MODESTO CITY SCHOOLS

Career and Technical Education (CTE)

Course Catalog 2022-23

OUR MISSION

The mission of the Career Technical Education program is to cultivate the potential in our students by integrating rigorous classroom instruction with relevant, work-based experiences that inspire, guide and empower them for post-secondary college and careers. Our CTE program will bridge the academic, employability and technical skills that prepare our students for leadership roles in the working world.

Message from Senior Director

Modesto City Schools has a long history of operating successful Career Technical Education (CTE) programs.

Formerly known as Regional Occupational Program (ROP), today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real life contexts to prepare students with viable skills for today's increasingly complex workforce.

CTE programs reflect the instructional and learning design of: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration, and increased awareness of the expectations of business, industry, and the workplace. Students taking a CTE sequence perform better on assessments, graduate at higher rates, and are more successful in both college and the job market.

Modesto City Schools is proud to offer work-based learning opportunities, certifications, and job shadowing through our successful programs. Participating in CTE programs increases wages, probability and consistency of employment and leads to higher quality jobs.

Thank you for taking the time to review our course catalog. For additional information, please contact me at (209) 574-1628 or via email at Barkus.r@monet.k12.ca.us.

Respectfully,
Rachelle Barkus
Senior Director, Educational Options

*Course availability is subject to change due to student interest and teacher availability.

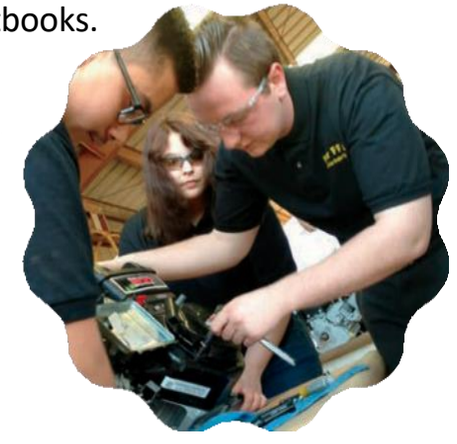
CTE Transitions

CTE Transitions (formerly known as Articulation) program offers high school students the opportunity to jump-start college by earning college credit while still in high school. High school students have the opportunity to earn college credit and high school credit simultaneously for certain articulated courses with Modesto Junior College.

These courses are governed by an agreement between Modesto Junior College and Modesto City Schools which ensures use of like curriculum and exams. Students earn college credit upon passing the end of course examination.

Benefits of Transitions

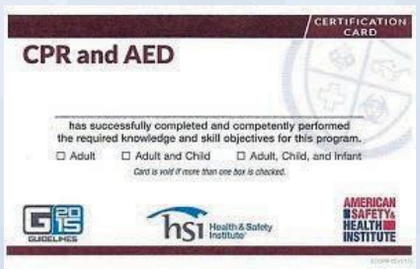
- Save time! Earn both high school and college credits at the same time.
- Save Money! Students don't pay for units, health fees, or textbooks.
- Reduce duplication of mastered coursework.
- Gain confidence in the ability to do college-level coursework.
- Simplify the college registration process via earned units.



*Check the CTE Website for courses that are articulated with MJC.

Certifications

Many of our CTE pathways offer industry recognized certifications that can be added to a student's portfolio. Some examples are OSHA 10, CPR and Automated External Defibrillator, ServSafe food handler, and Adobe Certified Professional.



ServSafe National Restaurant Association

OSHA®

Adobe CERTIFIED PROFESSIONAL

American Red Cross

How can we help?

For more information regarding CTE programs and courses, see your Career Navigator or Work Experience teacher located in the Career Center at your high school.

CTE Website

You can also contact the CTE office at (209) 492-4222.

Standards for Career Ready Practice

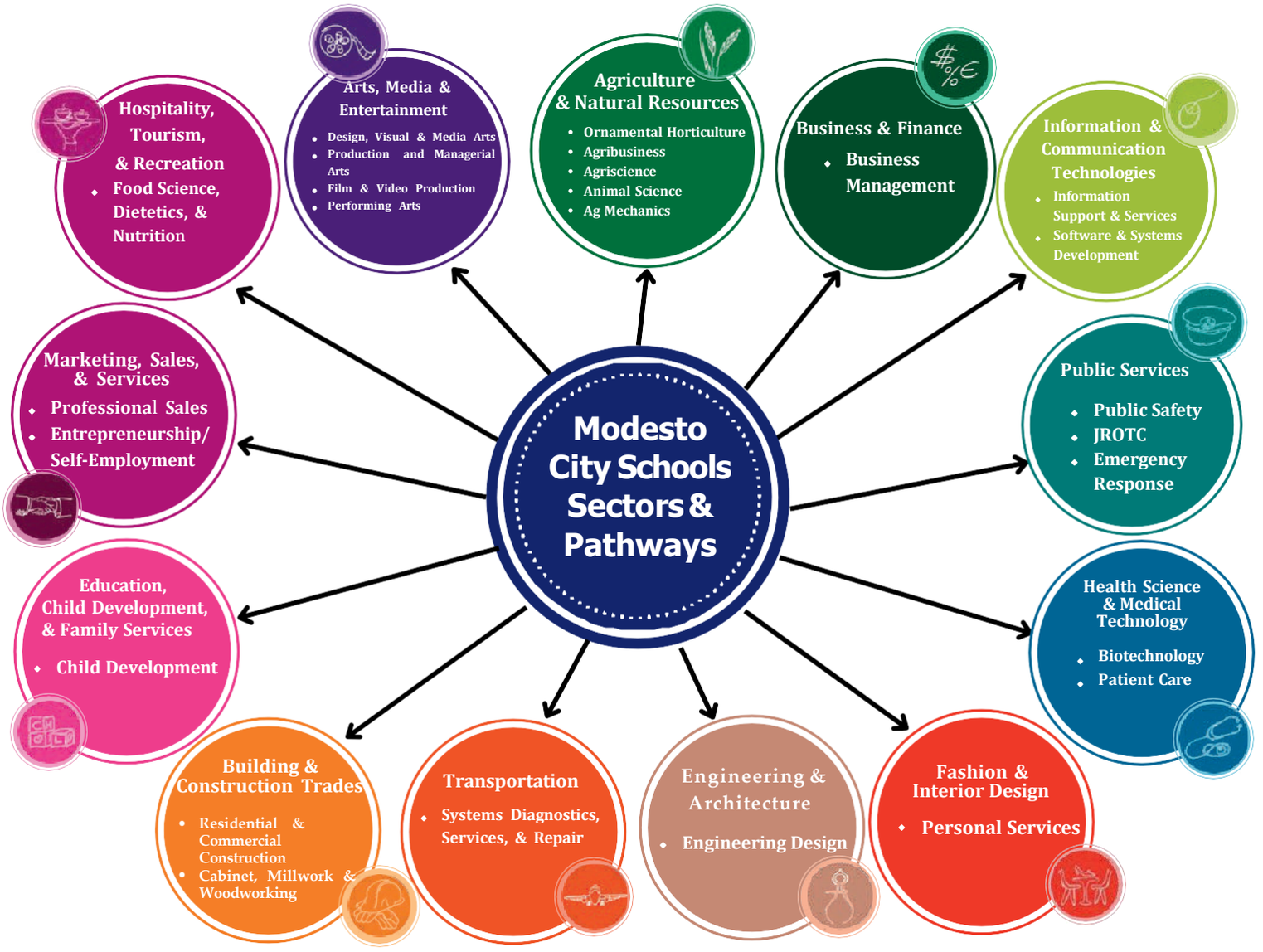
1. Apply appropriate technical skills and academic knowledge
2. Communicate clearly, effectively, and with reason
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity
5. Utilize critical thinking to make sense of problems and persevere in solving them
6. Practice personal health and understand financial literacy
7. Act as a responsible citizen in the workplace and the community
8. Model integrity, ethical leadership, and effective management
9. Work productively in teams while integrating cultural and global competence
10. Demonstrate creativity and innovation
11. Employ valid and reliable research strategies
12. Understand the environmental, social, and economic impacts of decisions

Industry Sectors and Pathways

Modesto City Schools offers various course pathways within thirteen (13) CTE Industry Sectors. To qualify under an Industry Sector, each pathway must meet the following criteria:

- Unique to an industry sector
- Has an occupational focus
- Consistent in size and scope
- Composed of similar functions
- Inclusive of all aspects of the industry
- Includes 8-12 pathway-specific standards
- Demonstrates sequence potential
- Reasonable and appropriate for high school
- Leads to high-skill, high-wage, or high-demand jobs
- Sustainable and viable over the next ten years

Pathways are made up of introductory, concentrator, and capstone courses. Introductory courses give students an overview and foundation in industry sector pathways. Concentrator courses provide in-depth instruction and exploration of specific industry sectors. Capstone courses provide a rigorous and intensive culmination of a course of study. All CTE courses, but especially capstone courses, provide students the opportunity to learn, practice, and apply the industry skills needed for career success after high school.



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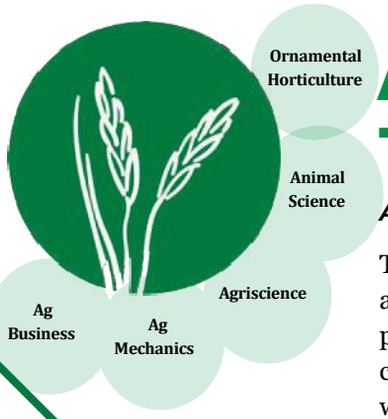


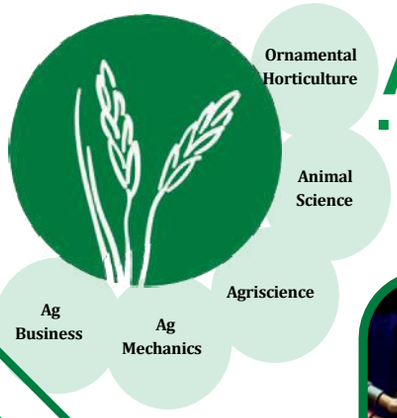
Agriculture & Natural Resources

About the Industry Sector:

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in various pathways. The pathways emphasize real-world, occupationally relevant experiences for students in the Modesto City Schools District. Classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, and entry to a career.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Agriculture Business	Agribusiness 1-2	Agribusiness 3-4	Ag Leadership
Agriscience	Agriscience --- Agriculture Food Science I	Biology & Sustainable Ag --- Integrated Ag Biology --- Agriculture Food Science II	Agriscience Systems Management --- Agriculture Farm to Fork
Animal Science	Agriscience	Animal Science 3-4	Animal Science 5-6 --- Veterinary Science
Ornamental Horticulture	Ornamental Horticulture	Landscape Design & Maintenance --- History & Art of Floral Design II	Greenhouse & Horticulture Practices --- History & Art of Floral Design III --- Advanced Floriculture
Agriculture Mechanics	Ag Mechanics 1-2	Ag Mechanics 3-4	Ag Mechanics 5-6 --- Ag Mechanics 7-8
Ag Mechanics: Manufacturing	Ag Manufacturing 1-2	Ag Manufacturing 3-4	Ag Manufacturing 5-6 --- Ag Manufacturing 7-8
Ag Mechanics: Small Engines	Ag Small Engine Repair 1-2	Ag Small Engine Repair 3-4	Ag Small Engine Technology --- Ag Diesel Engine Technology
Ag Mechanics: Wood Construction	Ag Wood Construction 1-2	Ag Wood Construction 3-4	Ag Wood Construction 5-6 --- Ag Wood Construction 7-8



Agriculture & Natural Resources

LOCATION(S)

Agriculture Business	Davis, Enochs
Agriscience	Beyer, Davis, Downey, Enochs, Gregori, Johansen, Modesto
Animal Science	Davis, Enochs, Gregori, Modesto
Ornamental Horticulture	Beyer, Davis, Downey, Enochs, Gregori, Johansen, Modesto
Agriculture Mechanics	Davis, Downey, Enochs, Gregori, Johansen, Modesto
Agriculture Mechanics: Manufacturing	Davis
Agriculture Mechanics: Small Engines	Beyer
Agriculture Mechanics: Wood Construction	Davis

Agriculture and Natural Resources

Courses

Agriscience Pathway:

Agriscience (Intro)
This course explores the physical and chemical nature of soil, as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an agriscience research program to be conducted throughout the first semester of the course. To complete that whole project, each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Agriscience meets the University of California's "D" list of required courses for college admissions.

