Track & Field Boys Volleyball Unified Sports

Pittsburg values creating the safest possible environment for our students; however, risk of physical injury exists when participating in extracurricular activities. To lessen this risk, all student athletes must have completed district physical forms before the first day of tryouts. All Athletic clearance forms and information can be found on Pittsburg Unified School District's website under Athletics Clearance.

Students must maintain a minimum unweighted grade point average (GPA) of 2.0 in order to be eligible for any extra/co-curricular activities and meet all CIF league and school eligibility requirements. Academic probation information can be found on our website in the counseling section.

NCAA (National Collegiate Athletic Association) Approved Course List

For students planning to pursue collegiate athletics

English:	**Social Science:**	**Mathematics:**	**Biological/Physical Science:**	**Additional Core Courses:**
English 1	American Government	Algebra 1	Anatomy & Physiology	French 1
English 2	AP Amercian Government	Algebra 2	Biology	French 2
English 2 Honors	Economics	Calculus	AP Biology	French 3
English 3	AP Human Geography	AP Calculus AB	Chemistry	French 4
AP English Language and Composition	AP Psychology	AP Calculus BC	Chemistry Honors	Italian 1
Expository Reading and Writing (ERWC)	US History	Geometry	AP Chemistry	Italian 2
AP English Literature and Composition	AP US History	Pre-Calculus	Physics	Italian 3
Creative Writing	World History	Statistics	AP Physics 1	Mandarin 1
African American Literature	AP World History	AP Statistics	AP Physics C: Electricity and Magnetism	Mandarin 2
			AP Physics C: Mechanics	Spanish 1
			AP Environmental Science	Spanish 2
				Spanish 3
				Spanish 4
				Spanish for Spanish Speakers 1/2/3/4/5
				AP Spanish Language
				AP Spanish Literature

Please refer to the NCAA eligibility website for additional information

NCAA CONTINUED…

1. **Minimum GPA raised to 2.30:** Beginning with the graduating class of 2016, the minimum core course GPA for incoming college freshmen has been raised to 2.30.

2. **10 Core Courses by Junior Year:** Beginning with the graduating class of 2016, ten (10) core courses must be completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on the NCAA website is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

HTTP://www.NCAA.org/student-athletes/future/eligibility-center

Four Year Plan

NAME: ID# CLASS OF:

Grade	Required Courses	Student Courses	Grades		Credits		Graduation/Future Goals Checklist
9	English 1	English 1					Post High School Goals:
	Math	Algebra 1 or Geometry					
	Biology						Supporting Activities: (9-12)
60 credits	Physical Education	PE9					
	Foreign Language						Explore cacareerzone.org
	Elective						October: PSAT
Summer School							Total Credits to Date:
Grade	Required Courses	Student Courses	Grades		Credits		Graduation/Future Goals Checklist
10	English 2	English 2					Post High School Goals:
	Math						
	World History	World History/AP					Make Appt. with Career Center
120 credits	Chemistry						
	Physical Education	PE10					October: PSAT
	Foreign Language						Californiacolleges.edu
Summer School							Total Credits to Date:
Grade	Required Courses	Student Courses	Grades		Credits		Graduation/Future Goals Checklist
11	English 3	English 3/AP					Post High School Goals:
	Math						
	US History	US History/AP					Make Appt. with Career Center
	Science/Elective						Fall: PSAT
180 credits	Foreign Lang/Elective						Spring: ACT
	Fine Art/Elective						SAT Reasoning
							SAT II Subject Test
Summer School							Total Credits to Date:
Grade	Required Courses	Student Courses	Grades		Credits		Graduation/Future Goals Checklist
12	English 4	English 4/ERWC/AP					Post High School Goals:
	American Govt/Econ	Govt/Econ/AP					
	Math/Elective						College Bound:
	Science/Elective						Fall: ACT
240 credits	Foreign Lang/Elective						SAT Reasoning
	Elective						SAT II Subject Test
Summer School							Community Service: 35 hours
							Total Credits to Date:

RECOMMENDED ACADEMIC COURSE OF STUDY:

The recommended academic course of study is planned to provide students with expanded options upon graduation. Important to note is that UC's, CSU's and private universities do not accept courses with a **D** letter grade. To have all college-preparatory courses accepted, students receiving a **D** in any college preparatory course must retake the course for a higher grade. Students with a 3.3 GPA and above in the recommended courses will be eligible to be considered for comprehensive review by the university regardless of scores on standardized tests. Students should check with their counselors by the end of their sophomore year for the requirements of any college. Students are also encouraged to choose electives that allow them to pursue interests, develop specialty skills, and explore careers.

Grade 9	***Grade 10***
English 1 P (1 year) *Algebra 1 P or Geometry 1 P (1 year)* *Foreign Language 1 P (1 year)* *Biology P (1 year)* *Physical Education (1 year)* *Elective (1 year)*	*English 2 P or H (1 year)* *Geometry 1 P or Algebra 2 P (1 year)* *Foreign Language 2 P (1 year)* *Chemistry P or H (1 year)* *World History P or AP World(1 year)* *Physical Education (1 year)*
Grade 11	***Grade 12***
English 3 P or AP English Lang. (1 year) *Algebra 2 P, Pre-Calculus P, Calculus P, or Statistics P (1 year)* *Foreign Language 3 P (1 year)* *Physics P or AP science course (1 year)* *Visual/Performing Arts P (1 year)* *US History (1 year)*	*ERWC P, Creative Writing P, African Am. Lit. P or AP English Lit. (1 year)* *Algebra 2 P, Pre-Calculus P, Calculus P, or Statistics P (1 year)* *Foreign Language 4 P (1 year)* *Anatomy & Physiology P or AP science course(1 year)* *American Government P (1 sem.) & Economics P (1 sem.)* *Elective (1 year)*
	***P** = College Prep* ***H** = Honors*

CALIFORNIA STATE UNIVERSITY FRESHMAN ADMISSION REQUIREMENTS FOR CALIFORNIA RESIDENTS:

- Admission to the CSU as a freshman takes into account the specific courses you completed in high school, your grades in those classes, your test scores on the ACT or SAT, and graduating from high school.
- Admission offices at the 23 campuses use three factors to determine eligibility.
- Most applicants who are admitted meet the standards in each of the following areas:

Specific high school courses (referred to as the “a-g” courses)

The CSU requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course you use to meet any subject requirement.

Grades in “a-g” courses and test scores

The grades you earn in high school are the most important factor in CSU admission decisions. Your high school grade point average is calculated using your grades in all your college prep "a-g" classes completed after the 9th grade.

The CSU uses a calculation called an Eligibility Index that combines your high school grade point average with the score you earn on either the SAT or ACT tests.

While SAT/ACT test scores are not required to establish the admission eligibility of California residents with a high school GPA of 3.00 or above impacted campuses and impacted first-time freshmen enrollment categories often include test scores among the supplemental criteria required of all applicants to those campuses and enrollment categories. If you have your high school GPA and the results of your SAT or ACT test, then you can calculate your eligibility index. From there you can quickly see whether you meet the minimum admission standards. Remember, some campuses have higher standards for particular majors or for students who live outside the local campus area.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Subject Requirements

To meet minimum admission requirements, you must complete 15 year-long high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

Keep in mind that taking approved high school ("a-g") courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement exams.

GPA Requirement

UC has a specific way to calculate the grade point average (GPA) it requires for admission. California applicants must earn at least a 3.0 GPA in all "a-g" or college-preparatory courses to meet this requirement.

Examination Requirement

At UC, they use admissions test results not only to assess your academic preparation and achievement, but to help them determine your qualifications beyond what they see in your grades.

All prospective freshmen must submit scores from either the ACT with Writing or SAT with Essay.

SAT Subject Tests

While SAT Subject Tests are not required, some campuses recommend that freshman applicants interested in competitive majors take the tests to demonstrate subject proficiency.

Admission by Exam

If you don't meet UC's minimum requirements, you may be considered for admission to UC if you earn high scores on the ACT with Writing or SAT and two SAT Subject Tests.
In general, this method of consideration is designed for students who have been unable to meet the regular subject requirements and/or earn a high school diploma because of unique circumstances, such as non-traditional education or long-term illness.

Why you should consider attending a Historically Black College or University?

