

# TRAILBLAZER



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Designed By  
Emilio Johnson

## Community of Oakdale & Stakeholders of OJUSD:

I am honored to be the Superintendent of Oakdale Joint Unified School District. We as a District, are very fortunate to have a strong community such as Oakdale supporting endeavors specifically focused on providing an educational experience that is unparalleled in the surrounding areas. As we have progressed through different times recently, our teaching, classified, and administrative staff have worked diligently to create success for our students. As successful as we have been during the 2022-2023 school year, we are positioned for higher achievements in 2023-2024.

Concrete research in the field of education has indicated the most effective factor for student learning is the teacher, specifically related to instruction. Along with the support and guidance of excellent site administrators, our teachers strive to provide a meaningful learning experience to each and every student despite the obstacles that we are faced with at this time. From transitional kindergarten classes to the Advanced Placement courses at our high school, our teachers are highly trained to keep students involved and accountable for the material presented. IS4 is OJUSD's instructional framework providing a structure of specific teaching strategies that all teachers are trained to use and all administrators are trained to assess and support.

Additionally, our staff aims to find specific academic needs and address those needs as well as give students the required knowledge and skills in order to be successful at the next level. The online program i-Ready, has been implemented at our elementary schools and has been incredibly useful for our teachers. The program identifies specific strengths and needs of each student. The program can assist with creating intervention groups for the teachers and provides learning materials specific to that area of need. This tool has been very useful for teachers as they collaborate on instruction.

Another avenue that OJUSD takes to ensure that students are acquiring the right skills in order to be successful at the next level is the District's focus on College and Career readiness. This allows students, as they decide on their next steps in life, to have more of a focus towards college or towards a career. Oakdale High School offers a multitude of courses for students who want to pursue college after 12th grade, and it offers skill-based training, including but not limited to, an excellent agricultural program highlighted by our outstanding school farm.

The OJUSD Board of Trustees is very proud of the path they have helped establish for the District. They have set high standards, and we continue to meet their expectations. We will continue to work to provide a meaningful curriculum presented by highly trained educators who are willing to address current needs in order to ensure that your children are prepared for their futures.

If you have any questions, please do not hesitate to contact me. I am excited as to what the future will present to us and confident that our staff is ready to provide great instruction and support for all of our students.

Sincerely,

Dave Kline



<http://www.oakdalehigh.com/>

## From The PRINCIPAL

Welcome to the 2023-24 Trailblazer. This course catalog serves two purposes: helping with registration decisions for the 2023-2024 school year and providing parents and students with information about graduation requirements, college entrance requirements, course information, and course sequences.

### 7-Period Day

All students are required to take at least a six-period schedule. An early consideration in choosing classes for 2023-2024 is whether students will take advantage of the 7-period day. The 7-period day gives students the opportunity to enrich their educational experiences by taking one extra class. This provides students the opportunity to experience subjects and activities they might not otherwise attempt or receive assistance in an area in which they struggle. Students who need to make up credits toward graduation should consider a 7-period schedule. Students who function better by starting class later in the morning may choose a period 2-7 schedule. Busses do not arrive for period 2; therefore students selecting a 2-7 schedule would need their own transportation to school for second period.

Because athletic practice sometimes begins during period 7, 7th period class may not be an option for athletes. Seniors behind in credits may be required to take a seven period day to earn additional credits toward graduation. Parents and students should be aware that if they select the 7th period option they will not be able to opt out after school starts because staff allocation and assignments will have already been contracted. For more information about the 7-period day, please call the Counseling Office at (209) 848-7111.

Students should do homework each night, turn in their assignments, and apply themselves to the academic content we offer. Students need the support of their parents. Encourage your child to use some kind of Tracker/Organizer regularly. Students should be writing their assignments as well as any upcoming assignments/quizzes/tests in the Tracker daily. Set aside time for homework each day – even if your student says he/she has no homework. If progress reports show less than satisfactory results, clamp down. Students having trouble in a class should take advantage of opportunities for extra help. All of our teachers will help during their office hours or by appointment. For course sign-ups, please call the school at (209) 847-3007 or the Oakdale High School Counseling Office at (209) 848-7111.

Mike Moore  
Principal



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## Board of Trustees

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# Oakdale Joint Unified School District

## CORE VALUES

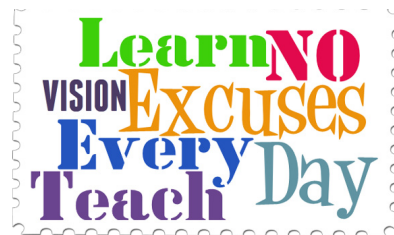
We believe all students and staff should . . .

- Achieve Excellence in All School Endeavors
- Lead Courageously
- Enact Justice on Behalf of Others
- Accept Responsibility for Their Actions
- Maintain Safe Schools and Positive Learning Environments for All

## STUDENT GOALS

Every student will . . .

- Demonstrate academic growth as measured by the local Common Formative Assessment System and CAASPP (California Assessment of Student Performance and Progress).
- Improve his/her academic performance each year.
- Be able to read at grade level by the end of 3rd grade.
- Demonstrate K-8 math fluency and proficiency in critical areas of focus to prepare students for increased rigor of Integrated Common Core Math in high school.
- Identify a career interest and develop an action plan for pursuing that career by the end of the 8th grade.
- Meet the District's rigorous and relevant standards for graduation.



\*\*The phrase "No Excuses" is in direct relationship to the teaching/learning dynamic. (Board Approved 1/13/14)

## Oakdale High School

Oakdale High School takes **PRIDE** in becoming lifelong learners. Preparing **Responsible Students In a Diverse** environment while aiming for **Excellence**.

Oakdale High School Mustangs students will be:



Ready for college and career opportunities upon graduation



Engaged learners achieving academic growth



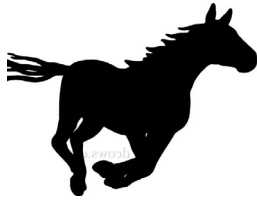
Demonstrate active participation within the school community, in both academics and extra-curricular activities.

## TITLE IX ASSURANCES

We wish to inform all individuals and organizations that Oakdale High School, in compliance with Title IX regulations, does not discriminate on the basis of race, national origin, sex or handicap.

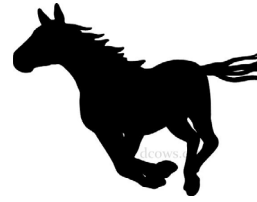
Dave Kline, Ed. D.  
Deputy Superintendent, Human Resources  
District Title IX Coordinator  
168 South 3rd Street  
Oakdale, CA 95361  
Phone: (209) 848-4884

Larry Mendonca  
Assistant Superintendent, Pupil Services and Facilities  
District 504 Coordinator  
168 South 3rd Street  
Oakdale, CA 95361  
Phone: (209) 848-4884



**Principal**  
Mike Moore

**Vice-Principals**  
Shannon Kettering  
Diane Kline  
Joni McGinnis



**Counseling Office**  
(209) 848-7111

Counselor (A-D)  
Counselor (E-H) and English Learners  
Counselor (I-Q)  
Counselor (R-Z)  
Registrar  
Counseling Secretary  
Career Technician

Nancy Morales  
Esperanza Jackson  
Davia Kirkpatrick  
Jill King  
Katy Cooke-Chubon  
Yolanda Taylor  
Lisa Jones

School Nurse  
Health Clerk  
Mental Health Clinician  
School Psychologist

**Health Services**  
(209) 848-7193 or (209) 848-7184  
(209) 848-7193 or (209) 848-7184

Dawn Shaffer  
Brandi Hardman  
Amanda Stepp  
Patrick Hanks

Principal's Secretary  
Vice-Principal's Office  
Bilingual Secretary  
Attendance Secretary  
Attendance Secretary

**Main Office**  
(209) 847-3007  
(209) 848-7104  
  
(209) 847-0373

Becky Simoncini  
Heather Vieira  
Rosie Ortiz  
Linda Martinez  
Maria Cobarruvias

Library Technician  
Account Clerk  
Bookkeeper  
Cafeteria

**Student Services**  
(209) 847-3007  
(209) 848-7101 or (209) 848-7102  
(209) 848-7101 or (209) 848-7102

Nicole Benbow  
Debbie Baize  
Lisa Lewis  
Sherri Medeiros

*All staff members can be reached via email.  
First initial and the last name @ojusd.org*

# **ACADEMIC INFORMATION**

## **GRADES AND CREDITS**

Each school year is divided into two semesters and four quarters. Progress Reports are issued each quarter and midway through each quarter and serve as a warning to students who have a grade below C minus. Quarter grades and semester grades are used to calculate eligibility. Semester grades appear on permanent records.

For each class passed, students earn five credits per semester (10 per year). In order to graduate in four years, students should earn 60 credits per year and at least 230 by graduation time. Refer to the table on page 4 for specific graduation requirements.

## **SEMESTER EXAM POLICY**

All students must be given a final (semester) exam. No semester exams may be given early without permission from the Principal for special reasons.

If a student is absent for the semester exam, the teacher will contact the Attendance Office to confirm if the student has been excused for illness and calculate the semester grade using a zero for the semester exam. For semester exams mid-year, the student would then have no more than two weeks to make up the missed exam upon return to school in January. For second semester exams, the student would be required to make up the exam during summer with the Summer School Principal. After making up exams missed because of illness, the semester grade would then be recalculated by the teacher and submitted to the Registrar.

Students leaving school for family vacations prior to the end of a semester will not be given semester exams early. Teachers will calculate their grades with a zero on the semester exam.

Short-term Independent Study is not permitted during the first two weeks and last two weeks of a semester.

## **AERIES STUDENT INFORMATION SYSTEM - PARENT PORTAL**

Aeries.net Parent Portal is designed to allow parents and students access to their own information (i.e. grades and attendance). This information is only accessible by knowing the student's ID number, telephone number, and verification code. By setting up an account and/or logging onto the parent portal, you agree to abide by district rules and regulations. Please contact Oakdale High School's Counseling Office at (209) 848-7111, to obtain access to the Aeries Parent Portal.

## **CREDIT/NO CREDIT OPTION**

A student may enroll in elective courses (0 period, 7th period and/or 8th period athletics only) on a Credit/No Credit basis. An elective course is a course that is not taken to meet a specific graduation requirement.

- The Credit/No Credit option may only be exercised if the student is concurrently enrolled in six 5 credit courses for which a letter grade will be issued.
- A maximum of 30 credits of Credit/No Credit course work may be applied to the 230-credit graduation requirement.
- The student is cautioned that colleges and universities may decline to consider course work completed on a Credit/No Credit basis when evaluating the transcript of an applicant for admission.
- Class changes to Credit/No Credit must be completed during the first 15 days of each semester.

## THE REGISTRATION PROCESS AND SCHEDULE CHANGES

Registration for classes is a yearlong process. Counselors meet individually with freshmen, sophomores, and juniors, and seniors to develop career goals, educational goals, and a four-year plan. Each student with the assistance of a counselor will make course requests for the next year that best matches the student's career and educational goals. The student and counselor will also discuss graduation requirements, college requirements, and student progress toward meeting these requirements.

In the spring, class rosters will be printed in order for teachers to make placement recommendations in the areas of science, math, foreign language and other courses that have prerequisites. Students are given a copy of their course requests. At that time, they are able to request changes to their electives and also to discuss questions related to course recommendations with their teachers and parents. Parents are to sign the copy and return it to the Counseling Office for processing. At this time, parents should phone the Counseling Office with any questions regarding course requests relative to graduation and college eligibility requirements.

Once the school receives the signed course request forms back from the students, construction of the school's master schedule begins. This process involves arranging the appropriate number of sections (classes) for the courses requested so as to maximize the opportunity for each student to get their requested courses. The master schedule process is typically completed near the end of the school year then adjusted as personnel changes occur.

In August, students will pick up their completed schedules at Round-Up and once again have the opportunity to request changes to their schedules before school begins. Before school starts, counselors will attempt to make appropriate student requested changes until class size limits are met or class sizes are leveled. In requesting changes, students should be aware of graduation and college eligibility requirements.

**Schedule changes within the first six weeks will be considered if a student is misplaced in a core academic class (i.e. a student has been placed in Math II and should be in Math I). Any other schedule change requests will be considered after the student has met the following criteria:**

- 1) Parent needs to make contact with teacher and counselor as soon as the problem develops.**
- 2) Student needs to attend office hours twice a week for a minimum of three weeks.**
- 3) Documentation from parent verifying that a minimum of thirty minutes per day has been used as study time for the problem class.**
- 4) Upon verification of steps 1-3, a parent, teacher, counselor student conference with the Vice-Principal will be held to ascertain whether all avenues have been exhausted.**
- 5) If conference parties agree that a schedule change is needed, the student may be transferred if space is available.**

**Elective schedule change requests will only be accepted during the first six weeks of a semester without penalty. After that time, if a request is granted by administrative appeal, the Registrar will record a grade of "WF" (withdrawal failure) on the permanent transcript.**

# CREDIT RECOVERY AND ADVANCEMENT

## SUMMER SCHOOL

Students who fail a required class or fall behind in the number of credits needed for graduation should make up these deficiencies in summer school, if it is offered. Students may also use the 7-period schedule option to make up two semesters of a required class. Classes are filled in the order applications are received.

## EDGENUITY

Students who are at least 16 years of age have access to Edgenuity. Seats are filled on a first come, first serve basis with Seniors and Juniors having priority. Edgenuity is an online high school course program for students who are credit deficient, have impacted schedules, or seeking grade improvement. Students can take one course, per semester. Students are required to attend courses on-site one day a week for 3 hours. The rest of the course is expected to be completed by the students on their own time. Please see your counselor for an application that includes objectives, computer access expectations and student responsibility.

## COMMUNITY COLLEGE COURSES

Oakdale High School students can enroll in some of the courses offered through Columbia Community College and/or Modesto Junior College. Students should make an appointment with their high school counselor for more information on course offerings and the application process. Students can also visit [mjc.edu](http://mjc.edu) or [gocolumbia.edu](http://gocolumbia.edu) for more information.

### CTE Transitions: Articulated Courses with Modesto Junior College

Another way for students to earn college credit while attending Oakdale High School is to take classes that are designated 2 + 2 credit with Modesto Junior College. 2+2 classes are aligned with MJC curriculum, and students who pass these classes with grades of “B” or higher may earn MJC credit if they enroll at MJC within two years of taking the class. 2+2 classes include the following:

- CS Web Design                      Auto III
- Anatomy and Physiology
- Horticulture
- Floral Design I
- Ag Mech I and Adv Ag Mech

## ADVANCED PLACEMENT (AP) CLASSES

AP courses are college-level courses. These courses are much more rigorous than regular academic classes, and students who successfully pass the AP exams near the end of the school year earn credits at most colleges and universities. Students accepted for enrollment into these courses have demonstrated aptitude and/or outstanding achievement in one or more academic areas. Students are expected to do extensive work outside of class to support in-class activities. These courses receive the following grade points: A=5, B=4, C=3, D=1, F=0. Oakdale High School supports any student who wishes to accept the challenge of Advanced Placement (AP) courses. With that challenge comes certain expectations regarding the maturity and capability of enrolled students. Students should be motivated to take an AP class by an appreciation for the subject. Students who are over extended by academics and/or extracurricular activities should give careful consideration to whether they have time to devote to an AP class and/or to the number of AP classes that they can successfully complete. OHS suggests a maximum of two AP classes per semester. Students enrolled in Advanced Placement courses are expected to prepare for and take the Advanced Placement Examination offered for each AP course.

- |                               |   |
|-------------------------------|---|
| • AP European History         | • AP Studio Art                           |
| • AP United States History    | • AP Statistics                           |
| • AP Government and Economics | • AP Calculus AB                          |
| • AP Art History              | • AP Calculus BC                          |
| • AP Psychology               | • AP English III Language and Composition |
| • AP Biology                  | • AP English IV Language and Composition  |
| • AP Spanish                  | • AP Computer Science Principles          |
|                               | • AP Computer Science A                   |



### **ACADEMIC BLOCK “O” ELIGIBILITY**

In order for a student to qualify for an Academic Block “O”, he/she must have a 4.0 grade point average from the previous spring semester or the current fall semester.