Biology and Sustainable Ag (Concentrator)
Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony that permit fulfilling the social, economic, and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment (adapted from http://www.epa.gov/sustainability/basicinfo.htm).

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. Biology and Sustainable Ag meets the University of California's "D" list of required courses for college admissions.

Agriscience Pathway cont:

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

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

Agriculture Food Science I (Intro)
Agriculture Food Science is designed to teach students science through food, the food industry, agriculture and technological advances. Through laboratory experimentation, class discussions and hands-on activities, students will apply scientific principles as they pertain to agriculture food science. The class is designed to help students learn the relationships between agriculture, food, science and nutrition. Basic laws of chemistry, biology, microbiology, and physics are applied to the production, processing, preservation and packaging of food. Problem-solving and experimentation will provide application opportunities for sciences as well as educate students in order that they may become informed consumers of food products. Whenever possible, food products used in experimentation in class will be locally grown and harvested in order to deepen the appreciation of food production and use. Throughout the course, students will be graded on their participation in intra-curricular FFA activities as well as the development and maintenance of a Supervised Agricultural Experience (SAE). Agriculture Food Science I meets the University of California's "G" list of required courses for college admissions.

Agriculture Food Science II (Concentrator)
Food Science is designed to help you learn about relationships between agriculture, food, science, and nutrition. Basic laws of chemistry, microbiology, and physics are applied to the production, processing, preservation, and packaging of food. Characteristics of food components will be studied and research and development will be conducted in order to create value added food products. Problem-solving and experimentation will provide application opportunities for the sciences as well as educate the student in a way where they can be an informed consumer of food products. Students will also have the opportunity to discuss and become involved in the process

Agriscience Pathway cont:

of growing their own food and learning how to integrate these foods into their daily lives! Agriculture Food Science II meets the University of California's "G" list of required courses for college admissions.

Agriculture Farm to Fork (Capstone)
Students will utilize their skills in designing, cultivating, growing, and harvesting crops from the urban garden plots that they have been established to cultivate and prepare meals and seasonal menus that incorporate items from the garden and farm that represent healthy and nutritious food choices aligned to the "whole system" farming in modern cuisine. Students will deepen their understanding of the essential requirements in growing and tending their urban plots and farm in order to produce variety and maximize crop yield. Students will explore the history of agriculture in California and research the concept of "Passive Agriculture" utilized by indigenous Californians and the disconnect that exists between post-modern urban society and nature. Students will research and illustrate contemporary industrialized agriculture and its effect on farming techniques including livestock locally, nationally, and globally and explain the emerging, innovative, and controversial trends in agriculture production and harvesting. Students will research and explore the unequal access of fresh food choices in economically disadvantaged communities and discuss the legacy of urban farming and the victory garden movement. Students will design gardens for their neighborhoods that support the community as a whole in planning and preparing meals that are from farm to table in support of healthy eating and nutrition to address the health challenges facing the community. Agriculture Farm to Fork meets the University of California's "G" list of required courses for college admissions.

Agricultural Business Pathway:

Agribusiness 1-2 (Intro)
Agricultural Business Management 1-2 is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. This course will focus on current trends in agriculture, ag business, and economics including statistics, laws and regulation, and the world of work in agriculture. The course is designed to reinforce skills through involvement with the FFA. Agribusiness 1-2 meets the University of California's "G" list of required courses for college admissions.

Agribusiness 3-4 (Concentrator)
Agricultural Business Management 3-4 builds on the knowledge gained in the first year course and will prepare individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. This course will focus on current trends in agriculture, ag business, and economics including statistics, laws and regulation, and the world of work in agriculture. The course is designed to reinforce skills through involvement with the FFA. Agribusiness 3-4 meets the University of California's "G" list of required courses for college admissions.

Ag Leadership (Capstone)
The Ag Leadership class is designed to teach leadership skills three (3) times per week, with the remaining two (2) days devoted to lab application, focusing on the activities, calendars, and needs of the individual clubs and organizations represented in the class enrollment. Ag Leadership meets the University of California's "G" list of required courses for college admissions.

Agricultural Mechanics Pathway:

Ag Mechanics 1-2 (Intro)
Students will use a classroom and laboratory-type situation to cover the principles and applications of topics. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: safety, tools, measurement, drawing, woods, welding, concrete, metalwork/sheet metal, electricity, rope, and plumbing. Ag Mechanics 1-2 meets the University of California's "G" list of required courses for college admissions.

Ag Mechanics 3-4 (Concentrator)
Students will use a classroom and laboratory-type situation to cover the principles, care of, and maintenance of small gas and diesel engines. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: use of equipment manuals, equipment maintenance, and types of engines, oxy-acetylene welding, arc welding, measurement, drawing, safety, and project construction. Ag Mechanics 3-4 meets the University of California's "G" list of required courses for college admissions.

Ag Mechanics 5-6 (Capstone)
Students will use a classroom and laboratory-type situation to cover the principles of surveying, power hydraulics, equipment maintenance, oxy-acetylene welding, arc welding, MIG and TIG welding. Project construction will emphasize project drawing, measurement, and cost analysis. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Ag Mechanics 5-6 meets the University of California's "G" list of required courses for college admissions.

Ag Mechanics 7-8 (Capstone)
Students will use a laboratory-type situation to cover the principles, and applications of MIG, TIG, and oxy-acetylene welding of large equipment. Strong emphasis is put on the instruction and participation of project design, project construction, and cost of materials. Participation in FFA will reinforce skill development in the students. Ag Mechanics 7-8 meets the University of California's "G" list of required courses for college admissions.

Structural Ag Welding (Capstone)
Students will use a laboratory-type situation to cover the principles, and applications of MIG, TIG, and oxy-acetylene welding of large equipment. Strong emphasis is put on the instruction and participation of project design, project construction, and cost of materials. Participation in FFA will reinforce skill development in these students. Structural Ag Welding meets the University of California's "G" list of required courses for college admissions.

Agricultural Mechanics Pathway cont:

Ag Manufacturing 1-2 (Intro) 3-4 (Concentrator) 5-6 (Capstone) 7-8 (Capstone)
The Agricultural Manufacturing courses offer instruction in operations and techniques of manufacturing processes and machine tools common to machinists, metal fabricators, and welders in the Agricultural Manufacturing Industry. Safe work habits and practices are stressed in the class. This includes safety instruction on each machine and type of welding equipment as well as general safety in the lab. Students engage in a full range of processes and experience in operating lathes, milling machines, drill presses, grinders, oxy-acetylene welding, CNC operation, and the use of robotics in manufacturing. Students also will receive instruction on using classroom computer to design and program a part to be cut on a CNC machine and to control robotic functions. Students also receive learning experiences in plastic products, precision measurement, blueprint reading, and applied mathematics. The hands-on approach while completing projects and tasks leads to competency of shop skills. Each course level builds upon previous experiences and skills. Ag Manufacturing 1-8 meets the University of California's "G" list of required courses for college admissions.

Ag Small Engine Repair 1-2 (Intro)
This course is designed to educate students about the fast-growing industry of small engines and compact power equipment. There is a large demand for small engine technicians in the areas of lawn, garden, farm and construction equipment. This course places emphasis on overhaul, repair, adjustment, and troubleshooting of lawnmowers, chainsaws, and other agricultural compact power equipment. Ag Small Engine Repair 1-2 meets the University of California's "G" list of required courses for college admissions.

Ag Small Engine Repair 3-4 (Concentrator)
This course is designed to enhance the students former knowledge about the fast growing industry of small engines and compact power equipment. is course places emphasis on advanced techniques of overhauling, repairing, adjusting, and troubleshooting of two and four-stroke agricultural compact power equipment. Ag Small Engine Repair 3-4 meets the University of California's "G" list of required courses for college admissions.

Ag Small Engine Technology 1-2 (Capstone)
This course is designed to train students for entry-level jobs in the fast-growing industry of agricultural compact power equipment. There is a large demand for small engine mechanics in the areas of lawn, garden, and farm equipment small motor repair. This course places emphasis on employment skills concerning overhaul, repair, adjustment, and troubleshooting of agricultural compact power equipment. Ag Small Engine Technology 1-2 meets the University of California's "G" list of required courses for college admissions.

Ag Diesel Engine Technology (Capstone)
Diesel Equipment Technology is designed to train students for employment opportunities available within the agricultural/industrial industry. This course emphasizes skills necessary in the field of diesel equipment mechanics where students will learn major overhaul and tune-up diesel engines. The course will also focus on skills in power machinery and small engine repair and maintenance with strong emphasis upon safety, tool and equipment usage and preventative maintenance procedures. The development of leadership and employability skills is emphasized throughout the course. This advanced course follows the Model Curriculum Standards and Frameworks for Agriculture Specialization in the Agricultural Mechanics Advanced Core Cluster. Ag Diesel Engine Technology meets the University of California's "G" list of required courses for college admissions.

Agricultural Mechanics Pathway cont:

Ag Wood Construction 1-2 (Intro)
This course covers basic hand tool and machine operations in the wood/carpentry shop. Shop and machine safety are prioritized. Operation of planer, jointer, table saw, band saw, jigsaw, drill press, sanders, and portable tools will be implemented. First semester consists of required projects aimed at principles of construction, joints, assembly, gluing, clamping, and finish. Second semester focuses on the design and construction of the student's own project(s). This course qualifies students to participate in all FFA activities throughout the year. Students will also complete FFA Record Books to keep track of their projects, time, and money made or spent.
Ag Wood Construction 1-2 meets the University of California's "G" list of required courses for college admissions.