- **Some HBCUs have minimum GPA and SAT requirements that are reachable for most students.**
- **Cost for most HBCUs is between $11,000 and $16,000 per year.**
- **Academic Scholarships start with GPAs as low as 2.50**
- **Full Scholarships start at 1100 SAT & 3.50 GPA**
- **Small schools (13,000 largest-FAMU & Howard)**
- **Small Class sizes (12/1, 10/1, etc.)**
- **High Graduation Rates/High Graduation Rate for Student Athletes**
- **A large percentage of students receive financial aid**
- **HBCUs are flexible and willing to work with families**
- **Nurturing Environment**
- **Mentoring/Role Models**
- **Networking**
- **Culture/History**
- **Job Placement**
- **Provides Positive Options for Students**
- **Some HBCUs have special admission provisions for special cases.**
- **Some students are accepted solely on the recommendation of the *U-CAN* President**

HBCU APPLICATION WEBSITE: http://ucangotocollege.org/what-is-hbcu

SAT or ACT?

WHICH TEST SHOULD I TAKE?

CSU and UC campuses use either the ACT or the SAT in the calculation of your eligibility index.

Below are some differences between the ACT and SAT. Speak to your high school counselor to determine which test would be a better measure of your strengths and readiness for college classes.

ACT

The ACT covers four areas: English, mathematics, reading and science. The ACT composite score is used for admission to the CSU. The ACT also offers, as an option, the Writing Test. The CSU does not require the score from the Writing Test for admission purposes. UC's require the writing section.

For more information about the ACT and to register for the test and send scores, go to www.act.org.

If you list a CSU or UC campus as an ACT score report recipient, your test scores will be sent to all campuses to which you submit an application.

SAT

The SAT currently consists of two main sections: Evidence-Based Reading and Writing and Math. Scores from Evidence-Based Reading and Writing and Math are combined and used for admission to the CSU. Scores from the Writing section will not be used for admission purposes to the CSU. UC's require the writing section for admission.

CSU campuses will accept old and current SAT scores for admission through 2020. Applicants may submit scores from either test.

Visit Collegeboard.org to learn more about the SAT tests and to register online to take the SAT test.

Once you've taken the SAT test, you should list the Cal State Apply institution code, so that Cal State Apply can store your scores for any CSU campus to retrieve. The Cal State Apply institution code for the SAT is 3594.

Graduation from high school

For admission to the CSU or UC, graduation from high school and receipt of a high school diploma are admission requirements.

For most college freshman applicants, the other basic admission requirements — high school coursework and grades and test scores — should be the focus of your attention.

Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants.

Many CSU campuses use local admission policies for students who graduate or transfer from high schools and community colleges that are historically served by a CSU campus in that region.

Admission by Exception

Sometimes even the most creative, focused and intellectually passionate students aren't able to fulfill our admission requirements. Even these students have a chance to attend UC.

Some students are home-schooled and don't have transcripts. Others have life circumstances that have prevented them living up to their promise.

Each UC campus can offer admission to a few students who do not meet all of their admission requirements. You may use the personal insight questions or additional comments section of the admission application to explain your unique story.

ELIGIBILITY IN THE LOCAL CONTEXT- ELC

Eligibility in the Local Context (ELC) is a program by which the University of California identifies top-performing California high school students. Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified students from among the top 9 percent of each participating high school.
The ELC program was implemented to:

- increase the pool of eligible students
- meet the guidelines of the California Master Plan for Higher Education, which states that the top 12.5 percent of public high school graduates will be considered UC-eligible
- give UC a presence in each California high school and stimulate a college-going culture at those schools that typically do not send many graduates to the university

The ELC program also fulfills an important UC admissions goal: to recognize and reward the academic accomplishment of students who have made the most of the opportunities available to them.

To be designated as ELC, a student must have attended an eligible, participating California high school, satisfactorily completed a specific pattern of 11 UC-approved courses prior to the start of senior year, and have a UC-calculated GPA that meets or exceeds the top 9 percent GPA benchmark established by UC for their school. To maintain the ELC status, the student must satisfy the general admissions requirements including the successful completion of the 15 required “a-g” courses, maintain a 3.0 GPA and submit an official copy of ACT with Writing or SAT Reasoning Test scores.

California high school students who are eligible in the statewide context or eligible in the local context and are not admitted to any campus to which they apply will be offered a spot at another campus if space is available.

SCHOLARSHIPS AND FINANCIAL AID:

Information on college scholarships and federal and state financial aid programs are available in the Counseling Office and College and Career Center. Many special programs and scholarships are announced in the weekly bulletin, daily announcements, Remind, PHS website and informational nights are hosted by the PHS counselors and career technicians.

Note!

October 1st - March 2nd FAFSA Application Period . Seniors and parents are encouraged to apply during the priority period to assure maximum eligibility of financial aid.

IMPORTANT: *To be considered for federal and state financial aid, parents and students must complete the* ***Free Application for Federal Student Aid*** *(FAFSA) and the GPA Verification Form. The FAFSA website and application can be www.studentaid.ed.gov and the Cal-Grant application is electronically submitted every year for each student unless otherwise indicated by the PHS Counseling Department.*

College and Other Representatives: Military recruiters and representatives from various colleges and occupational areas are scheduled throughout the year to speak with all interested students. Students should listen carefully to the daily bulletin, and/or check office postings for important information. Presentations are held in our library. Students may sign up for presentations in our College & Career Center which is located in the PHS Library.

Transcripts: If students need to send a copy of their grade record (transcript) to a college, scholarship agency, or an employer, they must complete a Transcript Request Form in the Student Records Office. Marisa Moss is our data processing technician and has a 24 hour turn around period.

NOTE: *Students must be sure to inform Marisa Moss (located in the Main Office) to send a copy of their final transcripts to the colleges of their choice by completing the clipboard for "Transcript Requests".*

CREDIT ADVANCEMENT or RECOVERY OPTIONS

ADULT SCHOOL CREDIT:

Adult Education credits will be accepted as high school credit toward graduation. Adult Education courses do not meet the UC/CSU entrance requirements only satisfy the high school graduation requirements. 12th grade students will be enrolled due on credit recovery, space availability and counselor recommendation.

SUMMER SCHOOL CREDIT:

Summer school is offered at Pittsburg High School for all currently enrolled students. Summer school offers the opportunity to redeem credits and to make up extra credits as approved by their counselor. Students are enrolled by their perspective counselor for the necessary core classes needed toward graduation and can earn up to a maximum of 10 credits for the duration of summer school.

Evening School Program:

The Acellus credit recovery program is available to PHS students through evening school. The courses satisfy the A-G requirements and are designed to help students attain college eligibility and redeem core credits needed for graduation. Students are required to attend on the days they are assigned and are able to work on the class on the other days. Please see your counselor for additional information on how to enroll.

COMMUNITY COLLEGE CREDIT:

Community college credit will be accepted as high school credit and college credit that will count towards units when they officially get admitted into college. College credit count will be 3 times the amount of high school credit "1 unit is equivalent to 3.5 high school units". Community college can first be taken starting as a rising 9th grader.

Dual Enrollment Classes/Articulation

Intro to Engineering Design
Introduction to Anatomy & Physiology
Automotive Technology
Principles of Engineering
Medical Terminology

College Connection classes at LMC

Criminal Justice/Theater Appreciation
Mass Communication/Hip Hop Culture

ADVANCED PLACEMENT (AP) COURSES:

Advanced Placement classes are college courses for students planning to attend a four-year college or university. They are for ninth, tenth, eleventh, and twelfth grade students who are capable of doing college work with a difficult college curriculum.

In order for students to receive college credit, they must take and pass a rigorous three-hour national College Board advanced placement final exam. The cost of the exam is $94.00. Currently, the cost of each Advanced Placement exam is paid for by student taking the exam. If the student does not take the test, **AP does not appear on the student's transcript. Once students enroll in Advanced Placement courses, they must remain.** *(For additional **AP** criteria and information, see page one and additional departmental pages.)*

Higher education provides more options and significantly higher wages. Therefore, Pittsburg High School is committed to providing all students with college preparation, career exploration, and student academic and emotional assistance to expand options upon graduation. Freshmen complete the Career Exploration and College Preparation course where they design their four- year academic plan and explore interests.

Students are encouraged to explore career options and acquire specialized skills by taking classes such as Robotics, Architectural Design, Bio-Med, and Computer Graphics. As students work to meet Pittsburg High School graduation and college entrance requirements, they are encouraged to complete courses from our career pathways program.

