

# PACHECO HIGH SCHOOL COURSE CATALOG



2024-2025 School Year  
We are Panther Strong!

LOS BANOS UNIFIED SCHOOL DISTRICT

## **Welcome to Pacheco High School!**

We have a college-bound culture at Pacheco High with a strong emphasis on literacy. We desire our students to be effective communicators and to speak and write in academic language. We also desire our students to be critical thinkers and socially responsible citizens. All students are encouraged to assume responsibility for personal choices and actions. We believe our students can be great!

### **Your Administrative Team**

Mr. Sutton, Principal

Mr. Elizalde, Assistant Principal [delizalde@losbanosusd.k12.ca.us](mailto:delizalde@losbanosusd.k12.ca.us)

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Mrs. Beltran, College and Career Counselor [cbeltran@losbanosusd.k12.ca.us](mailto:cbeltran@losbanosusd.k12.ca.us)

Mrs. Grissom, Student Advocate [cgrissom@losbanosusd.k12.ca.us](mailto:cgrissom@losbanosusd.k12.ca.us)

Guadalupe Garcia, Student Services Secretary

209-827-4506 extension 3129

### **We are home of the Panthers!**

#### **FOUR YEAR PLANS**

All students are provided the opportunity to complete a four year plan at the beginning of the school year during grade level presentations with their counselors. The four year plan is a tool which assists students in the selection of courses for the coming years. Four year plans often change over time, but every student should have a plan that is current for the student's goals at the present time.

PHS uses CaliforniaColleges.edu to complete four year plans. CaliforniaColleges.edu is California's official college and career planning platform and is designed especially for students and parents. CaliforniaColleges.edu is a comprehensive website that students can use to help in making decisions about colleges and careers. Lessons and tools help students discover goals for life after high school, make plans to achieve them, and launch their futures. CaliforniaColleges.edu provides a number of resources in one place, including, but not limited to, the following:

- **Career Exploration** – job descriptions, summaries, and tools to show you the education, skills, and abilities necessary for thousands of careers, as well as expected salaries.
- **Resume Builder** - students can start keeping track of their activities in one place and start to create their resume..
- **College & Major search** - options that can be tailored to your specifications (location, size, etc.), including links to college websites and information about admissions requirements and deadlines.
- **College Applications** - seniors are able to launch their applications directly to California Community Colleges, California State Universities (CSUs) and Universities of California (UCs) through their CaliforniaColleges.edu account.
- **Search for local & national scholarships** - search for scholarships using a national database.

Registering Your Account:

1. To register your account, navigate to [CaliforniaColleges.edu](http://CaliforniaColleges.edu), and begin by clicking on the Lock icon on the top right of your screen then click "Register."
2. Select "I'm a Student" from the dropdown at the top, and enter the names of your school district: [Los Banos Unified School District](#) and your school: [Pacheco High](#) in the fields below, then click Next.
3. Enter your Student ID and your birthday, then click Next.
4. If your campus uses Sign up with Google, click the button under your name. If not, you can sign up using your email address.
5. To sign up with your email, enter your email address, then re-enter to confirm.
6. Enter a password, making sure that it meets the password requirements and that you will be able to remember it (save it somewhere).
7. Re-enter your password to confirm, then click Register.

#### Questions?

Students are assigned a counselor based on their last name.

Ms. Shepherd (A-D) [rshepherd@losbanosusd.k12.ca.us](mailto:rshepherd@losbanosusd.k12.ca.us)  
 Ms. Long (E-K) [glong@losbanosusd.k12.ca.us](mailto:glong@losbanosusd.k12.ca.us)  
 Ms. Cahill (L-Q) [acahill@losbanosusd.k12.ca.us](mailto:acahill@losbanosusd.k12.ca.us)  
 Ms. Hollcraft (R-Z) [phollcraft@losbanosusd.k12.ca.us](mailto:phollcraft@losbanosusd.k12.ca.us)

Incoming freshmen students/parents may contact their assigned counselor by phone or email. The counselors are very busy during the registration season due to the volume of contacts they receive regarding scheduling. It may take up to a week for a response during this time.

#### SCHEDULE CHANGE POLICY

Our classes are year-long courses, making it difficult, if not impossible to make class changes midway through the year. Please carefully select the *course(s)* you need to take. While you must select courses now, you will have an opportunity this school year to make requests for changes.

Tentative class schedules for 2024-2025 will be mailed home in the Spring. In order to support good planning for students, parents, and staffing, final requests for changes must be made by the deadline date. Any changes or adjustments made after that time will occur as a matter of necessity relating to the overall master schedule of students, teachers, and courses. Below is a simple guide to follow regarding any requests for class changes.

#### **Can I make changes to my schedule?**

YES. You can change your schedule if:

- You successfully completed a course in Summer School that is on your current schedule
- You have an incomplete schedule
- You have duplicate courses on your schedule
- You are not in a required course for your grade level

NO. You cannot change your schedule if:

- You want to change to a different teacher
- You want to change your elective
- You want to change a course that you selected on your registration form
- Your college plans change and you no longer need a course

**After the second week of the start of a semester, schedule changes will occur only if:**

- Your teacher has recommended a level adjustment and the student, parent, teacher and counselor agree this is an appropriate change within the same department.
- The student/family contacted the counselor as soon as a problem developed and a conference between the student, parent, teacher and the counselor has already taken place. At that conference, the goal will be to identify the steps each party involved will take to support the success of the student in that class. This will include, but is not limited to: (1) the student receiving additional help from the teacher or a tutor at least twice a week for a minimum of three weeks; and (2) the parent documents in writing that the student has spent at least an additional 30 minutes a day in extra study time needed for that class. It is important to note that a necessary change of one class may necessitate a change in several classes of the student's schedule.

### **COMMUNITY COLLEGE ADMISSION**

As a general rule, students should have a high school diploma for admission to a community college. Community Colleges offer a wide range of course offerings, from basic remedial courses to Honors Programs with direct admissions into the University of California or California State University systems. In general, high school students are eligible to take extra courses at the community college. Students interested in taking a course at the local community college should meet with their counselor to ensure they meet the requirements to be approved. Our site currently offers ten Merced Community College courses, in which students receive college units and high school credits upon successful completion. The courses are available to junior and senior students. Students can see their counselor for more information.

### **CSU/UC Eligibility (A-G Minimum Subject Requirements)**

Many of the courses at Pacheco High School are college-preparatory (CP). Students interested in attending a four-year university directly after high school must take a series of courses throughout their high school years. In addition, the student must earn an A, B, or C in both semesters of the course to qualify. The A-G list is only the minimum requirements to apply to a four-year university. Many universities receive a plethora of applications for admissions. In order for students to be competitive, they must pursue a broad and rigorous course selection during all four years of high school. To review all courses that meet the A-G list, you may visit the following website- <http://www.ucop.edu/agguide/>

The minimum requirements necessary for eligibility in submitting an application to college (those listed above) are the *minimum*. Eligibility does not mean selection. *All four year university campuses or programs which receive more applications than they are able to approve, are considered impacted. **Impacted campuses or programs select students for admission based on a higher level of requirements.** Therefore, the A-G list above should be considered, as stated, the minimum goal. All students are encouraged to maximize the four year high school experience in preparing for careers and college. Four years of math and science, as well as additional courses in Social Studies and Languages Other Than English (LOTE) are highly encouraged. Schedule an appointment with your counselor to ensure you are meeting the requirements.*

### **SCHOOLWIDE LEARNER OUTCOMES (SLO) ROARS**

“The vision of Pacheco High School (PHS) is to connect today’s students with tomorrow’s opportunities.” Our mission is to “ensure that all students will be given every opportunity to maximize their potential through Strength, Honor, and Grace, enabling them to become productive, contributing members of our society.” These work together seamlessly with our school adopted mnemonic School-Wide Learner Outcomes (ROARS): which stands for **R**esponsible, **O**utstanding Communicators, **A**cademically and Technologically Literate, **R**espectful and **S**elf-Directed Learners.

### **Pacheco High School**

**All PHS students receive the following services:**

- A-G course consultation
- Career guidance/counseling
- Opportunities for leadership development
- Monitoring of academic progress towards meeting graduation requirements
- On-going assistance for course selection
- An academic warning letter each semester for parents of all students not on target for a diploma
- Academic Recovery Plans
- Academic, personal/social, and emotional counseling
- Parent/student/teacher/counselor conferences as needed, or requested
- Information on post-secondary options
- Information regarding community support programs and activities
- Assistance with the development of planning and self-management skills
- An opportunity for at-risk students to explore alternatives and develop a plan for success
- Crisis intervention
- Wellness Counseling (One-on-One or Group)
- A variety of school & lunchtime workshop opportunities
- Monitoring of attendance
- Counselor assistance in completing and updating four year plans
- Recognition for achievement
- Tutoring by teachers and through our Panther Flex schedule
- Grade Checks

**In addition, the following services are provided at one or more grade levels:**

- Orientation for incoming freshman and new students
- Orientation and registration for transfer students
- Information to support future goals for the student (PSAT, SAT/ACT, proficiency testing, ASVAB, scholarship, financial aid, visitations by college/university representatives)
- On campus presentations regarding post-secondary academic/vocational opportunities
- Grade Level Presentations
- College Fair and Career Fair
- Registration Week
- Freshmen Orientation Night

**GRADES AND CREDITS**

Our school year is divided into two semesters and four quarters. Semester grades appear on your permanent records. Quarter grades and semester grades are used to calculate eligibility. **Progress reports** issued midway through each grading period serve as a warning to students who have a grade that is below a “C-”, indicating the student is in danger of failing the class.

Each class taken is worth five credits per semester, for a total of ten credits. In order to graduate, a student must earn a total of 220 credits and complete all subject requirements by the graduation time. Please see your counselor if you have additional questions.

**WEIGHTED GRADES**

Grades are the traditional “A” through “F”. The grade points assigned are as follows:

- “A” equals 4 grade points
- “B” equals 3 grade points

- “C” equals 2 grade points
- “D” equals 1 grade point
- “F” equals 0 grade points

**Advanced Placement** classes earn weighted grade points. The grade points assigned are as follows:

- “A” equals 5 grade points
- “B” equals 4 grade points
- “C” equals 3 grade points

Students who take an Honors, Pre-AP or Advanced Placement class may earn a grade point average higher than 4.0. As noted above, students receiving grades below the “C” level will be recommended to transfer to a traditional course.

