

**ROCKLIN HIGH SCHOOL  
ACADEMIC PLANNING GUIDE  
2017-2018**

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**For most current information, please visit our website:**

**<http://rhs.rocklinusd.org/>**

**ROCKLIN HIGH SCHOOL**  
**Academic Planning Guide and Schedule of Courses**  
**2017 - 2018**

**General Overview of the Learning Process at Rocklin High School**

The system of education at Rocklin High School is driven by performance based standards as mandated by the State of California and the Rocklin Unified School District. Standards are not new to education; educators have always had goals and expected levels of achievement for students. At Rocklin High School, we go beyond expectations by requiring all students to master the learning associated with the common set of standards. In support of this philosophy, the curriculum, instruction, assessment and reporting to parents is designed accordingly.

Students will demonstrate mastery of the content standards through assessments and course work aligned with California Department of Education state standards and district standards. The grade reporting system is used to communicate a student’s progress towards mastery. By requiring students to meet academic standards, a graduate will have the skills and knowledge needed for success in whatever post-high school avenues are chosen.

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.

**Parents and Students are urged to read this publication carefully and seriously consider the choices they make. The student’s future will be impacted by the planning and the decisions he/she makes at the present time. Counselors are available to provide assistance in planning a course of study.**

**Parents and students need to understand that students must attend school on the first day of the school year. If you are out of town, RHS must have written notice of this. If your student is ill, you must call the attendance office. If you do neither of these and your student is absent, we will not save a space for your student. This will mean that your student may lose his/her seat in classes that he/she was previously enrolled in for this school year.**

**GRADUATION REQUIREMENTS**

State Law and district policy are subject to modification. These modifications often impact district programs. Please consult with your school counselor for current requirements for your graduating class.

**Current Requirements:** The system of education at RHS is driven by performance-based graduation requirements. Graduation will be based upon demonstrations of what students actually know. In the past, if a student had completed four years of high school and a certain number of courses, he/she was considered “educated.” **At RHS, only after a student has demonstrated that learning has occurred, will RHS confirm that education has happened.**

A minimum of 250 credits including the following required subjects must be earned in grades 9 – 12 in order to meet graduation requirements:

<b><u>Subject Area</u></b>	<b><u>Years</u></b>	<b><u>Credits</u></b>
1. A. Language Arts	4	40
2. B. Social Studies	4	35
3. C. Mathematics*	3	30
4. D. Science	3	30
5. E. PE	3	30
6. F. Applied Technology	1	10
7. G. VAPA	1	10
8. H. Foreign Language	1	10
9. I. Health	.5	5
10.J. Electives		50

\*Must complete mathematics through Integrated Math 2.

**Rocklin High School Academic Outcomes:**

1. The Rocklin High School graduate has the ability to read, comprehend, critically analyze, and organize written materials.
2. The Rocklin High School graduate communicates effectively in written and spoken language.
3. The Rocklin High School graduate has knowledge of contemporary and historical issues and applies appropriate social studies concepts and research methods to the study of these issues.
4. The Rocklin High School graduate knows and applies physical and life sciences.
5. The Rocklin High School graduate will possess and demonstrate a knowledge and application of mathematics.
6. The Rocklin High School graduate demonstrates visual and performing arts skills.
7. The Rocklin High School graduate knows and uses applied science.
8. The Rocklin High School graduate has knowledge and applies a foreign language.
9. The Rocklin High School graduate knows and applies the fitness component principles.
10. The Rocklin High School graduate will possess and demonstrate health skills and knowledge.
11. The Rocklin High School graduate knows and uses current tools, technical systems, and library/learning resources.
12. The Rocklin High School graduate has an understanding of environmental issues.
13. The Rocklin High School graduate knows his/her career interests, aptitudes, and employment opportunities.
14. The Rocklin High School graduate listens actively, solves problems, thinks creatively, makes decisions, demonstrates initiative, and self directs his/her learning.
15. The Rocklin High School graduate demonstrates confidence, respect for oneself and others, responsibility, punctuality, participates in extracurricular activities, and performs community service.

**Community Service:** Students must complete **25 hours** of community service by March of junior year. Community service hours can be completed for any non-profit organization through clubs, athletic teams, or individually throughout the year. See the College & Career Center for more information. All RHS students are required to meet this graduation requirement to earn their diploma.

**Early Graduation:** Rocklin Unified School District believes that a high school education consists of a full four-year program. However, should a student wish to graduate early, he or she may meet with the counselor during their sophomore year to discuss the feasibility of early graduation.

**Credit for courses taken at other institutions:** A student enrolled at Rocklin High School wishing to take a course at a post-secondary school and waive a RHS course requirement must have prior written approval from his/her counselor. Course credit is not given for these courses; a student must still earn the required 250 credits to graduate from RHS.

**Credit Recovery:** Students that need to recover credits from failed required academic courses must plan to attend summer school or night school to make up courses required for graduation. The only grade that is issued in summer school for successful completion of a course is a "C" and night school grades are pass/fail. Four year colleges do not accept night school courses in the admission process. Please see your counselor for more information and a current copy of the enrollment form needed for summer school or night school. Night school is only available for 11<sup>th</sup> and 12<sup>th</sup> grade students.

**Transfer Policy:**

**INTRADISTRICT:** Students wishing to move between Rocklin High School and Whitney High School must complete an INTRADISTRICT TRANSFER REQUEST. Students requesting a transfer will be considered by the administration on an availability basis. Every attempt will be made to notify parents of incoming freshmen of their student's status prior to the Freshmen Showcase Night which is held every March. Students must be on-track for graduation and maintain good attendance and discipline records in order to maintain Intradistrict transfer. Students residing within RUSD boundaries and wishing to return to their school of residence may request a transfer in the fall and must be on track for graduation.

**INTERDISTRICT:** Students wishing to transfer into a RUSD high school must complete an INTERDISTRICT TRANSFER REQUEST. Students requesting a transfer will be considered by administration on an availability basis. Students and parents must meet with administration prior to acceptance to a RUSD high school in order to review the student's academic progress, attendance, discipline, and credits toward graduation. Transfer agreements must be renewed annually and students must be on-track for graduation and maintain good attendance and discipline records in order to maintain enrollment.

## CLASS CHANGE POLICIES

**Drop/Add Policy:** The Counseling Department has made every effort to match student needs with available classes. Therefore, **there should be no reason for a schedule change unless there is an error on the student's schedule.** In the interest of not setting up educational roadblocks, Counselors start working with students prior to the beginning of the school year. The Counseling Department provided each student on this campus (except for incoming freshmen) ample opportunity to change and adjust their "Course Request Verification" sheet and ended with a confirmation of course selection in June. This form **must** be returned to the Counseling Center no later than **Thursday, August 3<sup>rd</sup> at 3:00pm**. Once school starts, the student must be committed to his/her schedule. **There should be no reason for a schedule change unless there is an error on the student's schedule. Please note that all courses at Rocklin High School are year-long courses.**

**Scheduling Errors** will receive immediate attention by the Counseling Department. The following are considered scheduling errors:

1. Missing a course(s) needed for graduation.
2. Blank/missing a class period (does not include "early/late" arrival for seniors).
3. Student has not met the prerequisite for a course.
4. More than one course scheduled in a given period (does not include Health/Dr. Ed.).

The Counseling Department **WILL NOT** consider schedule changes for the following reasons:

1. To be with friends
2. To change teachers
3. Athletics
4. Early/late arrival adjustments
5. Employment

The Counseling Department will correct any mistakes as quickly as possible. **Each student must stay in his/her classes until he/she has been notified that the schedule has been changed. Teachers will notify the Counseling Department if a student is inappropriately placed in a course.**

## ADVANCED PLACEMENT(AP)/HONORS(H)/ADVANCED COURSES

Advanced Placement/Honors/Advanced courses are provided for the highly motivated academic student who meets the prerequisites to enroll. Weighted grades are earned with a passing grade in an Honors or Advanced Placement (AP) course. Students who do not meet the prerequisites may speak directly with the teacher to discuss the possibility of a waiver to enroll in the class. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, this achievement is acknowledged on any AP Grade Report that is sent to colleges the following fall. For additional information regarding AP Scholar Awards, please visit the following website: <http://www.collegeboard.com/student/testing/ap/scholarawards.html>.

Students should plan carefully when taking Honors and AP courses. These classes are taught in an accelerated format comparable to that of a university level course; therefore, they require extensive out-of-class work. Please consider this information when selecting classes. Informational meetings are held prior to the registration process so that students are aware of course expectations, workload, etc. ***Students are given three weeks after school begins to drop an AP/Honors/Advanced class if they find the class is too difficult.*** A student is given the first semester to maintain appropriate level quality work. If he/she does not maintain that level, he/she will be moved to a similar class at a lower level at the semester only.

Advanced Placement exams are administered in May. Students are subject to an exam fee which is charged by the College Board. Reduced fee applications, due to financial hardship, are available in the Counseling Center. Many colleges award credit and/or advanced placement for demonstrated subject area proficiency (to research a specific college's policy, please visit <https://apscore.collegeboard.org/creditandplacement/search-credit-policies>). Please note that universities will not consider awarding credit unless the AP exam is taken and passed. **All AP exam fees must be made by February 1<sup>st</sup>.** Students may pay for exams in the Student Store.

Although students are not limited to a specific number of AP/Honors/Advanced courses they may take, it is the recommendation of the school that students design their six year plan so that **no more than three AP/Honors/Advanced courses** are taken in any given year.

## GRADE LEVEL PLACEMENT DESIGNATION

The following list represents: A) the recommended number of credits students should have completed by the time they enter each respective school year, and B) the number of credits which reflect when a student would be considered deficient in credits. Students who are credit deficient and are in jeopardy of not graduating will be notified by mail preceding each school year.

<u>Grade Level</u>	<u>Recommended Minimum</u> <i>Number of Credits</i>	<u>Deficient</u> <i>Number of Credits</i>
10	60	45 or less
11	140	120 or less
12	220	170 or less

While students can make up a deficiency in credits, it becomes increasingly difficult as they get farther behind. In order to not jeopardize graduation, students should stay as close as possible to the recommended credit totals listed above.

Students may attend summer school to make up credit deficiencies. In addition, a limited number of afternoon and/or evening classes are offered through RUSD programs. See your counselor for more information.

## GRADING POLICIES

Grades are maintained and readily available online for students, parents, and teachers to monitor and discuss student achievement. Three options are available:

1. Grades can be checked on the school's website at [www.schoolology.com](http://www.schoolology.com). To set up a new account, parents need an activation code which they can access from the RHS front office. Please email Lori Stromar @ [lstromar@rocklin.k12.ca.us](mailto:lstromar@rocklin.k12.ca.us) for instructions with your activation code.
2. Weekly Grade Check Forms are available in the Counseling Center and online for students to take to their teachers.
3. Parents are welcome to email or phone teachers to request information.

Semester Report Cards are mailed home about one week after the end of each semester (fall semester report cards will be mailed out one week after the return from winter break). These grades carry final credit, are considered permanent grades, and become part of the official school record (transcript) for each student. Duplicate mailing is available upon request in the Administration Office.

### **Grading System:**

		<u>Weighted***</u>
A = Distinguished	A = 4.0	A = 5.0
B = Commendable	B = 3.0	B = 4.0
C = Proficient (Mastery)	C = 2.0	C = 3.0
NC = Failure to achieve minimum standards		

A grade of NM (Not Mastered) during the semester indicates failure to achieve minimum standards. If not corrected, the NM can result in a semester grade of NC.

Please review the **Overview of the Learning Process at Rocklin High School** section of this booklet regarding our philosophy on learning.

**Process for Appealing a grade on a Report Card:** A student who believes he/she has received a grade considered in error should contact the instructor as soon as possible to check the accuracy of the grade. If the instructor agrees with the student that the grade is in error, the instructor will submit a grade change form to the Registrar's Office for the student. If the instructor disagrees with the student, the student may appeal the grade. The appeal should be in the form of a letter to the principal, explaining why the student disagrees with the grade.

**Repeat Policy:** Students who fail to meet minimum expectations for a course required for graduation (semester NC) must repeat the course during summer school and/or night school.

**\*\*\*Weighted grades are earned with a passing grade in an Honors or Advanced Placement (AP) course.**

## TRANSCRIPTS

Official transcripts for colleges/universities, NCAA, and/or NAIA need to be requested through Naviance. Official transcripts for scholarships or other needs may be ordered by completing a request for transcript form in the registrar's office. This may be done before school, nutrition break, lunch, or after school. The cost is \$1.00 per transcript. **NOTE: Please request transcripts at least one week before any deadlines.**

## ACADEMIC RECOGNITION

### **California Scholarship Federation (CSF):**

The following CSF membership requirements became effective July 1, 1987:

1. Previous semester grades determine membership.
2. Application must be made during the first four weeks of each semester. An application fee must be submitted with the application.
3. Semester grades and CSF points are: A=3, B=1, C=0 (AP/Honors A=4, B=2, up to a maximum of 2 extra points per semester).
4. List two or more courses from List I. Seniors may use all List II courses. No CSF points are granted for PE, Student Service, or repeated courses. Students must not have any grade lower than a "C".
5. Ten (10) CSF points must be earned in five courses including at least four (4) points from List I and seven (7) points from List I and II combined.

**List I:** All UC certified courses

**List II:** All other academic courses

**List III:** All other courses except PE and Student Service.

6. Applications and additional help may be obtained from the Adviser.
7. To be considered an active member, CSF members must participate in at least two CSF club community service project per semester and attend club meetings.

CSF chapter membership is earned each semester during high school. Membership is not automatic and application must be made each semester during the stated filing period.

A life member is a CSF member who has earned membership during four (4) of the last six semesters of high school with one semester based off grades from senior year.

**National Honor Society:** Membership in the National Honor Society is by invitation. Sophomores, juniors, and seniors who maintain a minimum cumulative 3.5 grade point average and have completed 150 hours of community service by the application date are invited to fill out an application to join this prestigious national organization. Selection is based on four areas: scholarship, leadership, service, and character. An annual candlelight induction ceremony is held in the spring. Membership is confirmed in the spring if all expectations have been met. In addition to maintaining a 3.5 grade point average, members must participate in society service projects and maintain good character.

## College Entrance Examinations

### PSAT, SAT Reasoning & SAT Subject Exams, ACT

Either the SAT or the ACT are required for admission to most four year universities. Colleges will typically accept either score. Students are highly encouraged to research admission requirements as policies from school to school can vary with admission requirements and/or recommendations.

**PSAT:** The Preliminary Scholastic Aptitude Test and National Merit Qualifying Test (PSAT/NMSQT) is **offered at Rocklin High School on one national test day in the fall.** The PSAT student score report offers skill assessment that students can utilize to identify their levels of proficiency in each of the reasoning skill areas and then work on improving them before taking the SAT. Juniors taking the PSAT are also taking the National Merit Qualifying Test. For juniors, the test can determine their initial eligibility for entry into scholarship competitions.

**SAT Reasoning Exam:** The SAT Reasoning Exam contains two mandatory sections, Critical Reading and Math worth a maximum of 800 points each, and an optional Writing section scored separately with a maximum of 8 points in each of three categories.

**SAT Subject Exam:** The College Board offers exams in five different subject areas, including several foreign languages. Students can take up to three subject exams in one sitting. Students cannot take the SAT Reasoning Exam and SAT Subject Exams on the same test date. SAT Subject exams are typically not required for college entrance, but are sometimes recommended for certain majors. Students should check the websites of potential

colleges to determine which of these exams they should take to meet admission requirements and/or recommendations. Please note that the UC system will not accept the Math 1 subject exam.

### **ACT:**

The ACT is an achievement test that measures what a student has learned in school. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. Although the writing portion is optional, students are encouraged to take it because if they chose to apply to a school that required it, they will not be able to use any scores from the test taken without it and would need to take the entire test again. Students will receive a score in each of the areas and also a composite score which takes into account all areas of the test. All of the scores, including the composite are based on a 1-36 scale.

### **Registering For the Exams:**

Rocklin High School is an official test site for the PSAT, SAT and ACT, but we usually sell out each date, so students are encouraged to register early. Registration for the PSAT is available on campus during class registration day in August and then in the student store until registration is sold out. Registration for the SAT is available at [www.collegeboard.org](http://www.collegeboard.org). Registration for the ACT is available at [www.actstudent.org](http://www.actstudent.org).