- *For more information, please visit our Counseling Office.*
- *To broaden career exploration opportunities, PHS endeavors to expand elective offerings as master scheduling, funding, and enrollment.*

Pittsburg High School is committed to providing equitable access to **Advanced Placement** *(AP)* and **Honors** courses. **Honors** courses are for students who wish to be more academically challenged and who wish to prepare for future AP courses. **AP** courses are freshman college courses that provide students with the opportunity to pass the corresponding AP exams. They are designed for ninth, tenth, eleventh and twelfth grade students capable of doing college work. Students who pass the AP test receive college credit. The extent of college credit depends upon the specific college and passing advanced placement test score (3, 4, or 5). Recommendations for enrollment are determined by the College Board advanced placement curriculum and content- area tests. They are also determined by the motivation to acquire college level skills and pass the advanced placement test. For additional information, see the teacher's **AP Parent-Student Course Agreement**.

PARTICIPATION IN AP COURSES:

- *A grade of "**C**" or higher in the previous level course taken in the same subject area is recommended*
- *Participation in the spring orientation and the signing of an "AP Contrac*t"
- Complete summer course work prior to class beginning.

Please Also Note: *For students who have successfully completed Chemistry P or Chemistry H, and desire the opportunity to pass the AP Chemistry Exam, may enroll concurrently in a Los Medanos College evening chemistry course and register with the PHS AP Testing Coordinator for the spring Advanced Placement Chemistry Exam. A **Parent-Student Agreement is required.** Once students enroll in AP, they must remain. Summer homework is required. Teachers' summer homework grading policies may vary.*

AP STUDENTS SHOULD TAKE THE AP EXAM

Pittsburg High School is committed to providing equitable access to Honors and AP courses. Honors courses are for students who wish to be more academically challenged and who wish to prepare for future AP courses. AP courses are freshman college courses that provide students with the

opportunity to pass the corresponding AP exams. They are designed for ninth, tenth, eleventh and twelfth grade students capable of doing college work. Students who pass the AP test receive college credit. The extent of college credit depends upon the specific college and passing advanced placement test score (3, 4, or 5). Recommendations for enrollment are determined by the College Board advanced placement curriculum and content-area tests. They are also determined by the motivation to acquire college level skills and pass the AP test. For additional information, see the teacher's "**Advanced Placement Parent-Student Course Agreement".**

2019-2020 CTE PATHWAYS

Industry Sector	Pathway	Subpathway	Introductory	Concentrator	Capstone
Engineering	**ARCHITECTURAL DESIGN**		Intro to Design	Civil Engineering and Architecture	Engineering Research and Development
	ENGINEERING DESIGN			Digital Electronics	Aerospace Engineering
	ENGINEERING TECHNOLOGY			Principles of Engineering	Computer Integrated Manufacturing
Information and Communication Technologies	Software and Systems Development	**SYSTEMS PROGRAMMING**	Computer Science Discoveries	Web Development	AP Computer Science A
		WEB AND SOCIAL MEDIA PROGRAMMING AND DESIGN		Designs for the Web	AP Computer Science Principles
Arts, Media and Entertainment	Design, Visual, and Media Arts	**GRAPHIC DESIGN**		Computer Graphics	Adv Computer Graphics
		VISUAL/COMMERCIAL ART		Digital Photography	Advanced Photography
	Production and Managerial Arts	**FILM/VIDEO PRODUCTION**		Art of Video Production	Broadcast Journalism
		MULTIMEDIA PRODUCTION		Digital Recording Studio	Audio Production Technologies
Building and Construction Trades	**RESIDENTIAL AND COMMERCIAL CONSTRUCTION**		Wood 1	Advanced Wood	Construction Technology
Transportation	**SYSTEMS DIAGNOSTICS AND SERVICES**			Auto 1	Advanced Auto
Health Science and Medical Technology	**PATIENT CARE**			Sports Medicine	Advanced Sports Medicine
	PUBLIC AND COMMUNITY HEALTH		Principles of Biomedical Science	Human Body Systems	Medical Interventions

CAREER and TECHNICAL EDUCATION

Advanced Auto: Year – 10 credits. Advanced Auto is a year-long course in which students expand on the skills learned in Auto 1. Students focus on more complex troubleshooting, repair and replacement throughout the course. Our auto program has an articulation agreement with Los Medanos College whereby students who complete two years of auto technology at Pittsburg High are able to enter year #2 of the auto program at the college.

Advanced Audio Production: Year – 10 credits. Audio Production Technologies is a capstone course where students learn the art and science of Audio Engineering as practiced by professional Recording Engineers, Broadcast Audio Engineers and Sound Reinforcement Technicians. Students receive rigorous hands-on training in the use of professional audio hardware and software in professional workflows. Students gain experience recording, mixing, mastering, and final distribution of projects by working with professional analog and digital audio technology. Integrated throughout the course are career technical education standards, which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. ***Meets the UC / CSU g requirement.***

Advanced Graphic Design: Year – 10 credits. Advanced Graphic Design is a year-long course designed to extend the skills students learn in Computer Graphics. This course will cover the fundamental principles and elements of visual communication. Students will engage in a comprehensive exploration of the various aspects of visual communication including theory, technology and practice. Advanced Graphic Design is intended for students who wish to continue their education in the Graphic Design field and who would like to contribute in a meaningful and tangible way to the community through service projects. Students will familiarize themselves with design concepts beginning with hands-on problem solving exercises and abstract visual experimentation. They will move on to interact with state-of-the-art graphic design tools, namely, Adobe CS5: Illustrator, Photoshop, and InDesign, and also gain a basic understanding of previous technology which has provided the foundation for current methods. ***Meets the UC/CSU f requirement.***

Advanced Photography: Year – 10 credits. Advanced Photography is a year-long course that extends the skills acquired in Digital Photography. The course focus will include both image capture techniques and post processing techniques in the digital lab. The students will explore studio and on location lighting techniques to enhance their photography. They will critique their own work, as well as the work of their peers and create a website and portfolio of work will will demonstrate their aesthetic. ***Meets the UC/CSU f requirement.***

AP Computer Science A: Year – 10 credits. This is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. ***Meets UC/CSU c requirement.***

AP Computer Science Principles: Year – 10 credits. The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Advanced Sports Medicine: Year – 10 credits. Advanced Sports Medicine provides an excellent opportunity for students to continue exploring their interest in the fields of health science and medicine.

This class provides a framework of advanced skills for understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learning in Sports Medicine. The lecture/lab format focuses on clinical hands-on applications of theory and knowledge, including evaluation, assessment, treatment and rehabilitation of athletic injuries. Internship opportunities are available at after-school athletic events, assisting the head athletic trainer or team physician, and working with other health care professionals.

Aerospace Engineering Honors: Year – 10 credits. Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot. ***Meets the UC/CSU d requirement.***

Art of Video Production: Year – 10 credits. In Art of Video Production, students compare the media of film, television and video, including the aesthetics, cultural elements and history. Students develop skills to produce their own videos, and take an in-depth look at the nature of video communication, exploring aspects of pre-production and post-production, script writing, camera-work, lighting and sound. Students utilize skills in directing and editing to produce a variety of projects, including school newscasts, documentaries, and video productions. ***Meets UC/CSU f requirement.***

Auto 1: Year – 10 credits. Auto 1 is a year-long course designed for students interested in a career as an auto mechanic. Students learn a variety of skills ranging from simple repairs (brakes) to complex troubleshooting and replacement. Our auto program has an articulation agreement with Los Medanos College whereby students who complete two years of auto technology at Pittsburg High are able to enter year #2 of the auto program at the college.