### SUMMER SCHOOL

Counselors will register students for summer school when a student has earned a “D” or “F” in a course during the school year. Summer school registration begins in March. A letter will be sent home if your student is registered for summer school. Students can also consider summer school to accelerate their progress, if classes are offered. Families should also consider alternate sites for summer school, if their student is more than ten credits deficient.

### PHS ATHLETICS/ACTIVITIES ELIGIBILITY

Students must maintain a 2.00 grade point average in order to participate in athletics. Please note specific organizations, including FFA, may have additional or different eligibility requirements. Please contact the group advisor directly.

### PHS ATHLETIC TEAMS

**GIRLS: FALL:** Cross Country, Volleyball, Water Polo, Golf, Tennis

**WINTER:** Basketball, Wrestling, Soccer

**SPRING:** Swimming, Track and Field, Softball

**BOYS: FALL:** Cross Country, Football, Water Polo

**WINTER:** Basketball, Soccer, Wrestling

**SPRING:** Swimming, Track and Field, Baseball, Golf, Tennis, Volleyball

### PHS CLUBS AND ORGANIZATIONS

Art & Photo Club

American Sign Language Club (ASL)

ASB

Anime Club

Acappella Club

Band

Black Student Union (BSU)	LULAC
Book Club/Battle of the Books	MESA
Choir	National Honor Society
Cross Fit Club	Punjabi Club
CSF	Purple Jungle (School Spirit)
Computer Science Club	Reptile Club
Fashion Club	Ritmo Pantera
FFA	Skills USA
First Priority	Soroptimist Club (S Club)
French Honor Society	Spanish Honor Society
Gaming Club	Student Voice
GSA Club	Thespian Club (Drama)
Interact	Writing Club
K-Pop Club	Wrestling Club
Latino Student Union (LSU)	Yearbook Club

### **DEPARTMENT/SUBJECT: AGRICULTURE AND INDUSTRIAL ARTS**

General Information: Students entering an agricultural pathway are expected to complete the course sequence in that pathway. Students will automatically be placed in the next sequential course of that pathway. If a student decides to leave the pathway, that student will not be able to come back to the agriculture program. All students enrolled in any agriculture class will be a member of the National FFA Organization. All students in the agriculture program will be required to participate in a minimum of 5 FFA activities per semester and have a SAE (supervised agriculture experience) project. These requirements make up 10% of the students overall class grade.

#### **A WORD ABOUT SAFETY**

Shop safety is an area of prime importance to all instructors. Students will be working around and operating machinery and equipment which require full and undivided attention to the task at hand. For that reason, failure to follow safety rules and practices, horseplay, and other types of undesirable behavior **CANNOT, AND WILL NOT, BE TOLERATED** in shop classes.

Depending on the type of shop safety infraction, the consequences may range from a warning, parental notification by letter, to removal from the class for the safety of all concerned. In the event removal from the class is the outcome, the student should not expect to receive a grade or credit from that class, and you may be ineligible to receive a grade from the class you



are transferred to. If you are removed from a class as a safety hazard to yourself and to others, arrangements will be made for that period the remainder of the grading period.

Again, shop safety is a serious matter and any violation of shop safety rules and practices shall not be taken lightly. If you cannot follow your teacher's directions, obey class rules, and be sensible in what you do, an Ag or Industrial Arts class is not for you and you should not sign up for one.

### **AGRICULTURAL PHYSICAL SCIENCE**

Grades 9-12

Year Course

This course will explain the Earth's complexities and how it is being affected by human activities. It brings together the interactions that occur in the living and nonliving world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, learners will gain experience through leadership development, Supervised Agricultural Experience Projects, and career exploration in the area of agriculture and the earth. This course meets the Physical Science diploma requirement for Pacheco High School.

### **INTEGRATED AGRICULTURAL BIOLOGY (CP)**

Grades 9-12

Year Course

**Prerequisite:** It is recommended that students first complete Ag Physical Science with a grade of "C" or better, and an Algebra/Integrated Math I equivalency. Ninth grade students should generally meet the CP Biology requirements or have teacher approval.

Integrated Agricultural Biology is a one year, laboratory science course designed for the college-bound student with a career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, plant and animal genetics, animal behavior, nutrition in animals, health and diseases of animal soil science and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting.

### **AG CHEMISTRY (CP)**

Grades 10-12

Year Course

**Prerequisite:** Ag Biology/Ag Science Pathway with a grade of "C" or better, and a grade of "C" or better in an Algebra or Geometry equivalency.

Agriculture Chemistry is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: periodic law and trends, atomic and molecular structures, states of matter, chemical bonding, conservation of matter and stoichiometry, gases and their properties, properties of acids, bases and salts, qualitative and quantitative analysis, chemical thermodynamics, chemical reaction rates, chemical equilibrium, nuclear processes and an introduction to organic and biochemistry. The course is centered on an extensive laboratory component in order to connect the big ideas of chemistry with agricultural applications, earth and life science principles and other curricular areas, including written, mathematical and oral reporting skills.



### **AG GENERAL ANIMAL SCIENCE (CP)**

Grades 10-12  
Year Course

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE).

This is an *introductory course* of basic agricultural mathematics and animal science. Agricultural mathematics covered may include: fundamental operations, percentages, interest, bank accounts, ratios and proportions. Also included is an introduction in animal science that will cover basic anatomy and identification of farm animals, nutrition, health, and reproduction, including the animal industry in California and careers available.

### **AGRICULTURE BUSINESS AND ECONOMICS (Leadership) (CP)**

Grades 10-12  
Year Course

An agribusiness course designed to cover important segments of farm management. Included will be one semester agribusiness-job searching skills (resume, interview, applications and letters), marketing, farm records, agriculture related organizations, cooperatives, and current topics in agriculture. In addition, one semester of agricultural computer applications-word processing, spreadsheets, database, and telecommunications. The development of leadership skills will also be emphasized in units that may include: public speaking, critical thinking, interpersonal skills and professional development in the agriculture industry.

### **AG SYSTEMS MANAGEMENT**

Grades 9-12  
Year Course

**Prerequisite:** None

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relative issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intra-curricular FFA Activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) Program.

### **ART AND HISTORY OF FLORAL DESIGN (CP) (VPA)**

Grades 11 – 12  
Year Course

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE).

A \$50.00 Shop Fee for the year is requested.

The Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural contexts, aesthetic valuing and connections, relations, and application of the visual arts through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and

post-secondary educational experiences and careers. This course meets the diploma requirement in Fine Arts and is A- G approved for Visual and Performing Arts credit.

## **AGRICULTURAL MECHANICS**

### **GENERAL INFORMATION**

All Agricultural Mechanics classes have the following expectations:

1. A \$15 Shop Fee per semester is requested.
2. All projects must be planned out and payment taken care of BEFORE any material is purchased.
3. A student who receives three shop violations may be transferred out of class, or may be removed sooner if safety concerns warrant such action.
4. All Students must maintain an FFA record book with SAE.

NOTE: Project construction is required of all students. Types of projects include, but are not limited to, wood boxes, tool boxes, metal boxes, trailers, engine stands, electrical boards, plumbing sprinklers, and concrete stepping stones, etc.

### **AGRICULTURAL MECHANICS 1 (CP)**

Grades 9 - 12

Year Course

**Prerequisite:** Students must have an interest in Agricultural Mechanics.

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE)..

This course is designed to provide the student with basic skills in measurement, wood, concrete, plumbing, electricity, surveying, tool sharpening, rope work, safety, identification and safety of tools, and an introduction to gas and arc welding.

### **AGRICULTURAL MECHANICS 2 (CP)**

Grades 10 - 12

Year Course

**Prerequisites:** Students must have earned a passing grade in Agricultural Mechanics 1 and have the consent of the instructor.

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE)..

This course is designed to provide the student with basic skills required for the advanced construction classes. Skills include: safety, identification and safety of tools, project selection and construction, advanced techniques of gas and arc welding, introduction to MIG welding (wire feed), parts and design of buildings, construction skills, and electricity in agricultural structures.

### **AGRICULTURAL MECHANICS 3 (CP)**

Grades 11 - 12

Year Course

**Prerequisites:** Students must have earned a passing grade in Agricultural Mechanics 1 and 2 and have the consent of the instructor.

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE).

Completion of Agricultural Mechanics 1, 2 and 3 receives alternate credit for the Physical Science requirement for a diploma from Pacheco High School. A course designed to provide the student with skills in safety, identification and safety of advanced tools used in project construction, irrigation systems, introduction to hydraulics, and the maintenance and safe operation of agricultural equipment (adjustment and/or servicing). Apply the practical knowledge and skills learned in previous Agricultural Mechanics courses towards projects (a great part of the course time will be devoted to the construction of individual or class agricultural projects).

#### **AGRICULTURAL MECHANICS 4 (CP) (VPA)**

Grade 12

Year Course

**Prerequisites:** Students must have earned a passing grade in Agricultural Mechanics 1, 2, and 3 and have the consent of the instructor.

**Criteria for Passing:** Students must maintain a notebook, satisfactory academic progress, maintain an FFA record book and complete a project (SAE).

This is an advanced course designed to provide the student with advanced skills in irrigation systems, hydraulics, maintenance and safe operation of agricultural equipment, larger project construction, related tools, and metal and rod selection. There is an introduction into TIG welding (aluminum welding) and jobs in agricultural mechanics and related fields.

#### **AG SMALL ENGINES (CP)**

Grades 9 - 10

Year Course

A \$15.00 Shop Fee for the year is requested.

This is a complete introductory course in the operation, construction, maintenance, repair, and adjustments of two-cycle and four-cycle engines. It is designed specifically for persons without prior experience in small power equipment. Theory and practical work, including safety and the care and the use of specialized tools used in small engine repair and maintenance will be covered. Emphasis will be placed upon preventative maintenance and safe equipment operation. It is expected that from this course, more students would be able to compete in the area of small engines at local and state curricular contests.

#### **AG POWER MECHANICS (CP) (VPA)**

Grades 10-12

Year Course

**Prerequisite:** Student must have earned a passing grade in Ag Small Engines/Power Equipment.

This course is designed to give the student a good overview of the major components of an automobile, their functions and their repair. This course is also designed to help develop skills in the areas of tune-up and automotive electronics.