### **Preparing For the Exams:**

Rocklin High School offers several test prep options including both in class and online as well as unofficial practice exams throughout the school year. Information on prep programs and practice tests can be found on the College and Career Center website at <http://rhs.rocklinusd.org/subsites/Career-Center/SATACT/index.html>. Both the SAT and ACT websites also contain study material and practice test questions.

Note: College entrance exams are not required for entrance to community colleges but in some cases, SAT or ACT scores may be used in lieu of placement exams.

## **HIGHER EDUCATION ADMISSION REQUIREMENTS**

**Types of schools:** There are several types of schools for higher learning in California: Community Colleges, California State University system, University of California system, private and independent colleges and universities, and vocational schools.

There are also thousands of out-of-state schools available for higher learning. However, RHS does not monitor each school's minimum entrance requirements. RHS Counselors will be happy to assist any student interested in pursuing information on schools outside of California. Visit the College and Career Center for more information on out of state schools.

**Naviance:** Every Rocklin High School student is given a Naviance Family Connection account where they can research many college and career options in one place. Students may log in to Naviance Family Connection at <https://connection.naviance.com/family-connection/auth/login/?hsid=rocklinhs>.

**Community Colleges:** There are no subject, GPA, or entrance exam requirements for admission to California Community Colleges. All students must provide satisfactory placement test scores prior to registering for classes. Examples of local community colleges include Sierra College, Sacramento City College, and American River College. Sierra College allows high school students to take courses through the Academic Enrichment Program. Students must meet the following criteria to take courses concurrently at Sierra College:

- Student must be 16 years of age and have completed 10th grade.
- Students are restricted to 6 units per semester.
- Students must have minimum of a 3.0 grade point average.

**Private Colleges and Universities:** Students wishing to attend a private college or university should consult the college website for specific requirements. The College & Career Center can assist in this process. Examples of private colleges include University of the Pacific, Stanford, Pepperdine, and Santa Clara. For additional information, please visit [www.aiccu.edu](http://www.aiccu.edu).

**California State University (CSU):** Students must have a high school diploma, a qualifying eligibility index (see CSU info. in the College & Career Center for specifics), and must have completed the courses in the Comprehensive pattern of college preparatory subject requirements with a grade of "C" or better (see minimum entrance requirements chart below). The eligibility index is the combination of your high school grade point average and your test score on either the ACT or the SAT Reasoning exam. Grade point average is based on grades earned in college approved courses during your final three years of high school and bonus points for each "C" or better grade in approved Honors and/or AP courses. Rocklin High School hosts a regional College Fair



each fall which includes workshops on the UC and CSU application process. There are twenty-three (23) CSU campuses with a wide range of majors leading to a B.S. or B.A. degree. Examples of CSU colleges include Sacramento, Humboldt, San Diego, Monterey Bay, Long Beach, and Cal Poly. For additional information, please visit [www.csumentor.edu](http://www.csumentor.edu).

**University of California (UC):** The University of California is one university with nine campuses throughout the state. Examples include UC Davis, UC Santa Barbara, and UC Berkeley. To qualify for entrance, students must have a high school diploma or a California Proficiency Certificate. Students must follow a university preparatory program and must earn a grade of “C” or better in the required courses listed on page 13. Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system. Those students with a GPA below 3.3 must score proportionately higher on the ACT or SAT College Entrance Examinations. In addition, some majors recommend that applicants take two SAT Subject exams (Note: The UC system does not accept Math I as a subject test). Entrance GPA and requirements vary greatly depending on the major area of study and the campus selected. For additional information, please visit [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu).

**Important Note:** The top nine percent (9%) of the junior class who meet the minimum eligibility standards and who satisfy the A-G requirements are guaranteed acceptance at a University of California campus through the Eligibility in the Local Context (ELC) program, though not necessarily the campus of their choice. The University of California will notify eligible students in writing at the beginning of their senior year.

**Technical and Business Schools:** These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. The California Department of Education’s definition of Career Technical Education (CTE), which is embodied in the vision statement contained in Career Technical Education Framework for California Public Schools Grades Seven Through Twelve (2007), is as follows: Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. The internet address for the portion of the CDE website where pupils can learn more about CTE is <http://www.cde.ca.gov/ci/ct/>.

**Apprenticeship Programs:** The state of California offers a variety of Apprenticeship Programs. Qualifications/requirements are as follows:

- Applicants must be at least 18 years of age.
- Applicants must be physically able to do work performed in the trade.
- Applicants must have a high school diploma, high school proficiency certificate, or a GED.
- Applicants should be able to read, write, and speak the English language in order to comprehend instruction and safety.

Additional information regarding Apprenticeship Programs can be found at [www.calapprenticeship.org](http://www.calapprenticeship.org).



## CSU-UC Comparison of Minimum Requirements

	California State University (CSU)	University of California (UC)
<b>VALIDATION OF SUBJECT REQUIREMENTS BY OTHER COURSES</b>		
<b>Mathematics</b>	A grade of C or better in the second semester of a mathematics course validates a D/F in the first semester. A grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A grade of C or better in Trigonometry/Pre-Calc validates the entire high school preparatory requirement with the exception of Geometry. A grade of C or better in statistics will validate only Algebra I and II, not Geometry.	
<b>Language Other than English (LOTE)</b>	A grade of C or better in a higher-level course validates a lower-level course. A higher level LOTE course can validate the appropriate number of years based on the level. A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description. Refer to the CCC "a-g" course list and review the "Category" column.	
<b>Chemistry</b>	A grade of C or better in the second semester of chemistry will validate a D in the first semester.	A grade of C or better in the second semester of chemistry <u>will not</u> validate a D in the first semester. UC does not allow the validation of Chemistry.
<b>VALIDATION OF D GRADES IN REQUIRED COURSES</b>		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English by successful completion of higher level coursework.***	
<b>VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES</b>		
	Required "a-g" courses may be satisfied with appropriate test scores on SAT Subject Tests, Advanced Placement exams, and designated IB exams. A list of acceptable tests and scores is available on the UC and CSU websites.	
<b>REPEATED COURSES</b>		
	Required "a-g" courses must be completed with a grade of C or better. Courses in which grades D/F are earned may be repeated. The highest grade will be used in the grade calculation.	
		UC only allows a course to be repeated one time for grade replacement.
<b>HIGH SCHOOL GPA</b>		
	Calculate GPA using only "a-g" approved courses taken after 9 <sup>th</sup> grade (with the exception of Cal Poly) including summer courses. All "a-g" courses must be reported.	
<b>SUBJECT REQUIREMENTS</b>		
	15 yearlong college preparatory courses from approved "A-G" list are required with a grade of C or better:	
		11 UC-required college preparatory courses must be completed prior to senior year.
<b>"a" History/Social Science</b>	2 years of history/social science, including one year of US history OR one semester of US History and one semester of American Government, AND . . .	
	1 year of history/social science from either "a" or "g" subject area.	1 year of world history, cultures, and geography from the "a" subject area.
<b>"b" English</b>	4 years of English (including no more than one year of Advanced ESL/ELD courses)	
<b>"c" Math</b>	3 years of math (Algebra 1 and 11, Geometry); 4 years recommended*	
<b>"d" Laboratory Science</b>	2 years of laboratory science	
	At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area**	Must include at least two of the three foundational subjects of biology, chemistry, and physics; both courses must be from the "d" subject area; 3 years recommended.
<b>"e" Language Other Than English</b>	2 years (or equivalent to the 2 <sup>nd</sup> level high school course) of language other than English (must be the same language)	
		3 years recommended
<b>"f" Visual &amp; Performing Arts</b>	1 yearlong course in visual & performing arts (selected from dance, music, theatre/drama and visual arts)	
<b>"g" College Preparatory Elective</b>	1 year of an elective chosen from any area on approved "a-g" course list	
<b>HONORS POINTS</b>		
	Maximum of 8 extra grade points from four yearlong courses (8 semesters) awarded for approved high school courses, AP, or IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10 <sup>th</sup> grade can earn honors points.	
<b>TEST SCORES – ACT/SAT</b>		
	Test required for CSU applicants to impacted campuses. Test required for CSU applicants to non-impacted campuses, who have earned an "a-g" GPA of less than 3.0. CSU combines best critical reading and math scores from multiple sittings of SAT; may combine best subscores from multiple ACT tests to calculate best composite.	The ACT plus Writing or the SAT Reasoning Test is required for UC applicants. UC uses the highest composite score from a single sitting of the ACT plus Writing or the SAT Reasoning Test. <u>Some campuses</u> may recommend SAT Subject Tests for specific majors.

\*Coursework completed in 7<sup>th</sup> or 8<sup>th</sup> grade can be used to satisfy "c" and "e" requirements.

\*\*It is best to prepare for both UC/CSU by completing two laboratory courses from the "d" subject area.

\*\*\*Beginning with Fall 2015 applicants, students applying to UC may not validate the omission of the subject requirement for a geometry course.

**Example of Recommended Program for University of California, California State University, and some Independent Four-Year Colleges:**

These courses must be selected from the UC certified A – G subject requirements. See your counselor for a list of these courses and for more information regarding your student’s Six Year Plan.

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b><u>Language Arts</u></b>	Language Arts I Language Arts I Adv.	Language Arts II Language Arts II Adv.	Language Arts III AP English Language	Expository Read/Write Language Arts IV AP English Literature English 1A/1B
<b><u>Mathematics</u></b>	Integrated Math 1 Integrated Math 2	Integrated Math 2 Integrated Math 2/3 Integrated Math 3 Math Analysis Pre-Calc./Trig. Honors	Integrated Math 3 Math Analysis Pre-Calc. /Trig. Honors AP Calculus AB AP Statistics	Math Analysis Pre-Calc. /Trig. Honors AP Calculus AB AP Calculus BC AP Statistics
<b><u>Social Studies</u></b>	Geography Adv. Geography	World History AP World History	US History AP US History US History 17A/17B	Govt. /Econ. AP Microeconomics AP Government
<b><u>Science</u> (One year physical and one year life science)</b>	Biology/Adv. Principles of Biomed	Biology Chemistry/Honors Human Body Systems Physics/Honors Geology AP Physics 1	Anatomy/Physiology Chemistry/Honors Geology Medical Interventions Physics/Honors Marine Biology EST III AP Biology AP Chemistry AP Environ. Science AP Physics 1 AP Physics 2 AP Physics C: Mech. AP Physics C: E&M	Anatomy/Physiology Chemistry/Honors Geology Physics/Honors Marine Biology EST III AP Biology AP Chemistry AP Environ. Science AP Physics 1 AP Physics 2 AP Physics C: Mech. AP Physics C: E&M
<b><u>Foreign Language</u></b>	French I Spanish I Spanish II Adv.	French II Spanish II Spanish III Spanish III Honors	French III Honors Spanish III Spanish III Honors Spanish IV Honors	French IV Honors Spanish IV Honors
<b><u>Visual &amp; Performing Arts</u></b>	Beginning classes in: Art Broadcasting Ceramics Choir Dance Digital Art Graphics Journalism Music Photography Publications Theatre	Beginning/Intermediate classes in: Art Broadcasting Ceramics Choir Dance Digital Art Graphics Guitar Lab Journalism Music Photography Photojournalism Publications Theatre	Advanced classes in: Art Ceramics Choir Dance Graphics Journalism Music Photography Photojournalism Publications Theatre	Advanced classes in: Art Ceramics Choir Dance Graphics Journalism Music Photography Photojournalism Publications Theatre
<b><u>Academic Electives</u></b>  May also be fulfilled by additional college prep classes*	* May be fulfilled by additional college prep courses taken in the A-G categories on the following page.			

\*College prep classes in Social Studies, Adv. Mathematics, Lab Science, Foreign Language or VAPA taken in addition to the subject requirements in those areas. Other courses may also meet this requirement; check the Course Description section of this book for more details.

## “a-g” Approved Course List

<b>A – HISTORY/SOCIAL STUDIES</b>	Advanced Placement Studio Art – 2D Design
World History	Advanced Placement Studio Art – 3D Design
Advanced Placement World History	Broadcasting I
U.S. History	Ceramics & Sculpture I
Advanced Placement U.S. History	Ceramics & Sculpture II
Advanced Placement Government*	Ceramics & Sculpture III
<b>B – ENGLISH</b>	Chamber Choir
Language Arts I	Concert Band
Language Arts I Advanced	Concert Choir
Language Arts II	Advanced Women’s Ensemble
Language Arts II Advanced	Advanced Placement Music Theory
Language Arts III	Dance I
Expository Reading & Writing	Dance II
Language Arts IV	Dance III
Advanced Placement English Language & Composition	Dance IV
Advanced Placement English Literature & Composition	Digital Art
<b>C – MATHEMATICS</b>	Digital Art III
Integrated Math 1	Graphic Communications I
Integrated Math 2	Graphic Communications II
Integrated Math 3	Guitar Lab
EAP Math	Intro to Publications Design & Multimedia
Pre-Calculus/Trigonometry Honors	Men’s Chorale
Advanced Placement Calculus AB	Photography I
Advanced Placement Calculus BC	Photography II
Advanced Placement Statistics	Photography III
<b>D – LABORATORY SCIENCE</b>	Photography IV
Anatomy & Physiology Honors	Photojournalism I
Biology	Photojournalism I Honors
Advanced Biology	Photojournalism II
Chemistry	Piano Lab
Chemistry Honors	Publications Design III/IV Honors
EST II	String Orchestra
EST III	Symphonic Band
Geology	Technical Theatre
Human Body Systems	Theatre Arts I
Integrated Animal Science (CTE)	Theatre Arts II/III
Marine Biology	Theatre Arts IV
Medical Interventions	Wind Ensemble Honors
Principles of Biomedical Science	<b>G - ELECTIVE</b>
Physics	Advanced Placement Computer Science A
Physics Honors	Advanced Placement Computer Science Principles
Advanced Placement Biology	Advanced Placement Microeconomics*
Advanced Placement Chemistry	Advanced Placement Psychology
Advanced Placement Environmental Science	Broadcasting II
Advanced Placement Physics 1	Dental Careers (CTE)
Advanced Placement Physics 2	Digital Art II
Advanced Placement Physics C: M	Digital Media Production Management
Advanced Placement Physics C: E & M	Engineering for Manufacturing
<b>E – FOREIGN LANGUAGE</b>	Engineering Support Technologies I
French I	Exploring Computer Science
French II	Foods & Nutrition (Culinary)
French III Honors	Forensic Science (at WHS)
French IV Honors	Government/Economics
Spanish I	Information for Technology Essentials I
Spanish II	Information for Technology Essentials II ( <i>pending</i> )
Spanish II Advanced	Journalism I
Spanish III	Journalism II
Spanish III Honors	Journalism III/IV
Spanish IV Honors	Positive Psychology ( <i>pending approval</i> )
<b>F- VISUAL AND PERFORMING ARTS</b>	Principles of Business ( <i>pending approval</i> )
Art I	Psychology**/Sociology**
Art II	Publications Production II
Art III	Publications Production III/IV
Art IV	Speech & Debate
Advanced Placement Studio Art - Drawing	Virtual Enterprise ( <i>pending approval</i> )



## CTEWORKS GENERAL INFORMATION

Detailed CTEWORKS course descriptions can be found in the CTEWORKS section of this handbook. All students interested in enrolling in a CTEWORKS course, must see their counselor.

### WHAT IS CTEWORKS?

CTEWORKS (formerly 49er ROP) provides an opportunity to explore future career opportunities while mastering the necessary skills needed for college, advanced training, or positions in business and industry. Classroom instruction by industry experienced instructors and supervised hands-on training in a laboratory setting or training sites combines academic knowledge with new technical skills to *increase career AND college readiness*.

- Available for high school seniors, juniors, and qualifying sophomores.
- Select classes require a training site (called “community classroom” courses).
- Many classes are taught entirely in-classroom.
- Sophomores may enroll “in-classroom” courses with referral and approval.
- Classes vary in length, from a 1 to 3-hour class/training periods per day.
- Classes may be taken within the student’s regular class day or during a period of time that extends outside the regular school day.
- Students **must be able to provide their own transportation** to training sites and to classes held at locations other than the student’s campus.
- In order to receive a Certificate of Completion, the student must complete the course with at least 95% attendance, a grade of C or better and master 80% of the core competencies.
- Most classes only accept students in the fall semester.

## CTEWORKS COURSE OFFERINGS

Please note that all CTEWORKS classes can be used as RHS **Technology or Elective** credit if not used to fulfill another requirement. Detailed course descriptions can be found on pages 58-63. If students would like to request a CTEWORKS course, they must meet with their counselor for registration information.

