



# **Career and Alternative Education Services (CAES)**

A division of the  
Madera County Superintendent of Schools

**HIGH SCHOOL PROGRAMS:**  
Endeavor/Voyager  
Pioneer Technical Center,  
Madera & Chowchilla

2021-2022  
Course Catalog

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Career and Alternative Education Services (CAES) is a division of the Madera County Superintendent of Schools. This division oversees Madera County Independent Academy (MCIA), Pioneer Technical Center (PTC), Endeavor, and Voyager. MCIA provides an education option for Madera County students in grades K-8. PTC is a public high school under the Charter Section of the California Education Code that has two campuses. The Madera campus provides an educational option for grades 9-12. The Chowchilla campus provides an educational option for grades 5-12. Endeavor provides education to students housed in the Madera Juvenile Hall. Voyager provides education to students who are placed in the Madera County Juvenile Correctional Academy (Boot Camp). All CAES schools are accredited by the Accrediting Commission of Western Association of Schools and Colleges (WASC).

### **Welcome to the CAES High School Course Guide**

This high school course description catalog describes the Career and Alternative Education Services (CAES) curricular offerings for the 2021-2022 school year. Using these resources and with the support of their parents, counselor, and teachers, students will be able to design their course schedule for the upcoming school year. Students are encouraged to select classes that are both interesting and challenging to them. Students should select courses that will best prepare them for post-secondary experiences and options including college or career paths.

This catalog provides basic planning information so students can develop their class schedule based upon post-high school goals. Included in this document are the current CAES graduation requirements.

CAES is committed to parent involvement. We encourage and welcome the continuous participation of parents during this planning process and throughout their student's educational school years. Parents are vital partners in their student's high school success. Please call upon your school's educational staff whenever you need assistance.

#### **NON-DISCRIMINATION**

*This school district/County Office does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental or physical disability, sexual orientation, parental or marital status, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment.*

# FREQUENTLY ASKED QUESTIONS (FAQS)

- **What is required to graduate from CAES?**
  - o To earn a diploma from CAES, students must have a minimum of a 2.0 grade point average (GPA), earn a minimum of \*230 credits, and complete all required courses listed below.

SUBJECT AREA	CREDITS REQUIRED
English/Language Arts	30
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Algebra I (10 credits)</li> <li>• Mathematics (10 credits)</li> </ul>	20
<b>Science</b> <ul style="list-style-type: none"> <li>• Earth/Physical Science (10 credits)</li> <li>• Biology/Life Science (10 credits)</li> </ul>	20
<b>Social Science</b> <ul style="list-style-type: none"> <li>• World History (10 credits)</li> <li>• United States History (10 credits)</li> <li>• Civics (5 credits)</li> <li>• Economics (5 credits)</li> </ul>	30
Physical Education	20
Fine Arts/Foreign Language	10
*Electives	100
<b>TOTAL</b>	<b>230</b>

*\*Beginning in the 2022-2023 school year, Pioneer Technical Center students must complete 20 elective credits in Career Technical Education (CTE) to earn a high school diploma.*

- **How does a student earn credits?**
  - o Students are awarded credits based on the amount of coursework completed and by earning passing grades (minimum letter grade of “D” or higher). “F” grades result in zero (0) credit for the semester. Students may be awarded less than 5 credits if they have already earned credits in a particular course or if they do not complete all of the coursework expected for course completion. Progress report grades are intended as progress checks, and therefore do not indicate the number of credits earned at that point. Semester grades are recorded on a student’s permanent transcripts per semester of study at a CAES school.
  
- **How many credits may a student earn in each semester?**
  - o Students are enrolled in a minimum of 25 credits per semester. It is expected they will earn at least 30 credits per semester, however, to remain on track for graduation. Students may request to take additional credits for credit recovery. Students in grades 9-11 need parent, teacher, and counseling approval to complete more than 30 credits if they are on track with their credits, and more than 40 credits if they are deficient in

credits. Grades 9-11 students may take a maximum of 50 credits per semester. Grade 12 students may complete up to 50 credits per semester without additional approvals required if they are credit deficient. They may have the option of taking more than 50 credits with parent, teacher, and counseling approval.

- **What happens when a student fails a class?**
  - If the failed course is a required class, the student must retake it to earn successful credit to meet graduation requirements.
- **Can a student retake a class they completed and passed?**
  - Per California Ed. Code 51228, a student can retake a class for a higher grade, but they cannot earn additional credits. Therefore, if a student failed a class and they earned 0 credits they can retake the class to improve their grade and earn credits. If a student earned a D and was awarded 5 credits, they can retake the class for a higher grade, but will not earn any additional credits for the class.
- **Will all classes be accepted for college?**
  - All high school level classes offered by CAES are accepted for enrollment at community colleges. Only college-preparatory courses are accepted for University admission requirements. If you plan to enroll in a 4-year university immediately after high school graduation, you will want to ensure you are taking UC-CSU A-G approved college preparatory courses as part of the eligibility for admission requirements during your high school years. These courses can be found on the UC-CSU approved list for Pioneer Technical Center. A-G approved courses are also noted in the course descriptions with a “p” in front of the course title. To learn more about the A-G subject requirements, please visit the University of California website at: <https://admission.universityofcalifornia.edu/>
- **How long do classes last in duration?**
  - Unless otherwise noted, most classes are scheduled for a full year of study (two semesters). Students are expected to complete 15 hours of coursework per credit earned. Therefore, whether the coursework is completed in a classroom or independently, students are assigned a specific amount of course work that is expected to be equivalent to 15 hours of work per credit and 75 hours of work for a 5 credit course. Students earn credits based on completion of the course assignments submitted.
- **How many hours do students have to attend school each week?**
  - All students are required to meet with their assigned teacher for a minimum of a one-hour appointment per week during a pre-scheduled day and time.
  - Students may also be assigned to an additional day(s) of in-person instruction which they are required to attend each week. Students are expected to arrive to all appointments and classes on time. If a student is 15+ minutes late, they will be marked tardy and may lose attendance credit for that day.
  - English Language Arts (ELA) and Math Acceleration classes are offered at all school CAES sites. Students who are performing 2 or more years below grade level, will be required to enroll in the acceleration class as indicated by their i-Ready diagnostic assessment results and attend in person.
  - PTC students are assigned independent study work which is to be completed on their own schedule. Students do not have scheduled breaks and lunch like traditional schools. Therefore, students must show personal responsibility and self-motivation to succeed. PTC students are expected to complete a minimum of 4 hours of school work per day, Monday through Friday, for 20 hours per week.

Time spent on independent schoolwork or in-person instruction is to be logged daily on the student’s “Daily Educational Activity Record” (green attendance sheet).

- **May a student change his/her course schedule?**
  - Requests for schedule changes are handled on a case-by-case basis by the assigned teacher depending upon the circumstances. Parents/Guardians will be notified of changes to the Master Contract Agreement (unless the student is 18 year of age or older).
  
- **How may a student or parent schedule an appointment with a school counselor?**
  - School Counselors provide services at our various school sites and appointments must be made in advance. The CAES Counseling Office is located inside of the MCIA building. Parent/guardians and students can contact the CAES Counseling Office to schedule an appointment with their school counselor by calling (559) 662-4681 or by visiting in person.
  
- **How does a student plan to go to college after graduating from PTC?**
  - Planning for college admission is very important. A student should become acquainted with his/her school counselor to obtain college information. A student interested in specific colleges will want to become aware of the varying college entrance requirements, required testing, and financial aid information. A college-bound student will also want to take advantage of the financial aid, scholarships, and college admissions workshops offered each year by the PTC School Counseling Department.
  - PTC works closely with Madera Community College and Merced Community College to provide "Registration to Go". This is a series of meetings with students to walk them through the enrollment process and all required paperwork and any other admission requirements. Students who complete this process are given priority registration for their classes.
  - Eligible students may participate in the High School Enrichment Program through Madera Community College (MCC). This program offers students the opportunity to take one or two college courses at MCC while enrolled in CAES. Students do not earn high school credit towards graduation, but do begin to earn units (credits) at MCC and gain college experience. Students interested in participating in this program must be approved by their school counselor and administrator. Additional information is available by contacting the CAES Counseling Office.

## **ENGLISH/LANGUAGE ARTS (ELA)**

### **English I**

Grade Level:	9th
Length of Course:	Two semesters
Prerequisite:	None (entry-level course)
Graduation Credit:	ELA (10 credits)

This course uses the StudySync online program. It provides a comprehensive, twenty-first century curriculum that is aligned with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and helps guide students to develop readiness for college, career, and civic life.

Each of the course's four units are united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge and provides students the opportunity to apply learning across a wide range of texts, build domain-specific vocabulary, and practice writing across a collection of fully connected texts. The 9<sup>th</sup> grade themes are: Dreams and Aspirations, Empathy, All for Love, and Leadership. The 9<sup>th</sup> grade extended writing projects are: Informative Writing and Narrative Writing.

### **p English I (Odysseyware)**

Grade Level:	9th
Length of Course:	Two semesters
Prerequisite:	None (entry-level course)
Graduation Credit:	ELA (10 credits); meets CSU/UC A-G requirement B

Students should enter this course with a foundation in fiction, drama, poetry, mythology, and non-fiction. This course will provide students with the opportunity to build on that foundation. They will engage in in-depth analysis of increasingly complex literature, view that literature from its historical perspective, and connect it to other arts. Students will write literary analysis, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study of the following genres: short stories, literary nonfiction, epic poetry, drama, novel, and poetry.

### **English II**

Grade Level:	10th
Length of Course:	Two semesters
Prerequisite:	Successful completion of English I
Graduation Credit:	ELA (10 credits)

This course uses the StudySync online program. It provides a comprehensive, twenty-first century curriculum that is aligned with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and helps guide students to develop readiness for college, career, and civic life.

Each of the course's four units are united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge and provides students the opportunity to apply learning across a wide range of texts, build domain-specific vocabulary, and practice writing across a collection of fully connected texts. The 10<sup>th</sup> grade themes are: Destiny, Technical Difficulties, Taking a Stand, and The Human Connection. The 10<sup>th</sup> grade extended writing projects are: Argumentative Writing and Literary Analysis.

### **p English II (Odysseyware)**

Grade Level: 10th  
Length of Course: Two semesters  
Prerequisite: Successful completion of English I  
Graduation Credit: ELA (10 credits); meets CSU/UC A-G requirement B

Students will study literature that spans centuries, continents, and genres. Each of the four thematically-integrated units encourages close study of this literature and its context. Students will gain valuable cultural insight as they read and write about works depicting the social, personal, religious, and political struggles and triumphs faced by people all over the world and all through history. Students will continue to build their literacy skills by engaging in focused reading, composition, speaking and listening activities, vocabulary study, and research. By the end of the course, students will have gained a broader perspective and will be well-prepared to apply that perspective to the study of American Literature in English III. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. The content includes classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study.

### **English III**

Grade Level: 11th  
Length of Course: Two semesters  
Prerequisite: Successful completion of English II  
Graduation Credit: ELA (10 credits)

This course uses the StudySync online program. It provides a comprehensive, twenty-first century curriculum that is aligned with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and helps guide students to develop readiness for college, career, and civic life.

Each of the course's four units are united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge and provides students the opportunity to apply learning across a wide range of texts, build domain-specific vocabulary, and practice writing across a collection of fully connected texts. The 11<sup>th</sup> grade themes are: The Individual, We The People, Modern Times, and Seeking Romance. The 11<sup>th</sup> grade extended writing projects are: Literary Analysis and Argumentative Writing.

### **p English III (Odysseyware)**

Grade Level: 11th  
Length of Course: Two semesters  
Prerequisite: Successful completion of English II  
Graduation Credit: ELA (10 credits); meets CSU/UC A-G requirement B



English III is a survey of American Literature and literary culture from its inception through the twentieth century. Students will explore the major literary forms, themes, authors, and periods of American Literature. They will understand how this literature represents the experiences of people native to America, those who immigrated to America, and those who were brought to America against their will. Emphasis is placed on a rhetorical analysis of the literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills they need to meet the challenges of high school and beyond. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. In English language arts, that critical content is both rigorous and relevant. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study of American literature.

#### **English IV**

Grade Level: 12th  
Length of Course: Two semesters  
Prerequisite: Successful completion of English III  
Graduation Credit: ELA (10 credits)

This course uses the StudySync online program. It provides a comprehensive, twenty-first century curriculum that is aligned with the interrelated California Common Core State Standards for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and helps guide students to develop readiness for college, career, and civic life.