#### **AG WOOD (BEGINNING) (CP)**

Grades 9-12

Year Course

A \$15.00 Shop Fee is requested.

This course is an introduction to the study and application of Ag Wood construction. It introduces and develops many of the essential skills needed to excel in the Ag wood working industry. Applications of these skills are developed and constructed. The student will also develop an understanding of California Agriculture, FFA, leadership, and record keeping skills.

#### **AG WOOD (ADVANCED) (CP) (VPA)**

Grades 10 - 12

Year Course

**Prerequisite:** Student must have earned a passing grade in both semesters of Beginning Woodworking or have received consent of the instructor.

A \$20.00 Shop Fee is requested.

**Criteria for Passing:** Students must meet all of the following requirements.

1. Completion of project drawing and bill of materials for each project.
2. Completion of a major project.
3. Fulfill the same requirements as those listed in Beginning Woodworking.

**Cost Factors:** Cost of projects may vary from \$5 to \$60 each, depending on the project. Projects costing over \$15 must have complete payments arranged and taken care of before lumber materials are cut with any remaining balance taken care of prior to the end of April.

This course consists of projects which feature more complex construction solutions. Various machines and procedures are introduced to complete these projects which may include: gun cabinets, coffee tables, cedar chests, entertainment centers, cabinets with drawers, etc.

## **DEPARTMENT/SUBJECT: ART**

### **DIGITAL PHOTOGRAPHY (CP) (VPA)**

**Grades:** 10-12

Year Course

**Prerequisite:** Students must have successfully completed one year of Visual Design or Art 3 Dimensional Ceramics with a “C” or better, or have the consent of the instructor.

This course requires a \$25.00 lab fee.

**Criteria for Passing:** Students must successfully complete assignments and assessments through objective quiz and test scores, essay scores, project scores, presentation, homework and classwork scores, as well as other articulated course requirements.

This course addresses many areas of photography including, but not necessarily limited to, technical skills, creativity, composition, and computer/digital imaging. Control of photo equipment and techniques, experimentation, problem solving, and portfolio development are critical to the course. Creative and technical instruction will be presented through lectures, study of current and past photography masters, along with the history of photography. Further instruction will include exploration of photography as both a creative tool and for documentary photography. A signed contract for responsibility and replacement for the use of school cameras and equipment from the parent/guardian is required. This requirement includes a passing rate of 95% on a quiz showing proper use and handling of equipment.

### **DRAWING AND PAINTING (CP) (VPA)**

Grades 10 - 12

Year Course

**Prerequisite:** Students must have successfully completed one year of Visual Design with a “C” or better.

This course requires a \$25.00 lab fee.

**Criteria for Passing:** Art work must be completed as assigned. Most work will be done in class. Each student will also have a personal sketchbook. There are sketchbook assignments and written reports.

The course is for the serious art student who is interested in learning to draw and paint well with various art media. The student will use pencil, pen and ink, charcoal, pastel, water color, tempera, acrylic, and mixed media. Photoshop is used. There will be drawing from still life, figure, photo and other sources. Students will have the opportunity to create original artworks and to build their portfolio. The elements and principles of design apply to each assignment. Students will study various artists and historical art movements. They will critique their work and the work of others, considering social context and meaning as well as technical considerations.

### **SCULPTURE AND DESIGN (CP) (VPA)**

Grades 10 –12

Year Course

**Prerequisite:** Students must have successfully completed one year of Visual Design with a “C” or better, or have the consent of the instructor.

**Criteria for Passing:** All work must be completed to receive a passing grade.  
This course requires a \$25.00 lab fee.

This course will provide the student with an introduction to three dimensional designs in clay, while exploring form in space. Elements will include: volume, mass, weight, light, gravity, texture, scale, and function. Students will work through progressively more sophisticated problem-solving processes toward creative solutions. Students will explore methods of construction, such as, pinch pots, coil building, slab construction, and various press molds. They will also investigate decorative techniques, such as acrylic painting, glazing, slip decorating, and incising. Projects will include pinch pots, coil pottery, stamps, small-scale figure modeling, relief sculpture, carving, clay whistles, jewelry, and more. Career choices and basic museum management will be introduced as students put together a school-wide art show, and work with local artists to set up a public art show.

### **ART 3 DIMENSIONAL/CERAMICS (Beginning Ceramics)**

**Grades: 10-12**

Year Course

This course requires a \$25.00 lab fee.

**Criteria for Passing:** Students must successfully complete projects and have an understanding of the tools, techniques, and concepts of simple and basic clay construction as per various assessments.

This is an introductory course where students will receive an introduction to the elements of art and principles of design through demonstrations and hands-on clay projects such as pinch pots, coil pots, food, and name plates. The students will also be introduced to surface decoration utilizing a variety of glazing and painting techniques to complete their projects. This course will prepare the serious art student who would like to advance to the next level of sculpture & design.

### **VISUAL DESIGN (CP) (VPA)**

**Grades 9-12**

Year Course

A Lab Fee of \$25 is requested.

This class is a rigorous college-prep class that introduces students to the elements of art and principles of design including: line, shape/form, value, color, space, texture, balance, unity, contrast, emphasis, pattern, movement/rhythm, and expression. Projects are designed to increase technical skills, develop aesthetic awareness, and promote problem solving abilities and to foster creativity. In this class you will learn how to see the world differently through the lens of an artist. Studio projects will be used to explore various media which may include charcoal, pencil, ink, paint, colored pencils, pastels, sculpture, printmaking materials and more. The course includes references to art history from ancient to modern times as context for the studio work.

### **DEPARTMENT/SUBJECT: ENGLISH**

**All English Learner students in Los Banos Unified School District are placed in all core classes, including ELA.**

### **COMMON DEFINITION OF ELD ACCORDING TO THE CA ELA/ELD FRAMEWORK**

**English Language Development (ELD) is considered by the California Department of Education (CDE) and the U.S. Department of Education (USDOE) to be core instruction for ELs, and not an elective, intervention or an instructional service from which students may opt out. ELD instruction is required in addition to a standards-based program in ELA and other content areas.**

**CA ELA/ELD Framework: Comprehensive ELD Program is a Comprehensive ELD Program consists of two parts: Designated ELD and Integrated ELD. ELs at all English proficiency levels and all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD. (ELA/ELD Framework for California Public Schools, CDE, 2015 Ch 2. P. 119)**

### **ELD 9**

#### **Grade 9**

Year Course

**Prerequisites:** Student placement is based on English proficiency (level 1-4) scored on the ELPAC assessment and years of attendance in U. S. schools.

English Learner students enrolled in this class receive support in strengthening reading, writing, listening, and speaking skills, in addition to those addressed in his or her regular English class. This is a single period designated ELD course for elective credit.

### **ELD 10**

#### **Grade 10**

Year Course

**Prerequisites:** Student placement is based on English proficiency (level 1-4) scored on the ELPAC assessment and years of attendance in U. S. schools.

English Learner students enrolled in this class receive support in strengthening reading, writing, listening, and speaking skills, in addition to those addressed in his or her regular English class. This is a single period designated ELD course for elective credit.

### **ELD 11**

#### **Grade 11**

Year Course

**Prerequisites:** Student placement is based on English proficiency (level 1-4) scored on the ELPAC assessment and years of attendance in U. S. schools.

English Learner students enrolled in this class receive support in strengthening reading, writing, listening, and speaking skills, in addition to those addressed in his or her regular English class. This is a single period designated ELD course for elective credit.

### **ELD 12**

#### **Grade 12**

Year Course

**Prerequisites:** Student placement is based on English proficiency (level 1-4) scored on the ELPAC assessment and years of attendance in U. S. schools.

English Learner students enrolled in this class receive support in strengthening reading, writing, listening, and speaking skills, in addition to those addressed in his or her regular English class. This is a single period designated ELD course for elective credit.

### **9-12 ELD-C**

#### **Grades: 9-12**

Year Course

**Prerequisites:** For EL students with an overall ELPAC level (1) beginning and who have been in US schools for less than 1 year.

This is an English language acquisition (Structured English Immersion – SEI) course for Newcomer students in ELPAC level (1) – Beginning - in which all instruction is in English but with the curriculum and presentation designed for students who are learning the language. The goal is to transition students to the mainstream program after achieving reasonable English proficiency in one academic year. This is a single period course receiving elective credit.

### **ENGLISH NC**

Grades: 9-12

Year Course

**Prerequisites:** For EL students with an overall ELPAC level (1) beginning and who have been in US schools for less than 1 year.

This is an English language acquisition (Structured English Immersion – SEI) course for Newcomer students in ELPAC level (1) – Beginning - in which all instruction is in English but with the curriculum and presentation designed for students who are learning the language. The goal is to transition students to the mainstream program after achieving reasonable English proficiency in one academic year. This is a single period course receiving English credit.

### **READING 9 & READING 10**

**Grades 9 & 10**



Year Course

**Prerequisite:** Students in grades 9 and 10, who struggle with reading, are enrolled in this class after meeting criteria identified through the use of multiple measures; including grades, assessments, teacher recommendation, etc. Students enrolled in this class receive additional support in strengthening reading skills, in addition to those addressed in his or her regular English class. This is a single period intervention course for elective credit.

### **ENGLISH 9 BASIC**

Grades 9

Year Course

This course addresses the standards and requirements of the community college system. Instruction for this class will be geared to the reading and language level of students whose skills are not yet at the upper division level. Reading and writing instruction will be based on various expository and literary genres including high interest novels. This course will include grammar instruction, sentence types, speaking/listening activities to increase student reading and writing ability. Essay assignments will address specific grade level standards that need to be mastered but at a lengthened pace with support. The instructional pacing of this course is gradual with students who do not read at grade level. This course does not fulfill A-G requirements.

### **WORLD LITERATURE/CONVENTIONS & STRATEGIES 9 (CP)**

Grade: 9

Year Course

This 9<sup>th</sup> grade course provides instruction paced to ensure the mastery of skills and conventions related to critical analysis of literature through various readings, essay writing, and written responses. There are five benchmark writing assignments covered in this class: Response to Literature, Argumentative, Informational, Persuasive Business Letter, and Technical Document. Each of the essay assignments addresses specific English Language Arts standards. Integrated with the benchmark essays are texts covering four genres: short story, fiction, poetry, and drama. Standards for the textual readings will be addressed either using selected literature or appropriate supplemental resources. Instructional pacing in this course is lengthened and gradual, focusing on identifying reading and writing skills that need to be mastered due to students reading below grade level.