Course	Requirements Met: All meet Technology or Elective Requirement and/or:	Class Location	Time	“a-g” Approved Courses
Clinical Medical AssistingI*	Science Elective	Auburn CTE Center	1:00-4:00pm	No
Dental Careers*	Science Elective	Auburn CTE Center	7:30-10:30am 1:00-4:00pm	No
Fire Science Careers*	Science or PE or Math Elective	Maidu Fire Station, Auburn	7:30-10:30am 1:00-4:00pm	No
Health Careers*	Science Elective	Auburn CTE Center	7:30-10:30am 1:00-4:00pm	No
Integrated Animal Science	Science Elective	Auburn CTE Center	7:30-10:30am 1:00-4:00pm	Yes

**\* Vaccinations required prior to the first day of class. Please visit the CTEWORKS website for additional information or see your counselor/College & Career Center.**

## ALTERNATIVE EDUCATION

Rocklin Unified School District offers several alternative programs for students and adults to complete their education. These programs are planned to help individuals earn a high school diploma or prepare for the General Education Diploma (GED).

**Victory High School** is an alternative education school program. Victory High School is WASC accredited and recognized by the State of California as a Model Continuation School. Victory provides students a smaller academic setting to reach their goals of a high school diploma as well as planning for their future. The continuation education staff focuses on student-centered instruction that provides pathways for a diverse student population to acquire the skills of the core curriculum. The staff continually assesses the personal and academic needs of students and makes appropriate adjustments. Classes at Victory are no larger than 18 students (with a total student population ranging from 80-125). Students earn credit through a time on task model which emphasizes strong attendance and participation. A diploma from Victory High School allows students access to all community colleges, most trade schools and access to the military. Due to smaller class sizes and more individualized attention, students are able to see success both in the classroom and in the school environment. Victory runs a very effective ASB Program, Community Service Club (Interact) which works closely with the South Placer Rotary Club as well as other extra-curricular activities. Students are able to utilize CTE classes through Victory as well. Students interested in attending this program should meet with their high school counselor first. The program offers a curriculum that is personalized and contains work study and work experience components as well. In order to graduate from Victory High School, students must earn 200 credits in specified areas. Qualifications for enrollment are that you are a Junior or Senior and at least 16 years of age. Please note: this program **does not meet** the UC/CSU A-G eligibility requirements. Please visit website for further information: <http://vhs.rocklinusd.org/>.

### **Rocklin Independent Charter Academy (RICA)**

Rocklin Independent Charter Academy is a Western Association of Schools and Colleges/WASC accredited school which offers California State Standards Based Curriculum for students in grades K-12 culminating with a high school diploma and meets the A-G requirements. The program occupies two campuses; K-6 students attend school on the Cobblestone campus and 7-12 on the Rocklin Alternative Education Center campus. Enrollment is open to all students regardless of district of residence within the adjacent counties. RICA requires students to earn 200 credits in specific subject areas to earn a high school diploma. The RICA curriculum and instruction is tailored to meet the individual needs of its students by providing choice, variety and flexibility. Elementary and middle school students are on campus two days per week, from 10:00 AM to 3:00 PM. Similar to a college setting, RICA high school students attend two-hour classes, where they receive direct instruction, collaborate with peers and conduct assessments. The number of classes per week a student is enrolled in is based on need and/or interest but on average, high school students are on campus two days per week for approximately four hours per day. The remaining week, students work independently and online as instructed by their respective teacher. Students in need of additional assistance can attend intervention classes for academic support. All student assessment and performance is instructed and supervised by fully credentialed teachers.

Rocklin Independent Charter Academy's founders believe that a well-educated person in the 21<sup>st</sup> century possesses the knowledge and skills to succeed as affective citizens; able to make sense of the world and act in creative ways to purposely communicate, problem-solve and disseminate information.

Further information can be found on the school website at: <http://rica.rocklinusd.org/>.

**General Education Diploma (GED)** is an option available through Roseville Adult Education and is the equivalent to a high school diploma in California. A certificate is awarded when each of the five timed tests in different subject areas is passed. The subject tests include: Writing, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. The GED may be taken by a California resident or a member of the armed forces assigned to this state who meets any one of the following criteria:

- Candidate is 18 years of age or older within 60 days of his/her birthday.
- Candidate is no longer in school, but had he/she remained in school, it is within 60 days of when his/her class would have graduated.
- Candidate is 17 years, 10 months of age and has been out of school for at least 60 consecutive days, and he/she can provide a letter of request for the test from the military, a post-secondary educational institution, or a prospective employer.
- Candidate is 17 years of age and began the GED test battery while incarcerated in a California state or county correctional facility.

**California High School Proficiency Exam (CHSPE)** is an equivalency option provided by the State Department of Education. Each person who passes the CHSPE is awarded a Certificate of Proficiency, which is equivalent by law **in the state of California** to a high school diploma. In this case, the high school *does not issue a diploma*.

The CHSPE may be taken by persons who are 16 years or older on the day of the exam. Persons who are younger than 16 may also take the test if they have completed a year of enrollment in the 10<sup>th</sup> grade or will complete a year of enrollment in the 10<sup>th</sup> grade at the end of the semester in which the next regular test date falls. Passing the test does not exempt a student from required school attendance unless the examinee has also reached his/her 16<sup>th</sup> birthday and has presented verified parental permission. The CHSPE is given two times each year, once in April and once in November. Results are mailed to the school and the student approximately 5 – 6 weeks after the testing date.

## STUDENT ACTIVITIES

<http://rhs.rocklinusd.org/Activities/index.html>

**Basic Requirements for Participation in Student Activities:** Rocklin High School offers an extensive extracurricular activity program. It is the intent of this program to offer the students the opportunity to develop skills and talents in a healthy and constructive way outside the normal classroom setting. Involvement in extracurricular activities places a student in the role as a representative of RHS. Rocklin High School expects him/her to maintain high moral, ethical, health and academic standards. Please visit the above school website to view a list of current activities available.

## ATHLETICS

<http://rhs.rocklinusd.org/Athletics/index.html>

Please refer to the Athletic Handbook for more details regarding student participation in athletics. This handbook is available in the Athletic Office or on the school website.

FALL	WINTER	SPRING
Boys & Girls Water Polo	Boys and Girls Basketball	Baseball
Cheerleading	Cheerleading	Boys Golf
Boys & Girls Cross Country	Dance	Boys and Girls Swimming
Dance	Wrestling	Boys Tennis
Football	Boys Soccer	Boys and Girls Track
Girls Golf	Girls Soccer	Boys Volleyball
Girls Tennis		Softball
Girls Volleyball		Stunt

## NCAA

**NCAA Initial Eligibility Requirements:** High school athletes who plan to participate on NCAA Division I or II college athletic teams need to be aware of the specific courses and SAT/ACT test scores that meet NCAA Eligibility requirements. It is the student's responsibility to verify that high school courses taken meet the NCAA core course requirements. Please note: NCAA requirements are not the same as the CSU or UC requirements. Find complete information at [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org).

## COUNSELING & CAREER CENTER SERVICES

<http://rhs.rocklinusd.org/School-Info/Counseling/index.html>

College & Career Center Planning	Incoming Freshmen Orientation Night
College Application Assistance Nights	Mental Wellness Support & Resources
College Financial Planning Night	Naviance Support & College Workshops
College Night	Mid Year Intervention (Night School)
College/Career Counseling	Parent Teacher Conferences
Computerized College/Career Searches	Peer Counseling
Counseling for Students-At-Risk	Peer Conflict Mediation
CTEWORKS course information/registration	Rocklin Alternative Center Information
English Language Development Program	Scholarship Information/Search Tools
Financial Aide Information	Summer Boot Camp for College Applications
Grade Level Information Nights for Parents	Summer School
Home & Hospital Instruction	Transcripts



# **COURSE DESCRIPTIONS**

*Course offerings are subject to change  
based on student enrollment.*

## COMMUNICATION TECHNOLOGY

<http://rhs.rocklinusd.org/Academics/Communication-Studies/index.html>

<b><u>Communication Technology – Scope &amp; Sequence</u></b>	
<p><i>Communication Studies</i> courses are designed to offer students the opportunity to explore the general field of mass communications. Students may advance into production courses following a variety of paths. For detailed options, see your counselor.</p>	
9 <sup>th</sup> Grade (*can also be taken in 10 <sup>th</sup> – 12 <sup>th</sup> )	10 <sup>th</sup> – 12 <sup>th</sup> Grade
Broadcasting * Culinary I* Digital Art* Engineering Support Technologies I* Fashion Design, Marketing & Management* Graphic Communications* Introduction to Computer Science* Journalism I* Photography I* Principles of Business* Publications Design I (9 <sup>th</sup> – 11 <sup>th</sup> ONLY) Visual Media	AP Computer Science Principles AP Computer Science A AP Studio Art 2D Design Broadcasting II Broadcasting III Broadcasting IV Culinary II Digital Art II Engineering Support Technologies II Engineering Support Technologies III Engineering for Manufacturing Graphic Communications II Introduction to Digital Film Making Journalism II Journalism III/IV Newswriting and Reporting Techniques Digital Media Production Management Photography II Photography III Photography IV Photojournalism Photojournalism II Publications Production II Publications Production III/IV Publications Design III/IV Honors Virtual Enterprise

The following courses meet the RHS **Technology** graduation requirement unless noted otherwise (10 credits).

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**Grade Level: 10 – 12**

**Prerequisite: Completion of Integrated Math 2 or higher math course**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Technology <i>OR</i> Math Elective</b>	<b>UC/CSU Approved “G”</b>
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AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers.

## **ADVANCED PLACEMENT COMPUTER SCIENCE A**

**Grade Level: 10 – 12**

**Prerequisite: Completion of Integrated Math 2 or higher math course**

**Fee: College Board testing fee (\$TBA)**

**College Articulation: CSU Sacramento/CSC 015**

<b>Requirements Met:</b>	<b>RHS Technology <i>OR</i> Math Elective</b>	<b>UC/CSU Approved “G”</b>
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This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first semester college level course in computer science. It also includes the study of data structures, design, and abstraction. A student in this course should be comfortable with functions and the concepts found in the uses of functional notation. It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers.

## **BROADCASTING I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**Recommended: Theatre, Journalism, Graphics, Digital Art, or Mass Media**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “F”</b>
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Students will explore the basic techniques of broadcasting, video production and filmmaking. Students will learn all aspects of production from scriptwriting and storyboarding to digital video editing and publishing online. Student projects will be aimed at use on the school’s live morning news broadcast and the local cable access TV channel. Modeled after a “real life” work environment this course is project based and highly collaborative. After an initial training period, which modeled after an internship program, students will be graded based upon work produced in small groups and on their own. Students are encouraged to produce work for entry into one of the dozens of video production or digital media festivals going on each year. As part of their grade, all broadcasting students are expected to participate as a production crewmember for at least three school related events per semester. All assignments are aligned with State and National Visual and Performing Arts Standards or California Career Technical Education Model Curriculum Standards.

## **BROADCASTING II**

**Grade Level: 10 – 12 (by teacher recommendation)**

**Prerequisite: Broadcasting I or Journalism I with teacher recommendation**

**Recommended: Theatre (or concurrent enrollment in Theatre), Graphics, or Digital Art**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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This advanced course will expand upon the skills learned in Broadcasting I (to include writing broadcast copy for the news, advanced video editing, operation of the school’s live morning news studio, and advanced filmmaking). This class has a career and technical education focus. Students in this class will work on “real world” projects as we partner with our local business community. Students will also focus on producing content for the school’s live morning news broadcast and for the viewing on the local cable TV access channel. Students are encouraged to produce work for entry into one of the dozens of video production or digital media festivals going on each year. As part of their grade, all broadcasting students are expected to participate as a production crewmember for at least three school related events per semester. This course will also provide solid foundational knowledge for students who go on to Communications or Broadcast majors at the university level. All assignments are aligned with State and National Visual and Performing Arts Standards or California Career Technical Education Model Curriculum Standards.

## **BROADCASTING III**

**Grade Level: 11 – 12**

**Prerequisite: Broadcasting I & Broadcasting II**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>
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By overseeing the RHS News 16 program (the school’s morning news show) and taking over as project managers for the community/business projects taken on by the broadcasting program, students will further develop their video production and broadcasting skills while being introduced to careers and vocational pathways in the TV, news, and filmmaking industries. Broadcasting III students are also tasked with maintaining the RHS

Broadcasting YouTube and social media pages. This class will encompass all aspects of field and studio production. Students are encouraged to produce work for entry into one of the dozens of video production or digital media festivals going on each year. As part of their grade, all broadcasting students are expected to participate as a production crewmember for at least three school related events per semester. This course will also provide solid foundational knowledge for students who go on to Communications or Broadcast majors at the university level. All assignments are aligned with State and National Visual and Performing Arts Standards or California Career Technical Education Model Curriculum Standards.

**BROADCASTING IV**

**Grade Level: 11 – 12**

**Prerequisite: Broadcasting III**

**Recommended: Theatre, Journalism, Graphics, Digital Art or Mass Media**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>
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This capstone course is designed for students who have an interest in communications, broadcasting or video production as a career or as a college major. This class will be responsible for producing a weekly news feature to be aired on the school’s live morning news show. This class will focus on all aspects of live field and studio production. Students are encouraged to produce work for entry into one of the dozens of video production or digital media festivals going on each year. As part of their grade, all broadcasting students are expected to participate as a production crewmember for at least three school related events per semester. This course will also teach advanced skills important for students who go on to Communications or Broadcasting careers or as Communications or Broadcast majors at the university level. All assignments are aligned with State and National Visual and Performing Arts Standards or California Career Technical Education Model Curriculum Standards.

**INTRODUCTION TO DIGITAL FILM MAKING**

**Grade Level: 11 – 12**

**Prerequisite: Broadcasting I and II**

**Dual Enrollment: Sierra College/AAD 79**

<b>Requirements Met:</b>	<b>RHS Applied Technology (Applied Science)</b>	<b>Sierra College Dual Enrollment Course</b>
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This course is an introduction to principles, techniques and the terminology of video production and post-production. Guided classroom exercises and projects, including pre-production planning, video and audio recording techniques, remote (field) system set-ups and studio set-ups, lighting for single camera video shoots, and basic video editing and output will be covered.

**CULINARY I (BEGINNING FOODS)**

**Grade Level: 9 – 12**

**Prerequisite: None**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This is a comprehensive course designed to introduce students to the nutrient value, appetite appeal, social significance and cultural aspects of food. Students will participate in cooking labs, as well as a variety of classroom activities. Emphasis will be on reading recipes, measuring accurately, and food preparation. Basic food science principles will be introduced. Kitchen safety and sanitation, proper use of equipment, and essential job skills in the food industry will be reinforced as well. Students in Culinary I will participate in FCCLA activities. FCCLA is the Career Technical Student Organization for Family and Consumer Science Students. Should you have a severe food allergy, please speak with your counselor before requesting this course. *Please note this course fulfills the RHS general elective requirement.*

**CULINARY II**

**Grade Level: 10 – 12**

**Prerequisite: Culinary I or teacher approval**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This advanced culinary course teaches skills in food production, preparation, customer service, and teamwork. Instruction includes: planning, selecting, storing, purchasing, preparing, testing, and serving of quality food and food products. Additional study areas will include regional cuisines, nutritive values, safety and sanitation, management of food establishments, cost and profitability analysis, food service standards, regulations and laws. Students in Culinary II are members of FCCLA and will participate in activities and competitions. Should you have a severe food allergy, please speak with your counselor before requesting this course. *Please note this course fulfills the RHS general elective requirement.*

### **DIGITAL ART**

**Grade Level: 9 – 12**

**Prerequisite: None**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Students will use the computer as a fine art tool to create original works of art for print and motion media in this career technical education class. This course offers an introduction to the elements and principles of design as they relate to the work being created in class as well as work created by master artists in the field. Software training will focus on Adobe Illustrator and PhotoShop (first semester) and Adobe Animate and Audition (second semester). This class is designed for those interested in the career fields of Digital Artist/Graphic Designer, Illustrator, Digital Animator, Artistic Director, Commercial Artist, Web Designer, Museum Curator, Composer, 2-D/3-D Animator, Computer Game Designer/Developer, Electronic Simulation Consultant, and Commercial Photographer, and Digital/Graphic Artist.