Each of the course's four units are united by a single theme and essential question. Multi-faceted exploration of this theme and essential question allows for the development of deep content knowledge and provides students the opportunity to apply learning across a wide range of texts, build domain-specific vocabulary, and practice writing across a collection of fully connected texts. The 12<sup>th</sup> grade themes are: Epic Heroes, The Human Condition, Emotional Currents, and An Exchange of Ideas. The 12<sup>th</sup> grade extended writing projects are: Narrative Writing and Informative Writing.

#### **p English IV (Odysseyware)**

Grade Level: 12th  
Length of Course: Two semesters  
Prerequisite: Successful completion of English III  
Graduation Credit: ELA (10 credits); meets CSU/UC A-G requirement B

By English IV, students have repeatedly peered through the window to humanity that literature has opened for them. Through it, they have gained valuable perspectives on their world, past and present. Close-textual interaction with literature should have heightened appreciation for those texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enriched students' academic and personal vocabulary. This course is organized chronologically, so students can see the influences on and evolution of the ideas and forms. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis is placed on gaining critical perspective on the relationship between content and form and on synthesizing ideas into clear and concise prose and presentations. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study of world literature.

# MATHEMATICS

## Algebra I

Grade Level:	9th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Mathematics (10 credits)

This course includes various topics in Algebra. Algebra provides a formal development of the algebraic skills and concepts necessary for students who will be taking Algebra. Students will develop a level of competence in their ability to analyze and solve problems by using different strategies. This course is aligned to the Common Core State Standards (CCSS).

## p Algebra I (Odysseyware)

Grade Level:	9th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Mathematics (10 credits); meets CSU/UC A-G requirement C ( <i>alternative option to Algebra I 2047 and 2048</i> )

Algebra I is a full year, high school credit course that is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Pre-Algebra. Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions. This course is aligned to the Common Core State Standards (CCSS).

Upon successfully completing the course, the student should have mastered the following concepts:

- Solve and graph single variable, absolute value, and linear equations and inequalities.
- Solve linear, quadratic and exponential systems of equations using graphing, substitution or elimination.
- Evaluate and solve quadratic equations and inequalities using graphing, factoring, quadratic formula, and completing the square.
- Interpret and apply the relationship between the independent and dependent variable in a linear, exponential, and quadratic function through algebraic modeling and applications.
- Understand and know how to apply the distance, midpoint, and slope formulas as well as the Pythagorean Theorem.
- Form an equation of a line using the slope-intercept, point-slope and standard forms of a line. Apply basic fundamental rules of exponents.
- Be able to construct a formula or equation necessary to solve algebraic word problems involving area, perimeter, and linear systems of equations, basic probability and statistical reasoning, distance, and compounding interest.
- Evaluate rational expressions and solve equations with rational expressions.
- Simplify and perform operations with radical expressions such as addition and subtraction, multiplication and division.
- Perform operations with polynomials such as addition and subtraction, multiplication, long division and factoring.
- Interpret and analyze measures of central tendency, sample data and outcome, probability and frequency tables.

## **Geometry**

Grade Level: 9th & 10th  
Length of Course: Two semesters  
Prerequisite: Algebra I  
Graduation Credit: Mathematics (10 credits)

This is a Two Semester course to develop and practice problem-solving skills using inductive and deductive reasoning. Students are guided through all the conceptual and working levels of the process using geometry. It uses two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examines their properties, measurements, and mutual relations in space. Geometric-proofs are used as a vehicle to systematically develop these problem solving skills by relating geometric shapes. This course is aligned to the Common Core State Standards (CCSS).

## **p Geometry (Odysseyware)**

Grade Level: 9th & 10th  
Length of Course: Two semesters  
Prerequisite: Algebra I  
Graduation Credit: Mathematics (10 credits); meets CSU/UC A-G requirement C

Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, quadratic, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction. This course is aligned to the Common Core State Standards (CCSS).

By the end of the course, students will be expected to do the following:

- Understand defined terms, axioms, postulates, and theories.
- Apply rules of formal logic and construct proofs in two-column format.
- Know how to solve for angles given parallels, perpendiculars, and transversals.
- Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.
- Understand trigonometric ratios and know how to use them to solve for unknown sides and angles in given triangles as well as application word problems.
- Be able to determine arcs, chords, and sectors of circles.
- Calculate perimeter, area, and volume of figures and solids.
- Graph lines and determine slopes, midpoints, and distances.
- Interpret and construct the graphs and equations of quadratic functions.
- Make geometric constructions on paper.
- Represent results of motion geometry (translation, rotation, reflection, dilation).
- Calculate simple probabilities using addition, multiplication, permutations, combinations, and frequency tables.

## **Algebra II**

Grade Level: 10th-12th  
Length of Course: Two semesters  
Prerequisite: Algebra I & Geometry  
Graduation Credit: Mathematics (10 credits)

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course is important for students' success on both the ACT and college mathematics entrance exams. This course is aligned to the Common Core State Standards (CCSS).

### **p Algebra II (Odysseyware)**

Grade Level: 10th-12th  
Length of Course: Two semesters  
Prerequisite: Algebra I & Geometry  
Graduation Credit: Mathematics (10 credits); meets CSU/UC A-G requirement C

Algebra II is a full-year, high school math course intended for the student who has successfully completed the prerequisite course Algebra I and Geometry. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the units, as well as introducing students to basic trigonometric identities and problem solving. By the end of the course, students will be expected to do the following:

- Understand set notation and the structure of mathematical systems.
- Calculate and perform operations with real and imaginary numbers.
- Know how to use functional notation and operations on functions.
- Simplify and solve algebraic fractions.
- Perform operations on polynomials, including factoring, long division, and synthetic division.
- Solve algebraic word problems involving mixtures, money, integers, and work.
- Evaluate and solve radical expressions and equations.
- Solve systems of equations with graphing, substitution, and matrices.
- Graph and solve quadratic equations, including conic sections.
- Graph and solve exponential and logarithmic equations.
- Explore trigonometric identities and functions using the Unit Circle, graphs and modeling.
- Calculate permutations, combinations, and complex probabilities.
- Interpret sample surveys, normal distributions and observational studies.

### **p Trigonometry (Odysseyware)**

Grade Level: 10th-12th  
Length of Course: One semester  
Prerequisite: Algebra II  
Graduation Credit: Mathematics (5 credits); meets CSU/UC A-G requirement C

Trigonometry is a five-unit elective course for high school students who have successfully completed Algebra I, Geometry, and Algebra II. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solve trigonometric equations with regard to the unit circle. The course seeks to help students expand their knowledge and skills so that they may achieve the following goals:

- Use trigonometry as a tool for indirect measurement.
- Model natural phenomenon with trigonometric functions.
- Perform operations with complex numbers using trigonometry.
- Use trigonometric identities to evaluate trigonometric proofs and solve trigonometric equations with regard to the unit circle.
- Solve for unknown sides and angles of right and oblique triangles using right triangle trigonometry, law of sines and law of cosines.

In attaining these goals, students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

## **p Pre-Calculus**

Grade Level:	11th-12th
Length of Course:	Two semesters
Prerequisite:	Trigonometry
Graduation Credit:	Mathematics (10 credits); meets CSU/UC A-G requirement C

Pre-calculus - Common Core (2444) is a full-year, high school credit course that is intended for the student who has successfully mastered the core algebraic and conceptual geometric concepts covered in the prerequisite courses: Integrated Math I-III – Common Core. The course primarily focuses on the skills and methods of analytic geometry and trigonometry while investigating further relationships in functions, quadratics, probability, and number theory.

Upon successfully completing the course, the student should have mastered the following concepts:

- Use the unit circle to extend the domain of trigonometric functions to include all real numbers.
- Develop understanding of the radian measure of an angle, graph trigonometric functions, derive and apply the Pythagorean identity.
- Create inverses of trigonometric functions and use the inverse functions to solve trigonometric equations that arise in real-world problems.
- Apply trigonometry to general triangles, derive the trigonometric formula for the area of a triangle and use the Laws of Sines and Cosines to solve problems.
- Prove and use addition, subtraction, double, and half-angle formulas to solve problems.
- Perform operations on matrices, use matrices in applications, and use matrices to represent and solve systems of equations.
- Derive equations of conic sections (parabolas, ellipses, and hyperbolas) and solve systems of a linear and quadratic equation in two variables.
- Apply understanding of complex numbers and their operations through graphical representations.
- Perform operations on vectors and use the operations to represent various quantities.
- Extend study of probability by computing and interpreting probabilities of compound events.
- Calculate expected values and use them to solve problems and make informed decisions.

## **Probability & Statistics (Odysseyware)**

Grade Level:	10th-12th
Length of Course:	Two semesters
Prerequisite:	Algebra II
Graduation Credit:	Mathematics (10 credits)

This course teaches students types of statistics and data. The course covers methods of presenting data, measures of central tendency, measures of dispersion, and statistical applications. Statistics and Probability is a standards based course focusing on four critical areas: (1) interpreting categorical and quantitative data; (2) making inferences and justifying conclusions; (3) understanding conditional probability and rule of probability (4) and using statistics and probability to make decisions. Statistics is a course that provides students with the content established by the College Board. Topics include: (1) exploring data, (2) planning a study, (3) anticipating patterns, and (4) statistical inference. The use of graphing calculators and computer programs is required.

## **p Consumer Math**

Grade Level:	10th-12th
Length of Course:	One semester
Prerequisite:	Algebra 1
Graduation Credit:	Mathematics (5 credits); meets CSU/UC A-G requirement C

Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.

Upon completion of the course, students should be able to do the following:

- Use basic math operations on fractions, decimals, and percentages.
- Interpret graphs and charts.
- Understand sets and basic set theory.
- Calculate simple probabilities.
- Calculate statistical measures of variation.
- Use similarity and right triangle ratios for indirect measurement.
- Calculate taxes, discounts, and interest amounts.
- Apply math to everyday concerns, as well as to the realms of business and government.

The major areas of study in this course are: Number Skills, Statistics, Geometry, Personal Finance, and Taxes. Consumer Math explores the world of banks and financial instruments, covering topics like savings and checking accounts; interest rates; stocks, bonds, and mutual funds; loan financing; credit cards; and mortgages.

*\*Non-college prep Consumer Math - PTC (Odysseware) available for math graduation credit.*

# **SCIENCE**

## **Earth Science**

Grade Level:	9th -12th
Length of Course:	Two semesters
Prerequisite:	None (entry-level science course)
Graduation Credit:	Physical/Earth Science (10 credits)

Earth Science is a one-year laboratory science course. Topics covered in Earth Science include: Earth's place in the universe, the origin and history of the Earth, astronomy, Earth's systems, geoscience, forces and features of Earth, Earth cycles, features of the Earth's crust, and Earth and Human Activity. Lessons include experiments as part of the Next Generation Science Standards (2015).

Earth Science is a basic science course intended to further explore the designs and patterns of our planet. This course covers such areas as the origin, history, and structure of the earth. It also covers forces that cause change on the earth and features of the earth including the crust, water, atmosphere, weather, and climate. Earth Science wraps up with astronomy and a study of all the planets, the solar system, and galaxies.

The course strives to teach that each feature of the earth interacts with the others in many critical ways, and the study of these relationships is important to humanity.

Students at this level should show development in their understanding of scientific inquiry. Some of the units contain experiments and projects that seek to develop meaning and to actively engage the student. The continued exposure to science concepts and scientific inquiry will serve to improve the students' skill and understanding.

Upon completion of the course, students should be able to do the following:

- Gain increased awareness about where Earth came from, how Earth functions and sustains life, and how the many systems and processes of Earth rely on and balance one another.
- Improve scientific evaluation skills and apply them to the study of Earth's physical geography and dynamic processes.
- Discover tools that allow for the study of Earth and its further exploration.

## **Biology**

Grade Level:	10th-12th
Length of Course:	Two semesters
Prerequisite:	Successful completion of Earth Science
Graduation Credit:	Biology/Life Science (10 credits)

Topics covered in this course include: investigation and experimentation; physiology of the organ system; cell biology and genetics as it pertains to variation; sexual reproduction; inheritance; evolution; and biotechnology. Students develop and regularly practice high-level critical thinking, problem solving, and analytical skills. The course emphasizes knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, principles of biological classification, ecological relationships, and animal behavior.

Biology is intended to expose students to the designs and patterns of living organisms and their interactions with the environment. In preceding years, students should have developed a foundational understanding of life sciences. Expanding on that, this Biology course will incorporate more abstract knowledge including the micro and macro aspects of life. The major concepts covered are taxonomy, the

chemical basis of life, cellular structure and function, genetics, microbiology, plant structure and function, animal structure and function, and ecology and the environment.

Students at this level should show development in their understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for students and that actively engage them. The continued exposure of science concepts and scientific inquiry will serve to improve the students' skills and understanding.