### **BEGINNING GRAMMAR/WORLD LITERATURE (CP)**

Grade: 9

Year Course

There are five benchmark writing assignments covered in this class: Response to Literature, Argumentative, Informational, Persuasive Business Letter, and Technical Document. Each of the essay assignments addresses specific English Language Arts standards. Integrated with the benchmark essays are texts covering four genres: short story, fiction, poetry, and drama. Standards for the textual readings will be addressed either using selected literature or appropriate supplemental resources. Instructional pacing in this course is average to moderately quick with students reading at or near grade level.

### **Pre-AP ENGLISH 9 (CP)**

Grades 9

Year Course

**Prerequisites:** Students must have teacher recommendation and assessment results which confirm proper placement.

This course is preparatory for the Advanced Placement strand of the English curriculum. The normal and expected sequence of progression is: Pre-AP English 9 (9), Sophomore Pre-AP (10), AP Language and Composition (11), and AP Language and Literature (12). This course addresses the standards and requirements of the UC/CSU system as well as introductory standards and skills needed for Advanced Placement curriculum in high school. This course will provide an opportunity to become proficient in the structure and elements of English literature. This course will increase understanding in grammar, sentence structure, and sentence types. This course will also focus on the ability to analyze pieces of fiction and non-fiction, explain author techniques, and develop close-reading skills. Instruction for this curriculum will be geared towards developing reading, writing, speaking, listening, vocabulary, and study skills with classroom pacing being swift and rigorous.

English proficiency. Students receive both English Language Arts Credit & ELD Support.

### **ENGLISH 10 BASIC (CP)**

#### **Grades 10**

Year Course

This course addresses the standards and requirements of the community college system. Instruction for this class will be geared to the reading and language level of students whose skills are not yet at upper division level. Reading and writing instruction will be based on various expository and literary genres including high interest novels. This course will include grammar instruction, sentence types, speaking/listening activities to increase student reading and writing ability. Essay assignments will address specific grade level standards that need to be mastered but at a lengthened pace with support. The instructional pacing of this course is gradual with students who do not read at grade level. This course does not fulfill A-G requirements.

### **ENGLISH LITERATURE/CONVENTIONS & STRATEGIES 10 (CP)**

#### **Grade 10**

Year Course

This 10<sup>th</sup> grade course provides instruction paced to ensure the mastery of skills and conventions related to critical analysis of literature through various readings, essay writing, and written responses. There are four benchmark writing assignments that will be covered: Response to Literature, Literary Analysis, Persuasive Composition/Opinion Statement, and a Research Report. Supplementary materials will be selected. Each essay assignment addresses specific English Language Arts standards for the 10<sup>th</sup> grade level. Standards will be addressed either using selected literature or appropriate supplemental resources. Lessons and instruction on research and documentation will be taught throughout the entire year. Instructional pacing in this course is lengthened and gradual, focusing on identifying reading and writing skills that need to be mastered due to students reading below grade level.

### **ESSAY WRITING/LITERATURE 10 (CP)**

#### **Grade 10**

Year Course

There are four benchmark writing assignments that will be covered: Response to Literature, Literary Analysis, Persuasive Composition/Opinion Statement, and a Research Report. Supplementary materials will be selected. Each essay assignment addresses specific English Language Arts standards for the 10<sup>th</sup> grade level. Standards will be addressed either using selected literature or appropriate supplemental resources. Lessons and instruction on research and documentation will be taught throughout the entire year. Instructional pacing in this course is average to moderately quick, with students reading at or near grade level.

## **PRE-AP ENGLISH 10 (CP)**

### **Grade 10**

Year Course – **AP Application Required**

**Prerequisites:** Students must have teacher recommendation and assessment results which confirm proper placement.

This course is the preparatory class for the Advanced Placement strand of the English curriculum. The standard sequence of progression is: Pre-AP English (9), Pre-AP English (10), AP Language and Composition (11), and AP Language and Literature (12). This course also addresses the standards and requirements of the UC/CSU system as well as introductory standards and skills needed for Advanced Placement curriculum in high school. Students in the Pre-AP Sophomore English course will analyze a variety of prose selections and develop a recognition and understanding of how language works in different disciplines and rhetorical contexts. Students will strengthen their abilities in composition through close reading, analysis, and frequent writing. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectations, and subject matter, as well as the way language contributes to effectiveness in writing.

## **ENGLISH 11 BASIC**

### **Grades 11**

Year Course

This course addresses the standards and requirements of the community college system. Instruction for this class will be geared to the reading and language level of students whose skills are not yet at upper division level. Reading and writing instruction will be based on various expository and literary genres including high interest novels. This course will include grammar instruction, sentence types, speaking/listening activities to increase student reading and writing ability. Essay assignments will address specific grade level standards that need to be mastered but at a lengthened pace with support. The instructional pacing of this course is gradual with students who do not read at grade level. This course does not fulfill A-G requirements.

## **AMERICAN LITERATURE/CONVENTIONS & STRATEGIES 11 (CP)**

### **Grade 11**

Year Course

This 11<sup>th</sup> grade course provides instruction paced to ensure the mastery of skills and conventions related to critical analysis of literature through various readings, essay writing, and written responses. There are four benchmark writing assignments that will be covered: Autobiographical Narrative/Reflective Essay, Response to Literature/Literary Interpretation, Reflective Composition/Persuasive Argument, and Reflective Composition/Comparison – Contrast Essay. Supplementary materials will focus on American Literature. Each of the essay assignments addresses specific 11/12 English Language Arts standards. Standards will be addressed either using literature from the adopted text and/or using supplemental literature. Instructional pacing in this course is lengthened and gradual focusing on identifying reading and writing skills that need to be mastered due to students reading below grade level.

## **ADVANCED COMPOSITION/AM LITERATURE 11 (CP)**

### **Grade 11**

Year Course

There are four benchmark writing assignments that will be covered: Autobiographical Narrative/Reflective Essay, Response to Literature/Literary Interpretation, Reflective Composition/Persuasive Argument, and Reflective Composition/Comparison – Contrast Essay. Supplementary materials will focus on American Literature. Each of the essay assignments addresses specific 11/12 English Language Arts standards that need to be mastered prior to graduation. In addition to these standards, all other

applicable standards will be addressed either using literature from the adopted text or using supplemental literature. Supplementary selections will be made based on students reading at grade level.

### **JUNIOR AP ENGLISH (AP) (CP)**

#### **Grade 11**

Year Course - **AP Application Required**

**Prerequisites:** Students must have teacher recommendation and assessment results which confirm proper placement.

This course is the third class in the Pre-AP/AP strand of the English curriculum. The standard sequence of progression is Pre-AP English (9), Sophomore Pre-AP English (10), AP Language and Composition (11), AP Literature and Composition (12). The Advanced Placement English course in Language and Composition will engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The course will be organized around a sequence of reading and writing assignments wherein students will analyze writers' strategies and then practice them themselves. These will include various argumentative, narrative and expository forms. All applicable standards will be addressed either using literature from the adopted text or using supplemental literature geared to the AP examination. Instructional pacing will be swift, above grade-level, and rigorous to adhere to College Board specifications.

### **ENGLISH 12 BASIC**

#### **Grades 12**

Year Course

This course addresses the standards and requirements of the community college system. There are five benchmark writing assignments covered in this class: Application Essay, Biographical Essay, Reflective Composition (final exam), Response to Literature, and Fictional Narrative/Multimedia Presentation. Instruction for this class will be geared to the reading/language level of students whose skills are not yet at grade level. Each of the essay assignments addresses specific grade level standards that need to be mastered prior to graduation. This course does not fulfill A-G requirements.

### **BRITISH LITERATURE CONVENTIONS & STRATEGIES 12 (CP)**

#### **Grades 12**

Year Course

This 12<sup>th</sup> grade course provides instruction paced to ensure the mastery of skills and conventions related to critical analysis of literature through various readings and written responses. Each of the writing assignments addresses specific 11/12 English Language Arts standards. Standards will be addressed either using literature from the adopted text and/or using supplemental literature. Supplementary materials will focus on British Literature. Instructional pacing in this course is lengthened and gradual, focusing on identifying reading and writing skills that need to be mastered due to students reading below grade level.

### **EXPOSITORY READING AND WRITING (EAP) (CP)**

#### **Grade: 12**

Year Course

This course is specifically designed to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the assignment template – presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public

documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction).

### **SENIOR AP ENGLISH (AP) (CP)**

#### **Grade 12**

Year Course - **AP Application Required**

**Prerequisites:** Students must have attained a “B” or better in both semesters of Junior Advanced Placement English, or successfully meet the placement testing requirements.

This course is the final class in the Pre-AP/AP strand of the English curriculum from AP Junior English. The AP English Literature and Composition course engages students in the careful reading and critical analysis of literature. The course will include intensive study of representative works from various genres and periods, concentrating on the works of recognized literary merit. All readings will be accompanied by thoughtful discussion and writing about themes and topics presented in the work. All applicable standards will be addressed either using literature from the adopted text or using supplemental literature geared to the AP examination. The course will be structured to offer exposure and practice in responding to the various test prompts which are components of the Advanced Placement Examination. These will include: response to poetry, response to prose, and response to general topics. Instructional pacing will be swift, above grade-level, and rigorous to adhere to College Board specifications.

### **YEARBOOK**

#### **Grades: 11-12**

Year Course

**Prerequisites:** Students must apply and receive advisor approval. A minimum grade point average of 3.0 earned in college preparatory classes is required for approval.

This is an elective course in journalism with an emphasis on the annual Pacheco High School yearbook, *The Legacy*. The course consists of analyzing and developing yearbook components to include: layout, design, photography, copywriting, and headings. On the job training dealing with people and business techniques is emphasized. This is a year-long course. Enrollment for both semesters is mandatory.