Ag Wood Construction 3-4 (Concentrator)
Ag Wood Construction 3-4 is a continuation of Ag Wood Construction 1-2 with an emphasis placed on advanced joints (mortise and tenon), advanced construction principles, doors, drawers, and spray finishes. Primary focus is on machine woodworking skills and the use of materials and processes. First semester consists of required projects aimed at mortise and tenon joints. Students will be engaged in more complex/advanced projects. This course qualifies students to participate in all FFA activities throughout the year. Students will also complete FFA Record Books to keep track of their projects, time, and money made or spent. All projects will be shown at the local Fair.
Ag Wood Construction 3-4 meets the University of California's "G" list of required courses for college admissions.

Ag Wood Construction 5-6 (Capstone)
Ag Wood Construction 5-6 is a continuation of Ag Wood Construction 3-4 with an emphasis placed on advanced construction principles and applications. Students will plan and construct a project that shows off skills learned in the previous courses that is appropriate in size and scope for a continuing course. This course qualifies students to participate in all FFA activities throughout the year. Students will also complete FFA Record Books to keep track of their projects, time, and money made or spent. All projects will be shown at the local Fair. Ag Wood Construction 5-6 meets the University of California's "G" list of required courses for college admissions.

Ag Wood Construction 7-8 (Capstone)
Ag Wood Construction 7-8 is a continuation of Ag Wood Construction 3-4 and 5-6 with an emphasis placed on advanced construction principles and applications. Students will plan and construct a project that shows off skills learned in the previous courses that is appropriate in size and scope for a continuing course. This course qualifies students to participate in all FFA activities throughout the year. Students will also complete FFA Record Books to keep track of their projects, time, and money made or spent. All projects will be shown at the local Fair.
Ag Wood Construction 7-8 meets the University of California's "G" list of required courses for college admissions.

Animal Science Pathway:

Agriscience (Intro)
This course explores the physical and chemical nature of soil, as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an agriscience research program to be conducted throughout the first semester of the course. To complete that whole project, each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Agriscience meets the University of California's "D" list of required courses for college admissions.

Animal Science 3-4 (Concentrator)
Animal Science 3-4 will provide students with principles focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. Hands-on scientific experiences are designed to enhance student's understanding of Agriculture, the environment, and society. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Animal Science 3-4 meets the University of California's "G" list of required courses for college admissions.

Animal Science 5-6 (Capstone)
Animal Science 5-6 is a course designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include; clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, evolution, and ecology as they pertain to the animal/veterinary field. The feline dissection and various other livestock specimens will serve as a supplemental lab practicum throughout the duration of this course. Each unit includes a clinical practice component at the conclusion to put the knowledge learned into a real veterinary clinical situation. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills. At the conclusion of this course and completion of requirements, students will be able to take the exam to become level 1 assistant veterinary technician certified. Animal Science 5-6 meets the University of California's "G" list of required courses for college admissions.

Veterinary Science (Capstone)
Veterinary Science is an advanced level course that covers topics such as: laboratory research, anatomy and physiology, circulatory and respiratory systems, nutrition, genetics, and more when it comes to animals. It will also give students the opportunity to research various professional opportunities within the veterinary field and allow them to develop their agricultural interpersonal skills as well as leadership development. Veterinary Science meets the University of California's "G" list of required courses for college admissions.

Ornamental Horticulture Pathway:

Ornamental Horticulture (Intro)
Ornamental Horticulture will provide the student with the necessary entry-level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection, and care of plants. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design. Ornamental Horticulture meets the University of California's "G" list of required courses for college admissions.

Landscape Design and Maintenance (Concentrator)
Landscape Design and Maintenance is a course where students will receive training in the greenhouse as well as on landscapes. Students will learn about topics such as lawn maintenance, care, and management, lawn installation, landscape design, landscape installation, as well as landscape construction. Participation in FFA activities will reinforce the learning process of these students. Landscape Design and Maintenance meets the University of California's "G" list of required courses for college admissions.

History and Art of Floral Design II (Concentrator)
The History and Art of Floral Design II provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract 2D and 3D designs, historical culture and theory, color theory, and analytical critiques of various oral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multipart floral designs and creative expression through wedding consultations. History and Art of Floral Design II meets the University of California's "F" list of required courses for college admissions.

Greenhouse and Horticulture Practices (Capstone)
Designed as an advanced class in ornamental horticulture, students learn and apply skills in both operating and maintaining environments for correct plant growth. Labs and activities will have an emphasis on plant identification and control of agriculture pests and weed control, plant environments, soil media, plant growth, plant propagation, transplanting, and merchandising of ornamental plants. In addition, purchasing and inventory control, and safe use of nursery materials, supplies, and equipment. Learners will also gain experience through leadership development, SAE (Supervised Agriculture Experience) projects, and career exploration in the area of plant science. Greenhouse and Horticulture Practices meets the University of California's "G" list of required courses for college admissions.

Ornamental Horticulture Pathway cont:

History and Art of Floral Design III (Capstone)
In History and Art of Floral Design III, the students will explore the floriculture industry on a more technical and advanced level. Students will expand upon their creative expression, aesthetic valuing, perceptions, and historical and cultural context. The art elements and principles of design will serve as a foundation for each unit covered. History and Art of Floral Design III meets the University of California's "F" list of required courses for college admissions.

Advanced Floriculture (Capstone)
The advanced floral design class is designed to give the student advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. Advanced Floriculture meets the University of California's "F" list of required courses for college admissions

Arts, Media, & Entertainment

About the Industry Sector:

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction. The work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities—traits that are necessary to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Design, Visual, & Media Arts: Graphic Design	DSLR Photography	DSLR Photography 3-4 --- 3D Computer Graphics & Animation 1-2 --- Graphic Design II --- Photo Capture & Manipulation	Desktop Publisher & Photo Journalism --- 3D Computer Graphics & Animation 3-4 --- Graphic Design III --- Concepts of Visual Communication
Performing Arts: Professional Theatre	Theatre & Stage Technology 1-2 --- Professional Theatre 1-2	Professional Theatre 3-4	Professional Theatre 5-6
Production & Managerial Arts: Film/Video Production & Multimedia Production		Video Arts & Production 1-2 --- Multimedia Broadcasting 1-2	Video & Media Production --- Multimedia Production

LOCATION(S)

Design, Visual, & Media Arts: Graphic Design	Downey, Enochs, Gregori, Johansen
Performing Arts: Professional Theatre	Downey, Gregori, Modesto
Production & Managerial Arts: Film/Video Production & Multimedia Production	Downey, Enochs, Gregori, Modesto

Arts, Media, and Entertainment

Courses

Graphic Design Pathway:

DSLR Photography 1-2 (Intro)
DSLR (Digital single-lens reflex) Photography gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations and/or advanced post-secondary studies. It provides training in still picture acquisition, graphic editing and retouching, presentation graphics and systems (electronic & print), lighting design, special effects and titling, multimedia workflows, as well as studio based and field (location) photo production on both DSLR and mirrorless cameras. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. The course will address what it means to critically evaluate your own photographs and those of others within an art context. Each student will complete a portfolio of his/her work. DSLR Photography 1-2 meets the University of California's "F" list of required courses for college admissions.

DSLR Photography 3-4 (Concentrator)
DSLR (Digital single-lens reflex) Photography 3-4 provides students with the opportunity to expand and enhance skills developed in DSLR Photography 1-2. Advanced Photography gives the student the opportunity to build on their technical knowledge and requisite skills needed for successful entry-level employment in media related occupations and/or advanced post-secondary studies. It provides training in still picture acquisition, graphic editing and retouching, presentation graphics and systems (electronic and print), lighting, design, special effects and titling, multimedia work flows, as well as studio based and field (location) photo production on both DSLR and mirrorless cameras. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. The course will address what it means to critically evaluate your own photographs and those of others within an art context. Each student will complete a portfolio of his/her work. DSLR Photography 3-4 meets the University of California's "F" list of required courses for college admissions.

Desktop Publisher and Photo Journalism (Capstone)
This two-semester course combines the high-level critical thinking, reading and writing skills of print journalism with the artistic, creative and aesthetic skills of visual and graphic arts, photography and computer technology. Students master the writing and editing of the most common forms of journalistic stories; learn and practice the basics of design and layout and its role in the communication process; analyze, evaluate and create images based on a set of given values; develop and apply basic understanding of desktop publishing; learn communication, time management, and evaluation skills as individuals and with small teams; use state-of-the art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications

Graphic Design Pathway cont:

law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion through photography, writing, design and the culmination of these in creating newsletters, posters, programs, brochures, and yearbook production. This course prepares students for entry-level work in fields of desktop publishing, marketing, journalism, publication and design, editing, graphic design, photography, product development, or other areas that utilize desktop publishing. Desktop Publishing and Photo Journalism meets the University of California's "F" list of required courses for college admissions.

3D Computer Graphics and Animation 1-2 (Concentrator)
The world of 3D is rapidly expanding, and career opportunities exist in a wide range of fields – including architecture, games, product and industrial design, civil engineering, and film and television animation. In this course, students will pursue an in-depth study of fundamental concepts of 2D and 3D computer graphics. Students will learn to produce high quality images and animated sequences using 3D software, and to develop their own 3D content using the tools learned, techniques studied, and their own creativity.

This course puts students into a 3D production environment where creative output must be accomplished within specific time frames, resources, and design constraints. Students will demonstrate and apply what they learn through a series of creative and engaging projects. Projects will integrate math, science, and other core subjects with graphics and animation. Students will prepare for occupations such as 3D Animator, Engineer, Architect, 3D Modeler, 3D Lighting Specialist, Texture Artist, Game Level Designer, Special Effects Artist, and Video Post-Production Artist.

Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce. 3D Computer Graphics and Animation 1-2 meets the University of California's "F" list of required courses for college admissions.

Graphic Design II (Concentrator)
The Graphic Design course will explore the ever-changing trends in the global field of design and its application in print (two dimensional), product and environmental (three dimensional). Students will understand the impact of the arts and design throughout history and in various cultures. Students will learn methods and theory such as the principles of design to enhance their artistic vision and style. Through 2D and 3D design projects students will develop problem solving skills, artistic perception, critical thinking, and self-reflection. Art critiques and presentations will provide opportunities for students to grow as graphic designers. It provides an introduction in computer-generated print and beginning experience in motion graphics. Professional software will continue to be explored through demonstration and studio practice. This course is designed to develop students' skills, techniques, and build upon complex ideation. Students will gain knowledge in creative expression, artistic perception and aesthetic valuing. Strong emphasis will be on further examining typography, design, and layout in producing quality print collateral. A portfolio of artwork is created that reflects refined craftsmanship, technical skill, and personal style. Graphic Design gives the student the foundations to develop their technical knowledge and requisite skills needed for successful entry-level employment in media related occupations and/or advanced post-secondary studies. Graphic Design II meets the University of California's "F" list of required courses for college admissions.