Broadcast Journalism: Year – 10 credits. Broadcast Journalism focuses on the analysis and practice of electronic news gathering, media production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives. Students will gain a richer understanding of the ideals, constraints, rituals, and routines of the global news media, all while gaining practical experience as broadcast and emerging-media journalists. Students will use this form of production to make personal audio and video productions that include the principles of visual design and industry production value standards. Students will digitally record, edit and distribute their projects across multiple media platforms to be updated as new media channels emerge. ***Meets the UC/CSU g requirement.***

Civil Engineering and Architecture Honors: Year – 10 credits. Civil Engineering and Architecture is part of Project Lead the Way's national engineering curriculum. In this class, students learn about building design and development. Topics include: architectural styles, floor plan design, residential and commercial buildings, green building, cost estimating, plumbing & electrical, foundation design, structural design, land surveying, and much more. Students will use 3D architecture modeling software called Autodesk Revit to aid in their building design projects. ***Meets the UC/CSU d requirement.***

Computer Integrated Manufacturing Honors: Year – 10 credits. Manufacturing transforms ideas into products. This course provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models. Manufacturing provides products we use daily. How can a student become part of it? ***Meets the UC/CSU g requirement.***

Computer Science Discoveries: Year – 10 credits. Computer Science Discoveries (CS Discoveries) is an

introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. CS Discoveries focuses on the skills that enable students to create and express themselves in a variety of contexts and media, whether they are developing their own website, designing an app, building a game, or creating a physical computing device, students are empowered to bring their ideas to life. ***Meets the UC/CSU d requirement.***

Computer Graphics *(ROP)*: Year – 10 credits. Computer Graphics offers students an opportunity to learn hands-on skills using the same computer equipment and software applications found in professional production shops and design studios. Software includes Pagemaker, Adobe Illustrator, and Adobe Photoshop. Students develop desktop publishing skills including PostScript Illustration, scanning, digital photo retouching and advanced composition techniques. Students create business cards, flyers, brochures, magazine layouts, and newspaper advertisements. This course is a pre-requisite for Advanced Computer Graphics. ***Meets UC/CSU f requirement.***

Construction Technology: Year – 10 credits. This is a yearlong course designed for students interested in a career in the construction industry. Students have hands-on opportunities to learn all phases of basic residential construction, including carpentry, drawing and reading blueprints, drywall, electrical, flooring, painting, plumbing, roofing, tile setting, and welding. ***Meets UC/CSU g requirement.***

Designs for the Web: Year – 10 credits. Designs for the Web **f**ocuses on Web page planning, basic design, layout and construction, setup and maintenance of a Web site, HTML, DHTML, CSS, JavaScript, and various Web page and image creation tools. ***Meets the UC/CSU f requirement.***

Digital Electronics Honors: Year – 10 credits. From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. ***Meets the UC/CSU g requirement.***

Digital Photography: Year – 10 credits. Digital Photography is a creative art and technology course that will provide students with an opportunity to advance their knowledge and skills in the art of Photography and the technology of Digital Photography. This course will familiarize the student with basic and advanced digital photographic equipment, materials, and processes, including the use of computer hardware and software programs. Students will develop their creative ability, aesthetic eye, and critical assessment of photographic works. The influence of photography on our culture and arts will be discovered. This course is a pre-requisite for Advanced Photography. ***Meets the UC/CSU f requirement.***

Digital Recording Studio: Year – 10 credits. Digital Recording Studio is a course where students learn the art and science of Audio Engineering as practiced by professional Recording Engineers, Broadcast Audio Engineers and Sound Reinforcement Technicians. Students receive rigorous hands-on training in the use of professional audio hardware and software in professional workflows. Students gain experience recording, mixing, mastering, and final distribution of projects by working with professional analog and digital audio technology. Integrated throughout the course are career technical education standards, which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. ***Meets UC / CSU f requirement.***

Engineering Research and Development: Year – 10 credits. Engineering Research and Development is a specialization course in the PLTW program. The knowledge and skills students acquire throughout PLTW Engineering courses comes together in this course as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process according to industry standards and complete the course ready to take on any post-secondary program or career. ***Meets the UC/CSU d requirement.***

Human Body Systems Honors: Year – 10 credits. Step inside the human body and explore the systems that help us move, protect us from disease or injury, and facilitate communication within the body and with the outside world. Solve a medical mystery. Analyze a medical case file and diagnose disease. Design experiments to explore structure and function of the human body. How do the systems of the body work

together to keep us well? In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. ***Meets the UC/CSU d requirement.***

Introduction to Design: Year – 10 credits. Introduction to Design is the first in a series of engineering classes based on Project Lead the Way's national curriculum. The course counts as an art class & can lead to industry certification and/or college credit. The course focuses on three areas: The Design Process used by engineers and other creative professions. 3D modelling using Inventor software, an industry standard software, and career readiness skills. Students will learn: how to keep an engineering journal with all of their creative work. How to do basic technical sketches. How to use Inventor to create 3D Models, Multiview Drawings, and how to use a 3D printer to print their designs. ***Meets the UC/CSU f requirement.***

Medical Interventions: Year – 10 credits. Follow the fictitious Smith family as you learn about the prevention, diagnosis, and treatment of disease. Play the role of biomedical professionals to analyze case information and diagnose and treat your patients. Investigate the medical interventions of the past and present, and begin to brainstorm the innovations of the future. Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. ***Meets the UC/CSU d requirement.***

Peer Tutoring / Lab Assistant: This course provides the opportunity for eleventh and twelfth grade students to assist their peers in a classroom setting. They work under the guidance of the teacher. Students requesting to participate in the peer tutoring program must have demonstrated a mastery of the subject being taught in the selected class. They must also be 16 years of age or older and be on track for graduation, maintain a 2.0 GPA, and have passed both parts of the CAHSEE. Satisfactory attendance must also be maintained.

Principles of Engineering Honors: Year – 10 credits. The second in a series of engineering classes based on Project Lead the Way's national curriculum. POE is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Major Areas of study include mechanisms, energy, electronics, fluid power, structural design, and programming. Students will Design and build a variety of projects including solar cars, elevators, compound gear trains, ping pong ball shooters and robots. ***Meets the UC/CSU d requirement.***

Principles of Biomedical Science Honors: Year – 10 credits. From the moment students walk into the Principles of Biomedical Science (PBS) classroom, they are immersed in the mysterious death of Anna. They are asked to investigate, document, and analyze evidence to solve the case. The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how

the development of disease is related to changes in human body systems. ***Meets the UC/CSU d requirement.***

Robotics: Year – 10 credits. Robotics prepares students to compete in FIRST Robotics and VEX robotics Competitions. Focusing on hands-on experience in the field of robotics, students design, build, & program a variety of robots using a variety of materials and equipment. Students will have the opportunity to program in RobotC, Labview, HTML, and Java. Students will have the opportunity to use Inventor to create 3D models of their robots. Students will also have opportunities to meet industry professionals and have access to specialized scholarships. This is a 7th Period course and it meets the UC elective admissions requirement. ***Meets the UC/CSU g requirement.***

Sports Medicine: Year – 10 credits. This course is designed to explore human anatomy and physiology, and lays the foundation for further study of these sciences. Students learn how systems of the body function and interact through physical activity, and develop a thorough understanding of the structure and function of the musculo-skeletal system. This knowledge serves as a platform for understanding the physiological response to injury and improving performance. ***Meets the UC/CSU g requirement.***

Wood 1 and Advanced Woodshop: Year – 10 credits. A Variety of hand tools and machines are used to build projects such as tables, lamps, speakers, boxes, and shelves. Planing materials, cutting, joining, and finishing wood projects are emphasized.

ENGLISH LANGUAGE ARTS DEPARTMENT

P *= College Prep* ***H*** *= Honors* ***AP*** *= Advanced Placement*

ENGLISH LANGUAGE ARTS COURSES	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
English I P	Year	9	None
English 1 P	Year	9	PUENTE Counselor/Teacher-student interview
English 2 P	Year	10	None
English 2 H	Year	10	"B or higher" in English 1 recommended
English 2 P PUENTE	Year	10	PUENTE Counselor/Teacher- student interview
English 3 P	Year	11	None
AP English Language	Year	11	"B or higher" in previous English classes recommended
ERWC	Year	12	None
AP English Literature	Year	12	"B or higher" in previous English classes recommended
Creative Writing	Year	12	None
African American Lit	Year	12	None
ELD 1, ELD 2, ELD 3, and ELD 4	Year	9-12	None

ENGLISH LANGUAGE ARTS

English 1 P: Year – 10 credits. A thematically organized, college-preparatory course that develops specific listening, speaking, reading, writing, and dramatic skills through the study of great works of literature. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

English 1 P PUENTE: Year - 10 credits. A thematically organized, college-preparatory course that develops specific listening, speaking, reading writing, and dramatic skills through the study of great works of literature with an emphasis on literary works by Latin authors. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

English 2 P: Year – 10 credits. A thematically organized, college-preparatory course that further develops specific listening, speaking, reading, writing, and dramatic skills through the study of great works of world literature. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

English 2 P PUENTE: Year - 10 credits. A thematically organized, college-preparatory course that develops specific listening, speaking, reading writing, and dramatic skills through the study of great works of literature with an emphasis on literary works by Latin authors. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