### **DIGITAL ART II (formerly Advanced Digital Art)**

**Grade Level: 10 – 12**

**Prerequisite: Digital Art and Teacher Approval**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “G”</b>
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Students will create an individual plan of study and present a contract to the instructor for approval in this career technical education class. Students will work independently to develop a portfolio of project based work. The portfolio as well as work ethic will determine essential skill achievement and grade assessment. Additionally students will learn new software as it relates to 3d animation, modeling, and game design development. Software includes 3d Studio, Mudbox, and Motion Builder. This class is designed for those interested in the career fields of Digital Artist/Graphic Designer, Illustrator, Digital Animator, Artistic Director, Commercial Artist, Web Designer, Museum Curator, Composer, 2-D/3-D Animator, Computer Game Designer/Developer, Electronic Simulation Consultant, and Commercial Photographer, and Digital/Graphic Artist.

### **DIGITAL ART III**

**Grade Level: 11 – 12**

**Prerequisite: Digital Art II and Teacher Approval**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

**Dual Enrollment Course: Sierra College/Applied Art and Design 0073**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “G”/ Sierra College Dual Enrollment Course</b>
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Students will create an individual plan of study and present a contract to the instructor for approval in this career technical education class. Students will work independently to develop a portfolio of project based work. This class also requires that the student fabric projects either using the M1 lab equipment or Engineering Support Technologies shop. The portfolio as well as work ethic will determine essential skill achievement and grade assessment. Additionally students will learn new software as it relates to fabricating projects in the EST shop. Safety tests required to use shop. This class is designed for those interested in the career fields of Digital Artist/Graphic Designer, Illustrator, Digital Animator, Artistic Director, Commercial Artist, Web Designer, Museum Curator, Composer, 2-D/3-D Animator, Computer Game Designer/Developer, Electronic Simulation Consultant, and Commercial Photographer, and Digital/Graphic Artist, sculptor, engineer or architect.

### **AP STUDIO ART – 2D DESIGN**

**Grade Level: 11 – 12**

**Prerequisite: Advanced Digital Art, Graphic Communication II, or Photo III**

**Fees: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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This technical and vocational education course promotes three aspects of portfolio development including quality, concentration, and breadth throughout the duration of the course. This course enables students to develop mastery in concept, composition, and execution of 2D Design. Students learn of variety of concepts and approaches in 2D Design so that the student is able to demonstrate a range of abilities and versatility with technique and problem solving. The course includes group and individual student critiques enabling students to learn to analyze their own artwork as well as others. Students may earn college credit or advanced placement or both depending on the policies of the institution.

## **AP STUDIO ART – 3D DESIGN**

**Grade Level: 11 – 12**

**Prerequisite: Digital Art I & Digital Art II. Students must also have completed a portfolio of work meeting the AP 3D Design Portfolio Criteria for the entire “Breadth Section” and half of the “Quality Section” as detailed at <http://apcentral.collegeboard.com>.**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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This is a challenging design class that is for the advanced student seeking to develop a 3D portfolio and earn college credit while at the high school level. Students will work with a variety of materials but the emphasis will be either with traditional sculpture media coupled with computer manipulated 3d printed models or derived through total digital model creation in order to explore 3-dimensional design problems. The college board asks that you “demonstrate a conscious and deliberate application of design issues using a variety of forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. Regardless of the medium, you should submit only works in which design is the primary strength of the work.

## **DIGITAL MEDIA PRODUCTION MANAGEMENT**

**Grade Level: 11 – 12**

**Prerequisite: Second year Communication Studies class and Teacher Approval**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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This technical and vocational education class is an independent study program for those students wishing to pursue a capstone leadership position in a production class of Communication Studies. It is embedded within a communications course and is designed to allow students to explore leadership roles. Requires adviser approval.

## **ENGINEERING SUPPORT TECHNOLOGIES I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

**College Articulation: Students may receive college credit at American River College.**

<b>Requirements Met:</b>	<b>RHS Applied Technology (Applied Science)</b>	<b>UC/CSU Approved “G”</b>
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Take an idea from start to finish. Students will be introduced to some of the basic machinery that is used throughout the engineering field. This course is offered to students interested in exploring careers in the design, engineering, and manufacturing industries. It introduces basic technical drafting and computer aided manufacturing, including sketching, drafting, dimensioning, and 3D printing basic parts and projects.

## **ENGINEERING SUPPORT TECHNOLOGIES II**

**Grade Level: 10 – 12**

**Prerequisite: EST I**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology (Applied Science)</b>
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This course is a must for future Engineers. Students will explore how engineers design systems and will continue to build on skills learned in Engineering Support Technologies I. Using prior knowledge of drafting, students will improve 3D modeling skills and will use hands-on learning to develop projects through welding and CNC Machining. The skills learned in this class can not only be used in engineering careers, but also in everyday life.

## **ENGINEERING SUPPORT TECHNOLOGIES III**

**Grade Level: 10 – 12**

**Prerequisite: EST I and II and Instructor Approval**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

**College Articulation: CSU Sacramento/ENGR6 (3 units on college transcript)**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> 3<sup>rd</sup> year Math <i>OR</i> 3<sup>rd</sup> year Science</b>	<b>UC/CSU Approved “D”</b>
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This course introduces the programming, electrical and mechanical interaction of modern devices. You will design, build and program a variety of interactive projects. Using Arduinos, LabVIEW, fusion360 and rapid prototyping tools such as a CO2 laser, 3D printers and CNC routers, you will make robotic vehicles, sorting machines, Interactive LED cubes and more. This course is articulated with Sacramento State University and is worth 3 units (ENGR6 – Engineering Graphics and CADD).

## **ENGINEERING FOR MANUFACTURING**

**Grade Level: 10 – 12**

**Prerequisites: EST I or Instructor Approval**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

**College Articulation: CSU Sacramento/ME37 (3 units on college transcript)**

<b>Requirements Met:</b>	<b>RHS Technology <i>OR</i> 3<sup>rd</sup> year Math</b>	<b>UC/CSU Approved “G”</b>
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This class includes hands-on training for the professional engineers or trades. Training includes machine safety, Manual and CNC machine operation, tooling selection, work-holding, machine programming (including MasterCAM), gauging and inspection. This class is designed for the student exploring a career in the manufacturing and/or engineering industries. Students planning attending apprenticeship programs for welding, machining, and/or tool and die-making as well as community college (mechatronics, drafting, engineering, welding, or machine shop) or university (engineering, technology or applied physics) are encouraged to gain the knowledge, skills and abilities taught in this non-traditional class setting. Communication, soft skills and workplace expectations necessary to be successful in a professional environment, including career-readiness portfolio development will be taught throughout the term.

## **EXPLORING COMPUTER SCIENCE**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Exploring Computer Science is an introduction to the world of computer science, problem solving and web design that align with many career pathways, including Information Technology, Engineering and Design, and Arts, Media and Entertainment. The course consists of six exploratory units – Introduction to Computing (Hardware and Software), Human Computer Interaction (Internet and Artificial Intelligence), Problem Solving (Computational Thinking and Algorithms), Programing (using Scratch, SNAP! and Python), Web Design, and Robotics (Parallax). Course material will show how computing enables innovation in multiple career paths, and will cover ethical and social issues as well. Through a career research project and job shadow opportunity, students will identify and explore many of the lucrative and high demand jobs throughout the world of technology. Computing is involved in virtually every field of study, career, and aspect of society. Whatever you plan to study in college or pursue as a career, you will need the knowledge and skills found in this course.

## **FASHION DESIGN, MARKETING AND MANAGEMENT**

**Grade Level: 9 – 12**

**Prerequisite: None**

**College Articulation: Students may receive college credit at Sierra College or American River College.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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In this course, students who have an interest in fashion find out what it is like to work in the fashion industry by exploring career possibilities and the background needed to pursue them. Students learn about merchandising techniques, fashion trends, fashion promotion, and management skills. This course is based on the business and merchandising core that includes communication skills, economics, operations, professional development, promotion, selling, distribution, and product/service management. Leadership development will be provided through activities and events. *Please note this course fulfills the RHS general elective requirement.*

## **GRAPHIC COMMUNICATIONS I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Desktop publishing and printing will be emphasized in this hands-on career technical education class. Students will master design for a variety of print mediums such as advertising, publication design, posters, t-shirts and more (first semester) and work with rich media such as website design, animated ads, and commercials (second semester). Software training includes use of Adobe Illustrator, InDesign, Photoshop, Animate, Premiere, and Audition. An emphasis is placed on learning the principles and elements of design, designing with type, as well as color theory. Students will be given the opportunity to design their own projects based on projects a graphic designer would see in industry. This class is designed for those interested in the career fields of Graphic and Web Designers, Artists, and Illustrators.



## **GRAPHIC COMMUNICATIONS II**

**Grade Level: 9 – 12**

**Prerequisite: Graphic Communications I**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations contributed.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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This career technical education course will build greater understanding and skill development in Desktop Publishing, printing, and web design with animated content. Students will be using a majority of their time working with outside clients in the community on real projects to build a quality portfolio and resume. This may include the development of independent projects for both on and off site programs such as athletics, VAPA, and the district. Ability to work independently is a must. Students also publish Out of the Blue, Rocklin High School’s creative arts magazine which showcases the best of Rocklin High School’s visual and performing arts. This class is designed for those interested in the career fields of Graphic and Web Designers, Artists, and Illustrators.

## **INFORMATION TECHNOLOGY ESSENTIALS (RIOT) I**

**Grade Level: 9 – 12**

**Prerequisites: Successful completion of Exploring Computer Science. Students must also go through an interview process that includes faculty screening and a formal interview for the position including a resume of past work and experiences. Students must sign a Code of Conduct agreement to remain in the course. Students may be eligible for an interview through a teacher recommendation if they have not completed the Exploring Computer Science Course.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b><i>Pending UC/CSU Approval</i></b>
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The Rocklin Institute of Technology (RIOT) program (course name “IT Essentials”) is a student-run business and technology organization that provides technical services to RHS staff, students, the district and community. RIOT levels I students will learn how to set goals, take initiative, manage time and projects, work in teams, work with clients, and evaluate their own progress and performance. Students will apply for positions in one of the following RIOT groups, which are directed by student managers: Cyber Security, Management and Development, Programming, Robotics and Education, and Web Development. Guest speakers and trainers from local tech companies will help enhance and support this business environment as students serve the RHS campus.

## **INFORMATION TECHNOLOGY ESSENTIALS (RIOT) II**

**Grade Level: 10 – 12**

**Prerequisites: Exploring Computer Science and IT Essentials I. Students must also go through an interview process that includes faculty screening and a formal interview for the position including a resume of past work and experiences. Students must sign a Code of Conduct agreement to remain in the course. Students may be eligible for an interview through a teacher recommendation if they have not completed Exploring Computer Science or IT Essentials I.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b><i>Pending UC/CSU Approval</i></b>
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The RIOT course level II is for the more advanced student who is not yet a manager. These students are still a part the RIOT class and must apply to be a member of one of the four functional teams: Cyber Security, Management and Development, Programming, Robotics and Education, and Web Development. They will take on project leadership and responsibility within the team, but still have to report to the team manager.

## **TECHNOLOGY LEADERSHIP (RIOT Managers)**

**Grade Level: 10 – 12**

**Prerequisites: This course is currently offered only through the RIOT program of study. Students must have taken Information Technology Essentials (RIOT), and have extensive knowledge of the group to which they will be managing. Students need to have shown leadership qualities while in RIOT. Students need to apply for management positions prior to registration.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>
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This course is for returning students (usually managers) who are continuing with the RIOT program. Embedded within the RIOT classroom, Tech Leadership students will manage the program through leadership positions in one or more of the RIOT functional groups. Student managers, who must first complete the RIOT course, will lead a RIOT group by setting and achieving goals, training students, leading and evaluating students, engaging with customers (RHS staff and students), and managing projects. Other requirements will include the study of leadership theory, including reading outside textbooks, writing formal reports and case studies, developing evaluations and goals, communicating effectively, problem-solving, maintaining integrity, and thinking critically. Students will need to spend extra hours working after school. Student leaders may receive training from local tech industry partners, specifically in leadership and management principles, including project management, goal setting, evaluating employees, customer engagement, time management, public speaking, and conducting effective meetings. If students are seeking to be leaders or managers in any business (not just technology), this

course will provide ample opportunity to develop management skills in a real world environment through the actual conducting of a business organization on campus.

### **JOURNALISM I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Beginning journalism students will learn all the fundamentals of today’s reporting and media outlets. Students explore the larger world of today’s mass communication by reporting for the web and exploring digital reporting through podcasting, digital video, and use of social media, Instagram and Twitter. The applied technology course will cover journalistic writing in a variety of styles. In addition, students will explore magazine design and advertising. Students will be introduced to core skills in interviewing, reporting, and photography. Successful completion of Journalism I may lead to a position on a student media production staff and students may be given the opportunity to write for publication in this course.

### **JOURNALISM II**

**Grade Level: 10 – 12**

**Prerequisite: Journalism I, Graphic Communications I, Photography I, or instructor’s waiver by application.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Advanced journalism students will be primarily responsible for producing the school magazine The Flash and the Flash online in this technical and vocational education course. Led by student editors, the staff will sell advertising, determine content, design, photograph, and edit the newspaper. Students will also learn and practice the role of social media such as Facebook, Instagram and Twitter in today’s journalism magazine. InDesign will be used along with graphics and digital imaging programs to prepare the magazine. Staff members will work on reporting for the web and multi-media projects on a regular basis. Journalism staff members will collaborate with the Multimedia Storytelling class to produce student communication in broadcast, social media, and on the web.

### **JOURNALISM III AND IV**

**Grade Level: 11 – 12**

**Prerequisite: Journalism II *OR* instructor’s waiver by application.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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This course will allow Journalism II students the opportunity to hone their reporting, interviewing, editing, photography, and page design skills. Students will be given greater roles of responsibility and will be given the chance to demonstrate leadership skills as they assume important editorial positions. Staff members will also work on reporting for the web and multi-media projects. Admission to this technical and vocational education course requires instructor approval. Journalism staff members will collaborate with the Multimedia Storytelling class to produce student communication in broadcast, print, social media, and on the web.

### **NEWSWRITING AND REPORTING TECHNIQUES**

**Grade Level: 11 – 12**

**Prerequisite: Grade of “B” or higher in Language Arts**

**Dual Enrollment: Sierra College/COMM 0071 (3 credits)**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>Sierra College Dual Enrollment Course</b>
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This dual enrollment course with Sierra College works in conjunction with Journalism II or Journalism III/IV. This college level course in introduction to gathering, synthesizing/organizing and writing news in various journalistic and media styles across multiple platforms. The course includes an introduction to the role of reporting and writing based on original interviews, story telling, and research to produce content and define context. The class covers the history of journalism and the effects of mass communication and media on the self and broader cultures and society.

### **MASS MEDIA**

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approval Pending</b>
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This technical and vocational education course will provide students with an introduction to the Communication Studies department. Students will explore the essential skills and concepts in both Photography and Broadcasting. Key concepts in both disciplines will be taught. This introductory course allows students to explore future learning paths at RHS.

### **PHOTOGRAPHY I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Photography I is an introductory black and white photography technical and vocational education course. This course will provide students with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and processes. The students will also be introduced to computer technology and digital photography. This course will also help students create a portfolio of their work.

### **PHOTOGRAPHY II**

**Grade Level: 10 – 12**

**Prerequisite: Photo I**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Photography II is an advanced photography course. This technical and vocational education course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photographic equipment, materials, methods, and processes. It will also require the student to produce digital images using computers. The student will produce a professional portfolio.

### **PHOTOGRAPHY III**

**Grade Level: 11 – 12**

**Prerequisite: Photo I & Photo II**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Photography III is an advanced photography course. This technical and vocational education course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photographic equipment, materials, methods, and processes. It will also require the student to produce digital images using computers. The student will produce a professional portfolio working toward their own style.

### **PHOTOGRAPHY IV**

**Grade Level: 12**

**Prerequisite: Photo I, II, & III**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Photography IV is an advanced photography course. This technical and vocational education course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. The student will produce a professional portfolio and display their work in shows. Student portfolios will be both electronic and hard copy. Portfolios and assignments are based on the State’s Visual and Performing Arts criteria, which the students use as a basis for their work. The students will be working toward their own style and interest in photography working in collaboration with the teacher to direct their specific interest and photographic goals. A wide range of photographic examples will be contrasted and compared using historical and modern photographic work. The students will be responsible for taking and processing photographs for RHS Athletic teams, providing real life experience.