Graphic Design Pathway cont:

Photo Capture and Manipulation (Concentrator)
This course is intended to develop an understanding of the technical and aesthetic foundations in color photography through the latest digital technology. Students will take their own traditional or digital photographs and then utilize various digital photographic techniques; imaging scanning, color digital printing, and Adobe Photoshop. Creative, fine art assignment solutions will be emphasized as well as learn aesthetics by examining and discussing photographs taken by professionals, classmates, and the student's own works, during class critiques. Learn techniques (how to take, transfer images, print, and finish photographs) through handling of digital cameras, lenses, exposures, digital darkroom, storage devices, storing and archiving. Learn composition by concentrating on selective focus, leading lines, depth, center of interest, value and contrast. Experience a series of assignments including candid photography, action photos, existing light pictures, portraiture, multiple exposures, and close-up photography. Students are not required to own a camera; digital cameras can be checked out for classroom use. Photo Capture and Manipulation meets the University of California's "F" list of required courses for college admissions.

3D Computer Graphics and Animation 3-4 (Capstone)
The world of 3D is rapidly expanding, and career opportunities exist in a wide range of fields – including architecture, games, product and industrial design, civil engineering, and Im and television animation. In this course, students will expand and apply the foundational skills and techniques learned in the introduction course of 3D Graphics and Animation. Students will learn to produce professional/industry standard images and animated sequences using 3D software and utilize their technical and artistic knowledge to develop their own 3D animation short film. This course places students into a 3D production pipeline and will simulate a real-world studio production environment where creative output must be accomplished within specific time frames, resources, and design constraints. Students will demonstrate and apply what they learn through a yearlong creative project. The project will integrate Art, Math, Science, and other core subjects in addition to Graphics and Animation. Students will prepare for occupations such as 3D Animator, Engineer, Architect, 3D Modeler, 3D Lighting Specialist, Texture Artist, Game Level Designer, Special Effects Artist, and Video Post-Production Artist. Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce. 3D Computer Graphics and Animation 3-4 meets the University of California's "F" list of required courses for college admissions.

Graphic Design III (Capstone)
Graphic Design III gives the student the opportunity to build on their technical knowledge and requisite skills needed for successful entry-level employment in media related occupations, and/or advanced post- secondary studies. It provides intermediate to advanced experience in computer-generated print and beginning experience in motion graphics. Professional software will continue to be explored through demonstration and studio practice. This course is designed to develop students' skills, techniques, and build upon complex ideation. Students will gain knowledge in creative expression, artistic perception, and aesthetic valuing. Strong emphasis will be on further examining typography, design, and layout in producing quality print collateral. A portfolio of artwork is created that reflects refined craftsmanship, technical skill, and personal style. Graphic Design III meets the University of California's "F" list of required courses for college admissions.

Professional Theatre Pathway:

Theatre and Stage Technology 1-2 (Intro)
Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require "publication" or a public presentation in one way or another. Consequently, focus is on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public. Representative topics include producing, staging, designing, filming, editing, lighting, storyboarding and script writing, rehearsing, audio creation, audio editing, file conversion and file management as well as marketing and promoting live and recorded productions. Students will also learn about the skills and education necessary to prepare for production careers from career research and analysis, visiting local businesses, and from various multi-media guest speakers. Theatre and Stage Technology 1-2 meets the University of California's "F" list of required courses for college admissions.

Professional Theatre 1-2 (Intro)
Professional Theatre is an intro course in the Professional Theatre pathway that will introduce basic acting skills, play analysis, scene study, monologues, and performance techniques. In addition to theatre acting, students will be exposed to how theatre came to be by learning theatre history. This course introduces the variety of careers in professional theater. Students will study a range of professional models from Broadway to regional to community theatre to identify established practices and basic competencies required to create professional theatre. Professional Theatre 1-2 meets the University of California's "F" list of required courses for college admissions.

Professional Theatre 3-4 (Concentrator)
Professional Theatre 3-4 is an actor's training course that introduces the student to the skills and knowledge necessary to pursue a professional acting career, as well as providing knowledge and practical experience for careers in the collaborative field of professional theater. Students will study a range of professional models from Broadway to regional theatre to identify established practices and basic competencies required to create professional theatre. Students will build on the foundational skills to create project-based live performances using the elements of acting, dance, and music. Representative topics include: career research; basic theatre skills, including movement, voice, and concentration; scene study skills; directorial techniques (blocking and rehearsal techniques); entry-level musical theater techniques in dancing and singing; production elements and professional practices; and professional audition techniques. Professional Theatre 3-4 meets the University of California's "F" list of required courses for college admissions.

Professional Theatre 5-6 (Capstone)
The course emphasizes skill development for the career strands in the Performing Arts, Professional Theatre Sub-Pathway. Students will be exposed to practices and skills that they can rely on during an audition process, either for admission to a post-secondary training program or in an industry context. Students will learn how to curate, plan, produce, market, present, and reflect on a Capstone Showcase in which is the summative assessment for this two-course sequence. Under the advisement of industry professionals, students will explore ideas, themes, and concepts related to obtaining post-secondary admission or employment. Students in this course will develop observation, discussion, and writing skills relevant to interpretation and evaluation of acting, lesson planning and digital portfolio development. Professional Theatre 5-6 meets the University of California's "F" list of required courses for college admissions.

Professional Theatre Pathway cont:

Concepts of Visual Communication (Capstone)
This is a capstone course in the Performing Arts Academy (PAA) at Modesto High School. Students will have extensive hands-on lab experience designing, developing, and maintaining websites, creating animations, and exploring various graphic design elements to create diverse projects including a professional portfolio. Students will also learn appropriate business strategies for creating intuitive and accessible animations and web sites, increasing their development of presentation skills, and improving job-seeking techniques. Students will develop a portfolio of completed academic class and theater projects that reflect their contribution to the PAA. This portfolio will be presented to faculty and peers at year-end as a capstone activity. This course also gives the student the opportunity to acquire greater technical knowledge and requisite business skills needed for successful entry-level employment in: Web Design, Graphic Design, Advertising Design, Animation, Illustration, Layout Arts, and Digital Publishing. Advertising Design, Animation, Illustration, Layout Arts, and Digital Publishing. Concepts of Visual Communication meets the University of California's "F" list of required courses for college admissions.

Film/Video Production Pathway:

Video Arts and Production 1-2 (Concentrator)
Video Arts and Production gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations, and/or advanced post-secondary studies. It provides training in still and motion picture acquisition, non-linear editing, presentation graphics and systems (electronic and print), sound and lighting design, digital animation, special effects and titling, multimedia work flows, as well as studio based and field (location) video production. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. Each student will complete a portfolio of his/her work. Video Arts and Production 1-2 meets the University of California's "F" list of required courses for college admissions.

Video and Media Production (Capstone)
Video and Media Production gives the student the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in media related occupations and/or advanced post-secondary studies. It provides training in still and motion picture acquisition, non-linear editing, presentation graphics and systems (electronic & print), sound and lighting design, digital animation, special effects and titling, multimedia work flows, as well as studio based and field (location) video production. Course content is structured through lecture-laboratory experiences as it relates to individual and group projects. Each student will complete a portfolio of his/her work. Video and Media Production meets the University of California's "F" list of required courses for college admissions.

Multimedia Production Pathway:

Multimedia Broadcasting 1-2 (Concentrator)
This course series explores the advanced commercial and industrial aspects of video production. Students will explore the interaction between the video industry and the business community. Students will produce field and broadcast productions to help benefit the school, its students and staff, the district, and the community. Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce. Students will also engage in numerous cross-curricular video and television/broadcasting production projects, supporting learning in their core classes through media and technology.

Some of the advanced skills to be explored include linear and non-linear editing, video camera techniques, software and techniques, television/broadcast production, studio based and field production, digital storytelling, digital animation, special effects, production staging, set design, technical organization, audio techniques, specialized lighting techniques, storyboarding, planning, scripting, screenwriting, directing talent, and business ethics. This course gives students the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in the motion picture industry, other media related occupations, and/or advanced post-secondary studies. Multimedia Production 1-2 meets the University of California's "F" list of required courses for college admissions.

Multimedia Production 3-4 (Capstone)
Multimedia Broadcasting 3-4 will be set up to run like a production company, where students will have to manage all of the specifics of major productions. Students will apply what they have learned in previous courses to produce a variety of more advanced video productions. This course is a continuation of the Multimedia Broadcasting 1-2 course.

This course series explores the advanced commercial and industrial aspects of video production. Students will explore the interaction between the video industry and the business community. Students will coordinate and produce field and broadcast productions to help benefit the school, its students and staff, the district, and the community, giving them first-hand experience in running their own production company. Students will develop the skills and knowledge to be creative partners in industry while building capacity for employment in all areas of the creative workforce. Students will also engage in numerous cross-curricular video and television/broadcasting production projects, supporting learning in their core classes through media and technology.

Some of the advanced skills to be explored include linear and non-linear editing, video camera techniques, software and techniques, television/broadcast production, studio based and field production, digital storytelling, digital animation, special effects, production staging, set design, technical organization, audio techniques, specialized lighting techniques, storyboarding, planning, scripting, screenwriting, directing talent, and business ethics. This course gives students the opportunity to acquire the technical knowledge and requisite skills needed for successful entry level employment in the motion picture industry, other media related occupations, and/or advanced post-secondary studies.

Students will prepare for occupations such as Event Videographer, Editor, Video Post-Production Artist, Director of Photography, Camera Operator, Actor (stage, film, video), Voiceover Artist, Narrator, Script Writer, Lighting Technician, Grip, Producer/Director (theater, television, motion picture), Talent Manager, Visual Effects Producer, Sound Designer, and Broadcast/Theatrical Technician. Multimedia Broadcasting 3-4 meets the University of California's "F" list of required courses for college admissions.

Residential & Commercial Construction

Cabinetmaking, Millwork, & Woodworking

Building & Construction Trades

About the Industry Sector:

This sector provides a foundation in the Building and Construction Trades industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the Building and Construction Trades industry. The sector encompasses four career pathways: Cabinetry, Millwork, and Woodworking; Engineering and Heavy Construction; Mechanical Systems Installation and Repair; and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired in a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards included in the Building and Construction Trades sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Cabinetmaking, Millwork, & Woodworking	Construction Woodworking Technology 1-2	Construction Woodworking Technology 3-4	Construction Woodworking Technology 5-6 --- Construction Woodworking Technology 7-8
Residential & Commercial Construction	Construction Technology 1-2	Construction Technology 3-4	Construction Technology 5-6

LOCATION(S)

Cabinetmaking, Millwork, & Woodworking	⇢	Downey, Modesto
Residential & Commercial Construction	⇢	Downey, Elliott, Johansen

Building and Construction Trades

Courses

Cabinetmaking, Millwork, and Woodworking Pathway:

Construction Woodworking Technology 1-2 (Intro)
This is an introductory course to the construction industry that will allow students to learn how to use portable and stationary woodworking equipment in a proper and safe manner. The student will learn about wood properties, fastenings, finishes, and the proper use of hand tools. Instructional training in areas such as plans and blueprints, ordering material, work layout, woodworking machines and related occupational information will be presented. This is a beginning course in woodworking. Construction Woodworking Technology 1-2 meets the University of California's "G" list of required courses for college admissions.