### **RENAISSANCE PROGRAM**

Jostens Renaissance is a process that encourages academic excellence, improvement, and citizenship. It is the first and only national education-focused program created to recognize and reward the academic achievements of students. At Oakdale High School, students are able to earn a Renaissance card quarterly for their academic performance or improvement. Renaissance card levels are tiered and each offer different levels of rewards from classroom teachers and school spirit incentives. Card levels: Platinum Card = 4.0 or higher, Gold Card = 3.0-3.99, Red Card = 2.0-2.99 (no F's or Unsat. Citizenship).

### **ELIGIBILITY IN THE LOCAL CONTEXT**

The ELC program ensures that academically talented and deserving California resident students from all over the state have the opportunity to attend a UC. Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified students from among the top 9 percent of each participating high school. California high school students who are eligible in the statewide context or eligible in the local context and are not admitted to any campus to which they apply will be offered a spot at another campus if space is available. [ucop.edu/sas/elc/](http://ucop.edu/sas/elc/) For a specific college, a senior may request to have a transcript that reflects unweighted grades. If a senior would like to have an unweighted GPA transcript for a specific college, the student will need to contact their counselor. Please note that OHS uses a weighted academic grade point average for purposes of class rank and recognition of Valedictorian and Salutatorian.

## **RECOGNITION FOR ACADEMIC PERFORMANCE**

### **OJUSD QUALIFICATION FOR VALEDICTORIAN AND SALUTATORIAN**

Criteria: All conditions below are the determining basis for the selection of the Valedictorian and Salutatorian at Oakdale High School.

- The Valedictorian will be recognized as the student(s) who has the highest weighted academic GPA. The student with the second highest weighted academic GPA will be the Salutatorian.
- In order to qualify for the Valedictorian or Salutatorian, students must complete a minimum of three AP courses and must physically attend a full schedule of classes on a daily basis on the Oakdale High School campus.
- The GPA for Valedictorian and Salutatorian will be based on the first 7 semesters of grades. A student must have completed 5 of the first 7 semesters at Oakdale High School in order to be considered for Valedictorian or Salutatorian at OHS.
- If two or more students tie for Valedictorian, there will be no Salutatorian. The individuals tied for the distinction will be recognized as “Co-Valedictorians.”

### **GRADUATING WITH HONORS**

In order for a student to graduate with Honors Designation, he/she must have an overall GPA of:

3.25 – 3.49 = Honors

3.50 – 3.74 = High Honors

3.75 & above = Highest Honors

GPA is based on first 7 semesters.

### **WEIGHTED GRADES**

Grades points in traditional classes are A=4, B=3, C=2, D=1, F=0. AP classes earn weighted grade points for A-C grades—A=5, B=4, C=3, D=1, F=0.

### **UNWEIGHTED GPA TRANSCRIPT REQUEST**

For a specific college, a senior may request to have a transcript that reflects unweighted grades. If a senior would like to have an unweighted GPA transcript for a specific college, the student will need to contact their Counselor. Please note that OHS uses a weighted academic grade point average for purposes of class rank and recognition of Valedictorian and Salutatorian.

## CALIFORNIA SCHOLARSHIP FEDERATION (CSF) ELIGIBILITY

1. You must earn a minimum of 10 points from last semester's grades.
  - a. The first 4 points must be from LIST I. (unless you are a senior applying for membership in February or June).
  - b. The first 7 points (including the four points described in above) must be from LISTS I and II.
  - c. The remaining points may come from any list (I, II or III).
2. You must use no more than 5 courses to qualify.
3. No CSF points are given for physical education, courses taken in lieu of physical education, subjects repeated to improve a grade, courses involving clerking and office/teaching assisting, and courses taken on a pass/fail basis.
4. CSF points are granted as follows:
  - a. A grade of **A = 3 CSF Points**
  - b. A grade of **B = 1 CSF Point**
  - c. One additional point shall be granted for a grade of A or B in an AP course, up to a maximum of two such points per semester.
  - d. A grade of **C = 0 CSF Points**
  - e. A grade of D or F in any course, even in one you cannot use to qualify, disqualifies you from membership at this time.
5. Semester membership is based on work done in the **previous** semester. (Under very limited circumstances summer school may also be used; you should check with your adviser before listing any summer school work.)
  - a. You must reapply each semester.
  - b. Please pick up an application/list from the CSF Advisor, Mr. Rapisura.

## HELPFUL WEBSITES FOR ACADEMIC PLANNING

**Oakdale High School Website:** [oakdalehigh.com](http://oakdalehigh.com)

**Cal State Apply:** <https://www2.calstate.edu/apply> - assists students in planning for college, in selecting the appropriate CSU campus to attend, in planning how to finance their education, and in applying for admission

**CollegeBoard** - [collegeboard.org](http://collegeboard.org) - SAT registration, practice test, admission tickets. Students can also conduct a college search by narrowing down different fields and criteria

**Common Application:** [commonapp.org/](http://commonapp.org/) - an undergraduate college admission application that applicants may use to apply to any of nearly 700 member colleges and universities in 48 states and the District of Columbia, as well as in Canada, China, and many European countries.

**ACT Information:** [actstudent.org](http://actstudent.org) - ACT registration, practice test, admission ticket

**Federal Student Aid:** [fafsa.ed.gov](http://fafsa.ed.gov) - This is the Free Application for Federal Student Aid. This is the application that every college or university will use to determine financial aid

[universityofcalifornia.edu](http://universityofcalifornia.edu) - Find information about UC admissions policy and financial aid, determine your eligibility for admission, and apply for admission online

**NCAA Eligibility Center:** [web3.ncaa.org/ecwr3](http://web3.ncaa.org/ecwr3) - NCAA Clearinghouse - Students who are planning to play NCAA division I or II complete the NCAA eligibility form at this website.

**Dream Act:** <https://dream.csac.ca.gov/>

**Fast Web:** [fastweb.com](http://fastweb.com) - Scholarship search website.

**Big Future:** <https://bigfuture.collegeboard.org/> - browse majors and careers, explore career options, financial aid/scholarship information, and information on the redesigned SAT, also step-by-step college planning

**Mexican American Legal Defense and Educational Fund:** <http://maldef.org/> (Mexican American Legal Defense and Education Fund) - MALDEF strives to implement programs that are structured to bring Latinos into the mainstream of American political and socio-economic life; providing better educational opportunities; encouraging participation in all aspects of society; and offering a positive vision for the future.

**Western Interstate Commission for Higher Education:** <http://wiche.edu/wue> - If you are a resident of a WICHE state, you are eligible to request a reduced WUE tuition rate of 150% of the resident rate at more than 160 participating institutions in the West.

## DUAL ENROLLMENT

OJUSD policy supports Dual Enrollment when an equivalent course is not available at Oakdale High School.

OJUSD Board Policy 6143 Courses of Study -- not only identifies the core content for K-6 and 7-12 that must be provided but assurance by the district that a pathway is established supporting success for students within the core disciplines. Going outside OHS to a community college to 'replace' a course within the required courses of study at OHS disrupts the path and hence disrupts the course of study.

48800.

(a) The governing board of a school district may determine which pupils would benefit from advanced scholastic or vocational work. The intent of this section is to provide educational enrichment opportunities for a limited number of eligible pupils, rather than to reduce current course requirements of elementary and secondary schools, and also to help ensure a smoother transition from high school to college for pupils by providing them with greater exposure to the collegiate atmosphere. The governing board of a school district may authorize those pupils, upon recommendation of the principal of the pupil's school of attendance, and with parental consent, to attend a community college during any session or term as special part-time or full-time students and to undertake one or more courses of instruction offered at the community college level.

(b) If the governing board of a school district denies a request for a special part-time or full-time enrollment at a community college for any session or term for a pupil who is identified as highly gifted, the governing board shall issue its written recommendation and the reasons for the denial within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled board meeting that falls at least 30 days after the request has been submitted.

(c) A pupil shall receive credit for community college courses that the pupil completes at the level determined appropriate by the governing boards of the school district and community college district.

(d) (1) The principal of a school may recommend a pupil for community college summer session only if that pupil meets both of the following criteria:

(A) Demonstrates adequate preparation in the discipline to be studied.

(B) Exhausts all opportunities to enroll in an equivalent course, if any, at the pupil's school of attendance.

(2) For any particular grade level, a principal shall not recommend for community college summer session attendance more than 5 percent of the total number of pupils who completed that grade immediately before the time of recommendation.

(3) (A) Except as provided in subparagraph (B), a high school pupil recommended by the pupil's principal for enrollment in a course shall not be included in the 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) if the course in which the pupil is enrolled is part of a College and Career Access Pathways (CCAP) program established pursuant to Section 76004 in which a majority of the pupils served are unduplicated pupils, as defined in Section 42238.02, the course meets one of the criteria listed in clauses (i) and (ii), and the high school principal who recommends the pupil for enrollment provides the Chancellor of the California Community Colleges, upon the request of that office, with the data required for purposes of paragraph (5).

(i) The course is a lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University.

(ii) The course is a college-level, occupational course for credit assigned a priority code of "A," "B," or "C," pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence.

(5) On or before March 1 of each year, the Chancellor of the California Community Colleges shall report to the Department of Finance the number of pupils recommended pursuant to paragraphs (3) and (4) who enroll in community college summer session courses and who receive a passing grade. The information in this report may be submitted with the report required by subdivision (c) of Section 76002.

(6) The Board of Governors of the California Community Colleges shall not include enrollment growth attributable to paragraphs (3) and (4) as part of its annual budget request for the California Community Colleges.

(7) Notwithstanding Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 of Division 2, compliance with this subdivision shall not be waived.

B) The 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) shall apply to all physical education courses.

(4) (A) Except as provided in subparagraph (B), a high school pupil recommended by the pupil's principal for enrollment in a course shall not be included in the 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) if the course in which the pupil is enrolled is either of the following:

(i) A lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University.

(ii) A college-level, occupational course for credit assigned a priority code of "A," "B," or "C," pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence.

(B) The 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) shall apply to all physical education courses.

(5) On or before March 1 of each year, the Chancellor of the California Community Colleges shall report to the Department of Finance the number of pupils recommended pursuant to paragraphs (3) and (4) who enroll in community college summer session courses and who receive a passing grade. The information in this report may be submitted with the report required by subdivision (c) of Section 76002.

(6) The Board of Governors of the California Community Colleges shall not include enrollment growth attributable to paragraphs (3) and (4) as part of its annual budget request for the California Community Colleges.

(7) Notwithstanding Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 of Division 2, compliance with this subdivision shall not be waived.

(e) Paragraphs (3) to (6), inclusive, of subdivision (d) shall become inoperative on January 1, 2027.

(Amended by Stats. 2019, Ch. 784, Sec. 1. (AB 1729) Effective January 1, 2020.)



## 4- YEAR PLANS

Minimum Graduation Recommended Schedule	Career Technical Education Recommended Schedule	Minimum CSU/UC Recommended Schedule	Competitive College Recommended Schedule
8th (Math) Math 8	8th (Math) Math 8	8th (Math) Math 8 or Math I	8th (Math) Math I
<b>9th Grade</b> English I Math I Bio and Living Earth or Ag Bio and Living Earth General PE Frosh Computer Sci Discovery/ Health Elective  <i>60 credits</i>	<b>9th Grade</b> English I Math I Bio and Living Earth or Ag Bio and Living Earth General PE Frosh Computer Sci Discovery/ Health Visual and Performing Arts  <i>60 credits</i>	<b>9th Grade</b> English I Math I , Math II, or Math A Bio and Living Earth General PE Frosh Computer Sci Discovery/ Health Visual and Performing Arts  <i>60 credits</i>	<b>9th Grade</b> English I/English I Accl Math II Accl Bio and Living Earth or Ag Bio and Living Earth General PE Frosh Computer Sci Discovery/ Health Language other than English (1st year)  <i>60 credits</i>
<b>10th Grade</b> English II Math II or Exp. Geo./Math II Chem in the Earth System or Ag Chem in Earth System PE World History Visual and Performing Arts  <i>60 credits</i>	<b>10th Grade</b> English II Math II or Exp. Geom Chem in Earth System or Ag Chem in Earth System PE World History Language other than English (1st year)  <i>60 credits</i>	<b>10th Grade</b> English II Math II , Math III, Math II Ac- cel, or Math III Accel, Math B Chem in Earth System or Ag Chem in Earth System PE World History Language other than English (1st year)  <i>60 credits</i>	<b>10th Grade</b> English II/English II Accl Math III Accl Chem in Earth System or Ag Chem in Earth System World History /AP Euro His- tory Language other than English (2nd year)  <i>60 credits</i>
<b>11th Grade</b> English III Math III US History Electives (30 credits)  <i>60 credits</i>	<b>11th Grade</b> English III Math III Anatomy and Physiology or Physics US History Language other than English (2nd year)Elective (CTE)2  <i>60 credits</i>	<b>11th Grade</b> English III Math III, Math 2, AP Stats or Pre-Cal, AP Calc AB Anatomy and Physiology or Physics US History Language other than English (2nd year) Elective  <i>60 credits</i>	<b>11th Grade</b> AP English Language and Composition Pre-Cal, AP Calc AB or AP Statistics Physics or Anatomy and Physiology US History/AP US History Language other than English (3rd year)* Visual and Performing Arts  <i>60 credits</i>
<b>12th Grade</b> English IV American Govt/Econ or Ag Govt/Econ Electives (40 credits)  <i>60 credits</i>	<b>12th Grade</b> English IV AP Bio American Govt/Econ or Ag Govt/Econ Electives (CTE)2  <i>60 credits</i>	<b>12th Grade</b> English IV Pre-Calculus, Finite Math, AP Calculus AB or BC, AP Statis- tics, Math 3 Anatomy and Physiology or Physics or AP Biology American Gov/Econ or Ag Govt/Econ Language other than English (3rd year) Elective (a-g or AP)  <i>60 credits</i>	<b>12th Grade</b> AP English Literature and Composition AP Calculus AB, AP Calculus BC, AP Statistics Anatomy and Physiology or Physics or AP Biology AP Government/ Economics Language other than English (4th year or AP) Elective (a-g or AP)
<b>Total Credits 230</b>	<b>Total Credits 230</b>	<b>Total Credits 230+</b>	<b>Total Credits 230+</b>

<sup>1</sup> These are CDE recommended courses, but students may complete CTE programs having completed many fewer courses.

<sup>2</sup> Specific courses depend on CTE area of focus.

<sup>3</sup> Recommended by the University of California.

<sup>4</sup> When creating high school action plan please consult the admissions department of the post secondary school, college or university that you wish to attend and become familiar with their entrance requirements. Admission requirements vary from school to school.