### **DRAMA/THEATER I (CP) (VPA)**

#### **Grades 9-12**

Year Course

This elective course is designed to introduce students to the art of acting and to develop a foundation in theater arts. Running parallel with secondary English/Language Arts California State Standards students will study the history of theater, character development, scene study and analysis, and acting. The class focuses on state standards in regard to literature, vocabulary, character interpretation, and presentation. Through the use of text, writing scripts, design, performance, and lectures, students will develop an understanding of the history of theater as an art and a career, supplementing the core English courses.

## **DEPARTMENT/SUBJECT: WORLD LANGUAGES LANGUAGES OTHER THAN ENGLISH (LOTE)**

### **General Information**

All Languages Other Than English (LOTE) – also known as World Language courses - meet the Fine Arts diploma subject requirement for Pacheco High School. All LOTE courses also meet A-G university eligibility course criteria.

### **SPANISH 1 (CP)**

**Grades 9 - 12**

Year Course

**Prerequisite:** It is highly recommended that a student be proficient in core subjects.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments.

Spanish 1 presents the fundamentals of pronunciation, grammar, vocabulary, conversation and composition. Readings are from simple prose. Various aspects of the culture are considered. This is an academic, college preparatory course, and therefore the demand placed on the student is greater than in non CSU/UC approved elective coursework.

### **SPANISH HERITAGE A (CP)**

**Grades: 9-12**

Year Course

**Prerequisite:** Students should be orally proficient in Spanish and should possess some basic writing skills. A proficiency test will be given.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments.

This is an introduction to writing and reading in Spanish. Spelling, oral reading and composition are emphasized. Basic grammar is reviewed. Students are introduced to Hispanic literature and culture. Instruction is in Spanish. This course counts for one year of a LOTE.

### **SPANISH 2 (CP)**

**Grades 9 - 12**

Year Course

**Prerequisite:** A passing grade of “C” or better in Spanish 1.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments.

Spanish 2 is a review of Spanish 1 and a continuation of grammar, composition, conversation and comprehension. There will be oral and written drills. Supplemental reading from Hispanic literature adapted to beginning and intermediate levels. Various aspects of the culture are considered.

### **SPANISH 3 (CP)**

**Grades 10 -12**

Year Course

**Prerequisites:** A passing grade of “B” or better in Spanish 2 or the consent of the instructor.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments.

Spanish 3 involves intensive training in reading, conversation, grammar, and composition. The student will review the grammar from Spanish 2 and will learn more complex verb tenses and modes. The student will read selected works from Hispanic literature.

### **SPANISH HERITAGE B (CP)**

**Grades 10 - 12**

Year Course

**Prerequisite:** A passing grade of “C+” or better in Spanish Heritage A. A proficiency test will be given to new students.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments.

This is a continuation of Spanish Heritage A in writing and reading. Spelling, vocabulary, conversation and composition are emphasized. Grammar is studied in more depth. Hispanic literature and culture are an integral part of this course. This course counts as Year 2 of a LOTE.

### **SPANISH 4 (CP)**

**Grades 11 - 12**

Year Course

**Prerequisites:** A passing grade of “B” or better in Spanish 3 and/or consent of the instructor.

**Criteria for Passing:** Total participation by the student. Students must average a passing grade on all assignments.

The content of Spanish 4 is divided into advanced conversation, review of grammar, vocabulary building and cultural readings. Students will focus on their listening and reading comprehension as well as increased emphasis on conversation and composition. Cultural awareness will be promoted by studying the great Hispanic artists and Hispanic literature.

### **SPANISH 5 - ADVANCED PLACEMENT SPANISH LANGUAGE (AP) (CP)**

**Grades 11 - 12**

Year Course – **AP Application Required**

**Prerequisites:** A grade of an “A” in Spanish 4 or a “B” in Spanish Heritage B and consent of the instructor. A written assessment in Spanish may be required before placement in this class. A positive attitude and commitment to hard work is assessed.

**Criteria for Passing:** Total participation by the student is required. Students must average a passing grade on all assignments. A summer grammar assignment is required. There is an intense use of the Spanish language for enrichment of oral and written proficiency. Emphasis is on grammar, reading, composition and conversation. Various aspects of the culture are considered. College textbooks are used. At the end of this course students are encouraged to take the Advanced Placement examination in Spanish language.

### **SPANISH 5 ADVANCED PLACEMENT SPANISH LITERATURE (AP) (CP)**

**Grades 11 - 12**

Year Course - **AP Application Required**

**Prerequisites:** A grade of “B” or better in Spanish Heritage B or Spanish 5 Advanced Placement Spanish Language. A summer reading assignment is required. AP application required.

**Criteria for Passing:** Total participation by the student. Students must average a passing grade on all assignments.



The AP Spanish Literature course is intended to be the equivalent of a third-year college introduction to Hispanic Literature course. It covers selected authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. Students will study works from the Middle Ages to the present. The goals of the AP Spanish literature course are to prepare students:

1. To understand lectures in Spanish and to participate actively in discussions in Spanish on literary topics.
2. To do a close reading of literary texts of all genres in Spanish, and
3. To analyze critically the form and content of literary works, including poetry, orally and in writing, using appropriate terminology.

At the end of this course students are encouraged to take the Advanced Placement examination in Spanish literature.

## **DEPARTMENT/SUBJECT: MATHEMATICS**

### **Diploma requirements for Mathematics:**

Students earning a diploma are required to have completed a minimum of six semesters of math, for a total of 30 credits. Algebra equivalency must be 10 of these credits, with the remaining 20 credits from two additional math courses. Students are expected to progress through the math sequence. Students who repeat a course for which they had previously received credits will not earn credit twice.

### **General information with regard to Mathematics Placement:**

Placement in mathematics is based on achievement levels demonstrated by the student through common assessments, class work and/or readiness tests. Prerequisites for enrollment are listed with the description of each course. Counselors will use multiple measures for placement.

The nature and content of mathematics requires students to meet rigorous demands placed upon them. At a minimum, students are expected to:

1. Achieve minimum scores of 70% or better on tests, quizzes, homework and other methods of evaluation.
2. Maintain a notebook as required.
3. Attend class on a regular and satisfactory basis.

## **INTEGRATED MATH I (CP)**

### **Grades 9**

#### Year Course

This course is an introduction to the advanced mathematical thinking that will be required in high school to prepare students to become college and career ready. It includes a combination of algebraic and geometric studies that deepens their understanding of these threads that were reached in earlier grades. Throughout the course, students will learn to relate values and variables, as well as to identify, model, and solve problems with both a constant rate of change (linear) and a multiplicative rate of change (exponential). They will learn how to construct and label geometric shapes and foundational concepts, as well as how to adjust (transform) them to fit the needs of a problem. These concepts will be taught holistically, when possible, and students will learn how to apply their algebraic thinking to geometric models, and vice versa, as well as how to apply these concepts to real world data.

The goal of this course, in combination with the subsequent courses Integrated Mathematics II and Integrated Mathematics III, is to prepare students to be college and career ready in mathematics by the end of 11th grade. This course lays the

foundations of algebraic and geometric thinking so that the following courses can move into more abstract ideas that can be used to model many real world situations in both a simple and advanced manner. By the end of this course, students will have a strong understanding of how to generalize mathematical concepts using algebra, and will be able to explain how the general value of one unknown changes relative to the value of another. They will also know how to apply this generalized thinking to spatial models through the foundations of geometry. By meeting these goals, students will be prepared to expand these models in new manners in Integrated Mathematics II.

### **Pre-AP Algebra I (CP)**

#### **Grade 9**

Year Course

Instructional emphasis on linear functions and linear equations: Students will develop deep and robust understanding of linear relationships in procedural, conceptual, and applied settings. Focus on authentic applications: Students will employ mathematics to model and explain authentic scenarios. Concentration on creating mathematical arguments: Students use evidence to craft mathematical conjectures and prove or disprove them.

### **INTEGRATED MATH II (CP)**

#### **Grades 10-12**

Year Course

This course is a continuation of the study of high school mathematics as defined by state standards to prepare students to become college and career ready. As with Integrated Mathematics I, it includes a combination of algebraic and geometric studies that extends on learning from previous grades. Throughout the course, students will practice using variables based on the rules and theorems of mathematics and apply those variables to create models of real-world situations. These models will focus on a study of the many uses of triangles (including congruence, similarity, and trigonometry), eventually culminating in a quadratic model (including parabolas and circles). These concepts will be taught holistically, when possible, and students will learn how to apply their algebraic thinking to geometric models, and vice versa, as well as how to apply these concepts to real world data.

The goal of this course, in combination with the previous course (Integrated Mathematics I) and the following course (Integrated Mathematics III), is to prepare students to be college and career ready in mathematics by the end of 11th grade. This course extends the students' knowledge of algebraic and geometric thinking learned in the first course. By the end of this course, students will have a strong idea of how to model many problems that do not follow a constant (linear) pattern, especially based on a quadratic model. They will know how to do this both analytically (with equations) and spatially (using shapes and graphs, such as triangles, parabolas, and circles). By meeting these goals, students will be prepared to study the advanced models presented in Integrated Mathematics III.

### **INTEGRATED MATH II/III (CP)**

#### **Grade 10-12**

Year Course

This course is an accelerated presentation of the skills that will be required in high school to prepare students to become college and career ready. It includes much of the same material as Integrated Math I and Integrated Math II, but is adapted for an accelerated presentation. Students in this course should have had an enriched study of middle school mathematics to be prepared for the accelerated presentation of these topics. Throughout the course, students will learn to use algebra to identify, model, and solve problems with both a constant rate of change (linear) and a varying rate (quadratic). They will learn to manipulate these general models, and learn how to apply this thinking to geometric models. These will include a number of geometric shapes and spatial relationships, including polygons with a detailed study of triangles. In addition, students will learn

to adjust (transform) them to fit the needs of a problem. Throughout the course, students will learn how to apply these concepts to real world data and situations.

### **INTEGRATED MATH III (CP)**

**Grades 11-12**

Year Course

This course is a continuation of the study of high school mathematics as defined by state standards to prepare students to become college and career ready. As with Integrated Mathematics I and Mathematics II, it includes a combination of advanced algebraic and geometric studies that extends from both Integrated Mathematics I and Integrated Mathematics II. Throughout the course, students will practice using variables based on the rules and theorems of mathematics and apply those variables to create models of real-world situations. These models will focus on a study of many uses of geometry relating to the real world, exponential growth and decay along with the inverses, polynomials with estimated maximum and minimum values (which is a direct intro to concepts taught in calculus), rational functions, trigonometric functions, and statistics, all of which is presented with the concentration and purpose of how they exist in our everyday activities. These concepts will be taught holistically, when possible, and students will learn how to apply their algebraic thinking to geometric models, and vice versa, as well as how to apply these concepts to real world data.