### **PHOTOJOURNALISM**

**Grade Level: 10 – 12**

**Prerequisite: Photo I, II or Pubs I, and permission of instructor.**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Students interested in telling stories through photography will be challenged by this technical and vocational education course. Students will plan photo essays covering student life. The focus is on digital work in black and white and color which will be published in the yearbook, magazine, on the web and in multi-media projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions.

## **PHOTOJOURNALISM I HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Photo I, II or Pubs I, and permission of instructor.**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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Students interested in telling stories through photography and willing to challenge themselves will succeed in this Career Technical Education course. Students will plan photo essays covering student life. The focus is on digital work in black and white and color which will be published in the yearbook, magazine, on the web and in multi-media projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions. Honors students will complete a community service shoot, and in depth portfolio, and internship arranged with the instructor’s assistance.

## **PHOTOJOURNALISM II**

**Grade Level: 11 – 12**

**Prerequisite: Photojournalism**

**All courses are project based. Courses have added costs beyond district funding. Therefore, project based curriculum will be adjusted depending on number of student fee donations made.**

<b>Requirements Met:</b>	<b>RHS Applied Technology <i>OR</i> VAPA</b>	<b>UC/CSU Approved “F”</b>
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In this second year of photojournalism students will apply and extend skills learned in prior experiences in photography. Student photojournalists will continue photo essay work for publication, edit peer work, and study the history of photojournalism. Students will play a role in photo editing for RHS publications. Photojournalism II staff members will collaborate with the Multimedia Storytelling class to produce student communication in broadcast, social media, and on the web.

## **PUBLICATIONS DESIGN I**

**Grade Level: 9 – 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Publications I students learn the variety of skills required for yearbook/magazine production. The focus will be on reporting and interviewing skills, concept development, design and Desktop Publishing skills, and basic photography. This technical and vocational education course is designed to lead students into greater participation in student media. Students should be independent workers comfortable in interviewing other students and adult staff members. Students will also cover all the fundamentals of print design in the U.C. approved elective course.

## **PUBLICATIONS PRODUCTION II**

**Grade Level: 10 – 12**

**Prerequisite: Graphic Communications I, Journalism I, Publication I, Photography I, or instructor’s waiver by application.**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Advanced publications students will be primarily responsible for covering sports and student life for RHS journalism and yearbook. Led by student editors, the staff will edit the yearbook for publication by determining its content and design. Adobe InDesign will be used along with graphics and digital imaging programs to prepare the book for disk submission to the publishing company. Students will take photographs as well as write and design all copy on the computers throughout this technical and vocational education course. The publications courses are also involved in a wide variety of social media.

## **PUBLICATIONS PRODUCTION III/IV**

**Grade Level: 11 – 12**

**Prerequisite: Publications II**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Continuing publications students will be expected to fulfill a variety of leadership and management roles in producing the yearbook and other student media. While the role will be determined by interests, third and fourth year students will also be expected to peer coach, edit, plan, and produce sections of the yearbook. The publications courses are also involved in a wide variety of social media.

## **PUBLICATIONS DESIGN III/IV HONORS**

**Grade Level: 11 – 12**

**Prerequisite: Publications II; Approval of Instructor**

<b>Requirements Met:</b>	<b>RHS Applied Technology</b>	<b>UC/CSU Approved “G”</b>
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Continuing publications students will be expected to fulfill a variety of leadership and management roles in producing the yearbook and other student media. While the role will be determined by interests, third and fourth

year students will also be expected to peer coach, edit, plan, and produce sections of the yearbook. The publications courses are also involved in a wide variety of social media. This course is designed for students who completed one year on the publications staff and are stepping into a leadership role. Prior approval of the instructor is required.

**PRINCIPLES OF BUSINESS**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>	<b><i>UC/CSU Approval Pending</i></b>
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This course gives a broad and general overview of the national and international business world. Through interactive project-based learning and extensive use of technology, students will study real world topics like entrepreneurship, marketing, finance, economics, accounting and business law. Students will also have the opportunity to hear from real world business professionals via live presentations and video. This course develops practical and real world knowledge that prepares students for further advanced business education and a future career in business. *Please note this course fulfills the RHS general elective requirement.*

**VIRTUAL ENTERPRISE**

**Grade Level: 10 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>	<b><i>UC/CSU Approval Pending</i></b>
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Virtual Enterprises transforms students into business professionals with an entrepreneurial mindset by bringing the workplace into the classroom. Students will go beyond a traditional classroom environment to a classroom that is run as a business simulation by the students with the teacher acting in more of an advisory or consulting roll. Instead of simply learning about the concepts surrounding Entrepreneurship and Business in a Global Marketplace, students will be directly putting them into action in their company. Virtual Enterprise takes a different, real world approach to learning. Guided by a task-based curriculum rather than a textbook, students produce the key deliverables that are required in a real business. Students conduct market research, work cooperatively to develop and write a business plan, design and implement an e-commerce website, recruit and market to clients/customers, and pay wages and taxes.

Students Will:

- Develop leadership and team work skills
- Develop real world personal finance skills
- Develop invaluable professional workplace skills

*Please note this course fulfills the RHS general elective requirement.*

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

## FOREIGN LANGUAGES

<http://rhs.rocklinusd.org/Academics/Foreign-Language/index.html>

<b>Foreign Language Scope &amp; Sequence</b> (For detailed options, see your counselor)			
<b><u>French</u></b>			
<b><u>9<sup>th</sup> or 10 Grade</u></b>	<b><u>10<sup>th</sup> or 11<sup>th</sup> Grade</u></b>	<b><u>11<sup>th</sup> or 12<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>
French I	French II	French III French III Honors	French IV Honors
<b><u>Spanish</u></b>			
<b><u>9<sup>th</sup> or 10 Grade</u></b>	<b><u>10<sup>th</sup> or 11<sup>th</sup> Grade</u></b>	<b><u>11<sup>th</sup> or 12<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>
Spanish I Spanish II Spanish II Adv.*	Spanish II Spanish III Spanish III Honors	Spanish III Spanish III Honors Spanish IV Honors	Spanish IV Honors
<p>A <b>Multicultural</b> course is available for 11<sup>th</sup> &amp; 12<sup>th</sup> grade students to meet the RHS Foreign Language requirement of 10 credits. Please see course description in this section for more information.</p> <p>*If Spanish I was taken in 8<sup>th</sup> Grade.</p>			

The following courses meet the RHS **Foreign Language** requirement (10 credits).

### FRENCH

#### **FRENCH I**

**Grade Level: 9 – 12**

**Prerequisite: Incoming Freshmen are required to have a 3.0 Grade Point Average to be considered for enrollment in this course.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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This course is designed to introduce students to the basics of the French language and culture. The focus of the course is communication, using French to accomplish simple tasks. For example, students will learn to greet each other in French, rather than just learn French grammar. This means that students will learn the language by using it both in and out of the classroom. Classroom activities will include paired and group activities, simulations, role-playing, games, songs, skits, videos, presentations, art related projects, exercises, and oral/written exams.

#### **FRENCH II**

**Grade Level: 9 – 12**

**Prerequisite: French I with a grade of an “A” or “B”**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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French II is a year long course designed to build upon the grammar and culture that students learned in French I. The focus of the course is communication, using French to accomplish tasks. Students learn to converse in French along with learning the rules. Students will begin to form complex sentences and initiate conversations with others.

#### **FRENCH III**

**Grade Level 10-12**

**Prerequisite: French II and teacher permission**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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French III is designed to build upon the grammar and culture that students learned in French II. The focus of the course is communication, using French to accomplish tasks. Students learn to converse in French while learning in-depth rules that govern French grammar.

### **FRENCH III HONORS**

**Grade Level: 10 – 12**

**Prerequisite: French II with a grade of an “A” or “B”**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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French III Honors is a rigorous course and is designed to challenge the student to better communicate in the target language. The course is taught in the target language and focuses on advanced grammatical concepts, literature, speaking, and listening skills. Classroom activities will include paired and group activities, simulations, role-playing, games, songs, skits, plays, videos, and presentations. Students will use complex to advanced sentences and will further develop skills that will allow them to communicate effectively with French speakers.

### **FRENCH IV HONORS**

**Grade Level: 11 – 12**

**Prerequisite: French III Honors with a grade of an “A” or “B”**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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French IV Honors is a college preparatory course designed to challenge the students who wish to refine their skills in French. The course is taught in French and focuses on advanced grammatical concepts, literature, speaking and listening skills. Like French III Honors, classroom activities will include paired and group activities, simulations, role-playing games, songs, skits, plays, videos, and presentations.

## **MULTICULTURAL**

### **MULTICULTURAL**

**Grade Level: 11 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>
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This course focuses on the universal themes found in all societies by examining different cultural groups through their histories and their connection/distribution to the United States. Knowledge is one goal of the course, but so too are understanding, tolerance, appreciation, and acceptance of the many varied ways of mankind. The course will focus on diversity in human culture and societies as well as the common features that underlie that diversity. Students will learn about the history of ethnic groups; break down stereotypes; recognize common threads among different ethnic groups’ experiences; recognize issues from multiple perspectives.

## **SPANISH**

### **SPANISH I**

**Grade Level: 9 – 12**

**Prerequisite: Incoming Freshmen are required to have a 3.0 Grade Point Average to be considered for enrollment in this course.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish I is a one-year course designed so that the student will study vocabulary, have a basic mastery of regular and irregular verb conjugations in the present tense, and be able to answer basic questions. In addition, students will develop a stronger cultural awareness, which is an essential aspect of learning a language. Students will learn basic Spanish conversation skills along with rules that govern Spanish grammar. Classroom activities will include paired and group activities, skits, story-telling, translation, games, videos, presentations, art related projects, daily warm-ups, book work exercises, and tests (written and oral).

### **SPANISH II**

**Grade Level: 10 – 12**

**Prerequisite: Spanish I with a grade of an “A” or “B.” Must see teacher/counselor if a “C” is earned and you wish to advance to the next level.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish II is designed to expand students’ understanding of Spanish language and culture. The focus of the course is to increase communication in the target language, using Spanish to accomplish intermediate tasks. Students will learn the language by using Spanish both in and out of the classroom. Students will begin to form complex sentences and initiate conversations with others. Classroom activities will include paired and grouped activities, simulations, role-playing, daily warm-ups, dictations, story-telling, games, songs, skits, plays, videos, and presentations.



## **SPANISH II ADVANCED**

**Grade Level: 9 – 10**

**Prerequisite: Spanish I with a grade of an “A” or “B.” Must see teacher/counselor if a “C” is earned and you wish to advance to the next level.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish II Advanced is a more rigorous course than Spanish II and is designed to prepare students to communicate more effectively in the target language and move onto Spanish III Honors. Students will learn the language by using Spanish both in and out of the classroom. Students will begin to spontaneously form complex sentences and initiate conversations with others primarily in the target language. The course focuses on advanced grammatical concepts, speaking, writing, and listening skills. Classroom activities will include paired and grouped activities, role-playing, daily warm-ups, dictations, story-telling, videos, and presentations.

## **SPANISH III**

**Grade Level: 10 – 12**

**Prerequisite: Spanish II with a grade of an “A” or a “B.” Must see teacher/counselor if a “C” is earned and you wish to advance to the next level.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish III is designed to build upon the grammar and culture that the students learned in Spanish II. The focus of this course is communication and grammar. The students will learn the language by using it both in and out of the classroom. Classroom activities will include paired and grouped activities, simulations, role-playing, daily warm-ups, dictations, story-telling, games, songs, skits, plays, videos, and presentations.

## **SPANISH III HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Spanish II with a grade of an “A” or a “B.”**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish III Honors is a more rigorous course than Spanish III and is designed to prepare students for Advanced Placement (AP) Spanish class. The course is taught almost exclusively in the target language and focuses on advanced grammatical concepts, literature, speaking, and listening skills.

## **SPANISH IV HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Students must earn a grade of a “B” or better in Spanish III or Spanish III Honors. Must see teacher/counselor if a “C” is earned and you wish to advance to the next level.**

<b>Requirements Met:</b>	<b>RHS Foreign Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish IV Honors is an advanced Spanish course that focuses on developing skills in writing, reading, speaking, and listening by using previous knowledge of grammatical concepts. The verb tenses will be reviewed and additional grammatical concepts will be covered. The course is taught primarily in the target language.

## GENERAL ELECTIVES

The following courses meet the RHS **elective** requirement for graduation (50 credits).

### ELEMENTARY TEACHER'S AIDE

**Grade Level: 11 – 12**

**Prerequisite: Mandatory PLUS/lunch meeting in the spring prior to enrollment in the course. Students must be able to provide their own transportation to the elementary school.**

**Recommended: Desire to work with elementary school age children and proactive work ethic.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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The Elementary TA program was developed to provide an exciting and relevant experience for high school students in an elementary school classroom setting. This is a great class for students interested in working with grades kindergarten through sixth grade at a local elementary school. High school students will complete various classroom duties under the supervision of the elementary school teacher including: filing, photocopying, data input, grading papers, word processing, posting bulletin boards, reading to students, individual and small group work, etc. High school students are often included in classroom activities and field trips. This can provide an excellent educational experience for the high school student interested in pursuing a career in the teaching profession.

### LEADERSHIP

**Grade Level: 9 – 12**

**Prerequisite: Students must be elected to the office or appointed to the commissioner/assistant position. Instructor approval required.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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Students in this course develop leadership and teamwork skills in the process of running the campus extracurricular programs. Students are required to fulfill the time outside of the class according to the needs of their position. Students are required to attend weekly meetings, usually held from 7:00 – 7:40am on Wednesdays.

### LIBRARY AIDE

**Grade Level: 11 – 12**

**Prerequisite: Library Approval**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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On a daily basis, students will be expected to perform the following tasks: re-shelve library books in proper Dewey sequence, assist at the front desk checking in/out library books and text books, help students locate books, straighten up library chairs, read library shelves to ensure books are in proper Dewey sequence, and occasional other duties assigned by the librarians. Semester grades will be determined on how well and accurately student is able to carry out these tasks.

### OFFICE AIDE

**Grade Level: 11 – 12**

**Prerequisite: Office/Attendance Approval**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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Students wishing to be an office aide will be expected to perform a variety of office tasks which may include filing, classroom deliveries, alphabetizing, etc. Students must have good attendance, be in good academic standing, and be extremely responsible. Students working in the office must maintain confidentiality and take the initiative to be a self starter.

### PEER COUNSELING

**Grade Level: 10 – 12**

**Prerequisite: Application, Interview, Selection Process**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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The Peer Counseling class provides students with the opportunity to learn communication and support skills. Students will learn how to locate and utilize school and community resources. They will use these skills to support students and the RHS counseling program. Each Peer Counselor will be a Project Leader throughout the year and will be in charge of planning, implementing, and evaluating their assigned project. Students are expected to consistently demonstrate self-motivation and determination to improve the program. Our expectation is that students will stay current in all classes and be of healthy mind and heart. **The summer training, meetings, project responsibilities, journals, and class attendance are mandatory.**

### **PEER TEACHING**

**Grade Level: 11 – 12**

**Prerequisite: Must have teacher and parent authorization. Student must attend a mandatory initial training prior to the first day of the new school year.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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A peer teacher needs to demonstrate strong skills in the subject area in which they are assisting, preferably with an “A” in the class. It is best for the peer teacher to be at least one grade level above the students they are teaching. They must also have a desire to be of service to other students and possess exceptional communication skills. Students intending to pursue an Advanced Diploma should consider this course. Depending on the department peer teachers may do one or more of the following: work one on one with a student to re-teach a concept, organize an essay, reword a question in another way or work with an individual student. Students must trust the peer teacher in terms of being constructive, non-intimidating, and holding all grading information confidential. In addition to working one on one with students, it is expected that peer teachers have the experience of facilitating a mini-lesson to the class or a small group on more than one occasion. The teacher will work closely with the peer teachers, offering suggestions and feedback, as well as maintaining clear expectations. Many teachers and/or departments require on going training outside of the classroom. ***Please note that a student may only be a peer teacher once either their junior or senior year.***

### **TEACHER’S ASSISTANT (TA)**

**Grade Level: 11 – 12**

**Prerequisite: Must have teacher and parent authorization.**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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Students will work closely with assigned teacher to complete various classroom duties which may include but are not limited to: filing, data input, grading papers, assisting students, posting bulletin boards, office deliveries, etc. Students must have good attendance, be in good academic standing, and be reliable.