## *Educational Resources*

### OAKDALE HIGH SCHOOL GRADUATION AND A-G REQUIREMENTS UNIVERSITY ADMISSION REQUIREMENTS

Subject Requirement	O.H.S Graduation Requirements	A-G Requirements Cal State University University of California
Social Studies (A)	<ul style="list-style-type: none"> <li>3 years / 30 credits</li> <li>World History</li> <li>US History</li> <li>US Government/Economics or Ag Gov/ Econ</li> </ul>	2 years / 20 credits World History US History US Government
English (B)	<ul style="list-style-type: none"> <li>4 years / 40 credits</li> </ul>	4 years / 40 credits English I, II, III, and IV
Math (C)	<ul style="list-style-type: none"> <li>3 years / 30 credits</li> <li>Must include: Math I, Math A and B, or Math A and B Skills</li> </ul>	3 years / 30 credits <b>4 years recommended</b> Math I Math II Math III or Math A, B, 2, 3
Science (D)	<ul style="list-style-type: none"> <li>2 years / 20 credits</li> <li>Biology and the Living Earth/Ag Biology and the Living Earth</li> <li>Chemistry in the Earth System/Ag Chem in the Earth System</li> </ul>	2 years / 20 credits (Lab Science) <b>3 years recommended</b> <ul style="list-style-type: none"> <li>Biology and the Living Earth/Ag Biology and the Living Earth</li> <li>Chemistry in the Earth System/Ag Chem in the Earth System</li> <li>Ana/Phys, Physics, or AP Bio</li> </ul>
Foreign Language (E)	<ul style="list-style-type: none"> <li>None</li> </ul>	2 years / 20 credits of same language <b>3 years recommended</b> Spanish I and II OR French I and II
Visual/Performing Arts (F)	<ul style="list-style-type: none"> <li>1 year / 10 credits</li> <li>Any V/P Art course</li> <li>Any CTE course</li> </ul>	1 year / 10 credits An approved V/P Art course from A-G approved list
Electives (G)	<ul style="list-style-type: none"> <li>7 courses / 70 credits</li> </ul>	1 year / 10 credits All courses listed under A-G with exception of math or V/P Art courses, plus approved A-G courses listed under "G"
Physical Education	<ul style="list-style-type: none"> <li>2 years / 20 credits</li> </ul>	None
Health/Computers	<ul style="list-style-type: none"> <li>2 courses / 10 credits</li> </ul>	None
Exams		UC and CSU no longer use SAT/ACT in their admissions process
	Total Credits = 230	

## NCAA ELIGIBILITY

[web3.ncaa.org/ecwr3](http://web3.ncaa.org/ecwr3)

During the 2023 NCAA Convention, Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for student-athletes who initially enroll full time on or after August 1, 2023. The vote was based on the recommendation from the Standardized Test Score Task Force, a specialized group charged with reviewing initial-eligibility requirements as part of the NCAA's eight-point plan to advance racial equity.

Among other requirements, college-bound student-athletes planning to compete at an NCAA Division I or II school are still required to have a 2.3 (DI)/2.2 (DII) grade-point average in 16 NCAA-approved core-course units and provide proof of high school graduation.

### DIVISION I

If you plan to attend a D1 school, you must complete 16 NCAA-approved core courses in 8 academic semesters or 4 consecutive academic years from the start of the 9th grade. Ten of the core courses must be completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science. These courses/grades are “locked in” at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition). Students must earn an SAT combined score or ACT sum score that matches your core-course GPA (min. 2300) on the D1 sliding scale.

### 16 Core Courses

- 4 years of English
- 3 years of math (Algebra I/Math I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

### DIVISION II

- 3 years of English.
- 2 years of mathematics (Math I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### History/Social Science

- AP European History
- AP Government and Politics United States
- AP United States History
- AP Psychology
- US Government
- Economics
- US History
- World History
- Ag Government
- Ag Economics
- Social Psychology

#### English

- AP English Language and Composition (III)
- AP English Literature and Composition (IV)
- English I
- English II
- English III
- English IV
- English I Accel
- English II Accel
- Creative Writing

#### Mathematics

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Finite Mathematics
- Pre-Calculus
- Math I
- Math I Accel
- Math II
- Math II Accel
- Math III
- Math III Accel
- Math A, B, C, D (.75 cr)
- AP Computer Science Principles
- AP Comp Sci A

#### Natural/Physical Science

- Anatomy & Physiology
- Physics
- Agri Science Earth
- AP Biology
- Biology and the Living Earth
- Chemistry in the Earth System
- Ag Biology and the Living Earth
- Ag Chemistry in the Earth
- Systems

#### Additional Core Courses

- AP Spanish Language
- French I - IV
- Spanish I -IV
- Spanish I and II for Span Spk

## UC/CSU A-G APPROVED COURSE LIST

### A. History/Social Science - 2 years required

AP European History  
AP Government and Politics United States  
AP United States History  
US Government  
US History  
World History  
Ag Government

### B. English - 4 years required

AP English Language and Composition (III)  
AP English Literature and Composition (IV)  
English I  
English II  
English III  
English IV  
English I Accel  
English II Accel

### C. Mathematics - 3 years required, 4 years recommended

AP Calculus AB  
AP Calculus BC  
AP Statistics  
Finite Mathematics  
Pre-Calculus  
Math I  
Math I Accl  
Math II  
Math II Accl  
Math III  
Math III Accl  
Math B, C, D  
AP Computer Science A

### D. Laboratory Science - 2 years required, 3 recommended

Anatomy & Physiology  
Physics  
AP Biology  
Ag Chemistry  
Biology and the Living Earth  
Chemistry in the Earth System  
Ag Biology and the Living Earth  
Ag Chemistry in the Earth System  
AP Computer Science Principles

### E. Language Other than English - 2 years required, 3 required

AP Spanish Language  
French I  
French II  
French III  
French IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish for Spanish Speakers I and II

### F. Visual & Performing Arts - 1 year required

Ceramics  
Advanced Ceramics  
Advanced Drama Music  
AP Art History  
AP Studio Art: 2-D Design  
Architecture II  
Band Marching and Symphonic  
Band Percussion (Drumline)  
Concert Choir  
Drawing I, Drawing II, and Drawing III  
Jazz Band  
Show Choir  
Visual Art I, Visual Art II, and Visual Art III  
The History of Art of Floral Design  
Fine Wood I

### G. Elective - 1 year required

AP Psychology  
Ag Economics  
Horticulture  
Economics  
Social Psychology  
Film as Literature  
Speech: Oral Interpretation/Performance  
CS Web Design  
Yearbook  
Creative Writing  
Student Leadership  
Medical Terminology



<b><i>University of California and California State University Important Facts</i></b>		
System	California State University (CSU)	University of California (UC)
Number of Campuses	23 Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Marcos, Sonoma, Stanislaus, Cal Poly Pomona, Cal Poly San Luis Obispo, California Maritime Academy	10 Berkeley, Davis, Irvine, Los Angeles, Merced, Santa Barbara, Santa Cruz, San Diego, San Francisco, Riverside  Note: San Francisco is not open to undergraduate admissions
Curriculum	Undergraduate programs are designed to provide a combination of theory and application necessary for graduate work or employment in one's chosen field of study.	Undergraduate programs are designed to prepare students for graduate and professional work.  Curriculum emphasizes theory and professional preparation.
Minimum Entrance Requirements for Freshmen	Admission offices at the 23 campuses use three factors to determine eligibility. Most applicants who are admitted meet the standards in each of the following areas: Specific high school courses (referred to as the "a-g" courses) Grades in "a-g" courses and test scores Graduation from high school Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants.	"a-g" subject requirements completed with C or better. At least 3.0 GPA and meet eligibility index; only UC approved courses calculated in GPA (grades 10-12).
College Entrance Exams	CSU will not use the SAT and ACT standardized tests for undergraduate admissions processes.	UC will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships.
College Entrance Exams Must Be Completed	SATs need to be completed by December (some campuses have a November deadline - please check with individual colleges) ACT's need to be completed by December (Some CSUs have an October deadline. Please check with each individual campus)	By December of senior year  Please refer to the <a href="http://universityofcalifornia.edu">universityofcalifornia.edu</a> website for testing updates as it related to COVID-19.
Degrees Offered	Four-year schools with graduate programs -- Various majors, depends on campus -- Pre-professional training -- B.A. and B.S. degrees -- Master's Degrees -- Teaching Credentials	Four-year schools with graduate and professional programs -- Various majors, depends on campus/research institution -- Pre-professional training -- B.A. and B.S. degrees Doctorates and professional degrees
Selectivity	CSU's admit roughly the top 30% of high school graduates. Impacted CSU's and majors are more selective.	UC campuses are more selective, attempting to admit roughly the top 12.5% of high school graduates.
Application Period	For fall admission: October 1 – November 30	For fall admission: October 1 – November 30
Application	Must apply to each campus individually through <a href="http://www2.calstate.edu/apply">www2.calstate.edu/apply</a>	Only one application for all UC's <a href="http://universityofcalifornia.edu">universityofcalifornia.edu</a>
Application Costs	\$70 per campus	\$80 per campus
Fee Waiver	Yes—eligible students can qualify for CSU fee waiver	Yes, part of the UC application

## ***Counseling Corner***

Our mission is to address the academic, personal/social and career needs of our students. Our goal is to get to know our students individually in order to better serve and prepare them for their secondary opportunities. As student advocates, we provide support and want to make sure students are aware of their options and making progress toward meeting their goals. We work with students, parents, teachers, administrators, and community organizations to ensure our students have the skills necessary to achieve their fullest potential in high school and beyond. Our proactive approach includes meeting with each student individually to discuss course options for the following year and post-secondary options. College and career classroom presentations, numerous parent nights, attending IEPs, SSTs, and 504 meetings and assistance in the college application process are just a few of the services we provide to our students. We maintain an open door policy and encourage our students and parents to contact us at any time. Please visit our website at [oakdalehigh.com/counseling](http://oakdalehigh.com/counseling).



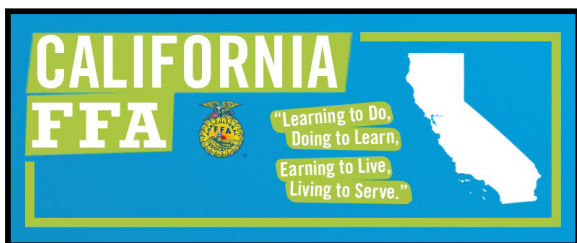
## ***Career Center***

Our High School is very fortunate to staff an office dedicated to our amazing OHS students, offering them the resources for various scholarship opportunities. We take pride in knowing that we give them multiple opportunities, such as volunteer work, Career Cruising instruction, tutoring options and computer access which is extremely helpful throughout their high school years. We encourage you to visit our web page often and check out the updated scholarship bulletins, volunteering, and part-time work opportunities! [oakdalehigh.com/careers](http://oakdalehigh.com/careers)

## **CLUBS AT OHS**

At Oakdale High School, students have many opportunities for students to extend themselves beyond the classroom. They are encouraged to learn lessons about teamwork, responsibility, commitment, and the rewards of hard work.

Art Club	Culture Cuisine	CSF	Model UN
Drama Club	Sports Psychology	ASB	FCA
FFA	French Club	Key Club	Pre-Med
The Alliance (GSA)	Teens United	Navy Seals	Rodeo
HYLC	Interact	Science	Dead Poets Society
	Anime	S-Club	Photography Club
Health and Wellness	NAMI		



## Oakdale Joint Unified School District Agriculture and Natural Resources Sector

Agriculture is an important and integral part of the OHS experience. Many of our students come from agriculture backgrounds. OHS has over 300 students taking Ag classes with many students having more than one Ag class. The Ag curriculum parallels the regular science curriculum. Freshmen may take Agriscience Earth (Earth Science), and sophomores may take Agriscience Biology (Life Science). These courses parallel the state curriculum and align with state standards. These courses also meet UC/CSU A-G entrance requirements in their respective areas. This will help Ag students do well on state tests.

Once students have the basics, they move on to other Ag electives. These elective include Floral Design, Leadership, Horticulture, and Advanced Ag Mechanics --where students learn to weld and to work on individual projects related to agriculture.

Due to funding requirements, students who sign-up for Ag classes are encouraged to participate in FFA. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education, hands-on supervised agricultural experiences and FFA, which provides leadership opportunities and tests students' agricultural skills.

### Course Offerings

- Ag Biology and the Living Earth
- Ag Chemistry in the Living Earth
- Intro to Ag Mech 14507
- Advanced Ag. Mech & Weld 14521
- Ag Welding and Fabrication 14557
- Floral Design I 14540
- Floral Design II 14541
- Horticulture 14570
- Ag Government/Economics 14595
- Animal Science

#### Student FFA Activities

Leadership  
Livestock Judging  
Ag Sales and Service  
Ag Mechanics  
Marketing  
Stanislaus County Fair  
Best Informed Greenhand  
Opening/Closing Ceremonies  
Proficiency Awards  
Creed Speaking  
Parliamentary Procedure  
Food Science  
Equine Science  
Ornamental Horticulture  
Vet Science  
Floriculture

#### Staff Members

Ed Hartzell  
Matt Marshall  
Isaac Robles  
Julie Schellhase

### Sample Pathways

Ag Bio and Liv Earth	Ag Chem in Earth Systems	Animal Science
Floral I	Floral II	Horticulture
Intro Ag Mech	Adv Ag Mech	Ag Weld and Fab

## AG BIOLOGY AND THE LIVING EARTH



**Credits:** 10  
CSF III

**Grade:** 9-12  
**UC/CSU:** D

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

**Prerequisite:**

## AG CHEMISTRY IN THE LIVING EARTH

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**Credits:** 10  
CSF III

**Grade:** 10-12  
**UC/CSU:** D

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

**Prerequisite:**

## ANIMAL SCIENCE

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**Credits:** 10

**Grade:** 11-12  
**UC/CSU:** D

This course will provide the student with principles in Animal Science focusing on the area of mammalian production, anatomy, physiology, reproduction, nutrition, respiration and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific discoveries of the future. There are ample opportunities for hands on class participation with animals in this class to enable students to demonstrate their knowledge of restraint, handling, behavior, etc.

**Prerequisite:** Students must be previously enrolled in another agriculture classes to take this class.

## FLORAL DESIGN (Introduction)

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**Credits:** 10  
CSF III

**Grade:** 10 – 12  
**UC/CSU:** F

Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.

**Prerequisite:** none

## FLORAL DESIGN II (Capstone)

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**Credits:** 10  
CSF III

**Grade:** 11 – 12  
**UC/CSU:**

In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.

**Prerequisite:** Successful completion of Floral Design I

## INTRODUCTION TO AG MECHANICS (Introduction)

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Credits: 10  
CSF III

Grade: 9-12  
UC/CSU:

This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, and electricity and plumbing. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.

Prerequisite:

## ADVANCED AG MECHANICS AND WELDING (Concentrator)

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Credits: 10  
CSF III

Grade: 10 – 12  
UC/CSU:

Students will develop skills in advanced woodworking, arc, mig, tig and oxy-acetylene welding, project design/construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.

Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

## AG WELDING & FABRICATION (Capstone)

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Credits: 20  
CSF III

Grade: 11 – 12  
UC/CSU:

This class is designed to give the students maximum shop time for building and repairing agriculture equipment and constructing other projects. Units of instruction are given in advanced aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design and ordering materials will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course.

**Prerequisite:** Successful completion of Advanced Ag Mechanics

## AGRICULTURE GOVERNMENT/ECONOMICS

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Credits: 10  
CSF I

Grade: 12  
UC/CSU: A (Gov)/  
G (Econ)

This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.

**Prerequisite:** Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

## HORTICULTURE

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Credits: 10  
CSF III

Grade: 9-12  
UC/CSU: G

This course will provide the student with theories and principals related to environmental and ornamental horticulture. This course is designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature.

**Prerequisite:**

## Course Offerings

- English I 11020
- English II 11030
- English III 11040
- English IV 11050
- English I Accelerated 11026
- English II Accelerated 11036
- AP English III Language & Composition 11046
- AP English IV Literature and Composition 11055
- English Language Development I 11070
- English Language Development II 11071
- English Language Development Assist I 11080
- English Language Development Assist II 11081
- Academic Language Development
- Creative Writing 11059
- Speech 11060
- Yearbook 11064
- Film as Literature 11068
- Academic Decathlon 11090

## Oakdale Joint Unified School District English Language Arts

The course of study for English classes at OHS has been carefully crafted to give students a variety of experiences, to improve skills, to further teach cultural literacy, and to prepare students for further education beyond high school.

### ENGLISH CURRICULUM

Students think and learn in many different ways. Some students are good at one thing and some another. One of the major strengths of OHS English is the variety of kinds of activities in which students can engage. A variety of activities give all students the opportunity to work in areas of strength – their best ways of learning. This gives them feelings of success enabling them to do better when working in areas of weakness, making for well-rounded, educated students.