Upon completion of the course, students should be able to do the following:

- Demonstrate a knowledge of molecular structure as it relates to organic compounds.
- Use a microscope to study microscopic organisms.
- Describe cells, their different parts, and the function of a cell.
- Discuss the different parts of a plant.
- Describe and explain the function of each system in the human body.
- Perform Punnett square functions to determine probability of inheritance.
- Differentiate between mitosis and meiosis and between asexual and sexual reproduction.
- Classify different animals using taxonomy.
- Understand the impact man has on the environment.

## **Chemistry**

Grade Level:	11th-12th
Length of Course:	Two semesters
Prerequisite:	Algebra I and English I are recommended
Graduation Credit:	Physical/Earth Science/Elective (10 credits)

The topics covered in this course are organized under the following headings: Investigation and Experimentation; Atomic and Molecular Structure; Chemical Bonds; Conservation of Matter and Stoichiometry; Gases and Their Properties; Acids and Bases; Solutions; Chemical Thermodynamics; Reaction Rates; Chemical Equilibrium; Organic chemistry; Biochemistry; and Nuclear Processes.

Chemistry is intended to provide a more in-depth study of matter and its interactions. In preceding years students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. This chemistry course will expand upon that knowledge, further develop the microstructure of substances, and teach the symbolic and mathematical world of formulas, equations, and symbols.

The major concepts covered are measurement in chemistry, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, and chemical equilibrium. Students at this level should show development in their ability and understanding of scientific inquiry. The units contain experiments and projects that seek to develop a deeper conceptual meaning for the student and actively engage the student. The continued exposure of science concepts and scientific inquiry will serve to improve the student's skill and understanding. Chemistry should be preceded by Integrated Mathematics II – Common Core and preceded or accompanied by Integrated Mathematics III – Common Core. Upon completion of the course, students should be able to do the following:

- Calculate and convert units using scientific notation and significant figures.
- Explain the differences between elements, compounds, and mixtures.
- Use Avogadro's number and the gas laws to calculate different variables in chemistry examples.
- Explain and use the periodic table.
- Recognize symbols for common elements.
- Differentiate between the different types of bonds.
- Predict how different elements will react.
- Describe acid-base reactions and redox reactions.



## **Physics**

Grade Level: 11th-12th  
Length of Course: Two semesters  
Prerequisite: English 10 and Algebra II are recommended  
Graduation Credit: Physical/Earth Science/Elective (10 credits)

Physics is intended to provide a more in-depth study of the physical universe. In preceding years students should have developed a basic understanding for the macroscopic and microscopic world of forces, motion, waves, light, and electricity. The physics course will expand upon that prior knowledge and further develop both. The curriculum will also seek to teach the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, dynamics, forces and motion, work and energy, waves, sound and light, electricity, magnetism, and nuclear physics.

# **SOCIAL SCIENCE**

## **World History**

Grade Level:	10th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Social Science (10 credits)

In this course, students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues, and then continues with a focus on the expansion of the West from the eighteenth century, with a focus on the ever-growing interdependence of people and cultures throughout the world. Topics studied include the rise of democratic ideas, the Industrial Revolution, the rise of imperialism and colonialism, the causes and consequences of World War I, totalitarianism in the modern world, Nazi Germany, Stalinist Russia, the causes and consequences World War II, Vietnam War, Korean War, and nationalism in the contemporary world.

## **p World History (Odysseyware)**

Grade Level:	10th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Social Science (10 credits); meets CSU/UC A-G requirement A

Throughout the course students will learn about a variety of topics. Topics in this course include:

- The important reasons we study history.
- The early civilizations of the world.
- The important political and social ideals that originated in classical Greece and ancient Rome.
- The major religions that have developed throughout the world.
- The major empires throughout history.
- Interaction and exchange between the peoples of the world.
- Major political, cultural, and religious revolutions.
- The impact of World Wars I and II and their repercussions.
- Important events of the 20th Century.

## **United States History**

Grade Level:	11th
Length of Course:	Two semesters
Prerequisite:	World History
Graduation Credit:	Social Science (10 credits)

In this course students examine major turning points in American history of the 19th and 20th centuries. During the year, certain themes are addressed: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state, and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the U.S. as a major world power. The course begins with a review of U.S. History, with emphasis on two major themes—the nation's beginnings (1492-1861) and the industrial transformation of the new nation (1861-1900). Students then analyze major 20th century historical trends and issues, including: the Progressive Era; the Jazz Age, the Great Depression; World

War II; the Cold War; hemispheric relationships in the postwar era (Latin America & Canada); the civil rights movement; American society in the postwar era; and the U.S. in recent times.

### **p United States History (Odysseyware)**

Grade Level: 11th  
Length of Course: Two semesters  
Prerequisite: World History  
Graduation Credit: Social Science (10 credits); meets CSU/UC A-G requirement G

United States History and Geography: Continuity and Change in the Twentieth Century examines American history from the Reconstruction to the present day, placing special emphasis on the major political, economic, and social movements of the twentieth century. In addition, the first unit reviews important information and ideas about the Declaration of Independence and the Constitution.

Upon completion of the course, students should be able to:

- Explain the ideas of the Declaration of Independence and the Constitution.
- Analyze the application of the Founding Fathers ideals to historical events.
- Describe the goals and results of Reconstruction policies.
- Describe conditions in the United States at the turn of the Twentieth Century, including the effects of industrialization, immigration, and urbanization.
- Explain the factors influencing U.S. expansionism in the early Twentieth Century.
- Describe the reform movements of the Progressive Era.
- Summarize U.S. involvement in World War I.
- Describe the causes of the Great Depression and Dust Bowl.
- Explain the long-term effects of the New Deal on American society.
- Identify the major events of World War II, including activities on the Homefront.
- Identify the origins of the Cold War and U.S. efforts to contain the spread of Communism.
- Summarize the goals of the civil rights, countercultural, and women's movements.
- Describe U.S. foreign policy in the post-Cold War era.
- Understand the key challenges facing American society in the late Twentieth and early Twenty-First Centuries.

### **p Twentieth Century American History (Odysseyware)**

Grade Level: 11<sup>th</sup>  
Length of Course: One semester  
Prerequisite: World History  
Graduation Credit: Social Science/Elective (5 credits); meets CSU/UC A-G requirement G

Twentieth Century American History is a history elective for high school students interested in examining American history during a century of change, continuity, and conflicts.

Students will examine America's economic, political, governmental, cultural, and technological growing pains during the twentieth century. They will also consider the causes and effects of national and international cooperation, competition, and conflict.

This course seeks to help students develop social studies skills and expand their knowledge of history so that they may achieve the following goals:

- Understand that the interaction between continuity and change played a major role in the events in twentieth century American history.
- Realize that change happens through times of conflict and cooperation.
- Develop an increased awareness of how history affects opportunities that are open to future generations.
- Analyze the numerous ways new technologies and innovation transform society and culture. In attaining these goals, students will develop insight and perspective on the themes and patterns of history and a greater understanding of today's world.

## **Civics**

Grade Level: 12th  
Length of Course: One semester  
Prerequisite: World History and US History  
Graduation Credit: Social Science (5 credits)

In this course students pursue a deeper understanding of the institutions of American government. In addition, they will draw on their studies of American history and of other societies to compare different systems of government in the world today. This course is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Students focus on: the Constitution and the Bill of Rights; the courts and the governmental process; the legislative, executive, and judicial branches of American government; federalism with emphasis on the changing relationships between federal, state, and local governments; comparative governments, with emphasis on communism in the world; and contemporary issues in the world today.

## **p American Government (Odysseyware)**

Grade Level: 12th  
Length of Course: One semester  
Prerequisite: World History and US History  
Graduation Credit: Social Science/Civics (5 credits); meets CSU/UC A-G requirement G

This semester-long course discusses types of governments, focusing on the American form of government. Throughout the course, students will learn about a variety of topics. Topics in this course include:

- International governments
- Philosophers that influenced the development of government
- A history of government types
- The rise of democracy
- The structure and organization of the United States government
- The importance of the U.S Constitution
- The three branches of government
- How bills become law
- American political parties
- Voting and elections
- Citizenship and civic responsibilities

After completing the course, students should be able to answer a variety of questions relating to government and demonstrate a number of social studies skills.

## **Economics**

Grade Level: 12th  
Length of Course: One semester  
Prerequisite: World History and US History  
Graduation Credit: Social Science (5 credits)

In this course, students deepen their understanding of the economic principles, problems, and institutions of the nation and the world in which they live. Students learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers and members of civic groups. Students add to the economic understandings they acquired in previous courses of study, and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understandings of the American economic system. This course is used to enrich students' understanding of the operations and

institutions of the world's various economic systems. Students must use graphs and understand the mathematical equations they represent. Students first study basic economic concepts—scarcity, needs vs. wants, circular flow of economic activity—then begin to master how the market economy spurs innovation and growth, and also distributes income and wealth. Students then begin mastering cost-benefit analysis. The course later focuses on comparative studies of different economic systems, microeconomic principles, macroeconomic principles, and international economic concepts.

### **p Economics (Odysseyware)**

Grade Level: 12th  
Length of Course: One semester  
Prerequisite: World History and US History  
Graduation Credit: Social Science (5 credits); meets CSU/UC A-G requirement G

This semester-long course is designed to provide students with a strong foundation of basic economic principles, with an emphasis on the free enterprise system and its benefits. After completing the course, students should be able to answer a variety of economic questions and demonstrate a number of social studies skills. Topics in this course include:

- Scarcity
- Supply and demand
- The economic role of the federal government
- The benefits of the free enterprise system
- Different market structures
- Market regulations
- The macroeconomy

## **PHYSICAL EDUCATION**

All physical education students should be able to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies while achieving a level of physical fitness for health and performance while having the knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of the physical activity. Two years of physical education are required for graduation.

### **Physical Education 9**

Grade Level: 9th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Physical Education (10 credits)

Credits are earned for every 15 hours of physical activities completed for a maximum of 5 credits (minimum of 75 hours) of physical education credits per semester. Physical Education is a basic course required of all freshmen, which includes instruction in beginning and intermediate skills, basic rules, and history.

### **Physical Education 10**

Grade Level: 10th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Physical Education (10 credits)

Credits are earned for every 15 hours of physical activities completed for a maximum of 5 credits (minimum of 75 hours) of physical education credits per semester.

### **Physical Education 11**

Grade Level: 11th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Physical Education/Elective (10 credits)

Credits are earned for every 15 hours of physical activities completed for a maximum of 5 credits (minimum of 75 hours) of physical education credits per semester.

### **Physical Education (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Physical Education/Elective (10 credits)

Physical Education is a semester-long elective designed for high school students. The course focuses on performance of individual and team sports, with explanations of proper technique, rules of the game, and preparation. Team sports introduced include soccer, basketball, football, baseball, and volleyball. An introduction to fitness, strength, endurance, and nutrition is also included. Students will have the opportunity to perform each sport on their own time, while keeping a log of activity. The goal is incorporation of activity into their daily lives and the gain of lifelong healthy fitness habits. Throughout the course, students may be asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about

the lesson content. Students may keep handwritten or typed notes. Upon completion of Physical Education, students should possess the knowledge and skills needed to do the following:

- Define physical fitness and describe the components of being physically fit
- Evaluate their fitness level
- Apply physical fitness, nutrition-related, and weight-management skills to their lives
- Understand and apply safe exercise rules
- Describe the history and rules of sports such as basketball, baseball, football, soccer, volleyball, and gymnastics
- Describe and apply skills needed for a variety of sport

### **Physical Fitness (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Physical Education/Elective (5 credits)

Physical Fitness is a semester-length elective designed for high school students. The course focuses on the health benefits of regular physical activity and of a long term exercise program. As students work through the course, they will learn about the many aspects of physical fitness, including basic nutrition, the importance of flexibility, cardiovascular health, muscle and strength training, and realistic goal setting. Along the way, students will be required to maintain and submit an activity log in order to measure progress in course exercises, as well as in personal fitness goals.

Upon completion of Physical Fitness, students should possess the knowledge and skills needed to do the following:

- Analyze the key components of successful physical activity and use this analysis to determine if a program is reasonable and effective.
- Describe the three main types of physical activity that should be included in an exercise regime and the health benefits of each.
- Perform basic fitness exercises associated with the three main types of physical activity discussed in this course.
- Identify the main motivational strategies that can be used to help the student continue in positive fitness habits once this course is completed.

### **Health Education (Odysseyware)**

Grade Level: 10th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Physical Education/Elective (10 credits)

High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do in order to achieve good health. Upon completion of the course, a student should be able to do the following:

- Demonstrate an awareness of health as it applies to their own body, mind, and emotions.
- Demonstrate an awareness of health as it applies to their living environments.
- Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness.
- Understand that incorporating sound health practices creates a lifestyle of moderation and wellness.
- Understand the responsibility of properly caring for their body.