### **WORK EXPERIENCE**

**Grade Level: 11 – 12**

**Prerequisite: General – valid Work Permit issued through the Work Experience Office and working at least 10 hours per week in a job covered by Worker’s Compensation. Exploratory – approved contract for Internship at selected location(s).**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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General Work Experience is supervised, paid employment in any occupational field. Exploratory Work Experience is non-paid job observation and sampling with related instruction in employability skills. Classroom instruction for both phases of the class focuses on developing productive work habits, self confidence, and successful employment skills which can be used to locate, secure, and retain employment. Awareness of the career exploration process and basic economic principles related to employment will also be taught. Class is held once a week at the school site and students attend their jobs or job observations during the other days of the week. Regular visitations will occur at the jobsite by the Work Experience Coordinator. Students cannot earn an “A” without having continuous employment. Student work permits include having a 2.0 GPA and no more than one NM/NC at the quarter/semester grade reporting period.

# LANGUAGE ARTS

<http://rhs.rocklinusd.org/Academics/Language-Arts/index.html>

## Language Arts Scope & Sequence

The four year *Language Arts* program allows students to select advanced courses at the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade levels. The advanced courses are recommended for students wishing to take AP English as their 12<sup>th</sup> grade “capstone” course. The program offers several options at the 12<sup>th</sup> grade level to satisfy the 4<sup>th</sup> year English requirement for graduation and/or meet UC/CSU admissions requirements. For detailed options, see your counselor.

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
LA I	LA II	LA III	Expository Reading & Writing
Adv. LA I	Adv. LA II	AP English Language & Comp	LA IV
			AP English Literature & Comp
			English 1A/1B (Dual Enrollment)

The following courses meet the RHS **Language Arts** graduation requirements (40 credits).

### LANGUAGE ARTS I

**Grade Level: 9**

**Prerequisites: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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Study will encompass the four areas of communication: reading, writing, speaking, and listening. Students will read both classical and contemporary works (of many genres), which highlight a variety of authors and multi-cultural themes. Focusing on the writing process, students will write journals, a thematic essay, research papers, and narratives. Students will speak in a variety of situations that include group presentations, individual presentations, panels, dramatic readings, and a close reading of expository texts and annotation skills. Students will demonstrate competency in active listening through note taking and other related activities.

### LANGUAGE ARTS I – ADVANCED

**Grade Level: 9**

**Prerequisite: Grade of an “A” in 8<sup>th</sup> grade Language Arts class *OR* by teacher recommendation. Students must have signature from 8<sup>th</sup> grade Language Arts teacher on their Six Year Plan to enroll in this course.**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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This is an accelerated course encompassing the four areas of communication: reading, writing, speaking, and listening. Students will read both classical and contemporary works (of many genres), which highlight California authors and multi-cultural themes. Focusing in depth on the writing process, students will write extensive journals, research, and literary analysis papers. Students will speak in a variety of situations that include group presentations, individual presentations, panels, and dramatic readings. Students will demonstrate competency in active listening through note taking and other related activities.

**Summer Reading Requirements are as follows:**

**Students must read two short novels by the first day of school** and be prepared for testing and discussion. It is suggested that students purchase their own copies of the novels in order to highlight important passages. A limited number of copies of the novel can also be checked out at the RHS Library.

- It is expected that the student will take a quiz and be prepared to work with *Call of the Wild* by Jack London on the first day of class.
- For the second novel, of which you have a choice; *House on Mango Street* by Sandra Cisneros or *Cannery Row* by John Steinbeck, you will complete a short essay, discussing themes from the novel (introduction, one theme per paragraph, and conclusion). The essay must be typed.

**Assignment sheet and study guide can be found on the Rocklin High School website.**

### LANGUAGE ARTS II

**Grade Level: 10**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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This course emphasizes the four major areas of communication: reading, writing, speaking, and listening. The literature-based course follows the guidelines set in the model curriculum standards. Students will participate in an extensive reading program selected from a variety of genres, including poetry, novels, and film analysis.

Students will study in-depth and sophisticated nuances as well as the larger meaning of these works. Students will write analytical, persuasive, and narrative writings. Students will also research a career and present the information to the class. Students will demonstrate competency in active listening through note taking, oral dictation, research, writing well organized essays, and other related activities.

### **LANGUAGE ARTS II – ADVANCED**

**Grade Level: 10**

**Prerequisite: Teacher recommendation required. Grade of an “A” or “B” in previous LA class.**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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This is an advanced course that exercises and expands on all four realms of language arts: reading, writing, speaking, and listening. Literary analysis and criticism will be studied with depth and complexity at an accelerated pace and level. Students must be self-motivated and be able to handle a workload greater than a regular Language Arts 11 class. Students will also be engaged in activities that advance writing, speaking, listening, and presentation skills.

**Summer Reading Requirements: 1.) These is my Words – Turner**

**And a choice of:**

- a) **The Things They Carried – O’Brien**
- b) **All Quiet on the Western Front – Remarque**
- c) **A Separate Peace – John Knowles**

**Reading and answers MUST be completed by the 1<sup>st</sup> Day of School.** Writing activities related to the two summer reading novels will be completed at the start of the school year. For further information regarding this course, please visit <http://rhs.rocklinusd.org/Academics/Language-Arts/index.html>.

### **LANGUAGE ARTS III**

**Grade Level: 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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In the eleventh grade, students will explore primarily American literature as it relates to the decades of history, focusing on the 1860s to the present. Reading, research, writing, discussions, and projects will guide students to demonstrate their understanding of grammar, literary elements, rhetoric, discourse, and writing structures. Students will develop an awareness of the connection of themes and their relevancy to contemporary issues. Socratic seminars and a research presentation using multiple resources will also be required.

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

**Grade Level: 11**

**Prerequisite: Grade of “B” or better in regular LA/Com class OR successful completion of Advanced LA/Com II.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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This course provides rigorous instruction in reading, writing, and rhetoric. Students are exposed to a variety of texts from a wide range of authors and historical contexts and will be expected to provide written and/or oral analysis. We will explore various genres, including speeches, essays, letters, and fictional literature. Students will learn to identify how context, audience, and speaker interact, and how speakers and writers use various rhetorical appeals and devices to achieve their purposes. Students will learn the fundamentals of argumentation and examine how authors craft their arguments and what techniques are used to make for particularly effective text. Thus students will be prepared for the AP exam in May, and if successful, may receive college credit. This is a college level course; therefore students must be prepared for a rigorous and quick paced environment. Summer reading is required and a formal assessment of this material will take place the first couple weeks of school. All students must be willing to utilize entire class time, plus an additional 60 minutes at home each night. All work must be of student’s best effort and highest quality. Assessments will be conducted throughout the course in the following forms: take home and timed essays, presentations/speeches, formal debates, multiple choice test, and Socratic Seminars. Most of these assessments are under time restraints and students will train to manage their time by being exposed to procedures and techniques commonly used to succeed in impromptu speaking events within high school forensics.

### **EXPOSITORY READING AND WRITING COURSE (ERWC)**

**Grade Level: 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approval Pending</b>
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The goal of this course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their

own writing. They will read closely to examine the relationship between an author’s argument or them and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

**LANGUAGE ARTS IV**

**Grade Level: 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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Twelfth grade Language Arts continues to stress the four major areas of communication: listening, speaking, reading, and writing with focus on preparation for four-year college and university work. Students will write in a variety of styles as they read, analyze, and discuss traditional and contemporary world literature.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

**Grade Level: 12**

**Recommended: Grade of “B” or better in AP English Language & Composition**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</b>
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AP Literature and Composition is an accelerated course (college level) designed for students intending to take the AP test (Literature and Composition) in the spring. Breadth and depth of the reading are the key features of the AP program in English. Students will closely read many complex works from the Greeks to the Moderns in preparation for frequent on-demand writings. Extensive writing assignments will focus on critical analysis skills. This course requires summer reading as assigned by the instructor. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the institution.

**CORE TEXTS**

These are the texts we will be reading (in this order) throughout the year. If possible, you will want to purchase the particular editions listed, as it is easier to participate in seminar.

*Antigone* - Sophocles (Oxford Paperback ISBN - 0-19-506167-5)

*Othello* - Shakespeare (Folger - ISBN 0671722816)

*Candide* - Voltaire (Penguin - ISBN 0-14-044004-6)

*Wuthering Heights* - Bronte (Penguin - ISBN 0-14-143955-6)

*As I Lay Dying* - Faulkner (Vintage - ISBN 0-679-73225-X)

*Death of a Saleman* - Miller (Penquin - ISBN 0-14-048134-6)

**Summer Reading Requirements (Required):** Please feel free to read all of the selections on the list below and any other great literature you can lay your hands on, but all students must complete the summer reading requirement by the end of the first week of school. Students are required to read five major works from the following groups. Read at least one work from each group. As an active reader, make margin notes as you read to interact with the work. Pose questions, capture reactions, or simply note poignant passages and stylistic choices.

**Group 1:**

*Antigone* – Sophocles (Oxford paperback ISBN 0-19-505493-8)

**Group 2:**

*Sophie’s World* – Gaarder

**Group 3**

*Pride and Prejudice* – Austen

*Frankenstein* – Shelley

*Heart of Darkness* – Conrad

**Recommended Reading:**

*Hamlet* – Shakespeare

*Poisonwood Bible* – Kingsolver

### **ENGLISH 1A**

**Grade Level: 12**

**Recommended: Grade of “A” or “B” in AP English Language & Composition or grade of “A” in Language Arts III.**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>Sierra College Dual Enrollment Course</b>
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This college-level course emphasizes the writing, reading and critical thinking skills necessary for successful completion of a four-year college program. The course includes reading, discussion, and analysis of selected non-fiction texts. Writing assignments (6,500 words of formal writing) teach students to summarize, explain, analyze, synthesize, and organize information logically and to propose and defend original ideas. Students will also receive instruction in research and MLA documentation as they complete fully-documented papers using multiple sources.

### **ENGLISH 1B**

**Grade Level: 12**

**Recommended: Successful completion of English IA (see pre-requisite for English 1A)**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>Sierra College Dual Enrollment Course</b>
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This college-level course develops critical thinking, reading, and writing skills applicable to the analysis of prose, poetry, drama, and criticism from diverse cultural sources and perspectives. The course emphasizes the techniques and principles of effective written argument. English 1B requires 6,500 words of formal writing, as well as synthesis of research sources.

## **LANGUAGE ARTS ACADEMIC ELECTIVES**

The following courses meet the RHS **elective** requirement for graduation (50 credits).

### **ENGLISH LANGUAGE DEVELOPMENT**

**Grade Level: 9 – 12**

**Prerequisite: Recommendation into the ELD program**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>
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ELD class provides English language lessons from beginning to intermediate levels for speakers of other languages. Students are evaluated according to standards established by the state. Students practice reading, writing, listening, and speaking skills in a curriculum articulated with district middle schools. The class provides support to students for completing assignments and testing in their other academic areas.

### **SPEECH AND DEBATE**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>	<b>UC/CSU Approved “G”</b>
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In the Speech and Debate class, students learn to enjoy speaking without being self-conscious. They will deliver persuasive, information, and impromptu speeches, perform dramatic readings, and debate social and political issues. Students will learn the art of persuasion, refutation, and cross examination. Outline writing and research will be required. Students will be encouraged to enter local competitions.



# MATHEMATICS

<http://rhs.rocklinusd.org/Academics/Mathematics/index.html>

## Math Scope & Sequence

Freshmen start their math sequence with Integrated Math 1 or 2. Those wishing to accelerate their math course of study should see their counselor.

### Preparatory for Community College or Vocational Program

<b><u>9<sup>th</sup> Grade</u></b>	<b><u>10<sup>th</sup> Grade</u></b>	<b><u>11<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>	<b><u>Alternate 11<sup>th</sup>/12<sup>th</sup> Grade</u></b>
Int. Math 1	Int. Math 2	Int. Math 3	Math Analysis Statistics EAP Math	AP Computer Science A Engineering Support Tech III

### Preparatory for four-year College or University

<b><u>9<sup>th</sup> Grade</u></b>	<b><u>10<sup>th</sup> Grade</u></b>	<b><u>11<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>	<b><u>OR</u></b>	<b><u>9<sup>th</sup> Grade</u></b>	<b><u>10<sup>th</sup> Grade</u></b>	<b><u>11<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>
Int. Math 1	Int. Math 2 Int. Math 2/3	Int. Math 3	Math Analysis Pre-Calculus H EAP Math		Int. Math 2	Int. Math 3	Math Ana. Pre-Calc. H	AP Calculus EAP Math AP Statistics

The following courses meet the **first two years** (20 credits) of the RHS **mathematics** graduation requirement of 30 credits. Please note that all incoming students from outside RUSD will be placed into Integrated Math 1 unless proof is provided that they should be in Integrated Math 2 or 3 (report card, transcript, etc.).

## INTEGRATED MATH 1

**Grade Level: 9 – 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Mathematics (1<sup>st</sup>/2<sup>nd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This course is intended to be the entry-level course at RHS. This is the first year of a three-year course progression in which students will discover the concepts of algebra, geometry, and statistics with an overall theme of problem solving.

## MATH LAB 1

**Grade Level: 9 – 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This course is a support class for students concurrently enrolled in Integrated Math 1. All sophomore and junior students in Integrated Math 1 are required to be concurrently enrolled in Math Lab 1. Ninth grade students will be enrolled based on student’s middle school grades, test scores, and teacher recommendation.

## INTEGRATED MATH 2

**Grade Level: 9 – 12**

**Prerequisite: Integrated Math 1**

<b>Requirements Met:</b>	<b>RHS Mathematics (1<sup>st</sup>/2<sup>nd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This is the second year of a three-year course progression in which students will discover the concepts of algebra, geometry and statistics with an overall theme of problem solving.

## MATH LAB 2

**Grade Level: 10 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This course is a support class for students concurrently enrolled in Integrated Math 2. All senior students in Integrated Math 2 are required to be concurrently enrolled in Math Lab 2. Other students are enrolled based on student’s grades, test scores, and teacher recommendation.

## INTEGRATED MATH 2/3 COMBO

**Grade Level: 10**

**Prerequisite: A grade of “A” both semesters in Integrated 1 and teacher recommendation.**

<b>Requirements Met:</b>	<b>RHS Mathematics (2<sup>nd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This is the second and third year of a three-year course progression in which students will discover the concepts of algebra, geometry and statistics with an overall theme of problem solving. This course will meet every day so it will count as two classes in a student’s schedule.

## MATHEMATICS ELECTIVES

The following courses meet the **third** year of the RHS **mathematic elective** graduation requirement. It is highly recommended that each student have a TI-84 Plus graphing calculator or equivalent for each of the courses listed below.

### **INTEGRATED MATH 3**

**Grade Level: 10 – 12**

**Prerequisite: A grade of “C” or better in both semesters of Integrated Math 2 and Integrated Math 1**

**Recommended: A grade of “B” or better in both semesters of Integrated Math 2 and Integrated Math 1.**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This course is to prepare students for the rigors of college level mathematics. This is the final year of a three-year course progression in which students will discover the concepts of algebra, geometry, and statistics with an overall theme of problem solving.

### **MATH LAB 3**

**Grade Level: 11 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This is a support class for students currently enrolled in Integrated Math 3. Students are enrolled based off of the student’s grades, test scores, and teacher recommendation.

### **MATH ANALYSIS**

**Grade Level: 10 – 11**

**Prerequisite: A grade of “C” or better in both semesters of Algebra II or Advanced Algebra II.**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This is a college preparatory course for students who have passed Integrated Math II, but need additional practice with algebra related concepts to be successful in Pre-Calculus/Trigonometry. The year long course will incorporate California State Standards for mathematical analysis, linear algebra, and trigonometry. At the conclusion of this course, students will be prepared to continue studying mathematics in college, or continue studying mathematics at RHS by taking Pre-Calculus/Trigonometry or Statistics. ***Please note Math Analysis may become EAP Math pending approval.***

### **EAP MATH**

**Grade Level: 12**

**Prerequisite: TBD**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approval Pending</b>
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Course under revision – information will be updated in the Academic Planning Guide as it becomes available on the RHS school website under the Counseling link at <http://rhs.rocklinusd.org/Info/Counseling>.