## Staff Members

Ronald Brosowske  
Jon Byron  
Leigh Ann Gobel  
Jenny Humphrey  
Nathan Madsen  
Savannah Martin  
Chanel Martins  
Grant Miller  
Chris Perez  
Becky Williams  
Toni Zuk

## Sample Schedule

Freshman	Sophomore	Junior	Senior
English I	English II	English III	English IV
Eng I Accel	Eng II Accel	AP Eng III	AP Eng IV
ELD I	ELD II	English III	English IV

## Career Opportunities

Paralegal	Copywriter	Business	Government
Publishing	Advertising	Marketing	Writing
Editing	Journalism	Public Relations	Media



## ENGLISH I CP

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NCAA

Credits: 10  
CSF I

Grade: 9  
UC/CSU: B

The voyage of knowledge and enlightenment begins freshman year, with the exploration of growth and diversity. Experience the drama and challenge of youth through the eyes of Shakespeare's *Romeo and Juliet* and Scout's *To Kill a Mockingbird*. A variety of short stories and poems will be perused. All students will give either an informative or persuasive speech, and will complete a short research paper.

**Prerequisite:**

## ENGLISH II CP

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NCAA

Credits: 10  
CSF I

Grade: 10  
UC/CSU: B

During the sophomore year, travel to the four corners of the globe. Your itinerary will include a visit to treacherous ancient Rome, home of Julius Caesar, or a light hearted trip to Athens *In a Midsummer's Night Dream*; a guided tour of an isolated Pacific island where a group of young boys will encounter *The Lord of the Flies*; and a heartbreaking tour of the Russian Revolution and Nazi Germany with *Animal Farm* and *Night*; an extended stay in Arthurian England, where young men find their destiny at the Round Table. Several excursions through short stories and poetry will be made all year long. Students will make a return trip to speeches and term papers.

**Prerequisite:**

## ENGLISH III CP

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NCAA

Credits: 10  
CSF I

Grade: 11  
UC/CSU: B

The junior year is a journey through the corridors of American history. Reach into Edgar Allan Poe's grab bag of vivid imagery. Partake in a wild and memorable adventure down the Mississippi River with Huck Finn. Capture the excitement of the bootlegging brouhaha of the roaring 20's with Jay Gatsby. Experience the perils of the future in *Fahrenheit 451*. Day trips include visits to American short stories and poetry. Take a new look at speeches by delivering a multimedia presentation and an impromptu speech. Return once again to the pleasures of research.

**Prerequisite:**

## ENGLISH IV CP

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NCAA

Credits: 10  
CSF I

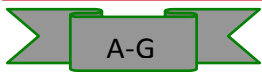
Grade: 12  
UC/CSU: B

As seniors, embark on an odyssey of the mind as we travel through time and space to a world of daring and intrigue. Beware the Monster Frankenstein. Travel the United States with Chris McCandless in *Into the Wild* and to a dystopian future with Winston in 1984. Sample the sensation of Shakespearean tragedy as we journey through Scotland in *Macbeth*; as seniors you will also enjoy the mythology of Ancient Greece, and a chance to demonstrate your debate skills

**Prerequisite:**

## ENGLISH I AND II ACCELERATED

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NCAA

**Credits:** 10

CSF I

**Grade:**

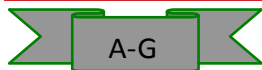
UC/CSU: B

These courses are optional excursions available to those English travelers who have mastered the ability to navigate these courses. These excursions cost more in terms of time and effort, but are certainly well worth the trip. All four courses are designed to progressively prepare students for the Advanced Placement exam, and focus on in-depth analysis of literature, expository writing, and class discussion. Courses available are Pre AP English I and II. Listen to the daily bulletin for test dates or check with your teacher. To remain in one of these classes, you must maintain at least a “C” grade.

**Prerequisite:** Entrance into these courses are based on taking a writing assessment on a specified date and by meeting the criteria outlined in the OJUSD GATE Handbook. Teacher recommendation/signature required.

## AP ENGLISH III-- LANGUAGE AND COMPOSITION

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Weighted

NCAA

**Credits:** 10

CSF I

**Grade:** 11

UC/CSU: B

This is a junior-level course designed to prepare students for the rigorous AP exam in May. The focus is on in-depth analysis of literature, expository and reflective writing, class discussion, grammar, and vocabulary development. American literature is studied in the course, generally following a chronological progression. Novels, plays, short stories, and some poetry are emphasized. Students are admitted based upon grades from the previous year, teacher recommendations, and an exam that measures writing and analytical skills. Summer work is also required to enroll in the course.

**Prerequisite:** Entrance into this course is based on taking a writing assessment on a specified date and by meeting the criteria outlined in the OJUSD GATE Handbook. Teacher recommendation/signature required.

## AP ENGLISH IV-- LITERATURE AND COMPOSITION

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Weighted

NCAA

**Credits:** 10

CSF I

**Grade:** 12

UC/CSU: B

This is a senior-level course designed to prepare students for the rigorous AP exam in May. The focus is on in-depth analysis of literature, expository and reflective writing, and class discussion. British literature is the primary focus, which includes plays, novels, and poetry. Students are admitted based upon grades from the previous year, teacher recommendations, and an exam that measures writing and analytical skills. Summer work is also required to enroll in the course.

**Prerequisite:** Entrance into this course is based on taking a writing assessment on a specified date and by meeting the criteria outlined in the OJUSD GATE Handbook. Teacher recommendation/signature required.

## ELA/ENGLISH LANGUAGE DEVELOPMENT I

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**Credits:** 10

CSF III

**Grade:** 9 - 12

UC/CSU:

ELA/ELD I is taken concurrently with ELD Assist I. In this two-period course, students at the emerging level are introduced to both communicative and academic vocabulary, covering language patterns, grammatical structures, and oral skills needed for everyday school and community settings. Coursework is aligned with the CCSS for ELA/Literacy and ELD Standard

**Prerequisite:** Non-English speakers, teacher signature required.



## ENGLISH LANGUAGE DEVELOPMENT ASSIST I

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
UC/CSU:

**ELD Assist I is taken concurrently with ELA/ELD I. This course has a strong emphasis on oral language development, reading, and writing tasks. Coursework is aligned with the CCSS for ELA/Literacy and ELD Standards**

**Prerequisite:** Non-English speakers, teacher signature required.

## ELA/ENGLISH LANGUAGE DEVELOPMENT II

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
UC/CSU:

ELA/ELD II is taken concurrently with ELD Assist II. In this two-period course, students at the expanded level are in a print rich environment that includes nonfiction and fictional texts to enhance reading, writing, and literacy skills. Coursework is aligned with the CCSS for ELA/Literacy and ELD Standards.

**Prerequisite:** Limited English speakers, teacher signature required.

## ENGLISH LANGUAGE DEVELOPMENT ASSIST II

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
UC/CSU:

ELD Assist II is taken concurrently with ELA/ELD II. This course moves towards using English in more complex, cognitively demanding situations. Coursework is aligned with the CCSS for ELA/Literacy and ELD Standards.

**Prerequisite:** Limited-English speakers, teacher signature required.

## ACADEMIC LANGUAGE DEVELOPMENT I-IV

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
UC/CSU:

In this course, students at the bridging level acquire sophisticated academic and communicative language skills. In this print-rich environment students will solidify academic language in listening, speaking, reading, and writing.

**Prerequisite:** English Learners teacher signature required.

## SPEECH

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**Credits:** 10  
CSF II

**Grade:** 9 - 12  
UC/CSU: G

Students will learn the communication process, informative and persuasive speaking, debate, oral interpretation, and students will have ample opportunities for local and regional speech competitions.

**Prerequisite:** 9th and 10th grade students must have earned an A in both semesters of English in order to be enrolled.

## ACADEMIC DECATHLON

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**Credits:** 10  
CSF II

**Grade:** 9 - 12  
UC/CSU:

This is an interdisciplinary course that provides college preparatory instruction in math, science, language, literature, social studies, art, music, economics, composition, and oral communication. Students learn to gather information, think critically, and solve problems. Students learn to be self-critical, to work individually as well as a team member, and to communicate. This course counts for 10 elective credits.

**Prerequisite:** Teacher signature required.

## YEARBOOK



**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:** G

Members of the yearbook staff are the leaders and decision-makers of the Oakdale High School's yearbook. In yearbook class students will learn a number of journalism skills and complete the many tasks to create a high-quality yearbook that reflects the pictorial and written history of the campus activities and the lives of Oakdale students for the year. The yearbook course requires students to take part in all aspects of production of the yearbook including: interviewing other students, creating a theme, designing the cover and layout, taking photographs, and writing articles. Students must be willing and able to work after school, attend games and other school events on your own time.

**Prerequisite:** Must keep a 2.0 GPA and meet with the yearbook advisor prior to signing up.

## FILM AS LITERATURE



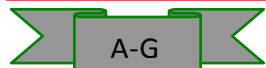
**Credits:** 10  
CSF II

**Grade:** 10 - 12  
**UC/CSU:** G

This course is designed to teach students how to analyze, discuss, and write about film, both classic and modern. In the first half of the year, students will learn how to critically analyze the building blocks of film, including the script, acting, cinematography, editing and sound design. The second half of the year will be spent analyzing individual film genres (e.g. science fiction or movie musicals). This is a writing intensive course, in which movies will be examined in the same way literature is in English.

**Prerequisite:** 11th or 12th grade standing with a C or better in both semesters of the previous year's English class, or 10th grade standing with an A in both semesters of Freshman English.

## CREATIVE WRITING



**Credits:** 10  
NCAA

**Grade:** 10- 12  
CSF II

**UC/CSU:** G

Creative Writing is a course for 10th - 12th grade students who are interested in writing fiction and non-fiction work through a variety of genres. This is a year long class explores the four genres of:

**Fiction:** Flash Fiction, Short Story, Children's Fiction, Genre Fiction (To be determined during school year)  
Novels

**Poetry:** Poetic Forms

**Creative Nonfiction:** Journals and Essays

**Plays/Script:** 1 Act

Students enrolled in this class are expected to produce a variety of writing for class and for publication. Students will learn to critique and have their own work reviewed by a panel of peers for development. Student writers will be exposed to and participate in weekly and biweekly writing assignments that develop their capacity to write stories of various length on a variety of topics and in multiple genres. Students will be expected to participate as both writers and editors for the different groups that they will be working in. This class is a writing intensive class that will ask students to create and revise their created work over a period of several days with short writing to a period of several weeks with longer stories. Students will need to have access to the Internet and a reliable laptop or home computer to be able to complete many of the assignments.

**Prerequisite:** Students must have a passing grade of "C" or better in their previous years English class. Recommended for 10th-12th grade students.

# Foreign Language

## Course Offerings

- Spanish I 13010
- Spanish II 13020
- Spanish III 13030
- Spanish IV 13040
- Spanish for Spanish Speakers I 13021
- Spanish for Spanish Speakers II 13022
- AP Spanish Language 13060
- French I 13110
- French II 13120
- French III 13130
- French IV 13132

Most four-year colleges require two years or more years of foreign language. More than a ticket to college, foreign language is a window into a world beyond Oakdale and teaches students new ways of thinking. Therefore, foreign language instruction is popular among students planning to enter careers such as education, law enforcement, and business whether going directly to a four-year college or not. Foreign language instruction at OHS follows a communicative approach and has two main themes: communication and culture. All of the reading and writing that students do is in preparation for learning how to speak and improve foreign language speaking skills. Reading is used to gather vocabulary while writing is used to put words and thoughts together into proper form and grammar. The result is the ability to converse in a foreign language.

## Staff Members

Maria Alvarado  
Guadalupe Chavez  
Jorge Franco  
Jessica Lawrence  
Maribel Pineda

Freshman	Sophomore	Junior	Senior
Spanish I	Spanish II	Spanish III	Spanish IV
			AP Spanish
French I	French II	French III	French IV

## Career Opportunities

Archivist	Professor	Flight Attendant	Librarian
Interpreter	Correspondent	Proofreader	Teacher
Editor	Writer	Cultural Affairs	Radio/TV

## SPANISH I FOR NATIVE SPEAKERS



NCAA

**Credits:** 10  
CSF I

**Grade:** 9 - 12  
UC/CSU: E

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand and communicate effectively and in writing by working with beginning and intermediate grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding anglicisms and improper Spanish. Special attention will also be given the reading intermediate literature and a cultural study of the Hispanic World. This course has a secondary aim to prepare all students for Spanish II for native Speakers. This class is conducted solely in Spanish.

Prerequisite: C or better in English

## SPANISH II FOR NATIVE SPEAKERS

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A-G

NCAA

Credits: 10  
CSF IGrade: 9 - 12  
UC/CSU: E

In this course, native speakers develop advanced skills in the Spanish language: the ability to read, understand and communicate effectively and in writing by working with intermediate and advanced grammatical structures. This course emphasizes the importance of advanced language skills, avoiding anglicisms and improper Spanish. Special attention is also given the reading advanced literature and cultural studies of the Hispanic World. This course has a secondary aim to prepare all students for AP Spanish Language and Culture course. This course does not prepare students to take the AP examination at the end of the year. This class is conducted solely in Spanish.

Prerequisite: C or better in Spanish I for Spanish Speakers

## SPANISH I

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A-G

NCAA

Credits: 10  
CSF IGrade: 9 - 12  
UC/CSU: E

Spanish I includes; listening, speaking, reading, and writing with emphasis on vocabulary expansion and the study of Hispanic culture. Grammar includes present tense and present progressive tenses.

**Prerequisite:** At least a “C” in English all year. Teacher signature required.

## SPANISH II

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A-G

NCAA

Credits: 10  
CSF IGrade: 9 - 12  
UC/CSU: E

Spanish II includes listening, speaking, reading, and writing with emphasis on vocabulary expansion and a continuation of the study of Hispanic culture. Grammar includes affirmative and negative commands, preterite, imperfect tense and present subjunctive.

**Prerequisite:** “C” in Spanish I, teacher signature required.

## SPANISH III

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A-G

NCAA

Credits: 10  
CSF IGrade: 9 - 12  
UC/CSU: E

Spanish III is an in-depth course that will review and study many of the same topics presented in Spanish I and II but to a greater degree. Emphasis is on communicating in Spanish through speaking, listening, reading, and writing in various aspects of time (verb tenses). Speaking, writing, and reading skills will expand as the students are challenged with the language. Students will participate in individual, paired, and group activities as well as complete written and oral exercises to practice new vocabulary and grammar concepts at all times. The primary focus will be to increase the student’s ability to communicate in Spanish with ease and confidence; this will depend greatly on effort and how well each student is prepared.

**Prerequisite:** “C” in Spanish II, teacher signature required.

## SPANISH IV

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A-G

NCAA

Credits: 10  
CSF IGrade: 9 - 12  
UC/CSU: E

This course is a survey of Spanish literature comprising short stories, poems, essays, and novels. Emphasis is placed on developing a cultural and historical background from which to appreciate literature and the arts. Students discuss and write essays about the literature they read, further developing oral, written, and cultural fluency.

**Prerequisite:** “C” in Spanish III, teacher signature required. For freshmen, grade of “C” or better in previous year’s English class.

## AP SPANISH LANGUAGE

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Weighted

NCAA

**Credits:** 10  
CSF I

**Grade:** 10-12  
UC/CSU: E

This is an advanced placement (AP) class integrating the understanding, speaking, reading, and writing of the Spanish language. This course provides college units earned by passing the AP examination offered each year in May. This is an advanced class. Students wishing to take this class must be prepared for daily participation in conversational Spanish, and daily writing, listening, and reading activities in order to better prepare themselves for the examination. This class is conducted in Spanish only.

**Prerequisite:** “C” grade or better in Spanish IV or C grade of better in Spanish II Native Speakers. Teacher signature required. Must have earned a grade of “C” or better in English II.

## FRENCH I

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NCAA

**Credits:** 10  
CSF I

**Grade:** 9 - 12  
UC/CSU: E

This course is intended to develop beginning facility in the major skill areas: reading, writing, listening, and speaking. Students communicate using basic vocabulary in a range of authentic contexts. Conversational and writing activities incorporate expression in the present and past tenses. Projects are designed to foster appreciation of French and French-speaking cultures.

**Prerequisite:** At least a “C” in English all year. Teacher signature required.

## FRENCH II

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NCAA

**Credits:** 10  
CSF I

**Grade:** 9 - 12  
UC/CSU: E

This course provides further instruction and practice in conversation, listening, and reading comprehension, paragraph writing, and cultural projects. Students comprehend and use a more expanded vocabulary incorporating present, past, and imperfect tenses as well as demonstrate an increased understanding of Francophone cultures through role-play and other projects.