## **Health**

Grade Level: 10th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Physical Education/Elective (10 credits)

This course is designed to meet CA State graduation requirements for health education. The purpose of this class is to promote health and wellness comprehension and growth in the areas of:

- Nutrition and Physical Activity
- Growth, Development and Sexual Health
- Alcohol, Tobacco, and other Drugs
- Injury Prevention and Personal
- Community Health

Health Education High School Content Standards for California Public Schools are used in this class. The Health standards can be found at California Department of Education website or <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>



# **FINE ARTS**

## **Art I**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts (10 credits)

In this introductory-level course, students learn the foundations of art. This course provides an integrated, chronological approach to the study of art demonstrating the interrelationships of aesthetic, art criticism, art history, and studio art.

## **Art History (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

Art History is a year-long elective designed to enable students to develop knowledge of the history and theory of art and the relationship between artist, artwork, and society. Students will research and critique periods, styles, and works of art from early civilizations through modern and contemporary art.

## **Studio Art & Design**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

This course teaches students the elements of art as well as the principles of art. It is a hands-on class where students are taught theory, watch videos related to each lesson, and then complete an art assignment where they apply the concept taught using a variety of art media.

## **Advanced Studio Art & Design**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

This course teaches students art history. Each lesson teaches students about a different art style and an artist who is famous for that style. Students then complete an artwork in that style using a variety of art media.

## **Photography**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

Photography teaches students about the history and elements necessary for creating professional photographs. Students begin by learning the history of photography and famous photographers. They

then learn camera types and styles followed by the fundamentals of composition. Students conclude the semester with the creation of a Google slide portfolio of their work. During the second semester, students learn how to edit photographs, about lighting and flash, and they practice several of the major styles found within the photography industry. The semester concludes with an alphabet photo book and an assignment that helps develop creativity in photography.

### **Digital Arts (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

Digital Arts is a semester-long elective designed to provide students with an introduction to visualization-graphics programming on computers. To equip students for today's digitally driven lifestyle, this course focuses on using a digital camera and the practical application of digital imaging and editing programs. Additionally, students will work with audio-editing programs, and will also examine 3D technology, cinematography, web design, digital gaming, and virtual reality.

### **p Music Appreciation (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (5 credits); meets CSU/UC A-G requirement G

The goal of this course is to provide instruction in basic musical elements, trace the development and growth of classical music, and give students a strong foundation for a greater appreciation of music. Students will examine music in the world around them and discover how they experience music. They'll be introduced to the basic elements and sounds of music and instruments. Students will learn the names and backgrounds of several famous musical composers. Students will also learn how and where classical music began, how it developed over the centuries, and the ways in which music and culture affect each other. Lastly, students will examine the ways modern music has been influenced by classical music. This course also provides students with lessons in engaged listening. These special lessons allow students to listen and respond to music. A template for how to listen and respond is provided.

### **Music Appreciation – Piano 1**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Prerequisite: None  
Graduation Credit: Fine Arts/Elective (10 credits)

Students learn piano music theory and practice. Students obtain knowledge in piano playing, note identification and values, musicianship skills, rhythm, sight-reading, and performance and recital etiquette.

## **FOREIGN LANGUAGE**

### **p Spanish I (Odysseyware)**

Grade Level:	9th-12th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Foreign Language/Elective (10 credits); meets CSU/UC A-G requirement E

Spanish I is an entry level high school foreign language course that explores the Spanish language through communication, culture, connections, comparisons, and communities. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in a basic manner and in both oral and written communication.
- Use vocabulary necessary to function as a tourist in Spanish-speaking countries.
- Demonstrate a basic knowledge of the Spanish-speaking world.
- Listen to and understand basic passages in Spanish related to various themes.
- Read and understand basic passages in Spanish related to various themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

Spanish I introduces students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a greater awareness of their own culture.

### **p Spanish II (Odysseyware)**

Grade Level:	9th-12th
Length of Course:	Two semesters
Prerequisite:	Spanish I completed with a "C" or better
Graduation Credit:	Foreign Language/Elective (10 credits); meets CSU/UC A-G requirement E

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in both oral and written communication.
- Use vocabulary necessary to live in a Spanish-speaking country.
- Demonstrate an understanding of Hispanic countries.
- Listen to and understand passages in Spanish related to various themes.
- Read and understand passages in Spanish related to themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

## **p French I (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: Two semesters  
Graduation Credit: Foreign Language/Elective (10 credits); meets CSU/UC A-G requirement E

In French I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in French, students gain and expand their knowledge of francophone countries and cultures.

Emphasis is placed on learning the present tense, the near future and the past tense in French I through thematically designed units. Topics include home, school, family, holidays, and daily and leisure activities.

Students develop the ability to:

- greet and respond to greetings
- introduce and respond to introductions
- engage in conversations on several themes
- express likes and dislikes
- make requests
- obtain information
- understand some ideas and familiar details
- begin to provide information.

## **CAREER TECHNICAL EDUCATION (CTE)** **& REGIONAL OCCUPATIONAL PROGRAMS** **(ROP)**

**Career Technical Education (CTE)** is a program of study that prepares students for college and careers through a multi-year sequence of courses within a career pathway. CTE credentialed teachers prepare students for a comprehensive blend of academic, technical, and employable skills that align with today's competitive degrees and career opportunities. ROP courses are ideal for students that are determining their career focus, seeking a career, or enhancing their current skills.

**Regional Occupational Program (ROP)** is a state-funded educational program that falls under the category of CTE. ROP classes provide career preparation and guidance to meet identified educational and industry standards with some on the job training. ROP students experience high levels of academic engagement, and receive evidence-based instruction, work-based learning opportunities, and ability to earn certifications. Certifications require 300 hours of seat-time and practical application activities within one school year; hours are not cumulative. Activities can include time in class, field trips, job shadowing, and additional time spent on topic related projects.

<b>CTE/ROP Pathways</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Construction</b>	Introduction to Construction A/B	Construction Technology: Interior	Construction Technology: Exterior
<b>Welding</b>	Introduction to Welding A/B	Welding Processes and Fabrication	Welding Fabrication and Application
<b>Child Development</b>	Intro to Child Development A/B	Child Development and Education	Careers in Education

*(CTE Pathways continued...)*

CTE Pathways via Odysseyware	Year 1	Year 2	Year 3
<b>Agriculture, Food &amp; Natural Resources (Odysseyware)</b>	Introduction to Agriculture, Food, and Natural Resources & Agribusiness Systems	Animal Systems & Plant Systems	Food Products and Processing Systems & Power, Structural, and Technical Systems
<b>Business Management &amp; Administration (Odysseyware)</b>	Office Applications 1: 2010 or 2013 & Office Applications 2: 2010 or 2013	Business Law & Principles of Business and Finance	Technology and Business 1 year course
<b>Health Science (Odysseyware)</b>	Introduction to Careers in the Health Sciences & Careers in Allied Health	Forensics: Using Science to Solve a Mystery & Scientific Discovery and Development	<p>SELECT 2:</p> <p>Nursing: Unlimited Possibilities and Unlimited Potential</p> <p>Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors</p> <p>Public Health: Discovering the Big Picture in Health Care</p> <p>Therapeutics: The Art of Restoring and Maintaining Wellness</p>
<b>Human Services (Odysseyware)</b>	Introduction to Human Services & Introduction to Consumer Services	Introduction to Human Growth and Development & Family and Community Services	Personal Care Services

CTE Pathways via Odysseyware	Year 1	Year 2	Year 3
<b>Information Technology (Odysseyware)</b>	Introduction to Information Technology & Introduction to Information Technology Support and Services	Fundamentals of Computer Systems & Fundamentals of Programming and Software Development	SELECT 2: Introduction to Network Systems Network System Design Software Development Tools New Applications: Web Development in the 21st Century Fundamentals of Digital Media
<b>Law, Public Safety, Corrections, and Security (Odysseyware)</b>	Introduction to Law, Public Safety, Corrections, and Security & Law Enforcement Field Services	Fire and Emergency Services & Corrections: Policies and Procedures	Security and Protective Services & Legal Services
<b>Science, Technology, Engineering, and Mathematics (STEM) (Odysseyware)</b>	Intro to STEM & Science and Mathematics in the Real World	Engineering and Design & Engineering and Product Development	Scientific Research & STEM and Problem Solving

### Introduction to Construction

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: None  
Instructor: L. Pascale  
Graduation Credit: CTE (10 credits)

Course Description: Students will be introduced to safety skills, how to read blueprints, tool identification and operation. Introductory construction projects are completed such as rough framing and building small structures such as planters, bird houses, or dog houses. Projects are frequently tied to community projects; thus, they vary each semester based on program and community needs.

### Construction Technology - Interior

Grade Level: 10<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: Introduction to Construction  
Instructor: L. Pascale  
Graduation Credit: ROP (20 credits)

*\*This Course is offered on a rotating basis.*

This course prepares students for the competency skills and knowledge necessary to enter the field of residential and commercial construction. This year-long course provides student application at all of the

various areas of construction, technology, wood products manufacturing, and building construction as well as provide students with some of the application aspects of interior finish work. Included in the instruction are specific applications of the career performance standards. Course topics cover the following areas: general construction skills, concrete/masonry, foundational carpentry, roofing, general residential electrical, introduction to plumbing, insulation, drywall, finish carpentry, and career preparation skills. Due to this class being 10 credits per semester, students are expected to attend in person an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion.

\*Note: Students under the age of 16 must obtain approval from CTE Teacher and Administrator to enroll in this course.

### **Construction Technology - Exterior**

Grade Level: 10<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: Introduction to Construction  
Instructor: L. Pascale  
Graduation Credit: ROP (20 credits)

*\*This Course is offered on a rotating basis.*

This course includes a presentation of materials used in the construction of residential, commercial and industrial buildings; their applications and limitations. Included is an introduction to construction methods and techniques, testing of structural materials, and the importance of functional design in the construction industry. The program is presented to cover the building construction family of industries. Course topics cover the following areas: general construction skills, concrete/masonry skills, carpentry, roofing, drywall, and career preparation skills. Due to this class being 10 credits per semester, students are expected to attend in person an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion

\*Note: Students under the age of 16 must obtain approval from CTE Teacher and Administrator to enroll in this course.

### **Introduction to Welding**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: None  
Instructor: L. Pascale  
Graduation Credit: CTE (10 credits)

Students are introduced to stick and MIG welding along with other processes. Reading blueprints and welding symbols are taught. Topics include learning and understanding industrial safety, operating a plasma cutter, oxy-acetylene cutting, measuring, welding mild steels, metal prepping, equipment tool use and maintenance.



### **Welding Processes and Fabrication**

Grade Level: 10<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: Introduction to Welding  
Instructor: L. Pascale  
Graduation Credit: ROP (20 credits)

The primary emphasis of this course is the application of welding skills learned through project fabrication, repair and industry procedure. Students are taught beginning application welding, using multiple processes including Shielded Metal Arc Welding (stick), Metal Inert Gas Welding (MIG), Tungsten Inert gas welding (TIG) in the “flat”, “horizontal”, and “vertical” positions. Oxy-Acetylene cutting and welding are also covered. Additional topics include beginning blueprint reading, welding code deciphering, blueprint design, and fabrication from blueprint. Students in this course learn how to maintain and operate industry equipment, industrial safety and procedures, and career preparation. Due to this class being 10 credits per semester, students are expected to attend in person an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion

\*Note: Students under the age of 16 must obtain approval from CTE Teacher and Administrator to enroll in this course.

### **Welding Fabrication and Application**

Grade Level: 11<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: Welding Fabrication  
Instructor: L. Pascale  
Graduation Credit: ROP (20 credits)

This course is a continuation of the Welding Processes and Fabrication course. This class places increased emphasis on MIG welding and out of position welding. Welding of stainless steel and aluminum is covered in this course. Due to this class being 10 credits per semester, students are expected to attend in person an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion

\*Note: Students under the age of 16 must obtain approval from CTE Teacher and Administrator to enroll in this course.

### **Introduction to Child Development**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Instructor: R. Gil  
Graduation Credit: CTE (10 credits)

This course focuses on the importance of developing a working knowledge of the physical, social, and intellectual development of children from conception through adolescence. The course is focused on prenatal care, birth-defect prevention, childbirth, health safety, and the overall well-being of children. Students interested in any occupations with children should begin with this class.