Construction Woodworking Technology 3-4 (Concentrator)
This is the next level course in construction/woodworking technology. Additional instruction will be provided in each of the beginning Construction/Woodworking Technology 1-2 areas as well as advanced training in hand tools, machinery, equipment, and woodworking joinery. This course also introduces cabinet construction, as well as drawer and door construction. Construction Woodworking Technology 3-4 meets the University of California's "G" list of required courses for college admissions.

Construction Woodworking Technology 5-6 (Capstone)
This course allows the student to learn about project design. Additional power equipment will be introduced and used in addition to what has been covered in Construction/Woodworking Technology 1-4. The student will learn advanced frame construction and be provided more advanced training on the power equipment. Construction Woodworking Technology 5-6 meets the University of California's "G" list of required courses for college admissions.

Construction Woodworking Technology 7-8 (Capstone)
In this course, frame and furniture construction are emphasized. Construction Woodworking Technology 7-8 is the final year in which the student is able to use the skills that he/she has acquired from Construction Woodworking Technology 1-6 in order to construct a cabinet or fine piece of furniture. After completing Construction Woodworking Technology 7-8, the student will have attained the skills necessary to enable him/her to pursue a job in the cabinet/construction trade and be job ready. Construction Woodworking Technology 7-8 meets the University of California's "G" list of required courses for college admissions.

Residential and Commercial Construction Pathway:

Construction Technology 1-2 (Intro)
This course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. In Construction Technology 1-2, students will cover such topics as blue print reading, estimation, surveying and site planning, wall framing, electrical, plumbing and more. Construction Technology 1-2 meets the University of California's "G" list of required courses for college admissions.

Construction Technology 3-4 (Concentrator)
This course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. In Construction Technology 3-4 students will learn about roof framing, tile setting, drywall, HVAC, weatherization, concrete, and more. Construction Technology 3-4 meets the University of California's "G" list of required courses for college admissions.

Construction Technology 5-6 (Capstone)
This course is designed to reinforce knowledge and skills that were attained in the first two Construction Technology courses before moving on to the Capstone course. This course provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in the ninth grade because without a robust experience at this level many students enter high school unaware of what careers may be best for them. Within this and the following courses, students will work productively in small teams of two, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. Construction Technology 5-6 meets the University of California's "G" list of required courses for college admissions.

Business & Finance

Business Management

About the Industry Sector:

Persons trained in fields such as business management, international trade, and various financial services specialties (e.g., accounting, banking, and investing) will find that their skills are highly marketable. Students master basic business principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management as well as pathways in international business and business management. Because almost every business and organization has a financial and management component, students will find that opportunities exist in many career paths in addition to those in business and finance.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Business Management		Virtual Business	*Coming Soon!*

LOCATION(S)

Business Management → Davis

Business and Finances

Courses

Business Management Pathway:

Virtual Business (Concentrator)
Virtual Business is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Emphasis is placed on using current business software, communications, and the Internet for business transactions. This simulation takes the teacher outside the traditional instructional paradigm and places the students on the front lines of the business world. Virtual Business meets the University of California's "G" list of required courses for college admissions.

Education, Child Development, & Family Services

Child Development

About the Industry Sector:

The Education, Child Development, and Family Services sector provides students with the academic and technical preparation to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses four distinct, yet interrelated, career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The Child Development pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education pathway emphasizes the preparation of students to become teachers. The Consumer Services pathway gives students the employment and management skills needed in careers that involve helping consumers. The Family and Human Services pathway provides students with skills needed for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development—for example, through Family, Career and Community Leaders of America (FCCLA).Standards in the Education, Child Development, and Family Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Child Development		Child Development 1-2	Child Development 3-4

LOCATION(S)

Child Development ⇢ Downey, Modesto

Education, Child Development, and Family Services

Courses

Child Development Pathway:

Child Development 1-2 (Concentrator)
Child Development is a year-long course that provides students with a detailed knowledge of human development. This course helps students understand children's physical, cognitive, emotional and social growth. It also provides instruction in the care and guidance of young children. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. In addition to learning theoretical knowledge, students are able to apply this through practical demonstrations and assignments. This course provides a comprehensive foundation for any career that involves working with children. Child Development 1-2 meets the University of California's "G" list of required courses for college admissions.

Child Development 3-4 (Capstone)
Child Development is a year-long course that provides students with a detailed knowledge of human development. This course helps students understand children's physical, cognitive, emotional and social growth. It also provides instruction in the care and guidance of young children. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. In addition to learning theoretical knowledge, students are able to apply this through practical demonstrations and assignments. This course provides a comprehensive foundation for any career that involves working with children. Child Development 3-4 meets the University of California's "G" list of required courses for college admissions.

Engineering Design

Engineering & Architecture

About the Industry Sector:

This sector is designed to provide a foundation in engineering and architecture sector pathways and occupations for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in four pathways that emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural Design; Engineering Technology; Engineering Design; and Environmental Engineering. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the Engineering and Architecture programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership and interpersonal skills development

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Engineering Design		Engineering Design --- Engineering Essentials	Principles of Engineering

LOCATION(S)

Engineering Design ⇢ Gregori, Johansen

Engineering and Architecture

Courses

Engineering Design Pathway:

Engineering Design (Concentrator)
Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented. Engineering Design meets the University of California's "D" list of required courses for college admissions.

Engineering Essentials (Concentrator)
The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. Engineering Essentials meets the University of California's "D" list of required courses for college admissions.

Principles of Engineering (Capstone)
Principles of Engineering is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Engineering Design Pathway cont:

Students have the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning. Principles of Engineering meets the University of California's "D" list of required courses for college admissions.

Health Science & Medical Technology

About the Industry Sector:

The standards in this sector represent the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology, from entry level to management as well as technical and professional career specialties. The standards describe what workers need to know and be able to do to contribute to the delivery of safe and effective health care. The six career pathways are grouped into functions that have a common purpose and require similar attributes. The pathways are Biotechnology, Patient Care, Health Care Administrative Services, Health Care Operational Support Services, Public and Community Health, and Mental and Behavioral Health. Standards for each career path build on and continue the anchor standards with more complexity, rigor, and career specificity.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Biotechnology		Applied Chemistry & Biotechnology	Science & Ethics of Biotechnology
Patient Care	Medical Science I	Medical Science II --- Health Science Careers 1-2	Hosp/Hlth Services Occupations --- Nursing Assistant Precertification Program --- Health Science Careers 3-4

LOCATION(S)

Biotechnology	⇢	Enochs
Patient Care	⇢	Davis, Elliott, Gregori

Health Science and Medical Technology

Courses

Biotechnology Pathway:

Applied Chemistry and Biotechnology (Concentrator)
This course allows students to investigate and apply chemistry and biotechnology concepts and methods to understand and address issues related to five essential human needs-Water, Food, Health, Waste Management, and Energy-as Chemistry and Biotechnology complement each other in addressing these essential needs. Human diseases, for example, are treated by either small molecule drugs produced by chemistry or protein-based drugs produced by biotechnology, and environmental contaminants can be cleaned up either using chemistry or microbes. Whether a chemistry or biotechnology solution works best depends on the specific nature of the problem, and often both approaches to the problem are necessary for optimal resolution. In this course, students will study the methods necessary to test, clean, and protect our water resources, understand the molecular components and energy in their food, research genetically modified foods and their role in relation to health issues, environmental issues and fam1er and consumer rights, investigate a human disease, evaluate common food and environmental substances that cause disease, analyze local flora for a potential drug develop to cure diseases, develop solutions to waste management problems and produce a usable fuel from a waste product produced by human activity. Throughout the course students will be required to research and develop solutions to threats in these areas of essential needs. Applied Chemistry and Biotechnology meets the University of California's "D" list of required courses for college admissions.

Science and Ethics of Biotechnology (Capstone)
Modern biological and laboratory techniques have opened a wide range of topics and opportunities for secondary students to explore and experience. With the goal of building understanding and mastering essential laboratory techniques, students examine concepts and conduct relevant and authentic laboratory investigations. Students review and extend learning in cell biology, biomolecules and atomic structure, DNA, gene expression and genetic code, evolution, physiology, and energy and metabolism. Students apply this knowledge to the learning and practice of lab techniques used in academic, commercial, and medical laboratories, such as PCR, electrophoresis, transformation, and cell culturing and generate authentic and relevant products like those created and interpreted in any number of labs applying biotechnology. Additionally, students explore ways to communicate scientific information and ultimately produce a report in the form of a scientific journal article. A key aspect of this course is the examination of where ethics and biotechnological approaches intersect, and in each unit, students confront an ethical question related to the unit content and techniques. Science and Ethics of Biotechnology meets the University of California's "D" list of required courses for college admissions.

Patient Care Pathway:

Medical Science I (Intro)
This course is designed to acquaint students with an overview of each body system and introduce: (1) medical terminology including word analysis of diagnostic, pathological, surgical, pharmacological, procedural, and laboratory terms; (2) ethics, confidentiality, and asepsis and disease prevention; and (3) the significance and importance of cultural awareness. Students will demonstrate the following career performance standards: personal skills, interpersonal skills, thinking and problem-solving, metric system conversion, data collection and analysis, oral and written communication, and assessing patient vital signs (temperature, pulse, respiration, and blood pressure). This elective course is required for the student to earn credit for the practical arts graduation requirement, as well as Health Career Academy recognition at graduation. Medical Science I meets the University of California's "G" list of required courses for college admissions.

Medical Science II (Concentrator)
This course is designed to teach students how to conduct a holistic health assessment across the life span. Students will understand and apply the following objectives in the physical assessment of a patient: (1) structure and function of the body systems (Anatomy & Physiology); (2) subjective data (patient history); (3) objective data (expected findings, and common variations for healthy people); (4) common abnormal findings; and (5) application and documentation (sample charting, clinical case studies, nursing diagnoses, and critical thinking questions tied to information gathered during a physical examination). This elective course is required for the student to earn Health Career Academy recognition at graduation. Medical Science II meets the University of California's "G" list of required courses for college admissions.

Hospital and Health Services Occupations (Capstone)
Students learn entry-level skills in basic patient care. Students are able to obtain hands-on training in the acute hospitals, which will enable them to decide upon a career in the medical field. Those interested in pursuing technical, specialty, or advanced medical careers require additional education at community and/or four-year colleges or medical schools. Students in this course will train in direct patient care/nursing departments. Hospital and Health Services Occupations meets the University of California's "G" list of required courses for college admissions.