**Prerequisite:** “C” in French I, teacher signature required.

## FRENCH III

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NCAA

**Credits:** 10  
CSF I

**Grade:** 11 - 12  
UC/CSU: E

This third-year course incorporates stories and articles about history, geography, and other cultural studies to further develop reading comprehension. Students write short essays and continue to do written and oral projects emphasizing the arts and culturally relevant daily activities.

**Prerequisite:** “C” in French II, teacher signature required.

## FRENCH IV

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NCAA

**Credits:** 10  
CSF I

**Grade:** 11 - 12  
UC/CSU: E

This course is a survey of French literature comprising short stories, poems, essays, and novels. Emphasis is placed on developing a cultural and historical background from which to appreciate literature and the arts. Students discuss and write essays about the literature they read, further developing oral, written, and cultural fluency.

**Prerequisite:** “C” in French III, teacher signature required.

# Oakdale Joint Unified School District

## Mathematics

All courses in this section fulfill one year of math credit towards graduation. Students are required to complete three years (30 credits) of three different math courses including Math I or Math A and B.

### Course Offerings

- Math Readiness 12035
- Math A 12045
- Math B 12046
- Math I Accel 12057
- Math I 12051
- Math II 12066
- Math II Accl 12071
- Math III 12077
- Math III Accl 12082
- Exploring Geometry 12060
- Pre- Calculus 12081
- AP Calculus - AB 12090
- AP Calculus - BC 12095
- AP Statistics 12085
- Finite Math 12083

### Career Opportunities

Actuary	Cryptographer	Economist	Analyst
Finance	Teacher	Statistician	Engineer
Business	Law	Investment	Government

### Staff Members

Cliff Armstrong  
 Brian Bohannon  
 Ken Coughran  
 Ana Garnica  
 Dwayne Haakma  
 Garrett Martin  
 Lauren Tanis  
 Ronald Thompson  
 Russ Van Cleave  
 Diane Waterman

### CALCULUS AP – AB



Weighted

NCAA

**Credits:** 10

CSF I

**Grade:** 11 - 12

UC/CSU: C

This course is designed according to the advanced placement curriculum that includes limits, derivatives, integrals, and their applications. College units may be earned by passing the AP exam offered in May.

**Prerequisite:** 11<sup>th</sup> /12<sup>th</sup> Grade Standing, “B” or better in Pre-Calculus both semesters or Math III Accl and teacher signature required.

### CALCULUS AP- BC



Weighted

NCAA

**Credits:** 10

CSF I

**Grade:** 12

UC/CSU: C

This course is designed according to the advanced placement curriculum. It continues the application of limits, derivatives, integrals, and how they apply to polar equations, parametric equations, sequences and series. This is the traditional 2nd course of College Calculus. College units may be earned by passing the AP exam offered in May.

**Prerequisite:** 12th Grade Standing and “C” or better in Calculus AB.

## MATH READINESS

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**Credits:** 10

**Grade:** 9 – 9  
**UC/CSU:**

This is a course designed to prepare students for the rigors of the integrated math pathway. This course does not meet the UC a-g requirements but does meet high school math requirement. Successful completion of this course and performance at a high level will allow students to continue onto UC a-g math course requirements (Math 1). This course meets one year of the three year math requirement needed for graduation.

**Prerequisite:** (Restricted Enrollment) Based on the placement procedure of the junior high and performance on District Math Assessment. Teacher signature required.

## MATH I

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NCAA

**Credits:** 10  
**CSF I**

**Grade:** 9 – 12  
**UC/CSU:** C

This course is the entry level Mathematics course. Along with Math II and Math III students will complete the equivalent coursework to Algebra I, Geometry, and Algebra II. This course includes standards from conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

**Prerequisite:**

## MATH I ACCELERATED

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NCAA

**Credits:** 10  
**CSF I**

**Grade:** 9 – 12  
**UC/CSU:** C

This course is an accelerated entry level Mathematics course that includes the concepts presented in Math 1 as well as one unit from Math 2. This course includes standards from conceptual categories of Number and Quantity, Algebra, Functions, Geometry and Statistics and Probability. This course will prepare students to take Math 2 Accelerated. This course meets the UC/CSU a-g math requirements as well as one year of the three year math requirement needed for graduation.

**Prerequisite:** Meet minimum proficiency on District Math Assessment and placement procedure of the junior high. Teacher signature required.

## STATISTICS-AP

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Weighted

NCAA

**Credits:** 10  
**CSF I**

**Grade:** 11 – 12  
**UC/CSU:** C

The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This class prepares students to take the advanced placement test. College units may be earned by passing the AP exam that is given in May.

**Prerequisite:** Seniors may take this course after completion of Algebra II or Math III. Juniors may take this course concurrently with Pre-Calculus only with permission of teacher and department chair.

## PRE-CALCULUS

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NCAA

**Credits:** 10  
**CSF I**

**Grade:** 10 - 12  
**UC/CSU:** C

This course uses graphing calculators and computers in the study of pre-calculus topics and trigonometric functions.

**Prerequisite:** "C" in Math III both semesters and teacher signature.



## MATH II

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NCAA

**Credits:** 10  
CSF I

**Grade:** 9 – 12  
**UC/CSU:** C

This course is the second course offered in our integrated math program. Along with Math I and Math III students will complete the equivalent coursework to Algebra 1, Geometry, and Algebra 2. This course includes additional standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

**Prerequisite:** C or better in Math I

## MATH II ACCELERATED

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NCAA

**Credits:** 10  
CSF I

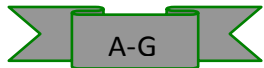
**Grade:** 9 – 12  
**UC/CSU:** C

This course is the second accelerated Mathematics course which includes concepts presented in Math 2 as well as 2 units of material from Math 3. This course includes standards from conceptual categories of Numbers and Quantity, Algebra, Functions, Geometry and Statistics and Probability. This course will prepare students to take Math 3 Accelerated. This course meets the UC/CSU a-g math requirements as well as one year of the three year math requirement needed for graduation.

**Prerequisite:** Successful completion of Math 1 Accelerated and teacher approval.

## MATH III

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NCAA

**Credits:** 10  
CSF I

**Grade:** 10– 12  
**UC/CSU:** C

This course is the third course offered in our integrated math program. Along with Math I and Math II students will complete the equivalent coursework to Algebra 1, Geometry, and Algebra 2. This course includes additional standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

**Prerequisite:** C or better in Math II

## MATH III ACCELERATED

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NCAA

**Credits:** 10  
CSF I

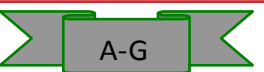
**Grade:** 10 – 12  
**UC/CSU:** C

This course includes standards from conceptual categories of Numbers and Quantity, Algebra, Functions, Geometry and Statistics and Probability as well as pre-calculus and trigonometry concepts. This course will prepare students to access AP courses offered at OHS (AP Calculus AB, AP Calculus BC and AP Statistics). This course meets the UC/CSU a-g math requirements as well as one year of the three year math requirement needed for graduation.

**Prerequisite:** Successful completion of Math II Accelerated and teacher approval.

## FINITE MATH

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NCAA

**Credits:** 10  
CSF I

**Grade:** 12  
**UC/CSU:** C

This course is a general survey of mathematical topics that are useful in our contemporary world. The topics consist of, but are not limited to systems of equations, mathematics of finance, matrices and their applications, linear programming, introduction to probability and statistics, logic, voting methods, graph theory, and decision making.

**Prerequisite:** Seniors who have completed Math III. This course is not recommended for students that have completed Pre-Calculus.



## MATH A

---

**Credits:** 10  
NCAA (.75 CR)

**Grade:** 9-12  
**UC/CSU:**

Math A is the first semester of the yearlong Math I course. This course meets the UC a-g semester one Math I requirement. Students enrolled in Math A can expect to take four years of math in order to meet the UC/CSU a-g math requirement.

**Prerequisite:** Teacher recommendation for a four-year math pathway. Based on the placement procedure at the junior high including performance on District Math Assessment.

## MATH B

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**Credits:** 10  
NCAA (.75 CR)

**Grade:** 10-12  
**UC/CSU:** C

Math B is the second semester of the yearlong Math I course. This course meets the UC a-g semester two Math I requirement. Students enrolled in Math B can expect to take four years of math in order to meet the UC/CSU a-g math requirement.

\*This course has been submitted for the CSU and UC 'C' mathematics college entrance requirements.

**Prerequisite:** Successful completion of Math A or teacher recommendation.

## EXPLORING GEOMETRY

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**Credits:** 10  
CSF III

**Grade:** 10-12  
**UC/CSU:**

This course covers the basic concepts of geometry using an informal approach. Investigations and constructions will be used to discover and develop geometric relationships. Topics will include parallel and perpendicular, congruent triangles, polygons, circles, area, and volume. This course satisfies one year of the three-year math requirement for graduation. This course does not meet A-G admission requirements for UC/CSU.

**Prerequisite:** Open to students that have attempted the equivalent of Math I or Math A and B.



## Oakdale Joint Unified School District

# Physical Education

All freshmen are required to take General P.E. fall and spring of their freshman year with the exception of Band, Colorguard, Drumline (which only receives Fall Semester PE credit), and Frosh Football Conditioning. Two years of PE are required for graduation. Students who have not completed all PE requirements by their senior year will be placed in regular PE class even if they are planning to do a sport their senior year.

- Athletic shoes are required. No flip flops or boots of any kind are acceptable.
- PE bottoms should be either OHS shorts or sweats, or plain (no stripes or words) cherry red or black athletic shorts.
- PE tops should be OHS shirt and/or sweatshirt, or plain (no stripes or words) black or white shirt.
- T-shirts cannot be sleeveless; sweats and sweatshirts are optional, but recommended on cold days and must meet the same PE clothing requirements.
- PE clothing may be purchased at the Oakdale High School Business Office. Please plan ahead; PE clothing will be required the first week of school.

## Staff Members

Hondo Arpoika  
Grace Fernandes  
Kelly Nasrawi  
Trent Merzon  
Tim Meyer  
Vic Moreno

## Course Offerings

- General Physical Education Freshmen 16010
- General Physical Education Soph to Senior 16011
- Aerobics 16110
- Colorguard/Winterguard 13725
- Health 12500
- Strength Training and Conditioning 16015
- Sports Skills & Athletic Weight Training 16019
- Athletic PE (Sports) 16030
- Symphonic/Marching Band 13720
- Drumline 13715
- Frosh Football Conditioning 16020

### Fall Sports

Cross Country  
Football  
Girls Golf

Volleyball  
Water Polo  
Girls Tennis

### Winter Sports

Boys and Girls Basketball  
Wrestling  
Boys and Girls Soccer

### Spring Sports

Baseball  
Boys Golf  
Swimming  
Track

Softball  
Boys Tennis

AFTER SCHOOL ATHLETICS ELIGIBILITY  
CRITERIA: STUDENTS MUST MAINTAIN A 2.0  
GPA AND CANNOT HAVE MORE THAN 1 "F"  
OR 1 "U".

## Colleges with majors in Health and PE

Sonoma State	San Diego State	CSU Monterey	CSU Fullerton
CSU Stanislaus	CSU Fresno	CSU San Bernardino	CSU Long Beach

## Career Opportunities

Trainer	Occ. Therapy	Teacher	Outdoor Ed.
Sports Med.	Nutritionist	Agent	Promoter
Official	Physiologist	Instructor	Cardiac Rehab



## GENERAL PHYSICAL EDUCATION FRESHMEN

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**Credits:** 10

**Grade:** 9  
**UC/CSU:**

Physical Education 9 places an emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies in a variety of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) aquatics, (6) dance, and (7) recreational games. Ongoing assessment may include written, skill, and performance-based evaluations.

**Prerequisite:**

## GENERAL PHYSICAL EDUCATION SOPHOMORE - SENIORS

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**Credits:** 10

**Grade:** 10 - 12  
**UC/CSU:**

In this course, students have the opportunity to participate, receive instruction, and develop skills in badminton, tennis, weight training, physical fitness, softball, volleyball, basketball, touch football, and soccer.

**Prerequisite:**

## AEROBICS

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**Credits:** 10

**Grade:** 10 - 12  
**UC/CSU:**

This course is designed to improve both the students' knowledge of health and fitness, as well as their level of physical fitness. Students will be introduced to various aerobic exercises and learn how they can contribute to a lifetime of fitness. Areas of focus will include both teacher and student led aerobics, yoga, dancing, zumba, and general fitness. Students will become familiar with a wide range of dances and routines. All levels of fitness are welcome.

**Prerequisite:** B or better in 9th grade PE or instructor approval

## COLORGUARD/WINTERGUARD

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**Credits:** 5

**Grade:** 9 - 12  
**UC/CSU:**

This unit performs with the marching band during the fall and enters competitions in winter and spring. Students learn flag, rifle, sword, and banner technique as well as dance. Much time is required outside of class for rehearsal and performance. Students will combine and apply movement patterns to music, simple to complex, both as individuals and in groups. The physical self-awareness of biomechanics is learned throughout the year. Forty-two hours of physical activity in the form of marching, calisthenics and drills (aesthetic and combative) are incorporated into the musical performances throughout the fall and spring semester.

**This course earns one semester of PE credit per school year.**

**Prerequisite:** Students must meet GPA and disciplinary eligibility requirements upon entry.

## HEALTH

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**Credits:** 5  
CSF III

**Grade:** 9 - 12  
**UC/CSU:**

This is a required one-semester course for all freshmen. The course content is divided into two areas: 1) family life and sex education and 2) drug/alcohol abuse. Family life covers aspects of developing sexuality, physiology and anatomy, sex roles, contraception, decision-making, venereal disease, and birth delivery. Drug and alcohol abuse covers specific drugs and their affects as well as the decision-making and values involved in drug use and abuse. This is a required Freshman class.

**Prerequisite:**

## STRENGTH TRAINING and CONDITIONING

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**Credits:** 10

**Grade:** 10-12  
**UC/CSU:**

This course is designed to meet the needs of students who are trying to improve their individual strength and fitness. The majority of work in this class takes place in the weight room. Athletes who are trying to get stronger and students who are interested in improving their fitness levels should consider this class. From time to time students in this class play team, individual, and aquatic sports as a change of pace.

**Prerequisite:** C or better in 9th grade PE or instructor approval

## ATHLETIC WEIGHT TRAINING (Sports “0” Period)

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**Credits:** 10

**Grade:** 11-12  
**UC/CSU:**

Weight training teaches students the proper way to lift weights to develop the strength and size of the skeletal muscle. Weight training uses a variety of specialized equipment to target specific muscle groups and types of movements.

**Prerequisite:** Permission from sports coach required.

## ATHLETIC PE (10-12 Grade Sports)

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**Credits:** 10

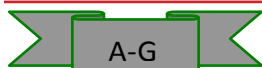
**Grade:** 10-12  
**UC/CSU:**

This is participation in the competitive school sports program. The sport calendar is divided into three seasons—fall, winter, and spring. Students may participate in one sport each season and earn a maximum of ten credits for two sports. Cheerleading counts for ten credits and meets throughout the school year.

**Prerequisite:** Enrollment and completion of OHS after-school sports for grades 10-12.

## BAND, MARCHING / SYMPHONIC

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:** F

These courses are designed for students to rehearse and perform quality musical literature for concert and marching performance. Emphasis is placed on developing correct playing and performance techniques as well as basic music theory. Much extra time outside of school is required. Students will combine and apply movement patterns to music, simple to complex both as individuals and in groups. The physical self-awareness of biomechanics is learned throughout the year. Forty-two hours of physical activity in the form of marching calisthenics and drills are incorporated into the musical performance throughout the fall semester. Students must enroll in both semesters unless transferring to OHS midyear from another school. For freshmen through seniors, students will earn one year of PE credits.

**Prerequisite:** Previous experience in band is needed. Students must meet GPA and disciplinary eligibility requirements upon entry.