### **ROP Child Development & Education**

Grade Level: 10<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: Introduction to Child Development and Children's Literature  
Instructor: R. Gil  
Graduation Credit: ROP (20 credits)

This course introduces the developmental stages of children from birth to age eight, with a focus on ages three to five. Students learn about the responsibilities of parents; prenatal development; child growth and development; guidance and discipline; play and learning; health and safety; changes that affect children. Students also learn about organization and procedures involved with a preschool, day care center, or primary classrooms; and techniques for instructing, guiding and caring for children in a child care program. Instruction will also include the role of the early childhood educator. Due to this class being 10 credits per semester, students are expected to complete an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion. The additional hours necessary to receive a certificate of completion are performed at a pre-approved Early Childhood Education center.

### **ROP Careers in Education**

Grade Level: 11<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: ROP Child Development and California Basic Educational Skills Test (CBEST)  
Instructor: R. Gil  
Graduation Credit: CTE (20 credits)

This course is for students interested in a career in education for grades K-12. In addition to the fundamental curriculum components, all students are required to observe and participate in a variety of settings and classrooms at the primary/elementary, middle/junior high and secondary levels. The CBEST test is a requirement for the course. Observations: Observations will be structured and based on specific objectives. Students will observe and participate in classrooms throughout the year based on the content of the curriculum. Students will have the opportunity to explore careers in education through job shadowing, mentoring, observation and internships. A minimum of 45 hours observation along with community classroom hours will be completed by each student and verified by a log. Due to this class being 10 credits per semester, students are expected to complete an average of 6 hours per week to complete the class and 10 hours of work per week to receive a certificate of completion.

## **CAREER PATHWAYS VIA ODYSSEYWARE**

As more schools expand Career and Technical Education (CTE) programs, Odysseyware provides a wide array of courses to support various career clusters. The rigorous, media-rich courses prepare students for the workforce and post-secondary education. Students will receive a Certificate of Completion when they complete an Odysseyware Career Pathway.

### **CTE Pathway: AGRICULTURE, FOOD & NATURAL RESOURCES**

#### **Introduction to Agriculture, Food, and Natural Resources A-G**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This semester-length high school elective introduces students to the basic scientific principles of Agriculture and Natural Resources. Students will be recognizing and researching plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems.

#### **Agribusiness Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Agribusiness Systems is a semester-length high school elective that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students will learn about the components of the agribusiness system and how they interact to deliver food to our tables. They will also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.

#### **Animal Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None Graduation  
Credit: CTE (5 credits)

The course provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, and innovations in food production. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. How the research translates to management practices is a vital area of study and discussion.

## **Food Products and Processing Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population. Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. The course prepares students for a variety of possible educational and career pathways in the food industry. Students learn industry terminology in each area of the overall system, from “farm to fork” to vertical integration to smart packaging.

## **Plant Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Plant Systems is a semester-length high school elective that introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students will learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented.

## **Power, Structural, and Technical Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Power, Structural, and Technical Systems provides students with an understanding of the field of agriculture power and will introduce them to concepts associated with producing the food and fiber required to meet today’s and tomorrow’s needs. This understanding gives students the opportunity to explore agriculture machinery, as well as structures and technological concepts. Students will gain an understanding of the professional career opportunities and responsibilities of growers across the country. Additionally, students can learn about some of the resources available to professionals in the agriculture industry.

## **CTE Pathway: BUSINESS MANAGEMENT & ADMINISTRATION**

### **Business Law**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Business law is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students will then be introduced to the types of businesses that can be created to engage in commerce as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated will also be reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts that can affect business will be discussed to get a better sense of what it means to "go global" with a business.

### **Office 2010 Applications 1 Microsoft Word®, PowerPoint®, and Publisher®**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Office 2010 Applications I is a semester-length, high school elective that explores the use of application skills in Microsoft® Word®, Publisher®, and PowerPoint® 2010. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in the following Microsoft Office® applications:

- Microsoft Word: Students are provided with an introduction to advanced skills in Microsoft Word that range from simply developing an understanding of the various uses of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view.

### **Office 2010 Applications 2 Microsoft Excel® and Access®**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: Office 2010 Applications 1 Microsoft Word, PowerPoint, and Publisher  
Graduation Credit: CTE (5 credits)

Office Applications II is a semester-length, high school elective course that explores the use of application skills in Microsoft® Excel® and Microsoft® Access®. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course provides key knowledge and skills in the following areas:

- Introduction to advanced skills in Microsoft® Excel® ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view.
- Skills in Microsoft® Access®, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports.

## Office 2013 Applications 1 Microsoft Word®, PowerPoint®, and Publisher®

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Office 2013 Applications I is a semester-length, high school elective that explores the use of application skills in Microsoft® Word®, Publisher®, and PowerPoint® 2013. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in the following Microsoft Office® applications:

- **Microsoft Word:** Students are provided with an introduction to advanced skills in Microsoft Word that range from simply developing an understanding of the various uses of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view
- **Microsoft Publisher:** Students learn to create publications, insert and edit publication items, and view, review, and share those publications.
- **Microsoft PowerPoint:** Students will learn how to create presentations, enter and modify content, modify and deliver presentations, and collaborate and share PowerPoint presentations.

## Office 2013 Applications 2 Microsoft Excel® and Access®

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: Office 2013 Applications 1 Microsoft Word, PowerPoint, and Publisher  
Graduation Credit: CTE (5 credits)

Office 2013 Applications II is a semester-length, high school elective course that explores the use of application skills in the 2013 versions of Microsoft® Excel® and Microsoft® Access®. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course provides key knowledge and skills in the following areas:

- Introduction to advanced skills in Microsoft® Excel® ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view
- Skills in Microsoft® Access®, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports

## Principles of Business and Finance

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course will introduce students to the fundamental structure of the American economy, the complexities of the global economy, and the principles, practices, and strategies associated with starting, managing, or simply working for a business. Through a combination of lessons and projects, students will trace a trajectory of their potential role in the American economy as consumers, laborers, and executives. With lessons on everything from marketing to writing formal business correspondence, from the basic structures and legal definitions of business to the operations and importance of financial institutions,

students will emerge from this course with a thorough introductory understanding of the business world. Students will perform research, conduct interviews, and write papers on various topics designed to enrich their understanding of the American business environment. They will also navigate an interactive and creative project that spans the length of the course and asks students to engage their learning, imaginations and individual career motivation with the course material

### **Technology and Business**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two Semesters  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Technology and Business is a year-long, high school elective that teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations. This course provides key knowledge and skills in the following areas:

- Emerging Technologies
- Operating Systems
- Word Processing
- Spreadsheets
- Databases
- Communication Skills
- Telecommunications
- Electronic Presentations
- Computer Networks
- Project Management

### **CTE Pathway: HEALTH SCIENCE**

#### **Introduction to Careers in the Health Sciences**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. When students complete the course, they will be able to discuss the potential career choices and have an understanding of basic concepts that apply to these different choices.

#### **Careers in Allied Health**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

In Careers in Allied Health, the focus is on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. We will look at things like the

degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Then, within each job group, we will explore important aspects that are applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies.

### **Forensics: Using Science to Solve a Mystery**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course identifies science concepts and critical thinking in the area of forensic science. Projects are assigned throughout the course that allow students to actively apply the information just learned. These projects include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. Secondary school students who complete this course will have gained an awareness of the diversity of careers available in the forensic field. Students who take this class will become equipped to make more informed career choices in regard to the forensic and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.

### **Scientific Discovery & Development**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course focuses on Laboratory Careers, in which students learn about more than two dozen jobs in laboratory science. Each lesson that covers careers describes, sometimes in great detail, what specific professionals do on the job. For each career students learn what is necessary in the areas of education and credentialing, and also will be able to have a good idea of the job outlook and salaries of these various professions. Students also learn quite a bit of science related to many of those careers as well as about the scientists and major breakthroughs that have brought us where we are today in laboratory science.

- **Introduction to Laboratory Science:** Students will explore the history of clinical laboratory science, learning how clinical laboratories evolved and became professionalized and how scientific discoveries and breakthroughs fueled the development of the laboratory while the sub-disciplines in biology were also advancing. The science covered in the first unit includes immunology, the circulatory system, and the blood-bank system.
- **Clinical Laboratory Careers:** Students will learn about the circulatory system and about microbiology and the subfields within it.
- **Tissues and Cells:** Students will explore cells and tissues, cell division and basic genetics.
- **Research and Development:** Students will learn a brief history of the philosophy of science, along with an explication of the scientific method. The unit goes on to teach the difference between basic and applied research. This unit also covers three major areas in bioresearch: biotechnology, nanotechnology, and pharmaceutical research and development.
- **Research and Development, Part II:** Students will explore research in social science that is something of a hybrid, since the topics cross over into science. Emphasis is put on the interdisciplinary nature of this type of research. The last few lessons in the unit raise the controversial issues of embryonic stem-cell research and the problems raised by outsourcing



clinical research. The final lesson gives students a chance to catch their breath and do some exercises that can help them find a career path they are interested in.

### **Physicians/Dentists/Other Doctors**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the Physician Assistant and alternative medicine systems. This course will also introduce the topics of diversity, and the move toward an emphasis on social and cultural skills in medicine, in addition to academic ability.

### **Public Health: Discovering the Big Picture in Health Care**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

In this course, we discuss the multiple definitions of public health and the ways that these definitions are put into practice. We explore the five core disciplines and the ways that they interact to reduce disease, injury and death in populations. By understanding the roles of public health, we are able to gain a greater appreciation for its importance and the various occupations that one could pursue within the field of public health. Because of public health's broad and multi-faceted nature, it is important to understand the details and the overall interactions and importance that make the field essential to modern society. There are many disciplines that work together on different levels within public health. By entering the field of public health, you will play an integral part in improving the health and lives of a large number of people. The contributions of public health to society have shaped our modern world and will continue to do so in the future.

### **Nursing: Unlimited Possibilities and Unlimited Potential**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course provides students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience. In this course, students will have several opportunities to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses.

### **Therapeutics: The Art of Restoring and Maintaining Wellness**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Therapeutics: The Art of Restoring and Maintaining Wellness focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dieticians and dietetic technicians, art therapist, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers. Students who take this course will come away with a broad perspective of the myriad career opportunities in healthcare today. They will understand how people in different healthcare professions interact with each other, and how significant expected growth in the industry can give them flexibility, good pay, and high job satisfaction.

### **CTE Pathway: HUMAN SERVICES**

#### **Introduction to Human Services**

5 credits

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE

This course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students will learn about the broad variety of jobs available in the human services. Students will learn exactly what the human services are and the ethics and philosophies of the helping professions. The history of the profession will be covered, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance. By the conclusion of this course, students will have a firm introductory understanding of the social services professions. Employment at all levels of social work and related jobs is projected to grow rapidly over the next decade. Students will have a better idea of whether this is a career course they would like to explore further.

#### **p Family and Community Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits); meets CSU/UC A-G requirement G

This course introduces applications within professions related to Family and Community Services. You will identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services. You will develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others. You will also complete a variety of projects to apply your skills and knowledge. The course begins by introducing you to Family and Community Services, associated careers, and general requirements. The first unit requires you to investigate the skills required for many professions, including effective communication and critical thinking. The remaining units are divided among career fields. Each chapter begins with a lesson that discusses the general role of the professionals, their required skills and knowledge, educational requirements, employment opportunities, and salaries. The following lessons in each chapter then discuss various aspects of the career in greater detail.

### **Introduction to Consumer Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

In this introductory Consumer Services course, students analyze various career paths in terms of employment opportunities. We will discuss educational requirements, including applicable hard and soft skills, certifications, and licensures for different pathways. Developing research, analytical, and presentations skills will be key components. This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students will gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services.

### **Introduction to Human Growth and Development**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. This course is important because it gives the student a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death. They will understand how people in the helping professions interact with each other and how continued growth in this sector can give them flexibility, good pay, and high job satisfaction.

### **Personal Care Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course in Personal Care Services introduces students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The course teaches students about what each career entails and the education and training they will need to become credentialed in various career specialties. In addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.

## **CTE Pathway: INFORMATION TECHNOLOGY**

### **Introduction to Information Technology**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

In this course, we introduce students to the knowledge base and technical skills that will help them to successfully compete for jobs within the Information Technology Career Cluster. Lessons are structured so that students learn and then demonstrate not only critical assessment and analytic skills, but also interpersonal skills that are valued so highly among IT employers. We explore a range of career tracks that include network engineers, application/programming developers, and systems analysts. These career paths are described in depth, discussing typical job responsibilities, educational and licensure requirements, working conditions, and job outlooks. Our lessons help students place the evolution of technology and job opportunities in context so that they will understand their important role in furthering its development. We believe that the most successful IT professionals combine technical know-how with leadership ability. To this end, students learn that their acquired expertise comes with the responsibility to represent themselves and the companies they work for within the highest legal and ethical standards.

### **Fundamentals of Computer Systems**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

The Computer Fundamentals course will provide students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills will provide students with the ability to configure computers and solve computer problems.