### **PRE-CALCULUS/TRIGONOMETRY HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Algebra II**

**Recommended: A grade of “A” in both semesters of Algebra II or “B” or better in both semesters of Advanced Algebra II or Math Analysis.**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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This course is to prepare students for the rigor of calculus. The topics include rational, polynomial, exponential, and logarithmic functions, polar equations, parametric equations, the binomial theorem, and proof by induction. This course will also cover trigonometry. In particular, students will learn about graphs, identities, and numerous applications.

### **AP CALCULUS AB**

**Grade Level: 11 – 12**

**Prerequisite: Pre-Calculus/Trigonometry (Recommended “B” or better in both semesters)**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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Topics to be covered include functions and graphs, limits and continuity, differential calculus, integral calculus, and graphing calculator applications. It is recommended that all students enrolled in this course take the AP Calculus AB exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the institution.

## AP CALCULUS BC

**Grade Level: 12**

**Prerequisite: AP Calculus AB (Recommended “B” or better in both semesters and a minimum score of “3” on the AP Calculus AB Exam)**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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Topics to be covered include all the topics covered in Calculus AB as well as analysis of parametric and polar functions, Euler’s method, L’Hopital’s rule, improper integrals, logistic differential equations, polynomial approximations and series, Taylor series, and additional applications of integration. It is recommended that all students take the AP Calculus BC Exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the institution.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

**Grade Level: 11-12**

**Prerequisite: Concurrent enrollment in Pre-Calculus/Trig Honors or higher math course**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Technology <i>OR</i> Math Elective</b>	<b>UC/CSU Approved “G”</b>
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AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers.

## ADVANCED PLACEMENT COMPUTER SCIENCE A

**Grade Level: 11-12**

**Prerequisite: Concurrent enrollment in Pre-Calculus/Trig Honors or higher math course**

**Fee: College Board testing fee (\$TBA)**

**College Articulation: CSU Sacramento/CSC 015**

<b>Requirements Met:</b>	<b>RHS Technology or Math Elective</b>	<b>UC/CSU Approved “G”</b>
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This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first semester college level course in computer science. It also includes the study of data structures, design, and abstraction. A student in this course should be comfortable with functions and the concepts found in the uses of functional notation. It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

## AP STATISTICS

**Grade Level: 11 – 12**

**Prerequisite: Math Analysis *OR* Pre-Calculus/Trigonometry *OR* Statistics**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Mathematics Elective (3<sup>rd</sup> year)</b>	<b>UC/CSU Approved “C”</b>
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AP Statistics is a college-level statistics course that is designed to prepare students for the AP Statistics exam in the spring. Topics to be covered include descriptive statistics, analysis of two-variable data, probability, designing studies and experiments, and statistical inference.

## Challenging Mathematics Courses at RUSD

The Rocklin High School mathematics department does not recommend students skipping mathematics courses. Many students who skip levels tend to struggle in future mathematics courses as they lack the depth necessary to be successful in higher levels of mathematics. In order to be placed beyond the next mathematics course you will have one opportunity to pass the RUSD Challenge test for the course in which you are currently being placed. To take the challenge test, it is the student’s responsibility to contact the school counselor and the mathematics department chair during the first week of August. At that time, an appointment will be made BEFORE SCHOOL STARTS to come in and take the challenge exam. If the challenge exam is passed, both the student and parent will also need to sign a waiver. *Please note that choosing to challenge a math course and “skip” a level may affect college eligibility/admission.*

## PHYSICAL EDUCATION

<http://rhs.rocklinusd.org/subsites/PE/index.html>

1 <sup>st</sup> Year Core Course	2 <sup>nd</sup> and 3 <sup>rd</sup> Year Elective PE Courses	3 <sup>rd</sup> Year Elective PE Courses
PE I	Aerobic Fitness Training Boys Athletic Weights/Conditioning – WINTER Athletes Boys Athletic Weights/Conditioning – SPRING Athletes Boys General Weight Training/Conditioning Dance I/II/III/IV (VAPA) Football Weight Training/Conditioning Girls Athletic Weights/Conditioning – FALL Athletes Girls Athletic Weights/Conditioning – WINTER Athletes Girls Athletic Weights/Conditioning – SPRING Athletes Lifetime Sports PE II Team Sports 1 (Boys) Team Sports 2 (Girls)	Aerobic Walking/Conditioning Aerospace Science Drill(ROTC @ WHS) PE Leadership CTE Fire Science

### PHYSICAL EDUCATION CORE COURSE

The following courses meet the **first year** (10 credits) of the RHS **Physical Education** graduation requirement of **three years** (30 credits). **All 9<sup>th</sup> grade students must be enrolled in PE I. Students not earning a passing grade in PE I in one or both semesters must repeat the course the following year in PE II.**

#### PHYSICAL EDUCATION I

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Physical Education (One Year)</b>
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This course is activity based focusing on personal fitness, individual skill development, sportsmanship, and team play. This course will emphasize the 5 components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. The major activities of focus will be volleyball, swimming, dance (country swing, ballet, hip hop), and fitness lab. The fitness lab curriculum will give the students an understanding of how exercise and lifestyle choices can help improve personal fitness levels now and in the future. All students will take the State Fitness Tests during the 2<sup>nd</sup> semester with the goal of passing 5 out of 6 of the tests. Students will be required to pass cardiovascular assessments throughout the quarter.

#### PHYSICAL EDUCATION II

**Grade Level: 10 – 12**

**Prerequisite: Placement will be based on not successfully completing one or both semesters of PE I OR not passing at least 5 out of 6 State Fitness Tests administered in PE I.**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is activity based focusing on fitness, individual skill development, sportsmanship, and team play. The main activities of focus will be team sports such as basketball, flag football, fleet ball, soccer, team handball, ultimate Frisbee, and volleyball. There will be an added emphasis on the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. All students will take the State Fitness Tests during the 2<sup>nd</sup> semester with the goal of passing 5 out of 6 of the tests. Students will be required to pass cardiovascular assessments throughout the quarter.

### PHYSICAL EDUCATION ELECTIVES

The following courses meet the **second and/or third year RHS Physical Education elective** graduation requirement. All courses will require students to pass cardiovascular assessments throughout the quarter. **The prerequisite for all PE elective courses is successful completion of PE I or PE II.** Students may also use

**VAPA Dance I, II, III, IV** as a PE elective course. In addition, students may petition for an “athletic waiver” which will waive up to two semesters of the third year Physical Education requirement. Two seasons of a sport are equal to one semester of elective PE. The credits needed for graduation remains at 250 credits; however, the student may waive the third year of PE elective course and select a different elective course in another department. For further information, please contact the Counseling Department. Please check the Graduation Verification Petition in the back of this handbook to help you determine your graduation needs.

**AEROBIC FITNESS TRAINING**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is activity based focusing on improving personal fitness as a lifetime activity. This course will provide an opportunity for students to develop a personal fitness plan through a variety of activities including but not limited to circuit training, core workouts, pilates, plyometrics, weight training, and yoga. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Recreational activities will also be added. Students will be required to pass cardiovascular assessments throughout the quarter.

**AEROBIC WALKING/CONDITIONING**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of PE I or PE II and parental permission**

**Recommended: Course designed for 11<sup>th</sup> and 12<sup>th</sup> grade students in order to fulfill third year PE requirement.**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is activity based focusing on personal fitness as a lifelong activity. This course will provide an opportunity for students to improve their personal fitness level through power walking and other cardiovascular fitness activities. Students will be required to pass cardiovascular assessments throughout the quarter. **There will be some walking routes off campus which will require a parent permission form.**

**AEROSPACE SCIENCE DRILL – Whitney High School**

**Grade Level: 9 – 12**

**Prerequisite: Student must be concurrently enrolled in another Aerospace Science course. Course may be repeated for credit.**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective (3<sup>rd</sup> year) <u>OR</u> RHS Elective</b>
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The drill and ceremonies course concentrates on the elements of military drill and describes unarmed, armed, and color guard precision movements, drill ceremonies, reviews, and development of command voice. Physical exercise will be interspersed during the class period to build physically stronger cadets capable of easily handling the armed and color guard drill sequences. The course is creditable toward one year of physical education. Cadets in this class can anticipate being chosen to represent the school and their unit at drill competitions throughout the state. There are two after school sessions each semester which will require cadet participation (Midnight Madness – one week prior to drill completion; uniform preparation – during week prior to the drill meet). The drill and ceremonies text will be used in this class. The availability of this course will allow cadets the flexibility to participate in the other after school extracurricular activities.

**BOYS ATHLETIC WEIGHT TRAINING/CONDITIONING - Winter Athletes (Soccer/Basketball/Wrestling)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter. **It is recommended that students be a current member of an RHS athletic team.**

**BOYS ATHLETIC WEIGHT TRAINING/CONDITIONING - Spring Athletes (Baseball/Track/Swimming)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be

required to pass cardiovascular assessments throughout the quarter. **It is recommended that students be a current member of an RHS athletic team.**

### **BOYS GENERAL WEIGHT TRAINING/CONDITIONING**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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The course is designed for general PE students and RHS student athletes. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter.

### **FOOTBALL WEIGHT TRAINING/CONDITIONING – (Varsity & Junior Varsity)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes that are currently playing football. The focus will be on the principles of weight training, plyometrics, speed and agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter.

### **GIRLS ATHLETIC WEIGHTS/CONDITIONING – Fall Athletes (Cross Country/Volleyball/Tennis/Golf/Waterpolo)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes. Sections will be organized by sport or season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter. **It is recommended that students be a current member of an RHS athletic team.**

### **GIRLS ATHLETIC WEIGHTS/CONDITIONING – Winter Athletes (Soccer/Basketball/Wrestling)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes. Sections will be organized by season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter. **It is recommended that students be a current member of an RHS athletic team.**

### **GIRLS ATHLETIC WEIGHTS/CONDITIONING – Spring Athletes (Track/Swimming/Softball/Cheer)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for RHS student athletes. Sections will be organized by season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and power lifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will be required to pass cardiovascular assessments throughout the quarter. **It is recommended that students be a current member of an RHS athletic team.**

### **LIFETIME SPORTS**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course will be activity based focusing on lifelong sports, individual skill development, and sportsmanship. The major activities of focus will be badminton, golf, ping pong, and tennis. Other recreational games such as volleyball, ultimate frisbee, and soccer may be included. Students will be required to pass cardiovascular assessments throughout the quarter.

**PHYSICAL EDUCATION LEADERSHIP**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of PE I or PE II and 1 year of PE Elective. Course designed for 11<sup>th</sup> and 12<sup>th</sup> grade students in order to fulfill third year PE requirement. Instructor approval required.**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed to mix regular education students with special needs students while trying to have a one to one ratio. It is an activity based class focusing on fitness, individual skill development, sportsmanship, and team play. The main activities of focus will be modified activities including aerobic walking, basketball, country western swing dance, soccer, street hockey, swimming, track, and volleyball.

**TEAM SPORTS 1 (boys only)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is activity based and will focus on fitness, individual skill development, sportsmanship and team play. The main activities of focus will be team sports such as basketball, flag football, fleet ball, soccer, team handball, ultimate frisbee, and volleyball. Students will be required to pass cardiovascular assessments throughout the quarter.

**TEAM SPORTS 2 (girls only)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I or PE II**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is activity based and will focus on fitness, individual skill development, sportsmanship and team play. The main activities of focus will be team sports such as basketball, flag football, fleet ball, soccer, team handball, ultimate frisbee, and volleyball. Students will be required to pass cardiovascular assessments throughout the quarter.

## ROTC

<http://whs.rocklinusd.org/Academics/ROTC/index.html>

The Aerospace Science (ROTC) Program is only held at Whitney High School. Students must be able to provide their own transportation to Whitney High School for ROTC. For specific information regarding the ROTC program, please contact the instructors at the contact email/phone number listed under the course descriptions.		
<b>9<sup>th</sup> or 10<sup>th</sup> Grade</b>	<b>10<sup>th</sup> or 11<sup>th</sup> Grade</b>	<b>11<sup>th</sup> or 12<sup>th</sup> Grade</b>
Aerospace Science I	Aerospace Science II Aerospace Science III	Aerospace Science III or IV Aerospace Science Drill

The following courses meet the RHS elective graduation requirements (50 credits). Aerospace II or III meet the RHS science elective requirement for graduation (maximum 10 science credits). Aerospace Science Drill meets one year of RHS physical education elective requirement for graduation.

### **AEROSPACE SCIENCE I (ROTC I)**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This course is designed to acquaint the student with the historical development of flight throughout the history of the United States and the role of the military in history. The leadership portion of the course concentrates on the heritage of the Air Force, individual self control, wellness and fitness, as well as citizenship. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during ROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the second semester.

Instructors:

Colonel Michael A. Fernandez, USAF, (Ret) [mfernandez@rocklin.k12.ca.us](mailto:mfernandez@rocklin.k12.ca.us) 632.1600, ext. 6683

Senior Master Sgt. Terry J. Barber, USAF, (Ret) [tbarber@rocklin.k12.ca.us](mailto:tbarber@rocklin.k12.ca.us) 632.1600, ext. 6609

### **AEROSPACE SCIENCE II (ROTC II)**

**Grade Level: 9 – 12**

**Prerequisite: Aerospace Science I**

<b>Requirements Met:</b>	<b>RHS Science Elective <u>OR</u> RHS Elective</b>
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This is a science course which examines our Earth, the Moon and planets, the latest advances in space technology, and the continuing challenges of space and manned space flight. This course meets the RHS Science elective requirement for graduation (maximum of 10 credits). Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, and guidance control systems are explained. It also covers the development of space stations, the Space Shuttle, and international laws for the use and travel in space. In the leadership portion, emphasis is on communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during ROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the second semester.

### **AEROSPACE SCIENCE III (ROTC III)**

**Grade Level: 9 – 12**

**Prerequisite: Aerospace Science II**

<b>Requirements Met:</b>	<b>RHS Science Elective <u>OR</u> RHS Elective</b>
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This is a science course designed to acquaint the student with the cultural development throughout the global community. This course meets the RHS science elective requirement for graduation (maximum 10 credits). The leadership portion concentrates on opportunities after high school and the many options available, such as college, technical school, etc. Information is also shared on how to begin the job search, financial planning, and how to



save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during ROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the second semester.

**AEROSPACE SCIENCE IV (ROTC IV)**

**Grade Level: 9 – 12**

**Prerequisite: Aerospace Science II**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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This is a management course designed to immerse the cadets in the management of the cadet corps, while applying the fourth year leadership coursework. The course is a guide to understanding the fundamentals of management with managing yourself and others. The areas covered include both management techniques as well as decision and functions. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during ROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the second semester.

**AEROSPACE SCIENCE DRILL**

**Grade Level: 9 – 12**

**Prerequisite: Student must be concurrently enrolled in another Aerospace Science course. Course may be repeated for credit.**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective (3<sup>rd</sup> year) <u>OR</u> RHS Elective</b>
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The drill and ceremonies course concentrates on the elements of military drill and describes unarmed, armed, and color guard precision movements, drill ceremonies, reviews, and development of command voice. Physical exercise will be interspersed during the class period to build physically stronger cadets capable of easily handling the armed and color guard drill sequences. The course is creditable toward one year of physical education. Cadets in this class can anticipate being chosen to represent the school and their unit at drill competitions throughout the state. There are two after school sessions each semester which will require cadet participation (Midnight Madness – one week prior to drill completion; uniform preparation – during week prior to the drill meet). The drill and ceremonies text will be used in this class. The availability of this course will allow cadets the flexibility to participate in the other after school extracurricular activities.

## SCIENCE & HEALTH

<http://rhs.rocklinusd.org/Academics/Science/index.html>

Science Scope & Sequence			
Freshmen start their science sequence with Biology. The sophomore year students will focus on physical science. Students may double up on the offerings in Science during grades 10, 11, and 12. Those wishing to accelerate their course of study in Science should consult both their science teacher and counselor.			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> /12 <sup>th</sup> Grade	CTE Courses (11 <sup>th</sup> /12 <sup>th</sup> )
Biology/Advanced Earth Science Health Prin. of Biomed Science	Chemistry/Honors Geology Human Body Systems Physics/Honors ROTC II (WHS)* AP Physics I	Anatomy/Physiology Chemistry/Honors EST III (see pg. 21) Geology Marine Biology Medical Interventions Physics ROTC II or III (WHS)* AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics 2 AP Physics C: Mechanics AP Physics C: Electricity & Magnetism	CTE Dental Careers CTE Fire Science Careers CTE Health Careers CTE Int. Animal Science CTE Medical Assisting
*ROTC II or III (WHS) can only be counted for 10 credits (one year) of science elective credit. Please see the CTEWORKS section for CTE course descriptions.			