Nursing Assistant Precertification Program (Capstone)
Students attain state competencies for employment as nurse's aide or home health aide and apply for certification. Students also learn entry-level skills for employment in institutional maintenance and basic nursing and home management. Those interested in pursuing technical, specialty, or advanced medical careers require additional education at community and/or four-year colleges or medical schools. Nursing Assistant Precertification Program meets the University of California's "G" list of required courses for college admissions.

Patient Care Pathway cont:

Health Science Careers 1-2 (Concentrator)

Health Science Careers provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Health Science Careers 1-2 will cover six Healthcare Areas (HCA) including Dentistry, Emergency Medical Technician, Mental Health, Nursing, Pharmacology, and Therapeutic Services.

Students will: work productively in small teams of 2, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative and argumentative), and complete 2 objective assessments as proof of knowledge and skill attainment. Health Science Careers 1-2 meets the University of California's "D" list of required courses for college admissions.

Health Science Careers 3-4 (Capstone)

Health Science Careers provides a student experience that develops career ready practices through career exploration in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Health Science Careers 3-4 will cover eight additional Healthcare Areas (HCA) including Clinical Lab Practices, Environmental Health and Safety, Forensics, Health Information Management, Medical Imaging, Ophthalmology, Sports Medicine, and Veterinary Medicine.

Students will: work productively in small teams of 2, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic and technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative and argumentative), and complete 2 objective assessments as proof of knowledge and skill attainment. Health Science Careers 3-4 meets the University of California's "D" list of required courses for college admissions.

Hospitality, Tourism & Recreation

Hospitality, Tourism, & Recreation

About the Industry Sector:

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Food Science, Dietetics, & Nutrition	Culinary Arts I	Culinary Arts II	Culinary Arts III

LOCATION(S)

Food Science, Dietetics, & Nutrition → Davis, Downey, Modesto

Hospitality, Tourism, and Recreation

Courses

Food Science, Dietetics, and Nutrition Pathway:

Culinary Arts I (Intro)
This course gives students a hands-on education in nutrition, sanitation, safe food handling, and meal planning. In addition to preparing and planning meals, students will discover food preparation techniques, etiquette, and traditions from different cultures. Students will learn how to organize and structure work both individually and in teams, building their leadership skills. Finally, students will identify pre-professional associations and careers in the food and nutrition industries. Culinary Arts I meets the University of California's "G" list of required courses for college admissions.

Culinary Arts II (Concentrator)
This course will give students in-depth, hands-on experiences in nutrition, health and wellness, sanitation, safe food handling, and meal planning. Students will apply advanced food preparation techniques and meal planning. Students will compare food preparation techniques, meal etiquette, and food traditions of different cultures. They will learn effective leadership skills and learn how to organize and structure work individually and in teams. In addition, students will also identify pre- professional associations and careers in the food and nutrition industries. Culinary Arts II meets the University of California's "G" list of required courses for college admissions.

Culinary Arts III (Capstone)
Students receive instruction in preparation of specialty dishes that require greater skills and time than food prepared in Culinary Arts I and II. Included is instruction in advanced meat cutting and cookery and sauces. Students prepare stocks, sauces, and various types of soups. Also included are learning activities that involve menu planning, buying, the storage of food, portion control, and restaurant accounting.

Information & Communication Technology

Information Support & Services

Software & Systems Development

About the Industry Sector:

Information and Communication Technologies (ICT) have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Essential skills for careers in the ICT sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently. The ICT sector meets national criteria for high demand, high wages, and high skills and provides students with excel-lent opportunities for interesting work and good pay. More than 70 percent of jobs in this sector will require a bachelor's degree or higher by 2018.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Information Support & Services	Exploring Computer Science --- Cybersecurity 1-2	Cybersecurity 3-4	Cybersecurity 5-6 --- Internship in Computer Science
Software & Systems Development	Robotics Engineering I	Computer Programming I --- Robotics Engineering II --- Artificial Intelligence --- Web Application Development	Computer Programming II --- Robotics Engineering III --- Software Engineering
Software & Systems Development: Systems Programming	3D Graphics & Animation for Computer Science	*Coming Soon!*	*Coming Soon!*
Games & Simulation	Video Game Development I	*Coming Soon!*	*Coming Soon!*

LOCATION(S)

Information Support & Services	Enochs, Johansen, Modesto
Software & Systems Development	Beyer, Enochs, Modesto
Software & Systems Development: Systems Programming	Enochs
Games & Simulation	Enochs

Information and Communication Technologies

Courses

Information Support and Services Pathway:

Exploring Computer Science (Intro)
Exploring Computer Science is a way to make computer science education fun and accessible, equipping students with the necessary skills for the current and future job market. Students learn best when they have a meaningful experience and are interested in the topic. Exploring Computer Science provides students with opportunities for problem solving, designing, collaborating, critical thinking, and communicating. Students will learn perseverance, developing concepts and working through challenges to develop their ideas and understanding of how technology works through authentic real-world projects. Students will be introduced to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines, and giving everyone the chance to learn coding, a skill that provides limitless creative opportunity. Exploring Computer Science meets the University of California's "G" list of required courses for college admissions.

Cybersecurity 1-2 (Intro)
Cybersecurity 1-2 prepares students for a career in network administration and information technology support services with a focus on cyber security. This course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of information systems for students preparing for careers in Cybersecurity and Information and Communications Technology (ICT). Cybersecurity 1-2 meets the University of California's "D" list of required courses for college admissions.

Cybersecurity 3-4 (Concentrator)
This course builds on the technical skills and knowledge students acquired in Cybersecurity 1-2. Cybersecurity 3-4 prepares students for post-secondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. This course includes the utilization of online educational/technical modules that provide hands-on knowledge, critical thinking, and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, leadership, information administration, and mitigate cyber vulnerabilities through

Information and Support Services Pathway cont:

intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure a deeper understanding of privacy, reliability, and integrity of information systems for students preparing for careers in Cybersecurity and Information and Communications Technology (ICT). Cybersecurity 3-4 meets the University of California's "D" list of required courses for college admissions.

Cybersecurity 5-6 (Capstone)

Cybersecurity 5-6 is the advanced capstone class of the pathway that prepares students for success in postsecondary information technology majors and for careers in network administration and information technology support services with a focus on Cybersecurity. The course includes a series of technical modules that provide hands-on learning as well as knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. A primary focus of all capstone classes is project-based learning; and learning to work as a member of a team. Ethical hacking and penetration testing concepts will be introduced with an emphasis on information security research. The Cybersecurity curriculum is designed to ensure a deep understanding of privacy, reliability, and integrity of information systems for students preparing for majors and careers in Cyber Security and Information and Communications Technology. Cybersecurity 5-6 meets the University of California's "D" list of required courses for college admissions.

Internship in Computer Science (Capstone)

An internship is a work-based learning experience that provides students the opportunity to apply their technical and academic skills in a professional setting. Students will develop and practice an understanding of the duties and responsibilities of high-skilled career areas, including terminology, climate, protocol, and other information that will enable them to analyze and revise their meaningful future plans. This course will expose students to the career readiness skills necessary for a successful internship and prepare them for the world of work. The internship is supported with activities and assignments to deepen and enhance the experience. The structure of the internship aligns with local policy and program expectations for internships. Internship in Computer Science meets the University of California's "G" list of required courses for college admissions.

Systems Programming Pathway:

Computer Programming I (Concentrator)

Students taking this course will learn the fundamentals of computer programming and web development using Microsoft Visual Basic, Python, HTML, CSS. Emphasis will be placed on learning the structured approach to constructing a computer program as well as the most up-to-date multimedia web page development. Students will efficiently design, develop, and edit websites and applications using HTML, and CSS. Students will learn the essentials of computer programming using the latest Visual Basic programming language. Computer Programming I meets the University of California's "G" list of required courses for college admissions.

Systems Programming Pathway cont:

Computer Programming II (Capstone)
This is an advanced computer course for those students that are seeking additional training in programming. Computer Programming II is a full year course emphasizing JAVA object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes the study of data structures and abstraction. This class will be the equivalent of a first-semester college course in computer science. Student may elect to take the AP Computer Science A exam. The course's activities are motivated by real-world applications and will provide insights about how computing can be useful in society, motivate the study of technical issues, and capture interest. Computer Programming II meets the University of California's "G" list of required courses for college admissions.

Robotics Engineering I (Intro)
Robotics Engineering Technology explores the interaction of science and technology. The program is designed to interest students in the field of robotics and motivate them to pursue advanced education in science and engineering. Computer programming is emphasized. Using student centered, hands-on, problem-based learning model, students work in small groups to design, program, and construct robotic devices used in small class competitions, and possibly including competition at NASA's U.S. FIRST. Integrated throughout the course are skills such as communication, interpersonal skills, problem solving, workplace safety, and technology and employment literacy. Robotics Engineering I meets the University of California's "G" list of required courses for college admissions.

Robotics Engineering II (Concentrator)
Students get direct experience with techniques that are used in the real world of Science and Engineering. They learn to be young scientists and engineers. They carry out investigations, calculate, measure behaviors, record and present their results. Students learn the concepts of mechanics, engineering, and computer programming in order to build an autonomous robot. They also develop the skills of effective communication, teamwork and problem solving. Students will learn the value of writing skills when they present projects that describe the ideas embodied in their robotic designs. The course work is centered around hands-on, inquiry based, cumulative projects in the laboratory setting. Students will demonstrate mastery of content and process by completion and presentation of the assigned long-term projects. Students will be expected to share project results both electronically (web presentation) and during public presentations with peers, teachers, and community professionals. Robotics Engineering II meets the University of California's "G" list of required courses for college admissions.

Robotics Engineering III (Capstone)
This course is designed for self-directed learner students whose educational needs are beyond the level of the other Industrial Technology/Engineering courses. Each student's advanced course of study will coincide with the student's personal career choice, and/or educational goals in STEM fields of study, and he/she will work individually with the teacher towards mutually agreed upon goals, objectives, and activities.
Students learn advanced concepts of mechanics, engineering, and computer programming while working individually and collaboratively on projects. They will also develop the skills of effective communication, collaboration, critical thinking, problem solving and technology literacy. Students will demonstrate mastery of content and process by completion and presentation of the assigned long term projects. Robotics Engineering III meets the University of California's "G" list of required courses for college admissions.

Systems Programming Pathway cont:

3D Graphics and Animation for Computer Science (Intro)
Students will pursue an in-depth study of the 2D and 3D computer graphics and animation fundamentals necessary for advanced studies in computer science; computer graphics; and many other fields. Topics include modeling, printing, painting, sculpting, mapping, lighting, rendering, animation, compositing, visual effects, scripting, and virtual reality. 3D Graphics and Animation for Computer Science meets the University of California's "F" list of required courses for college admissions.