The goal of this course, in combination with the previous courses (Integrated Mathematics I and Integrated Mathematics II), is to prepare students to be college and career ready in mathematics by the end of their 11<sup>th</sup> grade. This course extends the students' knowledge of algebraic and geometric thinking learned in the prior two courses. By the end of this course, students will have a strong idea of how to model many problems of different patterns that go beyond linear, exponential and quadratic, especially based upon logarithmic, radical, and trigonometric models. They will know how to do this both analytically (with functions) and spatially (using shapes, graphs, patterns and so forth). By meeting these goals, students will be prepared to study the advanced models presented in Integrated Mathematics III.

### **FINANCIAL MATH**

**Grades 12**

Year Course

It is essential in our fast-moving society to have a working knowledge of the fundamentals of basic financial planning and money management. Today's teenagers, more than any previous generation, will be required to take more personal responsibility for actively managing their finances throughout their lives. The corporate pension plans and generous employee benefits enjoyed by many of the parents of today's youth are not likely to continue at their current levels, and some plans and benefits may disappear altogether. Already, saving for long-term goals such as retirement is increasingly becoming an individual responsibility. So the need for financial education is high. Individuals who understand financial planning concepts and investment principles will have a significant advantage over those who do not. The High School Financial Planning Program seeks to build a sound and secure future for the country's youth by building the cornerstone skills that characterize sound money management. The HSFP presents these basic personal financial planning concepts as a series of core competencies. This course does not fulfill A-G requirements.

### **MATH REASONING (CP)**

**Grades 12**

Year Course

**Prerequisite:** Students must have completed Integrated Math III with a "C" or better.

In this course, students will be exposed to the mathematics of critical thinking and problem solving. Through this course, students will learn to think with mathematics. They will develop an understanding of the vocabulary and structure of formal mathematical thinking as they study set theory and logical arguments, as well as the symbolic representation of mathematics

using various number systems of variables. They will then learn to apply these concepts to make decisions, studying the mathematics of discrete events through probability and touching on inferential statistics through the lens of voting systems. Finally, students will see additional applications of discrete models with a study of graph theory, and some additional real world applications in the study of many of the financial mathematics concepts they will likely use in their future lives.

### **AP STATISTICS (AP) (CP)**

**Grades 11- 12**

Year Course - **AP Application Required**

**Prerequisite:** Students must have successfully completed the curriculum through Integrated Math III and have scored proficient on an appropriate assessment test.

This course is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring data – observing patterns and departures from patterns; Planning a study – deciding what and how to measure; Anticipating patterns – producing models using probability theory and simulation; and Statistical inference-confirming models.

### **PRE-CALCULUS (CP)**

Grades 11 - 12

Year Course

**Prerequisites:** Students must have successfully completed Integrated III or Integrated II/III.

This course reviews and further extends the students' understanding and knowledge of algebra and trigonometry, functions and their graphs, and new concepts such as mathematical induction, determinants and roots of higher degree equations, conic sections, sequences, series and limits of functions.

### **AP CALCULUS A/B (AP) (CP)**

Grade 12

Year Course - **AP Application Required**

**Prerequisite:** Students must have successfully completed the curriculum through pre-calculus. Students who have completed the mathematics curriculum through pre-calculus may take this course.

This course is a college level course in calculus A/B (Advanced Placement). Students are prepared and encouraged to take the Advanced Placement examination offered by the College Board each spring. Some of the topics that will be covered are the derivative, limits, integration of functions as well as real life maximum and minimum problems.

## **DEPARTMENT/SUBJECT: MUSIC**

### **A CAPELLA CHOIR (CP) (VPA)**

**Grades 10 - 12**

Year Course

**Prerequisite:** Students must have successfully completed one year of Concert Choir (or equivalent) or receive approval from the instructor.

**Criteria for Passing:** Students must earn 60% of the total possible points and attend all performances.

A Capella Choir is the intermediate level performing choir. This course is recommended for students in 10th grade or above who are ready for a greater musical challenge than that offered in Concert Choir. In order to audition for A Cappella Choir, a student must first have completed one year of high school music course. Students prepare local and festival performances while studying different musical concept areas. Performance selections are more difficult than those for Concert Choir. A Capella Choir fulfills the Fine Arts requirement for a diploma, as well as the A-G university eligibility course criteria.

### **BEGINNING/INTERMEDIATE GUITAR (CP) (VPA)**

**Grades: 9-12**

Year Course

Learn to play the guitar! This class is for students with no background in music. You will learn to read standard sheet music and guitar tab, and play melodies. The class teaches the 16 basic chords, simple strumming patterns, and an introduction to fingerpicking. Students learn by playing along with simple traditional, folk, pop and rock songs, such as “Let it Be” and “House of the Rising Sun.” Intermediate Guitar is the second year continuation. Students learn more sophisticated chords and right hand techniques. Also studies in barre chords and harmonics. The final semester project is to write and perform your own song. The final project is a formal, evening recital for family and friends. Guitar fulfills the Fine Arts requirement for a diploma, as well as the A-G university eligibility course criteria.

### **CONCERT CHOIR (CP) (VPA)**

**Grades 9 - 12**

Year Course

**Criteria for Passing:** Students must earn 60% of the total possible points and attend all performances.

This class is the first level performing choir. Students prepare for local and festival performances while studying musical concept areas. This course is recommended for freshmen with experience in musical performance. Concert Choir fulfills the Fine Arts requirement for a diploma, as well as the A-G university eligibility course criteria.

### **PERFORMING BAND (CP) (VPA)**

Grades: 9-12

Year Course

**Prerequisite:** Students are required to be able to play a traditional wind band instrument/percussion. They must have played at least one year in a performing group. Approval of the director is needed in order to enroll in the Performing Band.

**Criteria for Passing:** Participation in ALL scheduled events unless otherwise covered by LBUSD Policy. A passing grade of 60% or higher.

A year course designed to develop the student’s music literacy and instrumental abilities on brass, woodwind, and percussion instruments. This is an intermediate group; no beginning students will be accepted. Several types of band literature will be explored and performed. The band performs for football games, parades, band reviews, concert festivals, school concerts, and for various civic functions. Extracurricular commitment and participation is required. Fundraisers to support those extracurricular activities may occur. This class fulfills the high school Fine Art requirement for a diploma, as well as the A-G university eligibility course criteria.

### **JAZZ BAND (CP) (VPA)**

Grades: 9 -12

Year Course

**Prerequisite:** By audition only and with approval of Band Director

**Criteria for Passing:** Participation in ALL scheduled events unless otherwise covered by LBUSD Policy. A passing grade of 60% or higher.

This class is taught during the “0” period and is designed to teach the basics of jazz. Various jazz styles will be explored and performed in class. Improvisation will be stressed along with playing printed jazz charts. The Jazz Band performs at civic functions, school functions, school concerts, festivals, clinics, and jazz competitions. Concurrent enrollment in Concert Band is required with the exception of guitar, bass, and drum set/auxiliary percussion. This class fulfills the high school Fine Arts requirement for a diploma, as well as the A-G university eligibility course criteria.

### **BEGINNING / INTERMEDIATE PIANO**

**Grades: 9-12**

Year Course

Learn to play the piano! This class is for students with no background in music. You will learn to read sheet music and to improvise from lead sheets. The class teaches 8 basic chords and 15 melody notes. Students will learn to play simple traditional and contemporary songs, such as “Lean on Me” and the theme from “Titanic.” Intermediate Piano is the second year continuation. Students learn more sophisticated chords and playing techniques, with a wider variety of songs, such as pop, rock, jazz, disco, and show tunes.

The end of the semester project is to write and perform your own song. The final project is a formal evening recital for family and friends. Piano fulfills the Fine Arts requirement for a diploma. Intermediate Piano meets the A-G university eligibility course criteria.

### **DEPARTMENT/SUBJECT: OTHER**

### **EXPLORATIONS IN DATA SCIENCE**

Grades 11-12

Year Course

**Prerequisites:** Students must have passed Integrated Math II with a “C” or better.

Data exploration refers to the initial step in data analysis in which data analysts use data visualization and statistical techniques to describe dataset characterizations, such as size, quantity, and accuracy, in order to better understand the nature of the data.

Data exploration techniques include both manual analysis and automated data exploration software solutions that visually explore and identify relationships between different data variables, the structure of the dataset, the presence of outliers, and the distribution of data values in order to reveal patterns and points of interest, enabling data analysts to gain greater insight into the raw data. This course can be used to satisfy the Integrated Math III requirement.

### **JUNIOR RESERVE OFFICERS’ TRAINING CORPS (JROTC)**

Junior Reserve Officers’ Training Corps (JROTC) is the largest youth program, with an accredited curriculum, in high school. It serves as a character and leadership development program for our nation’s high school students. High school students

enrolled in JROTC are “Cadets.” There are approximately 314,000 Cadets enrolled in JROTC in 1,731 high schools, led by 4,000 retired Army Instructors.

"It is a purpose of the Junior Reserve Officers' Training Corps to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." (USC Title 10) The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

This program's design focuses on the development of better citizens by building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and geography; all within a student-centered learning environment. The JROTC program is a cooperative effort between the Army and the host school.

## **STUDENT ACTIVITIES AND GOVERNMENT (ASB – Associated Student Body)**

### **Grades 9 - 12**

Year Course – ASB Application required

**Prerequisites:** Students must hold a student body, class or organization office or have the recommendation of one teacher, class counselor **and permission of the Activities Director.** This is a course designed for students holding student body or class office and for other approved students interested in learning the basic concepts of democratic government, leadership skills, parliamentary procedures, group process, leadership practice and planning, and the organization of activities.

## **SUCCESS 101**

Grades 9-12

Year Course

This is an academic support course designed to help students earning a GPA below 2.0 and/or failing a core subject throughout the school year the opportunity to improve their overall academic performance. Students strengthen academic skills through individualized and small group instruction utilizing assignments from General Education Courses and/or a variety of instructional programs. Strategies in note taking, literacy, writing, reading comprehension, math computation and math literacy, test taking, organization and time management are examples of skills students will acquire in this academic recovery course.