## DRUMLINE (Percussion Ensemble)

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**Credits:** 5/5  
CSF III

**Grade:** 9 – 12  
**UC/CSU:** F

Students in this course learn techniques and perform percussion ensemble music both as part of the larger OHS Marching Band and concert band, and as part of a unique Percussion Ensemble. In addition to performing on a wide variety of percussion instruments, the students will learn the theory and history of the music performed. Performances and extra-curricular practices are scheduled as needed by the band director. Students will combine and apply movement patterns to music, simple to complex both as individuals and in groups. The physical self-awareness of biomechanics is learned throughout the year. Forty-two hours of physical activity in the form of marching calisthenics and drills are incorporated into the musical performance throughout the fall semester. The course may be repeated for additional credit. This course may be offered in the same section as other band courses. For freshmen through seniors, fall semester will go toward PE credits (until the PE req. has been met) and spring semester credits will go toward VAPA.

**Prerequisite:** Teacher approval is needed. Students must meet GPA and disciplinary eligibility requirements upon entry.



## FROSH ATHLETIC CONDITIONING

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Credits: 10

Grade: 9  
UC/CSU:

Perspective varsity athletes, focus on weight training, conditioning, and athletic skills. Using all gym, weight room, track and sports specialized equipment to target specific muscle groups and sports specific skills.

**Prerequisite:** Permission from sports coach required.



## Course Offerings

- Physics 12560
- Anatomy and Physiology 12570
- AP Biology 12546
- Biology and the Living Earth
- Chemistry in the Earth System

## Staff Members

Jennifer Guzman  
Lauren Lenhares  
Cameron Nickerson  
Phillip Rapisura  
Breanna Vaughan  
Bob Wessling



## Science

### SCIENCE CURRICULUM

By its very nature, science is a hands-on, inquiry-based subject incorporating measurement and mathematics, written and oral communication, and cooperative effort to use evidence in solving various problems through investigations and experiments. Students study simple models of complex or abstract systems. With the aid of technology, students make observations, measurements, calculations, drawings, and models in order to communicate ideas in presentations, demonstrations, and written reports. The science curriculum is rich with experience helping students understand the universe around and within them and to make responsible decisions based on facts

## Sample Pathways

Freshman	Sophomore	Junior	Senior
Bio and Living Earth	Chemistry in Earth System	Ana/Phys  Physics	AP Biologys  Anatomy/ Physiology  AP Biology

## Career Opportunities

Geophysicist	Hydrologist	Geologist	Chemist
Research	Lab Tech	Quality Control	Teacher
Pharmacist	Physicist	Data Analyst	Physical Therapist

## ANATOMY AND PHYSIOLOGY

A-G

2 + 2

NCAA

**Credits:** 10

CSF I

**Grade:** 10– 12

UC/CSU: D

This articulated 2 + 2 course is offered through Modesto Junior College in partnership with Oakdale High School. Participating students may acquire MJC college units as well as high school credits after successfully completing the course requirements and achieving an overall grade of “B” or better. This is a college-level course for able and motivated juniors and seniors and is particularly useful for students planning to pursue careers in health or biology-related professions. Course requirements include class work in anatomy, physiology, nutrition, bioethics, and successful participation in all lab activities and all dissections including cat dissection. Fulfills one-year graduation requirement for life science..

**Prerequisite:** “C” or higher in Biology CP, concurrent enrollment in Math II or higher math, teacher signature required.

## BIOLOGY AND THE LIVING EARTH

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A-GCredits: 10  
NCAAGrade: 9-12  
UC/CSU: D

“Biology and the Living Earth” will explore biological and earth science concepts from a phenomenon-based approach. In this lab-based NGSS course, we will incorporate the performance expectations of ‘life science’ and ‘earth and space science’ to deepen student understanding of life on Earth and the interactions between the biotic and abiotic systems. Students will connect cross-cutting concepts and utilize science and engineering practices to explain natural phenomena.

## CHEMISTRY IN THE EARTH SYSTEM

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A-GCredits: 10  
NCAAGrade: 9-12  
UC/CSU: D

Chemistry is a sequential, hierarchical science that is descriptive and theoretical. Chemistry requires high-level problem-solving skills, such as designing experiments and solving word problems. For students to learn concepts of chemistry, they must learn new vocabulary, including the rules for naming simple compounds and ions. Students will discover and be able to explain the nature of matter and its transformations when they study atomic and molecular structure, the effects of electron interaction, chemical bonds, and stoichiometry. Additionally, students will study the properties of gases, acids and bases, solutions, and organic and inorganic compounds. Students will also explore chemical systems as they study solutions, reactions, and nuclear processes.

In this NGSS-aligned Chemistry in the Earth System course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore how chemical processes of matter and energy help drive the Earth system within the universe. The integration of Earth and Space Sciences (ESS) into Chemistry allow for the investigation of phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space science applications, such as cosmology, material science, environmental chemistry and climate change, are excellent motivations to the study of physical laws and are used as a through line in this chemistry course.

## PHYSICS

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A-G

NCAA

Credits: 10  
CSF IGrade: 11-12  
UC/CSU: D

This course is highly recommended for students whose college work is likely to include the sciences. This is a guided-inquiry based survey of physics topics including mechanics, statics, electricity, magnetism, heat, sound and light. Standards based coursework emphasizes critical thinking skills by including careful observations of events and building quantitative models to describe the observations. This course fulfills the one year physical science requirement for graduation and the physical science requirement for CSU/UC admission eligibility.

**Prerequisite:** Concurrent enrollment in Math II or higher, “C” or higher in Chemistry or Anatomy/Physiology or teacher approval.

## AP BIOLOGY

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A-G

NCAA

Credits: 10  
CSF IGrade: 11-12  
UC/CSU: D

This AP course is equivalent to a one-year introductory college biology course taken by first year science majors. Students who pass the AP test may earn college credit. Topics of study in this lab-heavy course will revolve around evolution and diversity, energy dynamics and utilization, biological system interaction. Summer work and Saturday sessions will be required. This course fulfills the one-year life science graduation requirement.

**Prerequisite:** May be taken concurrently with other science course with teacher approval.



## Oakdale Joint Unified School District

# Social Science

### SOCIAL STUDIES CURRICULUM

Social studies courses at Oakdale High are organized to be in alignment with the California State Standards. The class required for all sophomores is world history; for juniors is United States history; and for seniors are one semester of U. S. government and one semester of economics.

The social studies department incorporates a variety of instructional strategies in order to appeal to the interests of every student. Each class is designed to provide students with the state-required curriculum and to help students succeed in the classroom and on state mandated tests. Other goals are to help students succeed in the classroom and improve analytical skills which can be applied to all courses taken in school



## Course Offerings

- World History 11520
- AP European History 11525
- United States History 11530
- AP United States History 11535
- American Government and Economics 11550/11551
- AP American Government and Economics 11557
- Social Psychology 11570
- AP Psychology 11575

## Staff Members

Ryan Berg  
 Matt Candelario  
 Matthew Cordano  
 Jeremy Fields  
 Jenna Heaton  
 Derek Gustafson  
 Jaime Hammond  
 Zack Quaccia  
 Jason Stock

## Sample Schedule

Freshman	Sophomore	Junior	Senior
	World History	United States History	Government and Economics
	AP European History	AP United States History	AP Government



## Career Opportunities

Archaeology	Sociology	Marketing	Analyst
Teacher	Government	Lawyer	Director
Museum Curator	Professor	Anthropology	Surveyor



## WORLD HISTORY

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NCAA

**Credits:** 10  
CSF I

**Grade:** 10  
UC/CSU: A

This course satisfies the required social studies course for the tenth grade. The curriculum covers the mandated California State Standards at the sophomore level—roughly from the Renaissance period of the 15th century to modern world history. Historical study covers the cultural, social, political, and economic changes of the “modern world.”

**Prerequisite:**

## EUROPEAN HISTORY AP

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NCAA

**Credits:** 10  
CSF I

**Grade:** 10 – 12  
UC/CSU: A

Weighted

Designed to teach students to successfully pass the advanced placement exam given in May, students enrolled in AP European History can expect a year of intensive study in world affairs. Focusing on the Renaissance era through modern twentieth century events, students will survey major political, social, and economic changes in European History. Students must receive recommendation from current 9th grade English teachers, perform successfully on a sample exam, and sign a parent/student contract agreeing to take the AP exam in May. This course will satisfy the required year of study in World History. Students who have already taken World History may also take this course.

**Prerequisite:** 10th grade standing required. English teacher recommendation, exam, AP exam contract.

## US HISTORY

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NCAA

**Credits:** 10  
CSF I

**Grade:** 11  
UC/CSU: A

This course satisfies the required social studies course for the eleventh grade. The curriculum covers the mandated California State Standards at the junior level. There is a brief review of the colonial, revolutionary, and Civil War period, with intensive study beginning in the Reconstruction era and ending with modern issues in American society.

**Prerequisite:**

## US HISTORY AP

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NCAA

**Credits:** 10  
CSF I

**Grade:** 11  
UC/CSU: A

Weighted

Designed to teach students to successfully pass the national advanced placement exam given in May, students enrolled in AP U. S. History can expect a year of intensive study in the history of the United States. It is a college-level course that explores the major themes in United States history from pre-Columbian times to the early 21st century. Students must possess a high degree of motivation and will be expected to undertake self-guided outside reading in addition to other requirements of the course. Additionally, extensive critical thinking and college-level writing requirements are incorporated into the course curriculum. Students can earn college units by passing the national AP exam.

**Prerequisite:** 11<sup>th</sup> grade standing required. The student must pass a teacher-generated test and also complete an extensive written summer project.

## US GOVERNMENT/ECONOMICS

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NCAA

**Credits:** 5/5  
CSF I

**Grade:** 12  
UC/CSU: A/G

U.S. Government and Economics courses are each one semester-long, and together they satisfy the California mandated required social studies courses for the 12th grade. The courses study the foundations and institutions of our constitutional government and market economy. One embedded focus for each course is on participatory skills necessary for responsible citizenship in our democratic society and our free market system. The curriculum covered follows the California State Standards for senior social studies students.

**Prerequisite:**

## US GOVERNMENT AND POLITICS AP

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**Credits:** 10  
CSF I

**Grade:** 12  
UC/CSU: A

Weighted

NCAA

Designed to teach students to successfully pass the national advanced placement exam in May, this yearlong course will provide an in-depth look at the foundations of our Constitutional Government, the Congress, the President, the Court System, and much more. The first quarter of the course primarily focuses on the study of economics. Students must possess a high degree of motivation and will be expected to undertake guided outside reading in addition to other requirements of the course. Students can earn college units by passing the national AP exam. Please note: This course is a year-long class and counts for government and economics credit required for graduation.

**Prerequisite:** 12<sup>th</sup> grade standing only. The student must pass a teacher-generated test and also complete an extensive written summer project.

## SOCIAL PSYCHOLOGY

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**Credits:** 10  
CSF II

**Grade:** 11 – 12  
UC/CSU: G

NCAA

This is an elective course for students who want to develop an elementary understanding of psychology—the scientific study human behavior and mental processes. Secondly, the course is designed to help students learn the basic elements of sociology—the scientific study of how humans interact with each other within societies. Topics include a brief history of psychology, the psychological profession, human learning, how the mind and body work together, the psychological aspects of the human lifespan, altered states of consciousness, stress and behavior, psychological disorders, psychological therapy, and basic sociology.

**Prerequisite:** 3.0 grade point average or permission of the instructor

## PSYCHOLOGY AP

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**Credits:** 10  
CSF II

**Grade:** 11 – 12  
UC/CSU: G

Weighted

NCAA

Designed to teach students to successfully pass the national advanced placement exam in May, this is a college-level course for students who want to develop an understanding of the scientific study of human behavior and the mental processes. Topics include: the history of psychology, psychological research techniques, the central and peripheral nervous systems, sensation and perception, altered states of consciousness, how people learn, how human memory works, motivation and emotion, human development through the standard lifespan, personality theory, psychological testing, the effects of stress on humans, psychological disorders, psychotherapy, and social psychology. College units may be earned by passing the AP exam offered in May.

**Prerequisite:** 11th or 12th grade standing required, 3.0 cumulative GPA or permission of instructor. Summer project required.

# Special Education

## Course Offerings

- Basic Health/Vocation 18272
- Basic Math 18231
- Basic English I/II 18245/46
- Basic Eng III/IV 18242
- Basic Physical Sci 18202
- Basic Life Science 18203
- Basic World History 18262
- Basic US History 18261
- Basic Gov/Econ 18263
- Adaptive PE 18400
- Math A Skills 18051
- Math B Skills 18058
- Academic Lit. I 18111
- Academic Lit. II 18116
- Academic Lit. III 18121
- Academic Lit. IV 18120

Students that have an I.E.P. have access to the courses in the Special Education Department.

## Staff Members

Nicholas Bauman  
Jill Burford  
Scott Gehl  
Chris Henry  
Chris Lawrence  
Rod Long  
Guy Fowler  
Joey Machado  
Steve Strange

## Sample Schedule

Freshman	Sophomore	Junior	Senior
Academic Lit. I	Academic Lit. II	Academic Lit. III	Academic Lit. IV
Math A Skills	Math B Skills	Exploring Geom	

### ACADEMIC LITERACY I, II, III, IV

**Credits:** 10

**Grade:** 9 – 12  
**UC/CSU:**

These courses provide small group instruction for students who qualify for services through their Individualized Education Program. The class is designed to support academic instruction in the general education setting for all core academic classes. The focus of the class is to expose students to reading strategies and individual learning styles which are designed to help students identify key information within grade-level text to support them in solving math problems, finding key ideas for history, science and English classes. A case manager is also assigned to monitor student progress throughout the calendar school year.

**Prerequisite:** Placement in this class is determined through the IEP team with signatures from the special education teacher, a general education teacher, administration, counselor, parent, student, and the school psychologist.

### BASIC PHYSICAL SCIENCE

**Credits:** 10  
**CSF III**

**Grade:** 9 – 12  
**UC/CSU:**

This course is designed to give students a working knowledge of basic physical science and may be repeated for elective credit. Only students placed through an I.E.P. process may take this class.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## **BASIC LIFE SCIENCE**

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:**

This course is designed to give students a working knowledge of basic life science and may be repeated for elective credit. Only students placed through an I.E.P. process may take this class.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## **BASIC ENGLISH I, II, III, IV**

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:**

This course provides individual and group direct instruction in basic reading, spelling, and writing. Phonics is emphasized. Only students meeting specific criteria may be placed in this course and must be placed through an I.E.P. process. These courses may be repeated for credit.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## **BASIC HEALTH / VOCATION**

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:**

This course is designed to give students an awareness of their health and how to live a healthy lifestyle. It also helps students to be aware of and take an active participation in their health. Students hear guest speakers, explore different career paths, practice writing resumes, completing job applications, and interviewing for jobs. Only students placed through an I.E.P. process may take this class.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required

## **ADAPTIVE PHYSICAL EDUCATION**

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**Credits:** 10

**Grade:** 9 – 12  
**UC/CSU:**

This course is designed to help students with special physical needs and individual physical education problems. Only students placed through the I.E.P. process may take this class and may repeat the class for credit.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## **BASIC WORLD HISTORY**

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**Credits:** 10  
CSF III

**Grade:** 10 – 12  
**UC/CSU:**

This course is designed to give students basic knowledge of World History. Prehistoric to modern history of the world emphasizing major areas of development will be studied. Only students placed through an I.E.P. process may take this class. This course may be repeated for elective credit.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## **BASIC US HISTORY**

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**Credits:** 10  
CSF III

**Grade:** 10 – 12  
**UC/CSU:**

This course is designed to give students basic knowledge of U.S. History from Columbus to the present. Relevant concepts that have helped to shape our nation will be analyzed. Only students placed through an I.E.P. process may take this class.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## BASIC MATH

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:**

This course offers individual and group instruction in basic math skills and consumer math and is designed to improve students' basic skill levels. Only students placed through an I.E.P. process may take this course, and this course may be repeated for credit.