Artificial Intelligence (Concentrator)
Students taking this course will learn the fundamentals of artificial intelligence, including programming, problem solving, algorithmic techniques, intelligent automation, machine learning, and ethical considerations. Emphasis is placed on artificial intelligence in the context of industrial and community applications. Students will efficiently design, develop, and assess Intelligent Agents using Python and probability. Artificial Intelligence meets the University of California's "C" list of required courses for college admissions.

Web Application Development (Concentrator)
Web Application Development is a grounding in artist principles for web design, and a rigorous treatment and continuation of transferable computer science concepts and skills taught through web application development. Students will explore the historical and rapidly changing trends in the field of design for the web. Through relevant design projects, students develop problem-solving and critical thinking skills, artistic perception, critique and self-reflection. Students will use their design expertise to propose a project that will be built throughout the year using the skills as they learn them. Students will implement their design using application of visual arts and elements of design, color, usability, and accessibility; HTML markup, CSS styling, Grid based web design, Responsive web development, Javascript, Document Object Model, database functions (create, read, update, delete), data modeling and database design. This course has been aligned with the five strands of the Visual and Performing Arts Content Standards for California Public Schools including Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships and Applications. Web Application Development meets the University of California's "F" list of required courses for college admissions.

Software Engineering (Capstone)
Software Engineering is the capstone course for the ICT industry sector, Software Systems Development pathway. This course builds on the Software and Systems Development skills that students have learned in one or more of the following courses: Web Application Development, Artificial Intelligence, AP Computer Science Principles, and AP Computer Science A. Students taking this course will learn the fundamentals of Software Engineering, including project life cycle, project proposal, timeline, scrum/agile software development, client communication, specifications, requirements, product design, team dynamics, skills assessment, version control, minimally viable product, and testing. Emphasis is placed on developing further depth of knowledge in computer science and teamwork skills needed for the projects. Students will create projects utilizing Software Engineering principles and process with the instructor acting as the project manager. Software Engineering meets the University of California's "D" list of required courses for college admissions.

Professional Sales

Marketing, Sales, & Service

About the Industry Sector:

The Marketing, Sales, and Services sector is designed to align career-path course with current and projected employment opportunities. There is a basic business foundation in this sector: marketing and innovation are two major competitive issues for business today. Marketing includes the processes and techniques of identifying, promoting, and transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility. The three pathways in this sector (Marketing, Professional Sales, and Entrepreneurship/Self-Employment) emphasize training to meet the growing need for marketing professionals with skills in communication, small business, self-employment, advertising, marketing strategies, product and service management, and promotion and selling concepts. These pathways provide a firm foundation for advanced education, entry to a career, and success in the global marketplace. All industry sectors include entrepreneurship and marketing, and therefore students in the Marketing, Sales, and Services sector have a variety of career options.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Professional Sales	Marketing Essentials --- Employment Opportunities 1-2	Employment Opportunities 3-4	Employment Opportunities 5-6
Entrepreneurship/Self Employment	Marketing Essentials	Entrepreneurship 1-2	Entrepreneurship 3-4

LOCATION(S)

Professional Sales ⇢ Downey

Entrepreneurship/Self Employment ⇢ Gregori

Marketing, Sales, and Services

Courses

Professional Sales Pathway:

Marketing Essentials (Intro)
The Marketing Essentials course provides a comprehensive three-pronged approach. First, it explores marketing practices and principles at both the retail and industrial level to give students an overview of the importance of marketing to the business world. Second, it stresses the mathematics fundamentals and applications they need to pursue marketing careers. Third, through values clarification, students identify their interest and aptitudes in a chosen marketing career. Marketing Essentials meets the University of California's "G" list of required courses for college admissions.

Employment Opportunities 1-2 (Intro) 3-4 (Concentrator)
This course offers 21st Century Skills in managing life and opportunities for entry-level marketing students and all other students, who seek success in high school and beyond. This course is designed to help applied learning students acclimate into the professional real world and prepare them for relationships throughout their lives. Today's work and college environments are highly competitive and demand skilled individuals. Employment Opportunities 1-2 responds to these demands with hands-on learning and direction, as students develop realistic plans for their own careers and continued education. Employment Opportunities 3-4 offers student awareness of the connection between school work and the real world as they investigate: Personal Growth and Character, Responsible Citizenship, Communication Skills, Problem Solving Life Skills, Dealing with Constant Change, Managing Finances and Exploring Career Pathways. Employment Opportunities 1-4 meet the University of California's "G" list of required courses for college admissions.

Employment Opportunities 5-6 (Capstone)
The student will learn skills related to retail merchandising in the areas of display, sales, check out, inventory, receiving, cashier, and other areas. They will work in various stations of a local store and will rotate through work stations to obtain a range of experiences in marketing. There will also be in-store classroom work which will cover various sales techniques, use of the cash register, making proper change, store security, customer relations, and receiving/checking methods. Students will meet in a classroom and work in stores located throughout the community including Vintage Faire Mall. Employment Opportunities 5-6 meets the University of California's "G" list of required courses for college admissions.

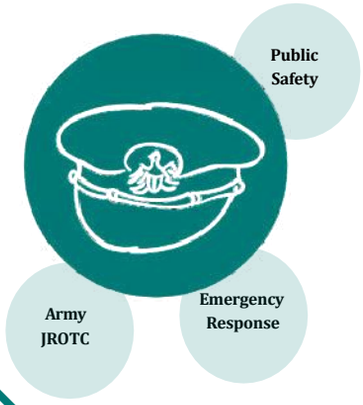
Entrepreneurship/Self-Employment Pathway:

Entrepreneurship 1-2 (Concentrator)

NFTE Entrepreneurship is a year-long cross-curricular course which offers lessons that include a multitude of concepts: such as competitive advantage, ownership, opportunity recognition, marketing, finance, and product development. Each student works toward completing a business plan, which will be presented in a classroom competition. The winners from each classroom attend the regional event in hopes of reaching the national competition held annually in New York City. NFTE Entrepreneurship-Owning Your Future meets the University of California's "G" list of required courses for college admissions.

Entrepreneurship 3-4 (Capstone)

In the NFTE Entrepreneurship 2 course, students use their entrepreneurial skills and mindset to design and test business concepts and develop validated business models. Students conduct customer interviews and work with industry mentors to iterate on their business model canvases until they have achieved product- market fit. Students also develop marketing campaigns and financial and operational plans in preparation for launching their businesses. Towards the end of the school year, students have opportunities to pitch their business concepts to potential investors locally, regionally, and nationally. It is designed as a comprehensive road map towards completing the outcomes of the NFTE course, specifically competing in student investor pitch competitions and sitting for Certiport's Entrepreneurship and Small Business Management certification exam. Entrepreneurship 3-4 meets the University of California's "G" list of required courses for college admissions.



Public Services

About the Industry Sector:

A public service is one that is provided by government to its citizens, either directly or through the financing of another entity to provide that service. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public—from local to international levels. Public service professions offer many career opportunities, including the following career pathways: Public Safety, Emergency Response, and Legal Practices. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, skill preparation in the industry, and preparation for post- secondary education and training. Knowledge and skills are learned and applied within a sequential, standards-based pathway program that integrates classroom, laboratory, and project- and work-based instruction. Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry-level employment.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Public Safety	Public Safety I	Criminal Justice 1-2	Criminal Justice 2 HR
Emergency Response		First Responder	Fire Protection
Army JROTC	JROTC 1-2	JROTC 3-4	JROTC 5-6 --- JROTC 7-8

LOCATION(S)

Public Safety	Davis
Emergency Response	Davis
Army JROTC	Beyer

Public Services

Courses

Public Safety Pathway:

Public Safety I (Intro)
This course is the Introductory Level 1 course in the Public Safety Pathway and prepares high school students for work in entry-level positions in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the main focus is ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, fire protection and emergency medical services and military. Public Safety I meets the University of California's "G" list of required courses for college admissions.

Criminal Justice 1-2 (Concentrator)
Students in tenth grade will develop a deeper understanding of the systems of Criminal Justice in the American society, including law enforcement, courts, and corrections. Criminal Justice 1-2 meets the University of California's "G" list of required courses for college admissions.

Criminal Justice 2 Hr (Capstone)
Students enrolled in Criminal Justice 2 Hr obtain entry-level skills for police and security-related occupations. Students are exposed to careers in law enforcement; federal, state and local systems; and specified California laws. Students pursuing careers in professional law enforcement will require additional education at a community or four-year college. Students with demonstrated proficiency in classroom activities and/or appropriate attitudes may be assigned to community classroom sites such as the district attorney, police department, attorney's office or communications/dispatch. Criminal Justice 2 Hr meets the University of California's "G" list of required courses for college admissions.

Emergency Response Pathway:

First Responder (Concentrator)
Short of certification, this course is designed to instruct a student to the level of First Responder, who serves as a vital link in the chain of the health care system. This curriculum includes skills necessary for the individual to provide emergency medical care with a limited amount of equipment. First Responders provide a service in an environment requiring special skills and knowledge. They also serve as liaisons with other emergency services. This course provides an introduction to these concepts and is based on the seven major modules outlined in the First Responder: National Standard Curriculum developed by the United States Department of Transportation. First Responder meets the University of California's "G" list of required courses for college admissions.

Emergency Response Pathway cont:

Fire Protection (Capstone)
Provide students with an overview of fire protection thus enabling the student to acquire entry-level knowledge along with some job shadowing experience. Fire Protection meets the University of California's "G" list of required courses for college admissions.

Army Junior Reserve Officers' Training Corps (JROTC):

JROTC 1-2 (Intro)
The Army JROTC 1-2 Program is the first of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. The JROTC program is designed to help develop strong leaders and model citizens. As a first year Cadet, Cadets will be introduced to content that will help the leader within them emerge. JROTC 1-2 meets the University of California's "G" list of required courses for college admissions.

JROTC 3-4 (Concentrator)
The Army JROTC 3-4 Program is the second of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. The JROTC program is designed to help develop strong leaders and model citizens. As a second year Cadet, Cadets will continue to build on Unit 1 knowledge and skills, find themselves being introduced to new content that will help them develop as a leader in the program, school, and community. JROTC 3-4 meets the University of California's "G" list of required courses for college admissions.

JROTC 5-6 (Capstone)

JROTC 7-8 (Capstone)

Transportation

Systems Diagnostics, Services & Repair

About the Industry Sector:

This sector is designed to provide a foundation in transportation services for all industrial technology education students in California. There are eight focus areas that fall under the Transportation sector, each with different career opportunities. The focus areas are On-Road; Off-Road; Stationary; Rail; Water/Sea; Air; Space; and Small Engines and Specialty Equipment. The pathways in the Transportation sector emphasize real-world, occupationally relevant experiences of significant scope and depth in three areas: Operations, Structural Repair and Refinishing, and Systems Diagnostics, Service, and Repair. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in the three pathways. Integral components include classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership development. The standards in this sector prepare students for continued training, postsecondary education, and entry to a career.