## **TEACHER/OFFICE/LIBRARY ASSISTANT OR LAB TECHNICIAN**

Grades 11 - 12

Year Course – **Application Required**

**Prerequisite:** Students must have received a previous grade of “C” or better in the class for which they are applying to be a Teacher Assistant or Lab Technician. **Students must also have an overall GPA of 3.0 and be on track for CTE or A-G completion.** Approval from the teacher is required. TAs for any “senior only class” must have earned a grade of “B” or better in the two previous classes completed in the same area of study. A student may not TA for the same teacher they are taking the class from.

**Criteria for Passing:** Attendance is an important part of passing this course. If a student receives an “F” grade in this class at the end of a semester, he/she will not be able to continue the course.

**Students may be enrolled in one period of Library, Teacher Assistant, Office Assistant or Lab Technician per semester. A total of 10 credits of student service positions may be used toward a diploma.**

## **WORK EXPERIENCE EDUCATION PROGRAM**



## **Grades 11 -12**

Semester Course

**Prerequisites:** Students must be 16 years of age and a junior or senior, must have secured a job, and must have permission of parents. The student's job must meet the standards required by law for work experience status and the employer must be willing to cooperate with the school.

**Work Permit:** All students under 18 years of age must have a permit to work. All conditions of employment shall comply with the provision of State and Federal Child Labor Laws and the Education Codes.

**School Credit:** School credit shall be allowed on the same basis as any other school subject. A student may not be enrolled in more than 20 semester hours of work experience in any one year. A student may not include more than 40 semester hours of work experience credit toward graduation (10 units per semester).

**Required Related Training:** A STUDENT MUST ATTEND A RELATED TRAINING CLASS EACH WEEK AS DESIGNATED BY THE WORK EXPERIENCE INSTRUCTOR. (INSTRUCTOR WILL DESIGNATE DAY). If a student is absent for any reason, the student must arrange for consultation with the coordinator. More than three absences in any semester is cause for failure and loss of credit.

## **PHYSICAL EDUCATION**

### **GENERAL INFORMATION:**

Students are required to successfully complete 4 semesters (20 credits) of physical education to meet diploma requirements. Physical Education courses PE 9 and PE 10 taken in grades 9 and 10 satisfy this requirement. The PE 9 and PE 10 courses are not elective courses and may not be taken by any student who has previously met the required 20 credits of physical education required for a diploma. A student may enroll in an elective course in grades 11 and 12 if he/she has previously completed the required 20 credits of PE 9 and PE 10. See course prerequisites. No student may enroll in more than three elective classes of Physical Education per semester.

### **Physical Education Waiver**

The Los Banos Unified School District Board of Education policy allows students to fulfill their PE 10 requirement for graduation through successful athletic participation. Students must successfully complete both fall and spring semesters of the 9<sup>th</sup> grade PE course during their 9<sup>th</sup> grade year with a grade of "C" or better. The parent must have a conference with a counselor/administrator, and the opportunity to discuss this option with an athletic representative, to address the potential consequences and benefits of using this option.

### **PE 9**

#### **Grade 9**

Year Course

**Prerequisite:** Ninth grade student who is a first time ninth grader and/or a transfer ninth grade student.

This course meets the State standards and requirements for High School Course I, mandated by the State of California. The standards as well as the sub-standards are covered throughout the year during various activities in addition to conditioning, classroom work, and assignments. The units utilized to address the standards are: badminton, pickleball, dance, tennis, archery,

water safety, golf, Frisbee golf, and team building. The State Fitness Test is given four times throughout the year and the results reported to the State toward the end of the year.

### **PE 10**

#### **Grade 10**

Year Course

**Prerequisite:** Tenth grade student who is a first time tenth grader and/or a transfer tenth grade student.

This course meets the State standards and requirements for High School Course II, mandated by the State of California. The standards as well as the sub-standards are covered throughout the year during the various activities in addition to conditioning, classroom work and assignments. The units utilized to get the standards across are: gymnastics, flag football, soccer, volleyball, self-defense, team handball, softball, and basketball. The State Fitness Test is given four times throughout the year.

### **WEIGHT TRAINING**

#### **Grades 11 and 12**

Year Course

**Prerequisites:** Student must have successfully completed 20 credits of PE 9 and PE 10. Students must also have earned a grade “C” or better in the previous semester of Physical Education.

A student may not enroll in Weight Training and Football Conditioning simultaneously or more than once per semester. The course may be taken both the 11<sup>th</sup> and 12<sup>th</sup> year for credit.

In this course we will use a CrossFit based approach. CrossFit is constantly varied functional movements performed at high intensity. All CrossFit workouts are based on functional movements, and these movements reflect the best aspects of body weight movements, weightlifting, running, and more. These are the core movements of life. By employing a constantly varied approach to training, functional movements and intensity lead to dramatic gains in fitness.

## **DEPARTMENT/SUBJECT: REGIONAL OCCUPATIONAL PROGRAM (ROP)**

### **General Information**

The Merced County Regional Occupational Program is a program designed to prepare students for both an entry level career and an opportunity to connect with advanced training in a specific career field. ROP Career and Technical education develops skills, attitudes and work habits so students may secure employment, upgrade skills and prepare for advanced job specific training. ROP students learn through practical experience.

To be eligible for a Regional Occupational Program course:

1. The student must be in grades 11 or 12.
2. The student must be at least 16 years old.
3. Students 16 years old, but not in grades 11 or 12 MAY be admitted into the program on a case-by-case basis.

Counselor recommendation and administrative approval are required for students in this category. Transportation is provided if necessary for the course.

### **ROP CULINARY ARTS I**

**Grades 11-12**

Year Course

Culinary Arts 1 is a basic introduction class exploring safety, sanitation (ServSafe), basic cooking and baking techniques, as well as the culture of and behind the food. With the completion of this course you will be able to gain an entry-level position in the foodservice branch of the hospitality industry.

**CULINARY ARTS II****Grades 11-12**

Year Course

Culinary Arts II is a continuation of the emphasis on management and food preparation from the Culinary Arts I course. Management topics include cost control, purchasing and inventory, marketing, and sustainability in the restaurant and food service industry. Food preparation techniques include dairy products, breakfast foods, sandwiches, desserts and baked goods, meat, poultry, seafood, salads and garnishing, nutrition, and global cuisines. The course should be taken after the student has successfully passed Culinary Arts I.

**DEPARTMENT/SUBJECT: SCIENCE**

We highly recommend all students plan for a minimum of three years of Science coursework. The sequencing of courses depends highly on student preferences.

**Pre-AP BIOLOGY (CP)****Grade 9-12**

Year Course

Instructional emphasis on analytical reading and writing: Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge.

Focus on applying mathematics: Students use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise.

Attention to modeling: Students go beyond just labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships.

**Pre-AP CHEMISTRY (CP)****Grades 10 - 12**

Year Course

Pre-AP Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Students will begin their exploration of matter by observing and measuring macroscopic properties of everyday materials and progress throughout the course to explore deeper and more detailed perspectives of the particle nature of matter. Pre-AP Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage in context driven mathematics, data analysis, modeling, and productive collaboration with their peers.

**AP CHEMISTRY (AP) (CP)**

## **Grades 11 - 12**

### **Year Course - AP Application Required**

Prerequisite: CP Chemistry or Honors Chemistry & Algebra II/Integrated Math II

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students that have successfully completed a year of chemistry who wish to take part in a rigorous and academically challenging course.

## **AP ENVIRONMENTAL SCIENCE (AP) (CP)**

### **Grades 11-12**

#### **Year Course - AP Application Required**

**Prerequisite:** The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis that is required in the course, students should also have taken at least one year of algebra equivalency. Also desirable (but not necessary) is a course in Earth Science.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

## **PHYSICS (CP)**

### **Grades 10 - 12**

#### **Year Course**

**Prerequisite:** Student must have earned a “C” or better in an algebra equivalency course. Students must also have earned a grade of “C” or better in Biology (CP).

**Criteria for Passing:** Students must maintain a notebook. Students must also earn at least 60% of the total points possible. Successful students will develop an ability to solve problems. It is strongly recommended that students take all tests and participate in labs and class activities.

This course meets the Physical Science requirement for graduation from Pacheco High School. This course also meets the eligibility lab science subject requirements for the California State University and University of California systems. By studying physics, the student gains insight into the way our mysterious universe is put together. Topics in the course include: motion, Newton’s laws, energy, gravitation, heat, sound, light, electricity and magnetism, optics and relativity. This class emphasizes understanding concepts by problem solving and laboratory experience.

## **AP PHYSICS (AP) (CP)**

### **Grade 11 - 12**

Year Course - **AP Application Required**

**Prerequisites:** Students must have completed Biology or Pre-AP Biology, Integrated Math II and either Chemistry or Pre-AP Chemistry with a passing grade of “C” or better.

**Criteria for Passing:** Students must earn at least 60% of the total points possible. Students must also perform all laboratory investigations required.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activities, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

**AP BIOLOGY (AP) (CP)**

**Grade 11 - 12**

Year Course - **AP Application Required**

**Prerequisites:** Students must have completed Biology (CP), Integrated Math II and either Chemistry or Pre-AP Chemistry with a passing grade of “C” or better.

**Criteria for Passing:** Students must earn at least 60% of the total points possible. Students must also perform all laboratory investigations required.

This course meets the Life Science requirement for graduation from Pacheco High School. The course also meets the subject requirement for A-G university eligibility in the California State University and University of California systems. This class is also recognized as a University of California Honors course. This course is equivalent to a college biology course lecture and lab, taken by biology majors in their first year of college. It uses a college textbook. The student is expected to have a capacity for independent work and an interest in laboratory science. Areas of study are ecology, chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, and structure and function of plants and animals. There are 12 lab exercises prescribed by the College Board for this course. Due to the comprehensive nature of this course, additional significant time commitments will be required. These may be specific, as in times scheduled outside of the six period school day, and/or may be independently managed by the student, as in commitments to addressing course content, activities, and expectations.