**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required.

## MATH A SKILLS

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**Credits:** 10

**Grade:** 9 - 12  
**UC/CSU:**

This course is a year long course that will cover the first semester of Math I. This course along with Math B skills and Math C skills will meet the Algebra requirement for graduation.

**Prerequisite:** This course will be restricted to students in the Special Education Program.

## MATH B SKILLS

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**Credits:** 10

**Grade:** 10 - 12  
**UC/CSU:**

This course is a year long course that will cover the second semester of Math I. This course along with Math A Skills will meet the Algebra requirement for graduation.

**Prerequisite:** This course will be restricted to students in the Special Education Program.

## BASIC ENGLISH I-IV

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:**

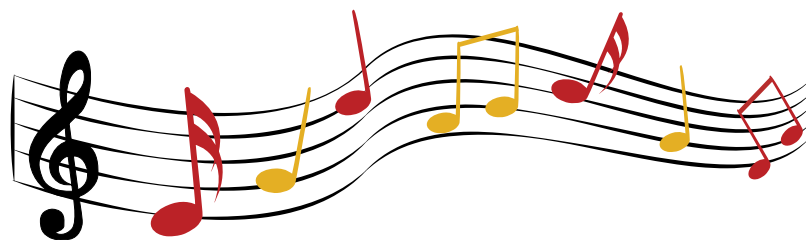
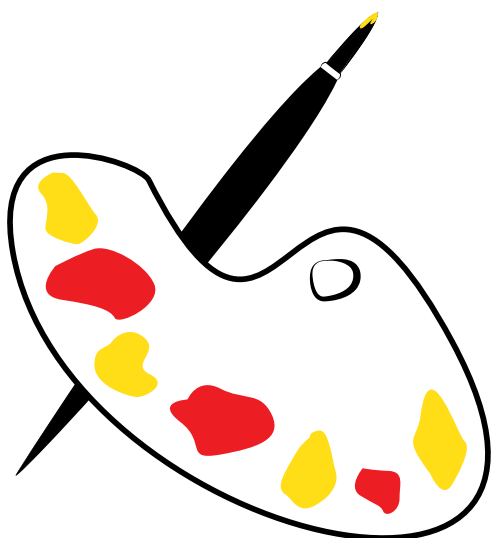
**Prerequisite:** Placement in this class will be determined by I.E.P. Teacher signature required

## Course Offerings

- Visual Art I 13525
- Visual Art II/III/IV 13535/13536/13537/13538
- Drawing I 13540
- Drawing II 13541
- Drawing III 13542
- AP Studio Art 13551
- Ceramics 13560
- Advanced Ceramics 13570
- Introduction to Drama 13610
- Advanced Drama 13630
- Show Choir 13740
- Band, Marching/Symphonic 13720/13721
- Concert Choir 13700
- Drumline 13715
- Jazz Band 13760
- AP Art History 11590

## Staff Members

Lezlie Acker  
Holly Cortes  
Matt McDonald  
Bryan Mills  
Omar Salinas



## Oakdale Joint Unified School District Visual and Performing Arts

Unless otherwise noted, all of these courses fulfill one year of the Visual & Performing Arts requirement for graduation and may be repeated for credit. Also meeting the graduation requirement for Visual and Performing Arts are Architectural Design I & II, AP Art History, and Floral Design.

### FINE ARTS CURRICULUM

Fine art classes provide a well-rounded educational experience. The curricula for OHS art courses are based on the four focuses of the California fine arts standards: Perceiving and understanding what is art. Connecting to cultural heritage Hands-on creative expression. Aesthetic valuing - the assessment of products by students and teacher

To incorporate all of this, art classes are based on a chronological approach starting with pre-historic art. This chronological approach is intended to integrate and make connections to literature and to historical and scientific ideas. Class instruction focuses on teaching line, shape, color, texture, and how it all comes together in composition. Throughout these courses, students are exposed to art history, studying famous practitioners of each type of art.

### DRAMA CURRICULUM

Drama students experience all aspects of theatre necessary for live production. These elements include acting, directing, lighting, set construction, makeup, and house management. Students evaluate scripts, memorize lines, make creative choices/decisions, and perform/produce scenes and plays.

Perhaps most important, however, are the experiences from theatre which relate to all facets of the students' future lives. These include voice enunciation and projection, group interaction and cooperation, creative thought, analysis of written and spoken word, and perhaps most important, audience skills. These are reinforced on a daily basis and can be used for success by students immediately as well as in the future.

### MUSIC CURRICULUM

For students who have instrumental or vocal talents and interests, the Music department provides an opportunity to develop those interests and skills. The various groups perform traditional as well as contemporary and pop music. They perform several concerts during the year and support various community activities with performances. The groups travel outside of Oakdale to perform in various parades and music festivals. Students in music may also be involved in sports, leadership, and other school activities.

## Career Opportunities

Director	Designer	Marketing	Film Editor
Artist	Photographer	Theater	

## VISUAL ART I

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:** F

This is a beginning course that introduces students to the elements of art through two-dimensional projects. Techniques include drawing and design using line, shape, color, texture, and composition. Projects originate from diverse cultures around the world and throughout history.

**Prerequisite:**

## VISUAL ART II, III, IV

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:** F

Students will explore in-depth projects using a variety of techniques and materials. Painting, drawing, and sculpture are introduced.

**Prerequisite:** Successful completion of Visual Art I with a C grade or higher.

## DRAWING I

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:** F

This course teaches the skills of realistic representation using the tools for composition on paper including pencil, charcoal, and pen and ink. The course will focus on training students to see as an artist and transfer that new ability to shape, texture, line, color, and form on paper. Success will require patience, concentration, and attention to detail.

**Prerequisite:**

## DRAWING II

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**Credits:** 10  
CSF III

**Grade:** 10- 12  
**UC/CSU:** F

This is an advanced drawing course that will build on the foundations explored in Drawing I. Color will be introduced as well as a number of projects involving illustration. Focus will be on creating and designing artwork at an advanced level while maintaining a high level of quality.

**Prerequisite:** Previous experience in art, successful completion of Drawing I, Visual Art I, II, III, or IV with a C or higher. Teacher signature required.

## DRAWING III

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**Credits:** 10  
CSF III

**Grade:** 11- 12  
**UC/CSU:** F

This is an advanced drawing and illustration course for students demonstrating advanced skill building in Drawing I and II and focuses on the skills of realistic representation using the tools for composition on paper. This course will allow students to see as an artist and transfer that new ability to shape, texture, line, color, and form. Artwork will be produced which shows individual creativity and problem solving ability. Students will experience art production, artistic philosophy, art criticism, and art history. Students will be expected to display superior responsibility and leadership by facilitating groups, introducing lessons to beginners, and acting as an art mentor to beginners and intermediate students.

**Prerequisite:** Drawing I and II or Visual Art I, II, and III with a C or higher. Teacher signature required.

## AP STUDIO ART

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**Credits:** 10  
CSF III

**Grade:** 11 – 12  
**UC/CSU:** F

Weighted

Students will complete 15 works of art, and process documentation, that demonstrate sustained investigation through practice, experimentation, and revision. Students will explore themes, write, reflect, and communicate ideas verbally and visually. Portfolios are compiled and submitted to Collegeboard. Quality of work is essential for students to receive a 5, 4, or 3 for college credit.

**Prerequisite:** 11th or 12th grade standing. Successful completion of Visual Art I with a C grade or higher.

## ART HISTORY AP

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**Credits:** 10  
CSF II

**Grade:** 11 – 12  
**UC/CSU:** F

Weighted

The purpose of this course is to survey the artistic worlds of both non-European and European cultures. Students will view and analyze the art, sculptures, and architecture of these cultures. The course curriculum is designed to aid students in successfully passing the AP test in May. This course will serve as an academic elective to students who wish to be competitive in the post-secondary application process.

**Prerequisite:** 11<sup>th</sup> or 12<sup>th</sup> grade standing required. Successful completion of World History or AP European History.

## CERAMICS

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:** F

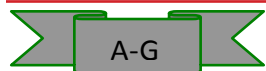
Students learn all facets of ceramics in this class. There are six major objectives:

1. To experience the tactile characteristics of clay and know its capabilities.
2. To gain a broad knowledge of past cultures and their heritage through their clay forms.
3. To become proficient in the hand building techniques.
4. To have an introductory experience using the kick wheel.
5. To understand ceramic design, form and function.
6. To acquire a basic familiarization of techniques and the firing of ceramic ware.

**Prerequisite:**

## ADVANCED CERAMICS

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:** F

Ceramics I with a "B" and teacher signature required.

There are four major objectives for students taking this course:

1. To advance individual skills in hand techniques and pottery wheel.
2. To investigate the glaze application more completely and learn to execute glaze recipes.
3. To establish detailed knowledge of the firing process.
4. To increase an awareness of a ceramic form, decoration, and function as integral components of a completed work of art.

**Prerequisite:** Ceramics I with a "B" and teacher signature required.



## INTRODUCTION TO DRAMA

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**Credits:** 10  
CSF III

**Grade:** 9-12  
**UC/CSU:**

This is a production-oriented course covering all aspects of live theater including acting, directing, set construction, makeup, lighting, costuming, and design. Students will be required to memorize lines and present scenes on stage.

**Prerequisite:**

## ADVANCED DRAMA

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:** F

This is a performance-oriented course covering all aspects of live theater including acting, directing, lighting, set construction, stage makeup, costuming, publicity, and performance. Students participate in and produce plays to be offered to student groups on campus and the general public. A study of dramatic literature is included. Extra time outside of school is required.

**Prerequisite:** Successful completion of Intro to Drama, and teacher signature required.

## SHOW CHOIR

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:** F

This is a specialized performing group emphasizing good vocal production and performance skills. Students perform standard, contemporary jazz, show tunes, and pop music. Emphasis is placed on proper vocal techniques, performance skills, and choreography/dance. Extra time outside of school is required.

**Prerequisite:** Audition and teacher signature required

## CONCERT CHOIR

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**Credits:** 10  
CSF III

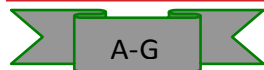
**Grade:** 9 – 12  
**UC/CSU:** F

This course is designed for beginners to rehearse and perform classical, chamber, and contemporary pop literature. Emphasis is placed on developing proper vocal techniques and performance skills. Extra time is required outside of class for rehearsal and performance.

**Prerequisite:**

## DRUMLINE (Percussion Ensemble)

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**Credits:** 10  
CSF III

**Grade:** 9 – 12  
**UC/CSU:** F

Students in this course learn techniques and perform percussion ensemble music both as part of the larger OHS Marching Band and concert band, and as part of a unique Percussion Ensemble. In addition to performing on a wide variety of percussion instruments, the students will learn the theory and history of the music performed. Performances and extra-curricular practices are scheduled as needed by the band director. Students will combine and apply movement patterns to music, simple to complex both as individuals and in groups. The physical self-awareness of biomechanics is learned throughout the year. Forty-two hours of physical activity in the form of marching calisthenics and drills are incorporated into the musical performance throughout the fall semester. The course may be repeated for additional credit. This course may be offered in the same section as other band courses. For freshmen through seniors, fall semester will go toward PE credits (until the PE req. has been met) and spring semester credits will go toward VAPA.

**Prerequisite:** Teacher approval is needed.

## JAZZ BAND

A-G

**Credits:** 10  
CSF III

**Grade:** 9– 12  
**UC/CSU:** F

This class is designed for students to learn about and play jazz, swing, and pop music, both past and current. Emphasis is on performing skills and improvisation. Additional time outside of class is required.

**Prerequisite:**

## BAND, MARCHING / SYMPHONIC

A-G

**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:** F

These courses are designed for students to rehearse and perform quality musical literature for concert and marching performance. Emphasis is placed on developing correct playing and performance techniques as well as basic music theory. Much extra time outside of school is required. Students will combine and apply movement patterns to music, simple to complex both as individuals and in groups. The physical self-awareness of biomechanics is learned throughout the year. Forty-two hours of physical activity in the form of marching calisthenics and drills are incorporated into the musical performance throughout the fall semester. Students must enroll in both semesters unless transferring to OHS midyear from another school. For freshmen through seniors, students will earn one year of PE credits.

**Prerequisite:** Previous experience in band is needed.



## Course Offerings

- Auto Technology I Basic Theory 15511
- Auto Technology II Diagnosis and Service 15141
- CTE Auto Technology III Service Technician 15161
- Fine Wood Working I 15312
- Advanced Fine Wood Working 15322
- Mechanical/Drafting I 15415
- Mechanical Drafting II 15413
- Architectural Design II 15423
- CTE Computer Aided Drafting 15425
- CTE Hospital Health Occupations 15511
- CTE Culinary Arts I
- CTE CS Web Design
- AP Computer Science Principles 14090
- AP Computer Science A
- Computer Science Discoveries
- Work Experience 16000
- CCAP Fire Science 1 and EMS Pathway
- CCAP Guidance 1 and 11
- Medical Terminology

## Staff Members

Dave Bacigalupi  
 Josh Bennett  
 Ryan Berg  
 Steve Jericoff  
 Joe Gilbert  
 Bryon Karamchandani  
 Brent Rodriguez  
 Allen Whittier



## Career and Technical Education

The California Career Technical Education (CCTE) model curriculum standards are organized in 15 industry sectors, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

Agriculture & Natural Resources  
 Arts, Media & Entertainment  
 Building Trades and Construction  
 Education, Child Development, and Family Services  
 Energy & Utilities  
 Engineering & Design  
 Fashion and Interior Design  
 Finance & Business  
 Health Science and Medical Technology  
 Hospitality, Tourism & Recreation  
 Information Technology  
 Manufacturing & Product Development  
 Marketing, Sales, and Service  
 Public Services  
 Transportation

## Sample Pathways

Auto I	Auto II	Auto III	
Fine Wood I	Adv Fine Wood		
CS Discoveries	CS Web Design	AP Comp Sci Principles	AP Comp Sci A
	Medical Term	Hospital/Health Occ.	Hospital/Health Occ
Mech/Arch I	Mech Draft II Arch Design II	Computer Aided Drafting	
		Culinary Arts	Culinary Arts

## Career Opportunities

Graphics	Programmer	Designer	Construction
Mechanic	Fabricator	Chef	Nurse
Gaming	Analyst	Product Mgr.	Furniture Design
	Engineer	Architect	Web Design

## CAREER AND TECHNICAL EDUCATION

Unless otherwise noted, all courses in this section fulfill one year of elective credit or high school Visual and Performing art requirement for each class period taken.

### Transportation Sector

The OHS Auto Technology program is particularly strong because it is based on experience from the real life world of auto dealerships and is designed into a comprehensive three-part program: Auto I, Auto II, and Auto III. Auto I focuses mostly on the theory of internal combustion engines, their operation and adjacent components. Although this course relies on the use of a Chrome Books with internet based textbook, later in the year students go into the shop to become acquainted with hand tools and safety procedures. Auto II moves students into repair and diagnosis of components. Students do more shop work than book work. Students taking Auto for only one or two years will come away with an understanding of automobiles, their maintenance and can do simple work themselves. Taking a car to a repair shop, students will be knowledgeable about what is involved. When asking for something, students will know what they are asking for and will be sure to get it. Auto III is a two-period class organized like a regular shop with students writing work orders, learning timetables for each job and learning about cost. Students do actual repairs for their own cars and others. Students taking the whole program (Auto I through III) will be prepared to get an entry level position in an auto repair facility or will be ready for a junior college or technical school program.

#### The National Institute for Automotive Service Excellence (ASE)

The National Institute for Automotive Service Excellence (ASE) Entry-Level certification tests are designed to indicate a satisfactory level of practical knowledge-based readiness for the workforce in candidates seeking a career in the automotive service industry. ASE Entry-Level certification tests are available for the Automobile, Collision Repair/Refinish and M/H Truck segments (series). ASE Entry-level certification is the first step in building career credentials as an automotive service professional.