English 3 P: Year – 10 credits. A thematically organized, college-preparatory course that develops specific listening, speaking, reading, writing, and dramatic skills through the study of great works of American Literature. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

ERWC P: Year – 10 credits. A thematically organized, college-preparatory course that develops specific listening, speaking, reading, writing, and dramatic skills through the study of great works of British and world literature. Literary comprehension and interpretation, vocabulary development, language mechanics and expression, and expository writing are emphasized. ***Meets the UC/CSU b requirement.***

Creative Writing: Year - 10 credits. Creative Writing is a Senior level English course designed to strengthen students' critical reading skills in addition to bolstering their analytical and creative writing skills. In this

course students will analyze multiple genres, writing techniques, and styles before composing in a variety of literary modes by developing content, employing specific forms, and selecting language appropriate for particular audiences and purposes both online and in print. Students will use critical approaches to analyze the literal and symbolic meaning of diverse texts, genres, and authors. As they engage in this close analysis, they will support their ideas with precise textual evidence in their writing and discussions. Students will reflect upon and revise their own work based on peer and teacher critique. They will also engage in writing workshops to provide constructive feedback to their peers to help them develop their own writing. They will examine how literary devices, techniques, and traditions impact the meaning of complex texts. Students will engage in independent research of a literary genre of their choice in which they explore the nuances of writing in that genre. As a class, students will learn a great deal about each other and the writing process as well as their ability to contribute to a positive learning environment and a global community of writers. ***Meets the UC/CSU b requirement.***

African American Literature: Year - 10 credits. African American Literature is designed as a Senior level English Literature college preparatory course in which students will master the art of composition and writing and refining their critical thinking skills. Students will identify the major authors and/or literary works in the various literary periods and movements of African American literature such as: Oral Traditions, Literature of Enslavement, Reconstruction, The Great Migration, The Harlem Renaissance, The Civil Rights Era, The Black Arts Movement, The Black Power Revolution, and Modern African American Literature. ***Meets the UC/CSU b requirement.***

AP English Language (*Advanced Placement)***:** An English AP course in language, composition, and American literature that is designed to prepare juniors for the AP exam, administered in May each year. This college- level course is designed to provide students with the skills necessary to read critically and respond rhetorically to literature. The readings are taken from the list provided by the College Board which also writes and administers the Advanced Placement examination. An A, *B,* or C grade receives an elevated grade point. ***Meets the UC/CSU b requirement.***

AP English Literature *(Advanced Placement)***:** This college level course is designed to prepare seniors for the Advanced Placement examination administered in May of each year. The course is thematically designed around classic and modern fiction and poetry, primarily written originally in the English Language. The freshman college level readings have been taken from the list provided by the College Board which writes and administers the AP examination. An A, *B,* or C grade receives an elevated grade point. ***Meets the UC/CSU b requirement.***

- ***Four years of English (levels 1- 4) are required for high school graduation.***

Note:

- ***Four-year college admission offices specify that college preparatory courses be completed with a grade of C or better. Colleges will not accept courses with a D grade. A semester grade of D should be made up before graduation.***

SCIENCE DEPARTMENT

***P** = College Prep **H** = Honors **AP** = Advanced Placement*

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
PHYSICAL SCIENCES:			
Chemistry P	Year	10-12	Completion of Biology P; concurrent enrollment in Algebra 1 or higher math class successful completion of Algebra 1 is recommended
Chemistry H (Honors)	Year	10-12	Completion of Biology P with a "B" or better; concurrent enrollment in Geometry or higher math
AP Chemistry	Year	11-12	Completion of Biology with a "B" or better; concurrent enrollment in Geometry or high Math.
Chemistry in the Community (sheltered)	Year		
Physics P	Year	11-12	Concurrent enrollment in Geometry or higher level math
AP Physics 1 AP Physics C: Electricity and Magnetism AP Physics C: Mechanics	Year	11-12	Concurrent enrollment in Algebra II or higher level math
OTHER SCIENCES:			
AP Environmental Science	Year	11-12	*Completion of Biology of a grade C or better*
BIOLOGICAL SCIENCES:			
Anatomy and Physiology P	Year	11-12	Completion of Biology P
Biology P	Year	9-12	Required for graduation; 9th grade students may elect to be enrolled in Algebra I or higher level math
AP Biology	Year	11-12	Completion of Biology P and Chemistry P, **OR** Chemistry H.
Biology Sheltered	Year	9-10	Required for graduation; 9th grade students may elect to be enrolled in Algebra I or higher level math

*** Four-year college admission offices specify that college preparatory courses be completed with a grade of C or better.** Colleges will not accept courses with any D grade. A semester grade of D should be made up before graduation.*

PHYSICAL SCIENCES

Chemistry P: Year – 10 credits. A year long college-preparatory course that examines inorganic chemistry and the principles that govern it. There is an emphasis on problem solving and lab work. A scientific calculator is required. Concurrent enrollment in Algebra 1 or higher is required. Students must pass the first semester to continue on to the second semester. ***Meets the UC/CSU d requirement.***

Chemistry H (Honors): Year – 10 credits. A year course that is designed for a student planning on pursuing a career in a science related field in college. This course will teach the same topics as in Chemistry P but in

more depth. Emphasis is on problem solving and lab work. A grade of "B" or better in math and concurrent enrollment in Algebra 1 or higher is recommended. An advanced grade point will be given for this course*. **Meets the UC/CSU d requirement.***

Physics P: Year – 10 credits. A one year course that introduces students to the physical world and the laws that govern it. Topics include measurement, motion, forces, energy, thermal processes, sound and light, electricity and magnetism, and nuclear physics. ***Meets the UC/CSU d requirement.***

AP Physics 1: Year - 10 credits. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound, and Modern Physics topics. This course also lays a foundation for other science and applied math courses. ***Meets the UC/CSU d requirement.***

AP Physics C: Mechanics*:* Semester - 5 credits. AP Physcis C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. ***Meets the UC/CSU d requirement.***

AP Physics C: Electricity and Magnetism: Semester – 5 credits. AP Physics C: Electricity & Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. It is an intensive AP level course and students receiving an A, B, or C grade will receive an elevated GPA. ***Meets the UC/CSU d requirement.***

BIOLOGICAL SCIENCES

Biology P: A college preparatory course that fulfills one year of laboratory life science. Topics include cells, genetics, evolution, ecology, and physiology. M***eets the UC/CSU d requirements***.

AP Biology: This course is the equivalent of a two-semester college Biology course usually taken by Biology majors during their first year. It is taken after successful completion of High School Biology and Chemistry. The course emphasizes three overarching topics: molecules and cells, heredity and evolution, and organisms and populations. M***eets the UC/CSU d requirements***.

AP Environmental Science: One year course that is designed for a student planning a career in a science related field in college with a focus on ecology/environmental related technologies. M***eets the UC/CSU d requirements***.

Human Anatomy and Physiology P: A year long course that is generally taken by anyone who is interested in a career in Life Science. Students will be introduced to some basic concepts of biochemistry and cytology as a precursor to the study of the human organ systems. It is recognized as a Life Science laboratory course. M***eets the UC/CSU d requirements***.

MATHEMATICS DEPARTMENT

***P** = College Prep **H** = Honors **AP** = Advanced Placement*

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
Algebra 1 P	Year	9-12	Recommended completion of 8th grade math.
Algebra 1 P Sheltered	Year	9-12	ELD.
Geometry 1 P	Year	9-12	Recommended completion of Algebra 1 P with a passing grade. Not required, however
Geometry 1 P Sheltered	Year	9-12	ELD.
Algebra 2 P	Year	9-12	successful completion of Algebra 1.Recommended completion of Geometry 1 P with a passing grade. Not required, however
Pre-Calculus P	Year	10-12	Recommended completion of Algebra 2 P with a "C" or better
Pre-Calculus H	Year	10-12	Completion of Algebra 2 with a "C" or better
Algebra 2 + Pre-calculus	Year	10-12	Completion of Geometry with a "C" or better.
AP Calculus AB	Year	11-12	Completion of Pre-Calculus P with a "C" or better
AP Calculus BC	Year	11-12	Completion of Calculus AB with a "C" or better
AP Statistics	Year	10-12	Completion of Algebra 2 with a "C" or better
Statistics	Year	10-12	Completion of Algebra I and II and Geometry

Four-year college admission offices specify that college preparatory courses be completed with a grade of C or better Colleges will not accept courses with a D grade. A semester grade of D should be made up before graduation.