Students will learn details about the different elements of computers and computer systems. They will learn to identify hardware devices and their functions. They will be instructed on the role of operating systems as well as how to install and customize the Windows operating system. Students will learn about networking and the Internet. They will also be introduced to security issues in order to protect themselves and their computers and data.

Students will also learn about some of the software applications typically used on computers today, such as Microsoft Office. In addition, students will learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in the Windows operating system. Lastly, the students will learn the basics of customer service and working as a help desk support technician.

### **Fundamentals of Programming and Software Development**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

This course will provide students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations.

Students will learn details about core concepts in programming using Java, including writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models. They will learn the function of key program techniques including if statements, looping, and arrays. They will also learn about web development using HTML and drag-and-drop development of user interfaces in an Integrated Development environment. Students will also learn about the Software Development Life Cycle and the different variations used to create software. They will learn about different programming languages and paradigms. They will learn about the importance of usability and user centered design processes. Students will also learn about careers in the software industry, the education and skills required to work in the industry, and related career resources. Finally, the capstone project will allow students to explore and state opinions on key issues and trends impacting the software industry, and to learn about the experience of working in the industry.

### **Introduction to Information Technology Support and Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course focuses on real-world application including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Emphasis should be made that the purpose of the IT department of an enterprise is to support the overall mission of the company, and it is not simply a standalone component of the company's infrastructure. Students will continue to apply their knowledge of hardware and software components associated with IT systems while exploring a variety of careers related to IT support and services. Students will analyze technical support needs to perform customer service, perform configuration management activities, and evaluate application software packages and emerging software. Students will demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system. Information Technology is a dynamic discipline that is continuously evolving.

### **Introduction to Network Systems**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course introduces students to the fundamental technology and concepts that make networking systems possible. The question itself is a very practical one and the concepts taught are more concerned with practices and processes rather than theoretical generalities. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. Each networking layer is explored in a three-lesson chapter. By the end of the course, every student should be comfortable reading a sentence that says something like, "X is a protocol working at the third layer." The course also explores a good deal of technology, specifically the software and hardware supporting LANs, WANs, and Wi-Fi networks. Particularly important are the protocols in the TCP/IP stack that are used to communicate across a network, but the students are also introduced to the hardware, including hubs, switches, bridges, routers, and transmission media. The student is expected to learn that a network is not some mysterious idea out there in cyberspace. It is a mechanism that is fully dependent on its parts working properly. Once the students understand the fundamentals of the layers and network hardware, they can be introduced to questions of security, network management, and network operating systems. In particular, they should understand the role of the server. They have already encountered many examples of client-

server relationships, and the material later in the course should introduce them to the many roles that a server can play as a part of a network.

### **Network System Design**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

The Network System Design course will provide students with an understanding of computer networks and how they operate, as well as a basic understanding of how to manage and maintain computer networks. These skills will provide students with the ability to design, configure, and troubleshoot networks of all sizes. Students will learn the basics of network design, including how to identify network requirements and determine the proper network architecture. They will be instructed on the requirements of network models, as well as be introduced to local area networks. Students will also learn about Internet Protocol and the basics of routing data on a network. Students will be introduced to wide area networks and network security issues. In addition, students will learn about network management, including monitoring and troubleshooting. Last, students will learn about network operating systems and their role in connecting computers and facilitating communications.

### **New Applications: Web Development in the 21st Century**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course begins with a historical tour of the Internet and World Wide Web as well as the programs and applications that made it possible for computer users on every continent to begin to explore and better understand their world. Then, through a step-by-step introduction to WordPress, students gain the tools and insight necessary to create their own web pages and discover their online voice. The course concludes with a survey of the continuing explosion of new apps, or applications, designed to operate on one or more of the proprietary mobile devices (smartphones, tablets, and netbooks). New Applications is a survey course that travels from the first software programs developed to facilitate communication on the Internet to the new generation of mobile and native apps that access the Internet without a reliance on a web browser. The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development so that he or she can make informed career decisions in an industry that is changing as quickly as it is growing.

### **Software Development Tools**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course introduces students to the variety of careers related to programming and software development. Students will gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software. Students will produce IT-based strategies and a project plan to solve specific problems and define and analyze system and software requirements.

## **p Fundamentals of Digital Media**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits); meets CSU/UC A-G requirement G

This course gives an overview of the different types of digital media and how they are used in the world today. Students examine the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces a number of different career paths that relate to digital media.

Students will examine some tools used to create digital media and discuss best practices in the creation of digital media. This includes an overview of the process used to create new media pieces as well as the basics concepts of project management. In the course, students will examine the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students will review ethics and laws that impact digital media use or creation.

## **CTE Pathway: LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

### **Introduction to Law, Public Safety, Corrections, and Security**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

Life in the twenty-first century would not be possible without police officers, paramedics, firefighters, attorneys, corrections officers or security guards. In this course, students will learn about the many careers that exist within the fields of law, law enforcement, public safety, corrections, and security. Besides learning about the training and educational requirements for these careers, students will explore the history of these fields and how they developed to their current state. Students will also learn how these careers are affected by and affect local, state, and federal laws. Finally, students will examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society.

### **Corrections: Policies and Procedures**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	One semester
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

Corrections is one of the three branches of the Criminal Justice System (CJS) in the United States. All three branches employ personnel who are authorized to uphold and enforce the law and are required to operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws. This course gives students an introductory, yet thorough view of many aspects of corrections operations. Students receive historical and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders. In this course the duties, responsibilities, conduct, training, and special certification possibilities for corrections staff are explored. Many aspects of procedures in corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require.

## **Fire and Emergency Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Emergency and fire-management services are essential infrastructure components of a community. They provide a resource for dealing with numerous types of emergencies, including fires, motor vehicle, and industrial accidents, and medical emergencies. In addition, these services provide fire prevention and community-outreach programs. This course provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students will understand the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization. Finally, the course also provides students with an overview of large-scale emergency incidents that overwhelm local agencies. Various preparedness plans are discussed. In the end, students will have been exposed to the typical characteristics and framework of modern emergency- and fire-management organizations and will have a better understanding of a career in this field.

## **Law Enforcement Field Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Law Enforcement Field Services Course Overview. The Introduction to Law Enforcement Services course will introduce students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The student will also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed in these careers. Students will learn about the evolution of the role of law enforcement in the United States and the interplay between individual freedoms and the government's need to protect the country. They will also learn about key changes affecting law enforcement following the September 11, 2001, terrorist attacks, including the creation of new laws, the restructuring of many departments within the federal government, and the creation of the Department of Homeland Security. Students will learn about the interaction between local, county, state, and federal law enforcement agencies. The lessons will emphasize the importance of interagency communication and information sharing. Students will learn about the technological advances and new federal programs that aid cooperation between agencies. Students will also learn about the types of crime that are commonly committed and the procedures, evidence collection techniques, and technological advances that law enforcement personnel use to investigate them. Students will learn how the development of computers and the Internet has changed the way many crimes are committed. They will also learn how investigators address the resulting increased globalization of criminal activity.

## **Legal Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

The Legal Services course will provide students with an overview of the system of laws in the United



States and the practice areas and career options in the field. Students will learn about how the legal system operates to control how society punishes those who commit crimes and settles disputes, as well as how criminal and civil cases reach court and are resolved. They will learn about the courtroom and the basics of a typical court case. Students will learn about constitutional rights and legal safeguards, as well as how technology has changed the practice of law. They will also learn about legal education and careers in law for attorneys and non-attorneys with an interest in the field.

### **Security and Protective Services**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course offers an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. They will also understand the distinction between the criminal justice system within the public sector and private security. The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector. The concluding unit focuses on the emerging challenges facing security services in the twenty-first century, including international terrorism. In addition, the course will provide information about many different careers that are available to students who are interested in security and protective services.

## **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)**

### **Introduction to STEM**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students will be introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students will explore some of the great discoveries and innovations in STEM and review and analyze some of the world's problems that still exist today. Students are introduced to several computer applications used to analyze and present technical or scientific information. They will also gain a higher understanding of the uses for images and measurement in everyday life. Finally, students will explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students will have the opportunity to discover their strengths through practical applications and awareness of the various STEM careers.

### **Engineering and Design**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Engineering and Design is part of the STEM (Science, Technology, Engineering, and Mathematics) education and career path. By building real-world problem-solving and critical thinking skills, students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which

enables engineers to adjust any existing product. Students will also address how fluid power is used by engineers to make difficult maneuvers easier, increasing efficiency and minimizing effects on the environment. Students then identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.

### **Engineering and Product Development**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

This course provides an overview of the concepts of product engineering and development. Students will analyze the life cycle of a product to prepare a product for distribution and for target markets. The course begins with building an understanding of the product life cycle, from the initial idea to drafting requirements to using 3-D modeling tools and other design tools. The final unit focuses on assembling the pieces within a project plan to achieve a product and evaluating the plans for a successful product launch. In addition, the course will provide information about the different careers available to students interested in engineering, product development, and project management.

### **Science and Mathematics in the Real World**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

Science and mathematics are part of the STEM (Science, Technology, Engineering, and Mathematics) multi-dimensional strategy that can effectively sustain our twenty-first century knowledge-based economy. STEM careers provide a wide variety of opportunities to understand and address global issues. The most pressing issues of this generation include overpopulation, environmental degradation, pollution, and global warming. These are all subjects of intense and dedicated research by STEM professionals in very diverse fields. In this course, students will focus on how to apply science and mathematics concepts to the development of plans, processes, and projects that address real world problems, including sustainability and “green” technologies. This course also highlights how science and mathematics and the applications of STEM will be impacted due to the development of a greener economy. The course exposes students to a wide variety of STEM applications and to real world problems from the natural

sciences, technology fields, and the world of sports, and emphasizes the diversity of STEM career paths. The importance of math, critical thinking, and mastering scientific and technological skill sets is highlighted throughout. Challenging and enjoyable activities provide multiple opportunities to develop critical thinking skills and the application of the scientific method, and to work on real world problems using STEM approaches.

### **Scientific Research**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: CTE (5 credits)

The course Scientific Research describes these activities from the point of view of a professional scientist. While this inside look should appeal to students of all ages, the lessons provide support,

accessible ideas, and specific language that do not reduce the content rigor, but rather guide students at their own pace through most of the steps, insights, and experiences they would eventually face if they continue through higher education toward a graduate degree. On the other hand, knowing the practical, everyday basics of scientific thinking and laboratory activity could also serve as a necessary first step to a career as a technician or a lab assistant. While these jobs are hands-on and technical, the intellectual and historical background covered in the course provides an awareness that is essential to working in such an atmosphere.

### **STEM and Problem Solving**

Grade Level:	9th-12th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	CTE (5 credits)

Science, technology, engineering, and math (STEM) are active components in the real world. This course will outline how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students will learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems. Advanced problem-solving skills are necessary in all science, technology, engineering, and math disciplines and career paths. This problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information.

## **ELECTIVES**

### **Accelerated English Language Arts**

Grade Level:	9th-12th
Length of Course:	Two semesters
Prerequisite:	i-Ready Assessment
Graduation Credit:	Elective (10 credits)

This is a required course for students who are performing 2 years or more years below grade level, as indicated by their i-Ready diagnostic assessment results in ELA. Students will enroll in a weekly 1-hour ELA Acceleration class to address and support students in specific sub-skill deficiencies.

### **Accelerated Math**

Grade Level:	9th-12th
Length of Course:	Two semesters
Prerequisite:	i-Ready Assessment
Graduation Credit:	Elective (10 credits)

This is a required course for students who are performing 2 years or more years below grade level, as indicated by their i-Ready diagnostic assessment results in Math. Students will enroll in a weekly 1-hour Math Acceleration class to address and support students in specific sub-skill deficiencies.

### **English 9-12 Language Development (ELD)**

Grade Level:	9th-12th
Length of Course:	Two Semesters
Prerequisite:	Criteria for placement includes: assessment (CELDT/CST/ELPAC/ local placement) results; counselor/administrative placement
Graduation Credit:	Elective (10 credits)

English 9-10 (ELD) is designed to teach English language development to English learners. The class focuses on 1) the development of students' reading skills and 2) California standards-based English instruction, focusing on English language mechanics, including grammar, punctuation, and spelling.

### **AgriScience Explorations**

Grade Level:	9 <sup>th</sup> -12 <sup>th</sup>
Length of Course:	Two semesters
Prerequisite:	None Graduation
Credit:	Elective (10 credits)

AgriScience Explorations is for students who are beginning their study of agriculture. The content introduces all aspects of the agriculture industry, including an expanded emphasis in mechanical areas, career skills, leadership development, oral communication, and citizenship and patriotism.