All seniors and Auto Technology III students have the opportunity to take and pass the ASE Entry-level Certification. ASE is a nationally recognized Credential





## AUTO TECHNOLOGY I BASIC THEORY (Introduction)

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**Credits:** 10  
CSF III

**Grade:** 9 - 12  
**UC/CSU:**

This is a basic course to teach the workings of the automotive four-cycle American engine, automotive history, safety, hand tools, and information about careers. Shop experience includes driver information, task work, as well as some entry-level job skills. Safety tests and work clothes (coveralls preferred) are required. This is an excellent course for all drivers of automobiles. Students should have an interest in operation of automobile engines.

**Prerequisite:** Interest in operation of automobile engines.

## AUTO TECHNOLOGY II DIAGNOSIS & SERVICE (Concentrator)

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:**

The emphasis of this course is on diagnosis and factory recommended repair and service of the American engine and drive trains. There will be class work as well as shop work. The majority of class time will be spent in shop. Safety tests and work clothes are required.

**Prerequisite:** "C" in Auto Tech I, teacher signature required.

## AUTO TECHNOLOGY III (Capstone)

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MJC articulated course with AUTECH 311 – Basic Automotive Systems with Oakdale High School and Modesto Junior College. The articulation will be valid through summer 2023.

**Credits:** 20  
CSF III

**Grade:** 11 - 12  
**UC/CSU:**

This is a two-period class and functions as a live shop experience and is recommended for the career-minded student as well as the home enthusiast. Opportunities are provided for students to practice skills learned in Auto I and II, but the emphasis in this class is on perfection of entry-level job skills and knowledge of more complex procedures. Job orders and time clocks are used, and competency testing is a part of this course. Coveralls are required as well as participation in the Occupational Olympics. This class may be repeated for credit. All seniors and Auto Technology III students have the opportunity to take and pass the ASE Entry-level Certification. ASE is a nationally recognized Credential

**Prerequisite:** "C" in Auto Tech II, teacher signature required.

## FINE WOOD WORKING I (Introduction)

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**Credits:** 10  
CSF III

**Grade:** 9 - 11  
**UC/CSU:** F

This is a basic introductory course to woodworking using all power tools. Seven specific projects are required (such as building a shelf, cutting board, & decorative box). The course covers safe use of power tools and gluing and finishing of projects. During the second semester, students will be allowed to create their own projects upon completion of required projects. They can also personalize projects with a high-tech wood engraver.

**Prerequisite:** Interest in woodworking.

## ADVANCED FINE WOOD WORKING (Capstone)

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**Credits:** 10  
CSF III

**Grade:** 10 - 12  
**UC/CSU:**

Second year class students will have two advanced required projects (such as building an end table and building something larger within a group project). Upon completion of the required projects, students will be allowed to work on their own independent projects. Students will be working more independently with all power tools. They will also learn how to use the wood engraver.

**Prerequisite:** "C" in Fine Wood I, teacher signature required.

## ENGINEERING AND ARCHITECTURE SECTOR

Drafting classes help to prepare students for careers as engineers, drafts persons, architects, interior and landscape designers, etc. Students wishing to explore these careers and many others would benefit from taking drafting. Drafting students complete individual projects as they develop skills. Some of the practical skills taught in drafting find their way into other classes. With more teachers asking students to make presentations that include graphics, skills learned in drafting can be readily applied.

The drafting curriculum is both philosophical and practical. Philosophically, drafting teaches students to think and learn in different ways. Drafting students learn to visualize and work in a graphic language. Drafting also aims at the practical. Skills learned in drafting may be valuable when students own and remodel their own homes or enter careers that use drafting or graphics.

The first-year curriculum emphasizes technical drawing, exploring the shapes of objects, and learning to make two-dimensional drawings. Shapes progress to the third dimension, and in later classes students explore architecture. Advanced students move on to more complicated problems and develop full sets of plans that are good enough to be submitted for building permits. Advanced students use AutoCAD and Auto Desk after becoming proficient with the traditional drafting tools.

### **MECHANICAL DRAFTING TECHNOLOGY /ARCHITECTURE I (Introduction)**

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**Credits:** 10

**Grade:** 9 – 12

CSF III

UC/CSU:

The first semester students learn to describe the shape and size of objects by drawing to scale. Basic drafting practices and the use and care of instruments are stressed. Students get to learn and read blueprints as well as the pictorial representation of drawings.

**Prerequisite:** Students should have an interest in Mechanical Drafting.

### **MECHANICAL DRAFTING TECHNOLOGY II (Capstone)**

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**Credits:** 10

**Grade:** 10 – 12

CSF III

UC/CSU:

Students review the basic areas of mechanical drawing. Auxiliary views, mechanical constructions, fasteners, use of tables, handbooks, etc. are used to further develop mastery of detailed drawings. Students are challenged to use a variety of skills, and learn to be resourceful and take the initiative in proceeding with their work. Students are allowed to take advanced mechanical drafting for up to three years.

**Prerequisite:** “C” in Mechanical Drafting I, teacher signature required.

### **ARCHITECTURAL DESIGN II (Capstone)**

---



**Credits:** 10

**Grade:** 10 – 12

CSF III

UC/CSU: F

This is a specialized course designed to improve students’ ability in pictorial representation of architectural and artistic drawings and sketches. An emphasis is placed on the history of art, architecture, and design. Students are shown how art and architecture have been tied together throughout history and still are in today’s world. This course meets the OHS graduation and the CSU/UC eligibility requirement for visual/performing art.

**Prerequisite:** Architectural Design I and teacher signature required.



## CTE - COMPUTER AIDED DRAFTING

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**Credits:** 10  
CSF III

**Grade:** 11 – 12  
UC/CSU:

This is an instructional program designed to prepare students to use computer technology to plan, prepare, and interpret mechanical, architectural, structural, and other sketches. Students will use reproduction materials, equipment and processes and will develop, plan, and process charts and drawings. Students also have the opportunity to experience and create video game design programs with Unity and Games Factory 2, along with 3-D printing with MakerBox and CubePro Duo technology. Meets graduation requirement for visual/performing art.  
**Prerequisite:** “C” in Mechanical Drafting I, teacher signature required.

## CTE - CULINARY ARTS I

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**Credits:** 10  
CSF III

**Grade:** 11-12  
UC/CSU:

This course prepares students for entry-level occupations as assistant cooks, bakers, salad makers, cafeteria workers, food servers, cashiers, and/or institutional dish-up persons. A major emphasis is on service and care and maintenance of equipment, commercial kitchen safety and sanitation, as well as knife skills. Plus, all students receive their ServSafe Food Handlers certification which is required by law to work in the food industry. Meets graduation requirement for visual/performing art.  
**Prerequisite:**

## STUDENT SERVICES

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TEACHER'S AIDE

**Credits:** 10  
UC/CSU:

**Grade:** 11-12

BUSINESS OFFICE AIDE

ATTENDANCE OFFICE AIDE

COUNSELING OFFICE AIDE

LIBRARY AIDE

VICE PRINCIPAL'S OFFICE AIDE

MAIN OFFICE AIDE

Teachers can use help setting up equipment, organizing, filing, photocopying, etc. Office aides assist school personnel in the daily functioning of the offices. Aides must be exceptionally responsible and punctual. Students dismissed from an aide position for misconduct, poor performance, or bad attendance may receive a WF grade.

**Prerequisite:** Junior or senior status, good attendance and discipline record, and teacher or office supervisor signature required. **Students must be academically eligible (2.0 or higher GPA and no more than one “F” or Unsatisfactory citizenship mark on second semester grades) unless otherwise noted in I.E.P. Students are able to aide for one period during the school day.**

## ELEMENTARY SCHOOL HELPERS

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**Credits:** 20

**Grade:** 11 - 12  
UC/CSU:

For students who enjoy working with younger kids and considering becoming a teacher, this course allows the student to work at one of the Oakdale elementary schools. Students will be assigned to a teacher and help with hundreds of things elementary teachers do every day. Students must provide their own transportation. This class may be retaken for credit and is taken for a two-period block.

**Prerequisite:** Minimum GPA of 3.0 and no more than 10 absences during the previous academic year. Administrator or Counselor signature required.

## COMPUTER LAB TUTOR I & II

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**Credits:** 10

**Grade:** 11 – 12  
**UC/CSU:**

Enjoy helping other students? Like computers and computer software then being a computer tutor is for you! Tutors support and encourage students in learning word processing, business knowledge, spreadsheets, programming, graphics, and presentation software. Additionally, tutors provide help organizing, filing, and correcting student work.

**Prerequisite:** Signature of instructor.

## MATH TUTOR

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**Credits:** 10

**Grade:** 11 – 12  
**UC/CSU:**

For students who excel in math and enjoy working with their peers, this course requires daily interaction between the tutor and 9th grade students enrolled in an Algebra support class. The role of peer tutors is to circulate throughout the room, help monitor individual understanding, and offer assistance where needed—their purpose is not secretarial in nature. This course counts for elective credit.

**Prerequisite:** Junior or senior status, good attendance and discipline record. Math teacher signature required. “B” or better in Math II both semesters.

## CTE - HOSPITAL HEALTH SERVICES OCCUPATIONS (CONCENTRATOR/CAPSTONE)

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**Credits:** 20  
CSF III

**Grade:** 11 - 12  
**UC/CSU:**

1. Must have interest in a career in the medical field.
2. Must be physically and emotionally able to carry out the duties of the area(s) in which assigned.
3. Must have or develop good attendance, have a physical exam and TB skin test before entering hospital areas, and be willing to comply with rules governing hospital employees.
4. Provide own transportation.
5. Must have a district-provided car permit or walking permit.
6. Counselor recommendation.
7. Must purchase a uniform.
8. Flu Shot is required.
9. Hepatitis B immunizations are necessary for safety in areas where exposure to blood or body fluids is possible.

Approximately the first 9 weeks of this two-period program held at Oakdale High School are spent with core curriculum such as anatomy and physiology, medical terminology, HIPAA legal and ethical concerns, infection control, vital signs, CPR and computer skills required to work as a health care assistant. The remainder of the course is spent learning aide/assistant skills in one or more of the following areas: Radiology, physical therapy, nutrition, communication skills, emergency services, pharmacy, optometry, laboratory, equine/veterinary dietary medicine, dental, etc.

**Prerequisite:** Must have written permission of the instructor.

## MEDICAL TERMINOLOGY

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**Credits:** 10

**Grade:** 9 - 12  
**UC/CSU:** G

The introduction of the Medical Terminology course is designed to introduce students to a new language of medical terminology. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems-approach, the student will define, interpret, and pronounce medical terms relating to the structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon successful completion of the course, students will be able to comprehend a medical record report, communicate with medical professionals and have a high-level overview of medical terms.

**Major Units of Study:** Basic Word Structure, Suffixes and Prefixes, Medical Specialists and Case Reports, Body Systems and Diagnostic Tests and Procedures

## CTE - AP COMPUTER SCIENCE PRINCIPLES

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**Credits:** 10  
**UC/CSU:** D

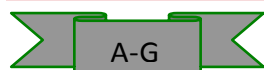
**Grade:** 10– 12  
**NCAA**

Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Participation in student leadership activities will be a required element of this course including participation in Occupational Olympics.

**Prerequisite:** Successful completion of Computer Science Discoveries.

## CTE - AP COMPUTER SCIENCE A

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**Credits:** 10  
**CSF III**

**Grade:** 11-12  
**UC/CSU:** C

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**Recommended for Success:** completion of AP Comp Sci Principles and/or concurrent enrollment in Math III.

## CTE - CS WEB DESIGN

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2 + 2

**Credits:** 10  
**CSF III**

**Grade:** 10-12  
**UC/CSU:** G

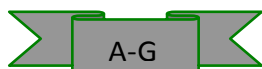
CS Web Design is an introductory project-based course that builds career and key digital communication skills in the context of the professional web design and development process. Students will learn web page design and beginning programming with the coding languages HTML, CSS, and JavaScript. Students will develop a basic understanding of web and graphic design principles and the user/software/hardware interface, as well as understanding the logical process of computer problem solving. Understanding, critical thinking, and problem solving skills related to programming will be developed as students get an introduction to the fields of web development, graphic design and computer science.

Students will learn web page design (Adobe Dreamweaver), photo editing (Adobe Photoshop), and illustration design (Adobe Illustrator), to create projects that will be published in printed and digital formats. These various projects include web pages, posters, tickets, programs, trailblazer cover, and t-shirt designs. Students enter artwork into contests throughout the school year. Participation in student leadership activities will be a required element of this course, including participation in Occupational Olympics. By the end of this course, students will have an opportunity to earn the following industry-recognized Adobe Certified Professional certifications: Web Authoring using Adobe Dreamweaver, Visual Communication using Adobe Photoshop, Graphic Design and Illustration using Adobe Illustrator.

**Prerequisite:** Successful completion of Computer Science Discoveries, or other introductory computer course.

## STUDENT GOVERNMENT LEADERSHIP

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**Credits:** 10  
CSF III

**Grade:** 10 – 12  
**UC/CSU:** G

This class is only for elected student body and class officers, and students will be assigned to this class after student body elections. Students must be leaders, want to develop leadership skills and be willing to work hard to improve the school. Students will help plan and carry out student activities at OHS.

**Prerequisite:** Teacher signature required. Must be a student body officer. Minimum 2.5 GPA required.

## WORK EXPERIENCE

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**Credits:** 10  
CSF III

**Grade:** 11 – 12  
**UC/CSU:**

Welcome to the world of work. For students under age 18, a Work Permit is required and can be obtained from the Work Experience teacher. Signing up for Work Experience class allows a student to work up to 40 paid hours per week and receive 5 or 10 elective credits per semester. Students must attend a 35-minute class once every week and complete work-related assignments outside of class. The class and related assignments help students to understand rules and regulations dealing with work, paychecks, taxes and how to obtain and hold a job. It is the student's responsibility to find a job. This job must be a legal, supervised job that provides a pay stub and Workman's Compensation Insurance. This course does not fulfill the high school graduation requirement for Visual and Performing Arts.

**Prerequisite:** Junior or Senior status and must be academically eligible. Signature required from Work Exp Teacher.

## COMPUTER SCIENCE DISCOVERIES

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**Credits:** 5  
CSF III

**Grade:** 9-12  
**UC/CSU:**

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

**Prerequisite:**



## COLLEGE AND CAREER ACCESS PATHWAY (AB 288)

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**Credits:** 5 credits/ **College Units:** varies .5-3

**Grade:** 11 – 12

**UC/CSU:** CSU transferrable

CCAP college courses held on the high school campus open only to Oakdale High School students. These courses are designed for students who wish to pursue higher education while completing their high school graduation requirements. They are designed to assist students in securing a job or advance in a demand industry or occupation. Juniors and seniors can be admitted into the program through an application process.

### **FIRE 1 - Fire Protection Organization**

Introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection; fire loss analysis; fire department as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. Not repeatable. Transfer: (CSU)

### **EMS 157 - Emergency Medical Responder & CPR**

An entry-level course designed for firefighters and other emergency workers who will respond to medical emergencies ahead of ambulance transportation. Focuses on stabilization of ill or injured patients prior to arrival of more advanced life support. This course meets the basic requirements for most volunteer fire agencies as well as some paid fire departments. Not repeatable. MJC equivalent: (EMS 350)

### **GUIDE 8 - Introduction to College**

Explore the resources and tools needed to take charge of your educational experience and maximize your academic success. Identify successful college behaviors, Columbia College support resources, general expectations of college culture, and college pathway options. Students will gain an understanding of educational planning and transfer processes and, according to their needs and goals, each student may complete an educational plan with a counselor individually, in a group, or online. Not repeatable. MJC equivalent: (GUIDE 110) Transfer: (CSU)

### **GUIDE 11 - Occupational Exploration**

An introduction to occupational exploration and career choice. Emphasis will be on linking personal information (interests, values and abilities) obtained through career assessment with information about occupations, researched by using Career Center and online resources. Career choices will be clarified and corresponding and appropriate educational goals will be selected. Students will receive instruction in goal setting, decision making, and problem solving as they relate to the development and fulfillment of educational and career plans.

Not repeatable. MJC equivalent: (GUIDE 111) Transfer: (CSU)