MATH DEPARTMENT

Algebra 1 P: Year – 10 credits. A one year college-preparatory course teaching the topics normally covered in first-year Algebra, such as ratios, writing equations from words or diagrams, solving various types of equations, and understanding the relationships among equations, graphs, and solutions to equations. An emphasis is placed on group problem-solving. This course is designed to focus on these understandings and use them as natural places to practice the more traditional algebraic skills. ***Meets the UC/CSU c requirement.***

Algebra 1P (sheltered): Year – 10 credits. A one year college-preparatory course for English Learners (ELD level 2) teaching the topics normally covered in first-year Algebra, such as ratios, writing equations from words or diagrams, solving various types of equations, and understanding the relationships among equations, graphs, and solutions to equations. An emphasis is placed on group problem-solving. This

course is designed to focus on these understandings and use them as natural places to practice the more traditional algebraic skills. The curriculum utilizes 2nd language acquisition strategies. ***Meets the UC/CSU c requirement.***

Algebra 2 P: Year – 10 credits. This is the standard one-year college preparatory Advanced Algebra course. The topics will include extensions of the topics covered in Algebra IP and an emphasis on functions and their applications. Students will be expected to apply concepts at a more advanced level than applied in Algebra IP, and draw conclusions based upon their observations. ***Meets the UC/CSU c requirement.***

Algebra 2 + Pre-calculus: Year – 10 credits. Algebra 2 + Pre-calculus has a strong focus on expanding students' understanding of functions and generalizing function properties to transform a variety of functions, including: constructing and comparing linear and exponential models; transforming and modeling situations with a variety of function families; understanding the unit circle and trigonometric functions, modeling periodic phenomena; working with polynomial and rational expressions and functions. In statistics, topics include understanding the properties of the normal curve, random processes, statistical experiments, and making inferences and justifying conclusions. This course covers additional topics beyond Algebra 2 to prepare students for AP Calculus, such as: trigonometric identities, composition of functions, piecewise functions, logarithmic functions and inverse functions. ***Meets the UC/CSU c requirement.***

AP Calculus AB /and BC: Intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). An A, B, or C grade receives an elevated grade point. ***Meets the UC/CSU c requirement.***

AP Statistics: This course continues and expands major concepts and tools for collecting, analyzing, and drawing conclusions from data. Using real life examples and cases, students will explore data, plan a study, produce statistical models, and draw inferences. ***Meets the UC/CSU c requirement.***

Calculus: Year - 10 credits. This is a one year college preparatory course which includes a review of functions, various techniques in computing limits, derivatives and their applications, integration and applications, and differential equations. The pace is rigorous and a high level of mastery is expected. Meets the UC/CSU c requirement. ***Meets the UC/CSU c requirement.***

Geometry 1P: A one-year college-preparatory course, which emphasizes several big ideas in an integrated algebra/geometry context. Group problem solving is emphasized. The key ideas covered are conjecture; explanation and proof; spatial visualization; problem solving; properties of plane and solid figures; ratios; graphing; and algebra. Problem-solving strategies are taught and utilized to help students develop the course's core ideas. ***Meets the UC/CSU c requirement.***

Pre-Calculus P: A one year pre-advanced placement course that prepares students for Calculus AB and BC (AP) or college calculus. This course emphasizes extensions of the topics covered in Algebra II and an in-depth exploration of trigonometric functions and their applications. Enrichment topics and projects are incorporated as appropriate. For the purposes of going to a 4 year college " a grade of C or better in pre-calculus will remediate for Algebra 1, Geometry, and Algebra II if the student received a D". ***Meets the UC/CSU c requirement.***

Pre-Calculus Honors: Year – 10 credits. Pre-calculus Honors is an 11th/12th grade course for students intending to take college level or AP Calculus. This year long course provides an in-depth exploration of trigonometric functions and their applications as well as a study of differentiation and its applications. Enrichment topics and projects are incorporated as appropriate. ***Meets the UC/CSU c requirement***.

Statistics: Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Using real life examples and cases, students will explore data, plan a study, produce statistical models, and draw inferences. ***Meets the UC/CSU c requirement.***

SOCIAL SCIENCE DEPARTMENT

***P** = College Prep* ***H** = Honors* ***AP** = Advanced Placement*

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
AP World History	Year	10-12	None (recommend a "B or higher" in English 1)
World History P	Year	10	None
World History P Sheltered	Year	10	None
U.S. History P	Year	11	None
AP U.S. History	Year	11	None (recommend a "B or higher" in World History)
US History P Sheltered	Year	10-11	None
American Government P	Sem	12	None
AP American Government	Sem	12	None(Recommend a "B or higher in US History)
Economics P	Sem	12	None
AP Psychology	Year	10-12	None
AP Human Geography	Year	9-12	None

Four-year college admission offices specify that college preparatory courses be completed with a grade of C or better. Colleges will not accept courses with a D grade. A semester grade of D should be made up before graduation.

SOCIAL STUDIES DEPARTMENT

AP World History: Year - 10 credits. While surveying ancient times, this college-preparatory course's primary focus is recent and contemporary cultural, economic, political, social, and economic histories of Europe, Africa, Asia, and the Americas, and how each has evolved into the current state of global interdependence. ***Meets the UC/CSU a requirement.***

AP U.S. History *(Advanced Placement)***:** Year - 10 credits. AP US History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. ***Meets the UC/CSU a requirement.***

AP American Government *(Advanced Placement)*: Semester – 5 credits. These courses satisfy the PHS graduation requirement. They are intended for qualified students who wish to complete college introductory studies. They aim to provide a learning experience equivalent to college introductory U.S. Politics/Economics courses. Extra time and reading and a much larger number of written assignments than assigned in American Government P. ***Meets the UC/CSU a requirement.***

American Government P: Semester – 5 credits. This semester college-preparatory course surveys the principles, functions, and structure of the American governmental system. Primary concerns are the understanding of primary documents, court decisions, and the responsibility of the ordinary citizen in participating, influencing, making, and accepting policy decisions at all levels of our society. ***Meets the UC/CSU a requirement.***

Economics P: Semester – 5 credits. This semester college-preparatory course is designed to create an understanding of our economic system as well as other economic systems. A major goal is to create an awareness of economic decisions which students must face in our technological age. ***Meets the UC/CSU g requirement.***

World History P: Year – 10 credits. A year-long college preparatory course required for graduation. It focuses

on the recent and contemporary cultural, economic, political, social and economic history of Europe, Africa, Asia and the Americas, and how they evolved to their current state of global interdependence. ***Meets the UC/CSU a requirement.***

U.S. History P: Year – 10 credits. This college-preparatory course focuses on recent and contemporary cultural, economic, political, social, and economic history of the United States, and how cause and effect relationships impact ethnic, gender, and political minorities, the development of the nation into a global power, and stability of the nation. ***Meets the UC/CSU a requirement.***

AP Psychology: Year – 10 credits. AP Psychology is a year-long course which introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. ***Meets the UC/CSU g requirement.***

AP Human Geography: Year – 10 credits. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). ***Meets UC/CSU a requirement.***

VISUAL AND PERFORMING ARTS DEPARTMENT

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
Acting Workshop P	Year	10-12	Teacher permission required Prerequisite: Intro to Theater
Beginning Art P	Year	9-12	None
Ceramics P	Year	9-12	Completion of Beginning Art with a passing grade.
Concert Choir P	Year	9-12	Teacher permission (audition)
Intermediate Art P	Year	9-12	Completion of Beginning Art P with a passing grade ***OR*** teacher permission
Intro to Theater	Year	9-12	None
Jazz Band	Year	9-12	At least one year of study on a jazz band instrument ***AND*** concurrent enrollment in one of the band classes listed above.
Jazz Ensemble P	Year	9-12	Teacher permission (audition) and concurrent enrollment in one of the classes listed above
Marching Band P/Concert Band P	Year	9-12	At least one year in private or school study on a band instrument ***OR*** teacher permission
Marching Band/Wind Ensemble P	Year	9-12	At least one semester of study on a band instrument
Stagecraft	Year	9-12	None

Vocal Ensemble	Year	9-12	None.

Four-year college admission offices specify that college preparatory courses be completed with a grade of C or better. Colleges will not accept courses with a D grade. A semester grade of D should be made up before graduation.