PATHWAY MAP

PATHWAY	INTRO	CONCENTRATOR	CAPSTONE
Systems Diagnostics, Services, & Repair	Automotive Technology 1-2	Automotive Technology 3-4	Automotive Technology 5-6

LOCATION(S)

Systems Diagnostics, Services, & Repair ⇢ Modesto

Transportation

Courses

Systems Diagnostics, Service, and Repair Pathway:

Automotive Technology 1-2 (Intro)
A basic automotive technology program for exploratory and/or entry level students who plan to go into the automotive repair industry. It is a study of the fundamentals in theory and operation of the major parts of the automobile directed toward giving the student a general knowledge of the automobile. Major emphasis is given to vocabulary and operational principles of the automobile.

1. Demonstrate knowledge and understanding of theory and principles of major automotive systems.
2. Differentiate automotive components with relation to their function and purpose in major automotive systems.
3. Assess maintenance requirements and repair recommendations of major automotive systems relative to the proper operation of an automobile.
4. Describe operational principles of major automotive systems.

Automotive Technology 1-2 meets the University of California's "G" list of required courses for college admissions.

Automotive Technology 3-4 (Concentrator)
Designed to give the mechanic-to-be experience in automotive repair and maintenance. Approximately 80% of the time is spent in the shop and 20% in other instruction. This is a vocational course designed to train students for employment in the automotive industry or continuation of advanced training in postsecondary education. Covers servicing and overhauling of electrical, hydraulics, and mechanical units of the automobile. The content of this course can be linked to the Tech Prep and School to Work programs and can be used to develop career paths for students involved. Automotive Technology 3-4 meets the University of California's "G" list of required courses for college admissions.

Automotive Technology 5-6 (Capstone)
This 3rd year advanced, college preparatory course is the 3rd year of a CTE pathway that will lead to industry readiness. It is a stepping stone for post-secondary education and/or professional training. CTE Automotive Technology 5-6 is designated as the next course that introduces students to critically thinking and problem solving of the 8 basic systems of a vehicle (Engine Repair, Automatic Transmission/Transaxle, Manual Drivetrain and Axles, Steering and Suspension, Brakes, Electrical/Electrical systems, Engine Performance, Automotive HVAC). After completion of this course, students will be prepared for many entry- level positions in the automotive industry. Entry-level positions include but are not limited to Lube Technicians, Service Porters, Tire Installers and Battery Installers as well as Technician Assistants, Service Advisors or Parts Counter Attendants. This course also helps

Systems Diagnostics, Service, and Repair Pathway cont:

students to construct real world applications of the Common Core State Standards with Math and Science courses and apply this knowledge to a real-world work environment. They will apply basic Math, Physics, Chemical Science, Algebra, Geometry and computer science in an array of applications related to the automotive sector. Students will also explore career ready practices and model career skills. Automotive Technology 5-6 meets the University of California's "GO" list of required courses for college admissions.

Personal Services

Fashion & Interior Design

Interested in becoming a Cosmetologist, Esthetician, or Nail Tech?

Check out the **FREE** programs offered through North Adrian's Beauty College and California Beauty College to Modesto City School's Juniors and Seniors!

adrians beauty colleges

Program:	Cosmetologist
Cost:	~~$19,641~~ **FREE!**
Duration:	13 months

CALIFORNIA BEAUTY COLLEGE

Program:	Esthetician	**Program:**	Nail Tech
Cost:	~~$8,393.90~~ **FREE!**	**Cost:**	~~$8,013.78~~ **FREE!**
Duration:	18 weeks	**Duration:**	12 weeks

Twice during the school year students are offered the opportunity to enroll at one of the above beauty colleges.

Semester 1: Enrollment is open to both Juniors **and** Seniors.
Semester 2: Enrollment is open to current **Juniors** only.

Information will be sent to your Counselor, Work Experience Educator, and Career Navigator when the enrollment window opens. Please check in with them periodically if interested.

LOCATION(S)

Personal Services: Cosmetologist → Adrians Beauty College

Personal Services: Esthetician, Nail Technician → California Beauty College

PLANNING FOR MY FUTURE

9TH GRADE

English: _____

Social Science/Health: _____

Math: _____

Science: _____

PE or Athletics: _____

CTE: _____

Other Elective: _____

10TH GRADE

English: _____

World History: _____

Math: _____

Science: _____

PE or Athletics: _____

CTE: _____

Other Elective: _____

11TH GRADE

English: _____

US History: _____

Math or Elective: _____

Science: _____

PE/Athletics/Elective: _____

CTE: _____

Other Elective: _____

12TH GRADE

English: _____

Government/Economics _____

Math or Elective: _____

Science or Elective: _____

PE/Athletics/Elective: _____

CTE: _____

Other Elective: _____

NOTES

MY CTE PLAN

Top 3 most intriguing Industry Sectors

1. _____
2. _____
3. _____

Courses offered at my school I am interested in taking

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Careers I am interested in learning more about

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

NOTES

CTE Programs of Study

INDUSTRY SECTOR	CAREER PATHWAY	MCS HIGH SCHOOL	COMMUNITY COLLEGES & TECHNICAL SCHOOLS
Agriculture & Natural Resources	Agriculture Business	Davis, Enochs	MJC, Reedley, SJDC, SJVC
	Agriculture Mechanics	ALL	Cal-Trade Welding, MJC, Reedley, SJDC, SJVC
	Agriscience	ALL	MJC, Reedley, SJDC
	Animal Science	Davis, Enochs, Gregori	MJC, Reedley, SJDC, SJVC
	Ornamental Horticulture	ALL	MJC, Reedley, SJDC, SJVC
Arts, Media & Entertainment	Design, Visual & Media Arts	Downey, Enochs, Gregori, Johansen	SJDC, Columbia
	Performing Arts	Downey, Gregori, Modesto	MJC, SJDC
	Production & Managerial Arts	Downey, Gregori, Modesto	MJC, SJDC
Building & Construction Trades	Cabinetmaking, Millwork & Woodworking	Downey, Modesto	SJDC, SJVC
	Residential & Commerical Construction	Downey, Elliott, Johansen	MJC, SJDC, SJVC
Business & Finance	Business Management	Davis	MJC, SJDC, Columbia
Education, Child Development & Family Services	Child Development	Downey, Modesto	MJC, SJDC, Columbia
Engineering & Architecture	Engineering Design	Gregori, Johansen	MJC, SJDC, Columbia

CTE Programs of Study

INDUSTRY SECTOR	CAREER PATHWAY	MCS HIGH SCHOOL	COMMUNITY COLLEGES & TECHNICAL SCHOOLS
Fashion & Interior Design	Personal Services	ALL - Seniors Only	California Beauty College, Institute of Technology, North Adrian's, Paul Mitchell
Health Science & Medical Technology	Biotechnology	Enochs	SJDC
	Patient Care	Davis, Elliott, Gregori	Columbia, Gurnick Academy, Institute of Technology, MJC, SJDC, SJVC
Hopsitality, Tourism & Recreation	Food Science, Dietetics, and Nutrition	Davis, Downey, Modesto	Columbia, Institute of Technology, MJC, SJDC
Information & Communication Technology	Information Support and Services	Enochs, Johansen Modesto	Columbia, MJC, SJDC, SJVC
	Software and Systems Development	Beyer, Enochs, Modesto	Columbia, MJC, SJDC, SJVC
Marketing, Sales, and Service	Professional Sales	Downey, Gregori	Columbia
Public Services	Public Safety	Davis	Institute of Technology, MJC, SJDC, SJVC
	JROTC	Beyer	
	Emergency Response	Davis	Columbia, Institute of Technology, MJC
Transportation	Systems Diagnostics, Services, and Repair	Modesto	Columbia, MJC, SJDC, SJVC

California's Career Technical Education:

Preparing Students for the 21st Century and Beyond

"We seek the day when every enterprise in California—public and private—has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."

—Tom Torlakson, State Superintendent of Public Instruction

INDUSTRY SECTORS

- **Agriculture and Natural Resources**
  - Agricultural Business
  - Agricultural Mechanics
  - Agriscience
  - Animal Science
  - Forestry and Natural Resources
  - Ornamental Horticulture
  - Plant and Soil Science
- **Arts, Media, and Entertainment**
  - Design, Visual, and Media Arts
  - Performing Arts
  - Production and Managerial Arts
  - Game Design and Integration
- **Building and Construction Trades**
  - Cabinetry, Millwork, and Woodworking
  - Engineering and Heavy Construction
  - Mechanical Systems Installation and Repair
  - Residential and Commercial Construction
- **Business and Finance**
  - Business Management
  - Financial Services
  - International Business
- **Education, Child Development, and Family Services**
  - Child Development
  - Consumer Services
  - Education
  - Family and Human Services
- **Energy, Environment, and Utilities**
  - Environmental Resources
  - Energy and Power Technology
  - Telecommunication
- **Engineering and Architecture**
  - Architectural Design
  - Engineering
  - Technology
  - Engineering Design
  - Environmental Engineering
- **Fashion and Interior Design**
  - Fashion Design and Merchandising
  - Interior Design
  - Personal Services
- **Health Science and Medical Technology**
  - Biotechnology Patient Care
  - Health Care Administrative Services
  - Health Care Operational Support Services
  - Public and Community Health – Mental and Behavioral Health
- **Hospitality, Tourism, and Recreation**
  - Food Science, Dietetics, and Nutrition
  - Food Service and Hospitality
  - Hospitality, Tourism, and Recreation
- **Information and Communication Technologies**
  - Information Support and Services
  - Networking
  - Software and Systems Development
  - Games and Simulation
- **Manufacturing and Product Development**
  - Graphic Production Technologies
  - Machining and Forming Technologies
  - Welding and Materials Joining
  - Product Innovation and Design
- **Marketing, Sales, and Services**
  - Marketing
  - Professional Sales
  - Entrepreneurship / Self-Employment
- **Public Services**
  - Public Safety Emergency Response
  - Legal Practices
- **Transportation**
  - Operations
  - Structural Repair and Refinishing
  - Systems Diagnostics, Service, and Repair

Learning that works for California CTE™

http://www.cde.ca.gov/ci/ct/sf/ctemcs tandards.asp

MODESTO CITY SCHOOLS

Modesto City Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics.

Modesto City Schools must provide equitable access by actively eradicating structural and institutional racism and systemic inequities to close achievement, opportunity, and access gaps that exist within our district. We are committed to understanding the individual circumstances and needs of our students, their families, and our staff. We will serve in a way to create equitable outcomes and ensure respectful environments that embrace and empower each individual recognizing that diversity and inclusion of every gender, race, religion, socioeconomic status, physical appearance, gender expression, family configuration, (dis)ability, and ethnicity leads to a thriving and just community. MCS is ultimately responsible for the success of our students and will be held accountable to the community.

For questions or complaints, contact
Equity Officer and Title IX Compliance Officer:
Brad Goudeau, Associate Superintendent, Educational Services,
Modesto City Schools
426 Locust Street, Modesto, CA 95351
Phone: 209-574-1598
Email: Goudeau.b@monet.k12ca.us