### **Career Exploration**

Grade Level: 9<sup>th</sup>-12<sup>th</sup>  
Length of Course: Two semesters  
Prerequisite: None Graduation  
Credit: Elective (10 credits)

Careers is a comprehensive program that explores 21st-century career clusters and helps students build the workplace readiness skills they need for a successful transition to the world of work. Presented in a consistent and accessible format, this program will engage your student's interest in today's opportunities through full-color pictures, charts, and diagrams that support visual learning.

### **Child Development I**

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None Graduation  
Credit: Elective (5 credits)

Written specifically for teenage parents, who must blend their own needs as adolescents with the tremendous needs of their children, *Discipline From Birth to 3* advocates gentle teaching rather than the harsh punishment too often utilized by parents. Teen parents and former teen parents share their viewpoints on such issues as spanking, disciplining a child while living with one's own parents, toilet training, and other topics of concern during a child's first three years.

### **Child Development II**

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None Graduation  
Credit: Elective (5 credits)

Geared to the special needs of teenage parents, *The Challenge of Toddlers* helps young moms and dads face the challenges of raising a toddler, such as understanding and dealing with developmental stages, illness, and constant activity. More than 100 young parents talk not only about parenting, but about meeting their own needs such as developing a close relationship with another person while parenting a toddler, handling the complications of extended family living, dealing with day-to-day crises, and planning for their futures. Toddlerhood is divided into six-month intervals, covering subjects such as language development, emotions, weaning, reading, mealtime, the father-child relationship, sleep, potty training, health, and safety. Related discussions pertaining to the personal life of teen parents include dating, marriage, divorce, family planning, and financial responsibility.

### **Child Development III**

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Discussing various areas of feeding children - from deciding between bottle or breast feeding to identifying food allergies, *Mommy, I'm Hungry* incorporates advice on how to raise healthy kids. It provides guidelines for addressing children who won't eat, fighting obesity and childhood diabetes.

## Prenatal Care and Development

Elective Grade Level: 9th-12th Length of  
Course: One semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

*Pregnancy and the Newborn Journey* discusses nutritional, medical, and social aspects of teenage pregnancy and teenage parenthood.

## Early Childhood Development

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

From the American Academy of Pediatrics—the nation’s most trusted name in child care— *Your Baby’s First Year* is the definitive all-in-one guide to caring for your infant. Revised and updated, including two new chapters on sleep and allergies, *Your Baby’s First Year* provides authoritative advice on all aspects of infant care, including:

- expanded sections on raising twins, multiples, and children with autism
- new material on probiotics, prebiotics, and the Tdap vaccine
- a month-to-month guide to your baby’s first year with vital facts on growth, behavior, and development
- a complete health encyclopedia covering illnesses, injuries, and disabilities
- advice on breastfeeding, bottle-feeding, and introducing solids
- guidelines for choosing a childcare provider
- safety checks for home and car, including a car safety seat shopping guide
- And much more

Comprehensive, reassuring, and up-to-date, **Your Baby’s First Year** is an indispensable guide for all parents who want to provide the very best care for their baby.

## Parenting Dads

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Aiming to disprove the stereotype that paints all teen fathers as uncaring and irresponsible, *Parenting Dads* provides young dads with parenting advice geared especially to them. The guide reveals that the reality can be quite different for many young fathers if they have a chance to parent their child and if appropriate support services are offered. These useful tips for young dads—including taking as much responsibility as they can, knowing their rights, and ultimately finding joy in their parenting role—help shape teens who are far less likely to run from their responsibilities. In this updated edition, a new chapter has been added along with new quotes and real stories from modern young dads who are dealing with the many issues of parenting too soon. This advice can be used to involve the father while the partner is still pregnant, learn parenting skills, and plan for his future and that of the child.

### **Community Enrichment/Advisory**

Elective Grade Level: 9th-12th  
Length of Course: One semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work. You do not get paid to do community service, but you can include your experience on your resume and college applications. The Community Service course is meant to foster an ethic of volunteerism that is part of everyday life where the volunteering is integrated and balanced with other obligations. Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards. The course is designed to help you reflect on the experience of serving your community and to help you understand ways in which particular societal issues are addressed.

Students will complete a minimum of 50 hours of community service as well as written assignments. Community service investigation and reflection activities are incorporated throughout the class.

### **Creative Writing**

Grade Level: 10th-12th  
Length of Course: Two Semesters  
Prerequisite: English 9  
Graduation Credit: Elective (10 credits)

Creative Writing is a course that focuses on imaginative writing style including short stories, poetry, and creative non-fiction. Students will write in all three modes and work several of their pieces through a publication process. They will engage in writing practices that will help to improve their skills for each of the writing genres. The end result of this class will be a collaborative literary publication containing student work. In order to help students develop as writers, students will also be required to read professional writing and critique fellow classmates' writing.

### **Environmental Studies**

Grade Level: 10th-12th  
Length of Course: Two Semesters  
Prerequisite: English 9  
Graduation Credit: Elective (10 credits)

Environmental studies present complex issues in a user-friendly format to increase students' knowledge of scientific facts. The diversity of life, how living things interact with the environment, biomes, energy, water resources, pollution, feeding the world, and protecting biodiversity are all carefully presented in this appealing text. Written to meet national and state standards, *Environmental Science* helps students sharpen their critical-thinking skills as they interpret data, formulate hypotheses, observe and record information, analyze data, and draw conclusions. With a multitude of related activities and teacher support materials, the new *Environmental Science* text will provide students with a clear base of knowledge in this essential area of science.

## **Financial Literacy**

Grade Level:	10th-12th
Length of Course:	Two semesters
Prerequisite:	None
Graduation Credit:	Elective (10 credits)

Personal Financial Literacy is a two semester-length math course designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.

- Financial Responsibility and Decision-making: This unit helps students gain knowledge about money and what they can do with money. Students will learn that it's important to become financially literate, so they can make smart financial decisions about sales and purchases, credit, investments and budgets.
- Careers and Income: This unit introduces students to information about careers, concepts to know before starting a business, sources of income, and paying income taxes.
- Money Management: Budgets and spending as well as financial institutions and the tools they offer are the focus of this unit. Students will also learn about financial risks and strategies to manage them.
- Saving and Investing: Students will learn about the benefits of opening a saving account, types of interest, investing, and financial planning and the elements a plan should include.
- Credit, Debt, and Consumer Skills: This unit discusses credit, loans, and consumer rights. Students will learn about credit cards and the costs and hazards of using them. Loans and mortgages will also be reviewed as will consumer rights and protections.

## **Geography**

Grade Level:	9th-12th
Length of Course:	Two Semesters
Prerequisite:	None
Graduation Credit:	Elective (10 credits)

World Geography covers the rich variety of life on earth—its physical geography, people, environment, cultures, economies, and political issues. With its easy-to-follow format, this lavishly illustrated text encourages students to read and gain a better understanding about the world in which they live. Special features of World Geography include key statistical information about world nations (Geo-Stats), Map Skills, Writing About Geography, and Geography in Your Life with an emphasis on careers, technology, and basic courses of study.

## **Home Economics**

Grade Level:	9th-12th
Length of Course:	Two Semesters
Prerequisite:	None
Graduation Credit:	Elective (10 credits)

This course covers cooking and nutrition, while planning and organizing family meals. It is our goal that students learn how to understand a recipe as they prepare food for their families. They will learn how to half or double a recipe, how to measure correctly, as well as looking at cooking terms and vocabulary as they prepare food for their family. They must cook at home, with a written evaluation by someone in their home, as well as complete handouts that will be reviewed and graded. Recipe writing and critique may be included.



## Intro to Criminal Justice

Grade Level:	9th-12th
Length of Course:	Two Semesters
Prerequisite:	None
Graduation Credit:	Elective (10 credits)

*Criminal Justice in America* is a comprehensive secondary text on the subjects of criminal law, procedure, and criminology. The book is divided into six units:

- **Crime** covers elements of crimes, violent crime, gangs, property crime, inchoate crimes, hate crimes, computer crimes, white-collar crime, crimes against the justice system, legal defenses, methods for measuring crime, victims' rights, and the history of crime in America.
- **Police** explores local police, attitudes toward police, community policing, criminal investigations, forensic science, search and seizure, Miranda, the exclusionary rule, racial profiling, corruption, use of force, policing the police, and the history of law enforcement.
- **The Criminal Case** examines courts, judges, prosecutors, defense attorneys, plea bargaining, and the rights of criminal defendants. Most of the unit explores a hypothetical criminal case from arrest through trial.
- **Corrections** looks into sentencing, prisons, alternatives to prison, capital punishment, theories of punishment, the history of corrections, and debates such as those over crack-cocaine sentencing and the high number of persons behind bars.
- **Juvenile Justice** explores the separate system for juveniles and examines delinquency, status offenses, steps in a juvenile case, rights of juveniles, school searches, sentencing of juveniles, waiver to adult court, juvenile corrections, how the system developed, and current debates.
- **Solutions** looks at debates over the causes of crime, racism in the justice system, crime in schools, vigilantism, policy options to reduce crime and to make the system fairer, and options for individual citizens.

## Leadership

Grade Level:	9th –12th
Length of Course:	Two Semesters
Prerequisite:	None Graduation
Credit:	Elective (10 credits)

The leadership class is an active class for students. Students learn a variety of leadership skills such as teamwork, character development, communication, goal setting, and decision-making. Students will also implement these skills throughout the school year with the planning of dances, rallies, lunch activities, community service projects, as well as, many other activities

## Life Skills

Elective Grade Level:	9th-12th
Length of Course:	Two Semesters
Prerequisite:	None
Graduation Credit:	Elective (10 credits)

Everyday Life Skills is a comprehensive, career development program for high school students making the transition to postsecondary life. This full-color, easy-to-read textbook and video series focus on the important “how to live and work” issues not always covered by regular curricular materials. From maintaining a healthy body and a safe home to finding and keeping a job, Everyday Life Skills prepares young adults for a successful life after high school.

## **Work Study**

Grade Level: 9th-12th  
Length of Course: Two Semesters  
Prerequisite: Authorized Work-Permit  
Graduation Credit: Elective (10 credits)

Students who are currently employed are eligible to receive credit for hours worked. Students are required to submit verification of employment and hours worked to receive credit. This is typically completed through the submission of pay stubs verifying hours worked. Students receive one credit for every 28 hours of work completed.

## **COMPUTER BASED COURSES**

### **Banking Services Careers (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course will provide an overview of how the banking system works, what the Federal Reserve is, and the technical and social skills needed to work in banking and related services. Students will explore career paths and the required training or higher education necessary and will gain an understanding of the basic functions of customer transactions (i.e., setting up an account, processing a loan, or establishing a business), cash drawer activity, check collection processes, and other customer service–related transactions. This course will also discuss how technology has changed banking in the 21st century.

This course will focus on the specific skills related to banking and related services. In addition, you will explore career paths and the required training or higher education preparation necessary to obtain a career in banking and related services. Also, you will gain an understanding of the basic functions of customer transactions, cash drawer activity, check collection processes, and other customer service–related transactions.

### **Careers in Logistics Planning and Management Services (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None Graduation  
Credit: Elective (5 credits)

This course discusses careers in Logistics Planning and Management Services and provides students with the history of logistics and recent advances in the field. Logistics is a high-growth industry and is a stable career choice. There is something for every career-seeker, ability, and experience level. The objective of this course is to introduce the student to the field of logistics planning and management and to explain the career opportunities that are available in this field.

### **Career Management (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Career management is a semester-length high school elective course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including:

- communication
- leadership
- teamwork
- decision making
- problem solving
- goal setting
- time management

Students will complete activities that help identify personal interests, aptitudes, and learning styles. Students will use results of self-assessments to determine careers that may prove personally satisfying.

### **Careers in Marketing Research (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None Graduation  
Credit: Elective (5 credits)

Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions. This course will provide information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research.

### **Civil War (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

You are about to embark on the fascinating history of the Civil War. It is a story of human choices that linked the past to the present and influenced the future. It is a drama of how one nation changed through times of conflict and cooperation. It is a tale of two children (the North and South) living under the same roof (The United States) and how they disagreed over the issues of states' rights and slavery.

As you study the Civil War, you will detect patterns in the way people thought and acted. You will see familiar patterns in how battles were won and lost. You will also note how events happening today affect the future. The principle of cause and effect applies in everything you do.

Even today, there are some people who believe the South won the Civil War or that the North had no right to abolish slavery. Others cannot believe that people from the South found nothing wrong with enslaving fellow human beings. For all these people, their view of history differs from one another based on their perspective.

### **Computer Keyboarding**

Grade Level: 10th-12th  
Length of Course: Two Semesters  
Prerequisite: None Graduation  
Credit: Elective (10 credits)

This class helps students build fundamental digital skills with extensive keyboard lessons and digital

literacy content to provide students with career and life skills.