Acting Workshop P: Year – 10 credits. This is a year long, advanced course for serious acting students. Scene study, audition preparation, basic makeup, and an in-depth method acting preparation are included in this course which will also involve public competitions and performances. Outside-of-class-time performances are required. Teacher permission is also required (audition). ***Meets UC/CSU f requirement.***

Beginning Art P Year - 10 credits. Beginning Art, formulated around the Standards for Visual Arts, allows students to explore the fundamentals of drawing, painting, lettering, and composition. Students will be given technical instruction in the use of various media and explore creative approaches in artistic expression. Students will study art history in relation to the art concepts they are studying in class and the projects they are creating. Students will also complete reading, writing and sketchbook assignments for class. Students will demonstrate their ability to apply the knowledge learned in class to artwork critiques through various assessment opportunities including written tests and projects. ***Meets the UC/CSU f requirement.***

Ceramics: Year – 10 credits. Ceramics will introduce students to building with clay. Emphasis will be placed on the design elements; line, shape, texture, and color. Focus will be on the hand building techniques; pinch, coil and slabs. Functional as well as sculptural applications will be explored. Introduction to traditional and historical ceramic arts will be incorporated into the lab experiences. Students will be introduced to the craft of wheel thrown pottery on a limited basis. Various glaze and decoration techniques for finishing work will be introduced in the beginning class. ***Meets the UC/CSU f requirement.***

Concert Choir*:* Year – 10 credits. Training and performance group for experienced vocalists who love to sing and want to improve their skills. Students work on proper vocal technique, harmony parts, intonation, music reading skills, music vocabulary, listening skills, rehearsal techniques, and a wide variety of repertoire. Outside- of-class-time performances are required. Membership is by audition only. This is a year class which may be repeated as many times as desired, but a full year of involvement is encouraged. To repeat, teacher permission and previous passing grades are required. ***Meets the UC/CSU f requirement.***

Intermediate Art P: Year – 10 credits. Designed to provide students with experiences in two dimensional art production. The students will research various techniques of handling media and will be directed to explore in detail poster paints, watercolors, ink, charcoal, pastels, and acrylics. An emphasis is placed on their artistic perceptions and the students' ability to write evaluations of others' and their own work. The historical importance of the various media with which the students work will be researched. Students will also write evaluations demonstrating their understanding of aesthetic appreciation. ***Meets the UC/CSU f requirement.***

Intro to Theater: Year – 10 credits. This year long course is an introduction to theater through exercises in stage movement and oral interpretation. Students learn basic acting techniques through the use of improvisation, mime, and selected scenes. Students place more emphasis on acting scenes from contemporary plays and improvisation. Drama history is studied in relation to styles of acting. This course may not be repeated for credit. ***Meets the UC/CSU f requirement.***

Jazz Band: Year – 10 credits. An intermediate performance group for students who play sax, trumpet, trombone, piano, bass, guitar, or a drum set. Students must also read music and wish to study all types of popular music, including jazz, rock, and show. Outside-of-class-time performances may be required. Concurrent enrollment in Marching Band, Concert Band, or Wind Ensemble is required. Teacher permission is also required (audition).

Jazz Ensemble P: Year – 10 credits. An advanced performance group for students who play sax, trumpet, trombone, piano, bass, guitar, or drum set, and wish to study all types of popular music, including jazz, rock, and show. Outside-of-class-time performances are required. Concurrent enrollment in Marching Band, Concert Band, or Wind Ensemble is required. Teacher permission is also required (audition). ***Meets the UC/CSU f requirement.***

Marching Band / Concert Band P: Year - 10 credits. Marching Band / Concert Band is an intermediate and advanced course designed to provide marching and musical experience for students who play brass, woodwind, percussion, or other band instruments, including various auxiliary groups, with public performances as the final result. Outside of class performances are required. ***Meets the UC/CSU f requirement.***

Marching Band / Wind Ensemble P: Year - 10 credits. Marching Band / Wind Ensemble is an intermediate and advanced course designed to provide marching and musical experience for students who play brass, woodwind, or other wind instruments with public performances as the final result. Outside of class performances are required. ***Meets the UC/CSU f requirement.***

Vocal Ensemble P: Year – 10 credits. A training group for students who love to sing and want to improve their skills. Students work on proper vocal technique, pitch matching, harmony parts, intonation, music reading skills, music vocabulary, listening skills, rehearsal techniques, and a wide variety of repertoire. Outside- of-class-time performances are required. This class may be repeated as many times as desired.

Stagecraft*:* Year – 10 credits. An introduction to backstage aspects of theatrical productions, including set construction, painting and rigging, stage lighting, stage sound, properties, makeup, costumes, and theater management. Students who desire to work backstage on school productions should take this class. Outside-of-class-time performances and teacher permission are required. ***Meets the UC/CSU f requirement.***

FOREIGN LANGUAGE DEPARTMENT

P *= College Prep* ***H*** *= Honors* ***AP*** *= Advanced Placement*

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATION FOR ENROLLMENT
French 1 P	Year	9-12	None.
French 2 P	Year	10-12	Completion of French 1P with a "D" or better
French 3 P	Year	11-12	Completion of French 2 P with a "D" or better
French 4	Year	11-12	Completion of French 3 with a "D" or better
Mandarin 1 P	Year	9-12	None.
Mandarin 2 P	Year	9-12	Completion of Mandarin 1 P with a "D" or better
Mandarin 3 P	Year	11-12	Completion of Mandarin 2 P with a "D" or better
Italian 1 P	Year	9-12	None.
Italian 2 & 3 P	Year	10-12	Completion of Italian 1 or 2 P with a "D" or better
Spanish 1 P	Year	9-12	None.
Spanish 2 P	Year	10-12	Completion of Spanish 1 P with a "D" or better
Spanish 3 P	Year	11-12	Completion of Spanish 2 P with a "D" or better
Spanish 4 P	Year	12	Completion of Spanish 3 P with a "D" or better
Spanish for Spanish Speakers 1 P through 5 P	Year	9-12	Screening test; Native Spanish speakers who would benefit from focused instruction in reading and writing in Spanish
AP Spanish Language	Year	9-12	Spanish Speakers 2 or Spanish 4 P is recommended
AP Spanish Literature	Year	9-12	Spanish Speakers 2 or Spanish 4 P is recommended

Note*: a "D" grade is only for the PHS graduation requirement. Seniors may take beginning courses. Colleges will not accept courses with a "D" grade; therefore, a semester grade of "D" should be made up* ***before graduation.***

FOREIGN LANGUAGE

The courses listed below are offered in ***MANDARIN, FRENCH, ITALIAN,*** *and* ***SPANISH****. Although variations may occur in each language, the general descriptions of the courses fit the general content in all languages. For further information, see the teacher who instructs the specific course. A student must take two years of the same language to be eligible for the University of California admissions requirements. Three years of the same language is strongly recommended.*

Beginning Language 1 P: Year – 10 credits. An elementary course with emphasis on vocabulary, pronunciation, basic grammar, verb conjugations, conversation and typical speech patterns. This also includes learning to speak the language clearly and be well understood. In addition, learning to comprehend the written language and write it correctly is continually stressed. One of the great advantages to studying any foreign language is that the student will acquire a new awareness and appreciation of other cultures and lands. As a result, he/she will develop increased knowledge and awareness of English and the American Culture. Students must have a passing grade at the end of the semester to continue. ***Meets the UC/CSU e requirement.***

Foreign Language 2 P: A continuation of the first year of a foreign language with an increased focus on pronunciation, intonation, the patterns of speech and oral fluency. This course will have a greater stress on grammar, verb tenses, and vocabulary. There will be a greater emphasis on reading, writing, and communicating in the foreign language. ***Meets the UC/CSU e requirement.***

Foreign Language 3 P: Proficiency in the four skills: listening, speaking, reading and writing will continue to be developed. Communications will be of utmost importance. Grammar, particularly the verb tenses, will be reinforced. Students will be given more authentic texts to read and comment on, both orally and written. A variety of activities will be given to promote proficiency and cultural appreciation of the language and speaking nations. ***Meets the UC/CSU e requirement.***

Foreign Language 4 P: Level IV reviews and expands the essential points of grammar with exercises and a variety of activities intended to stimulate conversation and perfect writing skills. It also presents a variety of culturally-related topics. The approach is thematic, offering a variety of exercises to reinforce reading skills and vocabulary. A third objective is to introduce the students to literary works by writers of the target language. Teacher-prepared activities are also utilized to increase student proficiency and cultural appreciation. ***Meets the UC/CSU e requirement.***