**FORENSIC SCIENCE (CP)**

Grade 11& 12

Year Course

Forensic Science is a laboratory-based course in which students will apply their prior knowledge of biology, chemistry, physics, and mathematics to the popular field of crime scene investigation. Students will use a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigate procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science

**HUMAN ANATOMY & PHYSIOLOGY (CP)**

**Grade 11 - 12**

Year Course

**Prerequisites:** Students must have completed Biology (CP) and either Chemistry or Pre-AP Chemistry with a grade of “C” or better.

**Criteria for Passing:** Students must earn at least 60% of the total points possible. Students must also perform all laboratory investigations and take all tests.

This course meets the Life Science requirement for a diploma. This course also meets the A-G university eligibility course criteria. This course is designated for students planning to enter the biological, kinesiology or medical fields. Laboratory investigations, current developments in the medical sciences and medical terminology are emphasized throughout the course. The class uses a comprehensive systematic approach to studying the anatomy and physiology of the human body.

### **MARINE BIOLOGY (CP)**

**Grade 11- 12**

**Year Course**

The major purpose of this course is to study the specific biological adaptations and interrelationships of organisms within the oceans of the world. Ocean resources, biotic factors and cycles, abiotic factors and cycles within the marine biome, and the natural history of marine organisms will be studied.

Seventy percent of the surface of Planet Earth is covered by the ocean, which includes 97% of one of our most precious resources- water. 40% of the Human population lives within 100 km of the coast, yet we know more about the moon than the great depths of the sea. The ocean, the last great frontier, has 95% yet to be explored. This course will explain how oceans operate and affect life on land. During the first semester, we will focus on oceanography; we will learn about plate tectonics, water chemistry, waves, tides, and currents - all of the chemical and physical features of the oceans that in turn affect the biological features of the oceans. During the second semester, we will focus on the various forms of life found in oceans from microbial to marine mammals. We will learn about various kinds of marine ecosystems, and explore our environmental impacts on the oceans. An ongoing focus throughout the year will be the impacts of climate change on the oceans. Case studies and current marine and estuarine events will be discussed. This course will consist of outreach with Belle Isle Marsh or other citizen science projects and will be academically rigorous. This course will conduct several dissections including; sandworm, hydra, mollusk, and dogfish shark, and other lab investigations.

### **PHYSICAL SCIENCE (Non-CP)**

**Grade 9**

**Year Course**

**Criteria for Passing:** Students must maintain a notebook. Students must also earn at least 60% of the total points possible.

An introductory course providing essential groundwork for advanced courses. The topics studied include: the Scientific Method, astronomy (solar system and the stars), geology (rocks, minerals, fossils, geological history and plate tectonics), meteorology (atmosphere and weather), water resources, the environment and earth resources, chemistry (matter), energy, electricity, magnetism, sound and light waves, and technology. This course meets the one year physical science requirement for a diploma. This course does not fulfill A-G requirements.

## **DEPARTMENT/SUBJECT: SOCIAL SCIENCE**

### **Pacheco High School Graduation Requirements for Social Science:**

A minimum of six semesters (30 units and 35 recommended) of Social Science are required in order to earn a diploma. These courses are generally taken in the following sequence:

- Grade 9: Pre-AP World History and Human Geography or AP Human Geography
- Grade 10: World History or Advanced Placement European History
- Grade 11: United States History or Advanced Placement United States History
- Grade 12: American Government and Economics or Advanced Placement American Government and Advanced Placement Economics

### **Pre-AP WORLD HISTORY AND HUMAN GEOGRAPHY**

#### **Grade 9**

Year Course

Pre-AP World History and Geography focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. As a part of developing student skill sets, Pre-AP World History and Geography focuses on teaching students to evaluate evidence, explain historical and geographic relationships and how to properly incorporate evidence to support arguments. These skills are developed alongside content studies in the following areas: One unit of Geography and three World History units covering the classical, post-classical, and early modern eras.

### **AP HUMAN GEOGRAPHY (AP) (CP)**

#### **Grade 9-12**

Year Course

**Prerequisites: AP Application Required**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

### **ADVANCED PLACEMENT EUROPEAN HISTORY (AP) (CP)**

#### **Grades 10 - 12**

Year Course - **AP Application Required**

**Prerequisite:** Permission of the instructor is required

This is a one-year course that fulfills the state graduation requirements in Social Science at the 10th grade level. Sophomores may take this course in place of World History or it may be taken concurrently with World History as an elective. This course may be taken at the 11th or 12th grade level as an elective. The course is an intensive course in the history of Europe. It prepares the student to take the Advanced Placement Test administered by the College Board.

### **ETHNIC STUDIES (CP)**

#### **Grades 9-12**

**Description coming soon.**

### **WORLD HISTORY (CP)**



## **Grade 10**

### **Year Course**

This course will include a review of Geography and Ancient Medieval History. In this review, topics include, but are not limited to, the birth of civilizations: Greek, Roman, African, Chinese, Indian, and the Middle East. Subjects to be covered in the regular curriculum include units on: The Transition to Modern Times, The Rising Tide of Revolution, Industrialization and its Impact, Western Imperialism, Civilization in Crisis, and the Contemporary World.

## **ADVANCED PLACEMENT UNITED STATES HISTORY (AP) (CP)**

### **Grades 11 or 12**

#### **Year Course - AP Application Required**

**Prerequisites:** A student must be at junior or senior standing. Permission of the instructor is required.

This is a one year course that fulfills the state graduation requirements in Social Science at the 11th grade level. It may be taken in place of United States History. The course may be taken at the 12th grade level as an elective. The course is an intensive course in the history of the United States. It prepares the student to take the Advanced Placement Test administered by the College Board.

## **UNITED STATES HISTORY (CP)**

### **Grade 11**

#### **Year Course**

This is a survey course in U.S. History. In this course the student will examine major turning points in American history. During the year some themes that are emphasized are: 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 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.

## **ADVANCED PLACEMENT AMERICAN GOVERNMENT (AP) (CP)**

### **Grade 12**

#### **Semester Course - AP Application Required**

**Prerequisites:** A student must be at senior standing. Permission of the instructor is required.

Advanced reading and writing skills are strongly recommended in order for a student to do well. This is a one semester course that fulfills the state graduation requirements in Social Science at the 12th grade level. It may be taken in place of the American Government course. The course is offered only to students at the 12th grade level. The course is an intensive course that examines the structure and how the government of the United States functions. The course prepares the student to take the Advanced Placement Test administered by the College Board.

## **ADVANCED PLACEMENT ECONOMICS (AP) (CP)**

### **Grade 12**

#### **Semester Course - AP Application Required**

**Prerequisites:** Students must be in senior standing. Permission of the instructor is required.

Advanced reading and writing skills are strongly recommended in order for a student to do well. This is a semester course that fulfills graduation requirements in Social Science at the 12th grade level. It may be taken in place of the Economics course. The course is an intensive course that examines the structure and function of the United States economy. The course prepares the student to take the Advanced Placement Test administered by the College Board.

## **AMERICAN GOVERNMENT/ECONOMICS (CP)**

**Grade 12**

Year Course

American Government: A one-semester course to fulfill state graduation requirements in Federal, State and Local Government.

Economics: A one-semester course to fulfill state graduation requirements in Economics.

## **PSYCHOLOGY AND LIFE (CP)**

**Grades 11-12**

Semester

This is a survey course to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Primary focus is on providing students with information about the processes that make the external world accessible to internal processing.

## **AP PSYCHOLOGY (AP) (CP)**

**Grades 11-12**

Year Course-**AP Application Required**

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

## **CRIMINAL JUSTICE (CP)**

**Grades 11-12**

Year Course

Introduction to Criminal Justice is dedicated to the history and philosophy of the justice system in America, as well as the understanding of the American Legal System and its impact on every American's life. Students will study the justice system of local, state, and national government and administrative agencies. Within the justice system students will analyze role expectations and interrelationships, theories of crime, punishment, and rehabilitation. Through the study of basic law, students will develop critical thinking skills. Students will apply legal concepts to current real-world social problems and anticipate the social problems of tomorrow.

## **SOCIOLOGY (CP)**

**Grades 11-12**

Year Course

Students of Sociology engage in an exploration of that social science devoted to studying people and their life in groups. In this course students will examine how people behave in groups and how group interaction shapes both individual and group behaviors. They will analyze the rules, organizations, and value systems that enable people to live together.

### **DEPARTMENT/SUBJECT: SPECIAL SERVICES**

The Special Services Department within the Los Banos Unified School district is committed to providing support for our students with disabilities through an individually designed education plan. A wide range of services are offered through a variety of school, district, and county personnel based on the student's disability and special needs. Types of services offered include: intervention, regular education classroom support, specialized academic instruction, vocational training, consultation/collaboration, and designated instructional support. For more information about programs and services being offered for students with disabilities, please contact an administrator at Pacheco High School (209) 827-4506.

#### **ELECTIVE ENGLISH-C**

**Grades 9-12**

Year Course

This is an academic support course designed to help students on IEPs. Students strengthen academic skills through individualized and small group instruction utilizing assignments from General Ed. Courses. Strategies in note taking, reading comprehension, test taking, organization and time management are examples of skill students will acquire.

The purpose of this class is to provide students with monitoring and individual assistance on class and homework assignments from their other academic classes. This course is also for students who need to improve their study skills. By practicing these skills; use of a daily planner, self-monitoring techniques, reading strategies, test taking tips, note taking and communication, each student will experience better overall academic success.

#### **ELECTIVE MATH-C**

**Grades 9-12**

Year Course

This is an academic support course designed to help students on IEPs. Students strengthen academic skills through individualized and small group instruction utilizing assignments from General Ed. Courses. Strategies in note taking, reading comprehension, test taking, organization and time management are examples of skill students will acquire.

The purpose of this class is to provide students with monitoring and individual assistance on class and homework assignments from their other academic classes. This course is also for students who need to improve their study skills. By practicing these skills; use of a daily planner, self-monitoring techniques, reading strategies, test taking tips, note taking and communication, each student will experience better overall academic success.

#### **VOCATIONAL ED (Special Day Class)**

English, Math, Social Science, Science, Skills

**Grades 9-12**

Year Course

These courses are designed to provide an appropriate educational environment for the student with special needs who is not able to function in the regular classroom and who meets the eligibility requirements for a Special Day Class program. Basic academic subjects and vocational skills are taught on an individually prescribed basis. Classroom curriculum classes are based upon the core curriculum and its guidelines for special education.