It is a comprehensive curriculum for all skill levels with plenty of practice activities that engage students while continually improving keyboarding skills. Students will learn:

- Internet basics such as web surfing and cyber safety
- Online behavior as it relates to research, social media and email communications
- Career Prep
- Time Management
- Communications and Collaboration
- Basic Professional Writing
- Standard Office Technology
- Computer Hardware and Maintenance
- Coding – HTML, CSS, JavaScript
- Basic Computer Usage
- Keyboarding Lessons, Tests and Games
- Tech Readiness
- Word Processing

### **Construction Careers**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course in Construction Technology introduces students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students will learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students will learn that there is no way to be successful in construction without taking such issues seriously. Toward this end, the lessons also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.

### **Environmental Science (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: Two Semesters  
Prerequisite: None  
Graduation Credit: Elective (10 credits)

Environmental Science is an interdisciplinary course covering a wide variety of topics including biology, physics, geology, ecology, chemistry, geography, astronomy, meteorology, oceanography, and engineering. The course also considers ways in which human populations affect our planet and its processes. Of special emphasis is the concept of sustainability as a means of using resources in a way that ensures they will always be around us.

Students at this level should show development in their understanding of scientific inquiry. The course provides hands-on labs and research to aid in arriving at a deeper understanding of the environment and the impact of humans on it today and in the past. The labs will call upon students to analyze many different processes and systems, arrive at conclusions, and determine ways in which every person can positively influence the environment.

### **Essentials of Business (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This semester-long course is an introduction to the goals, processes, and operations of business enterprises for students. The main focus is on the functions that a company – whether a multinational corporation or a corner grocery store – must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning. Attention is also given to the legal environment in which businesses operate, and the importance of business ethics and corporate citizenship.

### **Essentials of Communication (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Essentials of Communication: A Guide to Interacting Effectively in Today's World™ is a five-unit elective course for high school students. The materials cover fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others.

### **Food Safety and Sanitation (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This comprehensive course will cover the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course will provide a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students will be prepared to meet the requirements of state and national certification exams.

### **Introduction to Careers in Architecture and Construction (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

The goal of this course is to provide students with an overview of careers in Architecture and Construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment.

The built environment is not limited to buildings and structures—or to urban environments. A much broader view of the built environment helps students gain a better and more holistic understanding of the impact of the Architecture and Construction industries.

### **Intro Careers in Arts, A/V Technology and Communication (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This introductory course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphics artist, will gain useful perspectives on industry terminology, technology, work environment, job outlook, and guiding principles.

### **Introduction to Careers in Education and Training (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Introduction to Careers in Education and Training will introduce students to the field of education and training, and the opportunities available for early-childhood care, primary school, secondary school, higher education, vocational training, and adult and continuing education. The students will gain an understanding of the career options available in teaching, administrative work, and support services. They will also explore the education and background experience needed to succeed in these careers. Students will learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They will also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children. Students will learn about the skills needed to be effective communicators. They will also learn how to differentiate between different types of learning theories, and they will explore how to implement current principles from educational psychology into the classroom. Students will also learn how to create a safe and healthy learning environment. They will discover the federal laws and agencies that set health-and-safety standards, and they will learn how these regulations are enforced in the workplace. The objective of this course is to introduce the student to the field of education and training, and to explain the career opportunities that are available in this field.

### **Introduction to Careers in Finance (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Introduction to Careers in Finance course provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers.

### **Introduction to Careers in Government and Public Administration (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course will provide students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability. Students will learn about the foundations of the U.S. government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials. They will also learn about governmental powers of the states and of local governments, such as education, law enforcement, and transportation. Students will learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties. They will also learn about the structure of U.S. federal governmental institutions, the nature of bureaucracy, and the functions of the executive, legislative, and judicial branches of government. Students will also learn about policy making in American government, including discussions of foreign and defense policies. After completing this course, students will have a fundamental understanding of U.S. government and public administration. They will be able to explain the history and structure of the government, how the government functions and relates to state and local governments, and how the government creates and enforces public policies.

### **Introduction to Careers in Manufacturing (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

The goal of the Introduction to Careers in Manufacturing course is to open students' eyes to the job and career opportunities that are available in manufacturing. Upon completion, students should have a better understanding of the manufacturing environment and of the work possibilities it presents.

### **Introduction to Careers in Transportation, Distribution, and Logistics (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course is intended to introduce students to the complicated world of commercial transportation. This area of commerce is becoming increasingly complex and sophisticated, with work and career openings available at all levels of education. Most people, however, see only fragments of the big picture. Transportation is among the most crucial and defining elements of modern commerce. The ability to move people and goods from place to place requires vast investments of technology, and of manpower. Without that investment, almost all aspects of modern life would grind to a halt.

### **Marketing and Sales for Tourism and Hospitality (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students will be introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations to maximize profits in a hospitality organization is addressed. Students will have an opportunity to explore this multifaceted world, identifying multiple career paths and opportunities.

### **Media Studies (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This semester-long course is part of a worldwide educational movement called media literacy. The goal of the media literacy movement is to educate people about how the media impacts both individuals and society as a whole. Students will examine media such as magazines, the Internet, video games, and movies. They'll learn the kinds of strategies that advertisers use to persuade people to buy products. They'll also explore how news broadcasters choose which stories to air. Lessons and projects encourage students to examine ways in which media helps shape our culture and the ways in which our culture shapes the media. While many media literacy courses focus upon learning how to make media, this one will focus exclusively on analyzing the media.

Throughout the course, students are asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes.

### **National Security Careers (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course discusses careers in national security. It provides students with the history, background, and recent advances in this field. Millions of people work in national security positions, from military enlisted personnel, writers, politicians, photographers, and law enforcement personnel to agents, investigators, scientists, and administrative personnel. Just about any career you can imagine is available in national security.

### **Personal Financial Literacy (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)



Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.

### **Personal and Family Living (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This semester-long high school elective takes students on an interactive exploration of the challenges they may face as they transition into adulthood, including constructive conflict resolution, nutrition and health, building healthy families, financial responsibility, and long-term employment.

Through this course, students will:

- Examine specific principles that will help develop their personal lives.
- Learn about proper nutrition, and demonstrate skill in preparing various food items.
- Prepare weekly and monthly budgets.
- Develop strategies for an employment search.
- Explore work and careers and how different interests, abilities and personalities influence employment decisions.
- Develop an understanding of relational dynamics with family members, friends, classmates, co-workers, and those encountered in the marketplace.

### **Planning Meetings & Special Events (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course is designed as an introduction to the study of planning meetings and special events. Being a meetings and special events planner is both demanding and rewarding. The Bureau of Labor Statistics projects this profession will grow by 43.7 percent between 2010 and 2020. It's not all fun and parties, though. In 2012, Career Cast ranked being an event planner as the sixth most stressful job, with soldiers and firefighters holding the top two positions. That's because a meeting coordinator is responsible for every detail of an event. Planners must know how to communicate, be empathetic, and think of their clients. It's crucial to remember that in some instances the event will be a once-in -a-lifetime occasion, so it's important to get it right.

### **Personal Financial Literacy (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities. Lesson topics include:

- Financial Responsibility and Decision-making: This unit helps students gain knowledge about money and what they can do with money. Students will learn that it's important to become

financially literate, so they can make smart financial decisions about sales and purchases, credit, investments and budgets.

- Careers and Income: This unit introduces students to information about careers, concepts to know before starting a business, sources of income, and paying income taxes.
- Money Management: Budgets and spending as well as financial institutions and the tools they offer are the focus of this unit. Students will also learn about financial risks and strategies to manage them.
- Saving and Investing: Students will learn about the benefits of opening a saving account, types of interest, investing, and financial planning and the elements a plan should include.
- Credit, Debt, and Consumer Skills: This unit discusses credit, loans, and consumer rights. Students will learn about credit cards and the costs and hazards of using them. Loans and mortgages will also be reviewed as will consumer rights and protections.

### **p Psychology (Odysseyware)**

Grade Level: 10th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits); meets CSU/UC A-G requirement G

The Psychology course covers core concepts in psychology beginning with the use of the scientific and physiological basis for behavior. Topics covered include social psychology, perception, states of consciousness, memory, learning, human growth and development, personality, stress, and ends with a unit on abnormal behavior, treatments, and therapy.

### **Small Business Entrepreneurship (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This semester-long course is designed to provide students the skills needed to effectively organize, develop, create, and manage their own business, while exposing them to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students will be given the chance to see what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students will become familiar with the traits and characteristics that are found in successful entrepreneurs, and they will see how research, planning, operations, and regulations can affect small businesses. Students will learn how to develop plans for having effective business management and marketing strategies. Small Business Entrepreneurship will teach students basic principles of entrepreneurship and business ethics. Students look at the major steps relevant to starting a new business. These steps include financing, marketing, and managing. Knowing how to analyze a business plan will help students develop one, while at the same time making it easier for them to understand the reasons businesses have to write one. Small Business Entrepreneurship is designed to give students an overview on running a business from start to finish.

### **Sustainable Svc Mgmt for Hospitality (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This comprehensive course will cover the principles and practices of sustainable service management. The purpose of this course is to provide students with an understanding of socially, environmentally, and financially sustainable hospitality management. The course will provide a sustainable approach to service management, incorporating the role of the customer, employee, leaders, and the environment. After successful completion of this course, students will understand and be able to explain the fundamentals of sustainability in the hospitality industry.

### **Teaching and Training Careers (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course introduces students to the art and science of teaching. It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners. In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers. Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality.

### **Transportation & Tours (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This course looks at transportation and package tours. During this course, students will learn about the package tour industry today, the travel industry professionals, and the package tour customers. Students will find out who tour operators must work with to create travel products and what kinds of decisions they must make in terms of meal, lodging, attractions, and, of course, transportation. You will read about how a tour operator plans and markets a tour and discover what happens before the tour, during the tour, and after the tour. Finally, students will learn about how technology, events such as 9/11 and the global recession, and increased environmental awareness are affecting the travel industry today. By focusing on all the different components that go into creating a tour, you will be able to get a sense of what working for a tour operator entails as well as what other careers are available in the tour industry. Having this perspective will help you better understand the process you undergo as you plan your own vacations and give you the background to feel comfortable entering the tour industry.

### **Technology & Research (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits)

This semester-long course uses the topic of technology as a way to help students develop fundamental knowledge of the steps in the research process. During the course, students learn how new technology is developed and evaluate ways that technology affects society. Students learn about the development of the personal computer, robots, blogs, and wikis. They learn research and writing skills such as how to evaluate scientific journal articles, how to write an abstract, and how and when to use different online sources.

Most of the lessons contain optional activities for students. These activities encourage students to reflect on what they've learned. The activities are not graded. Rather, they are a way for students to extend their thinking about the lesson content.

### **p Vietnam Era (Odysseyware)**

Grade Level: 10th-12th  
Length of Course: One Semester  
Prerequisite: None  
Graduation Credit: Elective (5 credits); meets CSU/UC A-G requirement G

In this course, you'll look at the history of the Vietnam War. The roots of the conflict stretch further back than you might know. You'll examine why the United States got involved in the conflict and why the United States failed to achieve its objectives.

### **World Geography (Odysseyware)**

Grade Level: 9th-12th  
Length of Course: Two Semesters  
Prerequisite: None  
Graduation Credit: Elective (10 credits)

World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which you live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems. Students will also gain practice in writing and note-taking. They will be asked to create graphic organizers, conduct research, analyze information, and write essays on topics such as current events, energy resources, and national parks.

## **SPECIAL EDUCATION DEPARTMENT**

Pioneer Technical Center and Madera Independent Academy, offer special education programs and services for students who qualify for an Individual Education Plan (IEP). A student's Individual Education Plan (IEP) serves to guide appropriate student placement and classroom instruction. According to California Education Code; an individual with exceptional needs, as defined in Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. Assistance from a resource specialist and/or an instructional aide may be utilized to facilitate this process as per the student's IEP provisions.

Specialized academic instruction (SAI) is determined by the Individualized Education Program (IEP) team and is derived from assessment information, data collection, and goals/objectives developed in the student's area(s) of need. To ensure that students who receive special education services have appropriate access to the general education curriculum, the team may determine supports necessary for the student to make educational progress including adapting the content, and/or the approach or delivery of instruction. Services may be provided to students in a regular education classroom, in a separate classroom, in a special day classroom (SDC), or a combination of any of the aforementioned. Based on the special education student's specific needs, the IEP team may determine specific subjects, duration, and location for general education mainstreaming as well as determine services the student receives. Each student's educational needs are unique; thus, SAI and other services provided may vary greatly among students.

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