Spanish for Spanish Speakers 1P through 5 P: All four courses are for Spanish speakers who need assistance in their own language. Students will develop their reading, writing, and speaking skills. Also, they will read and analyze Spanish literature. Students will transfer these skills while learning English as a second language. ***Meets the UC/CSU e requirement.***

AP Spanish Language: This Advanced Placement Spanish language course covers the equivalent of a first- year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. ***Meets the UC/CSU e requirement.***

AP Spanish Literature: A course designed for the serious minded, college-bound student, interested in gaining an increased proficiency and fluency in writing and reading in Spanish. Skills in listening, speaking, reading and writing will be fine-tuned through a variety of academic activities. The ultimate goal is to take the Spanish Literature AP exam in the spring with a score of 3 or better to earn possible college credit. Consequently, the studies will be more intense and the homework load will be greater. Besides exercises in writing, grammar and vocabulary, the students will be given an introduction to literary works by writers of the language. ***Meets the UC/CSU e requirement.***

PHYSICAL EDUCATION DEPARTMENT

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
9th Grade Physical Education	Year	9	None; an introductory course for all students entering PHS and meets the district requirement P.E.
Team Sports	Sem	10-12	None; meets the second year of the district graduation requirement for P.E.; may also be used as elective credit toward graduation.
Theory of Sports: Advanced Skills for Athletes	Year	9-12	Permission of the Varsity Coach of that specific sport.
Weight Training	Year	10-12	None; meets the second year of the district graduation requirement for P.E., OR may be used for elective credit toward graduation.
Fitness and conditioning	Year	10-12	None; meets the second year of the district graduation requirement for P.E.; may also be used as elective credit toward graduation.
Dance 1	Year	10-12	None; meets the second year of the district graduation requirement for P.E.; may also be used as elective credit toward graduation.
Dance Unified	Year	10-12	None; meets the second year of the district graduation requirement for P.E.; may also be used as elective credit toward graduation.

**** Please note that each student must wear a physical education uniform during their physical education class which includes the following:***

**** Black shorts**, $10.00 (S-XL); $12.00 (2XL & 3XL) (purchase is optional from the P.E. dept)*

** **Gray T-shirt**, $10.00 (S-XL); $12.00 (2XL & 3XL) (purchase is optional from the P.E. dept)*

** **Workout shoes** (athletic, laced shoes) are required to participate in all Physical Education activities.*

The department's objective is to develop and maintain the best possible level of performance, understanding, and appreciation for physical fitness, sportsmanship, personal hygiene, skill development, strategy, rules, safety, positive social traits, carry-over activities, and co-educational activities. Unless a student requires an additional physical education class to graduate, all students may take only one physical education class per semester.

PHYSICAL EDUCATION

9th Grade Physical Education: Year – 10 credits. 9th grade physical education meets the first year of the district graduation requirement for P.E. It is an introductory, mandatory course for all 9th grade students. This course emphasizes the development of movement skills and movement knowledge, self image, personal growth, and social development. Students will be introduced to various individual, dual, and team sports and activities. The state physical fitness test will also be included in this course. Instructional and assessment strategies will include cooperative learning, guided practice, interactive learning, demonstration, lecture, performance based assessment, authentic assessment tests, and projects.

Advanced Sports Specific Strength and Conditioning: Year – 10 credits. To participate in this course students must have teacher approval and permission from the Varsity Coach of the sport. This course meets the second year of the district graduation requirement for P.E., or it may be used as elective credit toward graduation. It focuses on in increasing cardiovascular fitness, muscle strength, and muscular endurance. The students will be taught the application of sports theory concepts and skills. It also focuses on understanding and mastery of the rules, game situations, offensive and defensive strategies, nutrition, and physical

performance.

Weight Training: Year – 10 credits. This course meets the second year of the district graduation requirement for P.E. or it may be used as elective credit toward graduation. It is designed to help students achieve muscular strength and cardiovascular fitness. Students will be involved in a combination of lifting weights and basic fitness training. Daily participation in exercises that improve flexibility, muscle strength, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. This course also focuses on the development of movement skills and movement knowledge, self image, personal growth and social development. Instructional and assessment strategies will include cooperative learning, guided practice, interactive learning, demonstration, lecture, performance based assessment, authentic assessment, tests, and projects.

Team Sports: Year - 10 credits. This class is designed for students interested in learning skills and strategies of team sports. This course will include daily skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to: basketball, flag football, soccer, tennis and volleyball. This course will also include daily cardiovascular fitness.

Unified Sports/Dance: Year - 10 credits. This course is a fully inclusive program that combines students with disabilities and students without in a 50/50 ratio. Unified Physical Education combines all students to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students. Students without disabilities are not meant to serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

Dance I P: Year - 10 credits. Dance I is a course designed for the student who has had little or no background training in dance. The course focuses on the development of skills in Jazz, Ballet, Lyrical, and Modern dance. The specific goals of this course include an increased awareness of body alignment, placement, and movement through space. Students dance sequences while working in small groups. Students will learn about different styles and the history of dance through the use of multimedia and other tools. Meets the UC/CSU f requirement. This course emphasizes the development of proficiency in the beginning level of jazz, ballet, lyrical, and modern dance techniques. This includes body placement, dance positions, alignment, centering, and balance as used in turns, leaps, falls, extensions, and movement through space. These techniques are learned through a set warm up, center work and across the floor combinations for coordination, and conditioning exercises for strength and flexibility, which are all needed for technical control. Students will study many dance genres. In this course students will learn the vocabulary of dance and will use this to analyze dance exercises and sequences. They will be expected to memorize and interpret choreography and will have the opportunity to create dances individually and in groups. These dances are expected to reflect techniques learned in the course as well as their own individual styles. This dance course also includes written critiques/reflections and research on dance movements, history, and performances. Students will also understand basic elements of anatomy and nutrition as it applies their dance training and practice. ***Meets UC/CSU f requirement.***

Additional Elective Offerings

COURSE TITLE	LENGTH	GRADE LEVEL	RECOMMENDATIONS FOR ENROLLMENT
Student Leadership	Year	9-12	Application, interview, and teacher permission are required; may also be elected by the classes as representatives. Students must be academically eligible.
Yearbook	Year	10-12	Teacher permission
AVID 1	Year	9	Teacher permission; a written and verbal interview is required. Enrollment is voluntary.
AVID 2	Year	10	Completion of AVID I. Enrollment is voluntary.
AVID 3	Year	11	Completion of AVID 2. Enrollment is voluntary.
AVID 4	Year	12	Completion of AVID 3. Enrollment is voluntary.

OTHER EDUCATIONAL OFFERINGS

Student Leadership: Year – 10 credits. Student Leadership is a project based course aimed at increasing students' capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and it's different styles. Additionally, students write frequently, write critically, reflectively, persuasively and speak about the real world issues from planning of events. The course uses sections of The Student Leadership Guide by Brendon Burchard. ***Meets the UC/CSU g requirement.***

Yearbook: Year – 10 credits. Designed to teach students all aspects of creating the Pittsburg High School Yearbook. Marketing, advertising, journalism, and graphic arts are emphasized.

AVID 1: Year – 10 credits. A freshman elective course that provides academic support to complete rigorous college preparatory course work for C.S.U./U.C. eligibility. Tutors, college field trips, career exploration, financial aid information, and guest speakers are components of this course.

AVID 2: Year – 10 credits. A sophomore elective course that provides academic support to complete rigorous college preparatory course work for CSU/UC eligibility. Tutors, college field trips, career exploration, financial aid information, and guest speakers are components of this course.

AVID 3: Year – 10 credits. A junior elective course that provides academic support to complete rigorous college preparatory course work for CSU/UC eligibility. Tutors, college field trips, career exploration, financial aid information, and guest speakers are components of this course.

AVID 4: Year – 10 credits. A senior elective course that provides academic support to complete rigorous college preparatory course work for CSU/UC eligibility. Tutors, college field trips, career exploration, financial aid information, and guest speakers are components of this course. ***Meets the UC/CSU g requirement. PLEASE NOTE:***

Community, CSU, and UC colleges take note of student transcripts with AVID courses because of the AVID students' high success rate in college. Therefore, ***AVID courses are a very prestigious addition to one's transcripts.***