This course meets the RHS **Health** graduation requirement (5 credits).

### HEALTH

**Grade Level: 9 – 10; one semester course**

<b>Requirements Met:</b>	<b>RHS Health</b>
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In this course, the student obtains, interprets, and understands basic health information and services. The following content areas will be addressed: comprehensive sex education, fitness and nutrition, mental health, and substance abuse prevention. Emphasis is placed on the development of lifelong positive health-related attitudes and behaviors.

### BIOLOGY/ADVANCED

The following courses meet the **first year** (10 credits) of the RHS **Science** graduation requirement of 30 credits.

### BIOLOGY/ADVANCED BIOLOGY

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Science</b>	<b>UC/CSU Approved “D”</b>
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This laboratory science course studies the main concepts of biology with emphasis on the following: introduction to biochemistry, the cell, taxonomy, classification, genetics, and evolution. Students will have the opportunity to pursue Advanced Biology credit with teacher approval by completing additional work beyond the regular Biology curriculum. *Please note that students will be placed in a regular Biology class on their schedule and will need to work with the teacher to earn Advanced Biology credit.*

### EARTH SCIENCE

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>
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This introductory course studies the delicate interactions of Earth’s hydrosphere, atmosphere, geosphere, and biosphere, as well as how humans effect each. It further strives to understand the origin, history, and structure of the Earth and the processes that shape it. As a result of completing this course, students will not only learn about the Earth, but intrinsically gain an appreciation of their planet and embrace their role as its steward. Major areas

of study in this course include Investigation and Experimentation, Astronomy, Geology, Meteorology, and Oceanography.

### **PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW/Project Lead the Way)**

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Science – Biology requirement</b>	<b>UC/CSU Approved “D”</b>
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This is a problem-based, student-centered, laboratory course that utilizes real world medical, biological, and forensic scenarios to set the stage for study of basic biological concepts, human anatomy and physiology, and some basic chemistry. Students are given the opportunity to guide their own learning through hands-on laboratory exercises, collaborative research assignments, and independent, problem-based discovery activities. As the course progresses, students explore the many career opportunities found in the realm of BioMedical Science as means of placing the course’s concepts and requirements in a useful and relevant context. This course fulfills the Biology requirement for graduation.

### **HUMAN BODY SYSTEMS (PLTW/Project Lead the Way)**

**Grade Level: 10**

**Prerequisite: Successful completion of Principles of BioMedical Science and concurrent enrollment in Chemistry.**

<b>Requirements Met:</b>	<b>RHS Science</b>	<b>UC/CSU Approved “D”</b>
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Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### **MEDICAL INTERVENTIONS (PLTW/Project Lead the Way)**

**Grade Level: 11**

**Pre-requisite: Successful completion of Principles of BioMedical Science, Human Body Systems, and Chemistry.**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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In the Medical Interventions course, students will investigate a variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Through the scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions in the future.

## **SCIENCE ELECTIVES**

The following courses meet the **second and third** year of the **RHS Science elective** graduation requirement.

### **ANATOMY/PHYSIOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: Biology or Principles of Biomedical Science**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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In this course students will study the major body systems including; Integumentary, skeletal, muscular, digestive, respiratory, nervous, endocrine, and cardiovascular. The course will emphasize the relationship between structure and function as applied to human anatomy and physiology. Instruction will include an integration of power point notes, text, video, discussion, computer/internet sources, and laboratory activities. The students will further explore the relationship between structure and function in a full cat dissection of all the aforementioned body systems.

### **GENERAL CHEMISTRY/CHEMISTRY HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Integrated Math I and successful completion of Biology or Principles of Biomedical Science**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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General Chemistry is an initial exposure to the field of chemistry for the college-bound high school student, taught in a manner to enable the student to grasp the basic concepts. Students will solve problems and apply the solutions to real world situations as well as discover and work with quantitative relationships that are fundamental to chemical reactions and the structure of matter. *Please note that students will be placed in a regular Chemistry class on their schedule and will need to work with the teacher to earn Chemistry Honors credit.*

## **GEOLOGY**

**Grade Level: 10 – 12**

**Prerequisite: Completion of Biology or Principles of Biomedical Science**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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The primary focus of this course is to examine the solid portion of the Earth known as the geosphere, and to understand its dynamic nature. To that end, we will study the interactions between Earth’s atmosphere, hydrosphere, biosphere, and geosphere, and how these interactions reshape our planet. We will also examine the negative impacts that humans have on Earth’s four spheres, as well as ways in which humans can reduce and or reverse these negative impacts. Major areas of study include Earth’s origin and history, Earth’s structure and plate tectonics, earthquakes, volcanoes, erosion, and renewable and non-renewable resources.

## **MARINE BIOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: Completion of Biology or Principles of Biomedical Science**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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Marine Biology is designed to introduce students to a world as immense, enchanting, and mysterious as the one above ground – the ocean world. The marine environment will be explored as it relates to biology, geology, chemistry, and physics. Through laboratory activities, marine organisms will be explored relative to their functions, their different habitats, and effects of organism interactions. The topics studied will include: environmental issues, marine resources, current research, and scuba diving. Student prerequisites: interest in the marine environment and completion of Biology.

## **PHYSICS I/PHYSICS I HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Integrated Math 2 OR a grade of “B” or better in Biology or Principles of Biomedical Science.**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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This course is designed to engage students in everyday applications as well as professional applications of physics. This lab-based college prep course will include thorough use of computer-aided data retrieval and analysis. This course is recommended for any student that is planning to attend a four-year university. Physics is essential for any student planning to major in the following: engineering, medicine, science, and math. *Please note that students will be placed in a regular Physics class on their schedule and will need to work with the teacher to earn Physics Honors credit.*

## **ADVANCED PLACEMENT BIOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: Biology or Principles of Biomedical Science and a grade of “B” in Chemistry.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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AP Biology is an intensive and accelerated study of biology. It is designed for students seeking an additional challenge and preparation for college. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of the course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

## **ADVANCED PLACEMENT CHEMISTRY**

**Grade Level: 11 – 12**

**Prerequisite: Grade of “B” or higher in General Chemistry and Integrated Math 3.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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This course is an intensive and accelerated chemistry program designed for students seeking an additional challenge and preparation for college. The purpose of this course is to explore the fundamentals of chemistry by focusing on chemical calculations and laboratory experimentation. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of the course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**Grade Level: 11 – 12**

**Prerequisite: Grade of “B” or better in Biology or Principles of Biomedical Science and teacher approval**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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This course is a college level laboratory course that aims to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world. The course aims to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of the course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

### **ADVANCED PLACEMENT PHYSICS 1**

**Grade Level: 10-12**

**Prerequisite: Completion of Integrated Math 2.**

**Recommended: Completion or concurrent enrollment in Chemistry.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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AP Physics I is an **introductory** course that is equivalent to a first-semester college course in non-calculus based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. For further details on the different Physics offerings available, please visit <http://thunderscience.org> or see Mr. Clarion in Room R29.

### **ADVANCED PLACEMENT PHYSICS 2**

**Grade Level: 10-12**

**Prerequisite: AP Physics I**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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AP Physics 2 is equivalent to a second semester college course in non-calculus based physics for students that completed AP Physics I. The course covers thermodynamics, fluids, electromagnetism, optics, and modern physics. For further details on the different Physics offerings, please visit <http://thunderscience.org> or see Mr. Clarion in Room R29.

### **ADVANCED PLACEMENT PHYSICS C: Mechanics**

**Grade Level: 11 – 12**

**Prerequisite: Concurrent enrollment in AP Calculus AB and successful completion of AP Physics I.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the field of physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the AP Physics I course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. This AP Physics C course is the first part of a sequence often taken in college that is very intensive with a laboratory component.

### **ADVANCED PLACEMENT PHYSICS C: Electricity & Magnetism**

**Grade Level: 11 – 12**

**Prerequisite: Concurrent enrollment in AP Physics C: Mechanics**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Science Elective</b>	<b>UC/CSU Approved “D”</b>
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This course ordinarily forms the second part of the college sequence that serves as the foundation in physics for students majoring in physical sciences or engineering. The sequence is preceded by calculus. Methods of calculus are used whenever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The AP Physics C: E&M course is the second part of a sequence often taken in college that is very intensive with a laboratory component.

## SOCIAL STUDIES

<http://rhs.rocklinusd.org/Academics/Social-Science/index.html>

<b>Social Studies Scope &amp; Sequence</b> (For detailed options, see your counselor.)			
<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
World Geography and Culture	World History	US History	Government/Economics
Advanced Geography	AP World History	AP US History  US History 1A/1B	AP Microeconomics (Year-long course) AP Government (Year-long course)

The following courses meet the RHS **Social Studies** graduation requirement (35 credits).

### **WORLD GEOGRAPHY AND CULTURE/FRESHMEN SUCCESS**

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>
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Students will spend part of the first quarter on a Freshmen Success unit of study. The Freshmen Success program will cover the academic, social and cultural aspects of a high school environment that are required factors in a student's continued success at the high school level. This introductory course is designed to explore the physical and cultural aspects of our world. The course focuses on the interdependence of the world with emphasis on development, religion, population, and environment. Study is divided among the major regions of the earth. Career and computer applications will be incorporated to enhance the understanding of the RHS technology.

### **ADVANCED GEOGRAPHY/FRESHMEN SUCCESS**

**Grade Level: 9**

**Prerequisite: Grade of an "A" or "B" in 8<sup>th</sup> grade Social Studies. Students must have signature from 8<sup>th</sup> grade Social Science teacher on their Course Request Form to be considered for enrollment in this course.**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<i>UC/CSU Approval Pending</i>
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Advanced Geography introduces the rigors of AP, designed to explore the physical and cultural aspects of our world. Students will spend part of the first quarter on a Freshmen Success unit of study. The Freshmen Success program will cover the academic, social and cultural aspects of a high school environment that are required factors in a student's continued success at the high school level. All further human geography study is covered on a topical basis and how these issues impact and manifest in the major regions of the world. The course will take an in depth focus on past struggles and the contemporary issues affecting world regions. Critical issues such as religion, war, resources, and population will be addressed, analyzed and further explored through current events. In addition to geography content, students will be prepared for technology based presentations, writing, and web research.

### **WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD**

**Grade Level: 10**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "A"</b>
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In this course students will explore the major issues and democratic ideas of the late 18<sup>th</sup> century to the present day. Students will study the social, political, geographical, and economical factors that have transformed societies and cultures throughout the world. Students will then study recent history, focusing on the development and expansion of the Western world, and the growing interdependence of people and cultures throughout the world.

## **ADVANCED PLACEMENT WORLD HISTORY**

**Grade Level: 10**

**Prerequisite: Grade of an “A” or “B+” in World Geography or successful completion of Advanced Geography or a Letter of Recommendation from a Social Studies teacher. Strong skills in Language Arts, essay composition, and critical thinking.**

**Recommended: Proficient or Advanced score on CST .**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved “A”</b>
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The purpose of the Advanced Placement World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

## **UNITED STATES HISTORY**

**Grade Level: 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved “A”</b>
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In this course students examine major turning points in American history in the twentieth century. During the year, the following themes will be emphasized: 1.) The expanding role of the federal government; 2.) The continuing tension between the individual and the state; 3.) The issues of minority rights versus majority power; 4.) The emergence of a modern corporate economy; 5.) The impact of technology; 6.) The change in the ethnic composition of American society; 7.) The movement towards equal rights for minorities; 8.) The role of the United States as a major world power: at the conclusion of the course students will see the relevance of history to their lives.

## **US HISTORY 17A**

**Grade Level: 11**

**Prerequisite: TBD**

**Dual Enrollment: Sierra College**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>Sierra College Dual Enrollment Course</b>
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Course under revision – information will be updated in the Academic Planning Guide as it becomes available on the RHS school website under the Counseling link at <http://rhs.rocklinusd.org/Info/Counseling>.

## **US HISTORY 17B**

**Grade Level: 11 – 12**

**Prerequisite: TBD**

**Dual Enrollment: Sierra College**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>Sierra College Dual Enrollment Course</b>
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Course under revision – information will be updated in the Academic Planning Guide as it becomes available on the RHS school website under the Counseling link at <http://rhs.rocklinusd.org/Info/Counseling>.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

**Grade Level: 11 – 12**

**Prerequisite: Grade of an “A” or “B+” in World History or successful completion of AP World History or Letter of Recommendation from a Social Studies teacher. Strong skills in Language Arts, essay composition, vocabulary, and critical thinking.**

**Recommended: Grade of “A” in Language Arts II**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved “A”</b>
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The Advanced Placement course in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The course prepares students for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. This course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in

essay format. The time period covered for the AP exam is Exploration and Early Colonization (1500's) up through the Watergate era (1970's). Students are expected to read a college level textbook and be prepared to discuss its contents in college style discussions with the instructor and peer students. Students will take the AP exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

**PLEASE NOTE: GOVERNMENT AND ECONOMICS ARE ONE SEMESTER COURSES. A STUDENT MAY CHOOSE TO TAKE AP GOVERNMENT OR AP MICROECONOMICS TO MEET THIS REQUIREMENT, BOTH OF WHICH ARE YEAR-LONG COURSES.**

**GOVERNMENT**

**Grade Level: 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "G" (One Semester)</b>
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Government is a one semester course taken in conjunction with Economics dedicated to the study of principles, structures, and functions of the United States Government. The course will emphasize perspectives on political issues, the legislative process, and the U.S. Constitution. Students will gain a personal awareness of individual rights and responsibilities as members of the community.

**ECONOMICS**

**Grade Level: 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "G" (One Semester)</b>
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Economics is a one semester course taken in conjunction with Government dedicated to the study of basic principles of both micro and macroeconomics. Through an emphasis on current events and practical applications, the course introduces students to basic economic principles, such as supply and demand, government taxation and spending, interest rates, and inflation. In addition, the course will instruct students in issues of personal finance, such as saving and investing.

**ADVANCED PLACEMENT MICROECONOMICS**

**Grade Level: 12**

**Prerequisite: A grade of an "A" in U.S. History OR Successful completion of either AP U.S. History or AP World History OR a letter of recommendation from U.S. History teacher.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "G"/One Semester Credit</b>
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This course is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, which include the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. In addition, students will study the core principles of both senior government class and macroeconomics, therefore earning a semester of government credit. College level reading, writing, and discussion will characterize the course. Students take the AP exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

**ADVANCED PLACEMENT GOVERNMENT**

**Grade Level: 11 – 12**

**Prerequisite: A grade of an "A" in U.S. History or successful completion of either AP U.S. History or AP World History or a letter of recommendation from U.S. History teacher.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "A"/One Semester Credit</b>
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This course will give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will also provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course will encompass the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students will also study the core principles of the senior course in economics, therefore earning a semester of economics credit. College level reading, writing, and discussion will characterize the course. Students take the AP exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.



## SOCIAL STUDIES ELECTIVES

The following courses meet the RHS **elective** requirement for graduation (50 credits).

### **POSITIVE PSYCHOLOGY**

**Grade Level: 10 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies Elective</b>	<i>UC/CSU Approval Pending</i>
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Positive psychology encompasses the study of positive experiences, positive character strengths, positive relationships, and the traditions and practices that facilitate their development. The distinction among the pleasant life, the good life, and the meaningful life will be drawn. This course also reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Throughout the course we will also engage in experiential learning and practical exercises to increase well-being, which will inform our understanding of important questions in positive psychology.

### **PSYCHOLOGY AND SOCIOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Social Studies Elective</b>	<b>UC/CSU Approved “G”</b>
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This course is an introduction to the essentials of Psychology and Sociology. Psychology will focus on the study of individual human behavior and thought. Topics to be covered: psychological approaches (Freud, Erikson, Skinner, Pavlov, etc.), human development, memory, thought, dreams, hypnosis, and mental illness. The study of sociology includes the study of the development and functioning of human society and social interaction. Topics to be covered: social groups, generations, race relations, religion, social class, gender, and other phenomenon in society. In both disciplines, students will explore theory and experimentation, with an emphasis on applying new knowledge to real-life situations.

### **ADVANCED PLACEMENT PSYCHOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: Grade of “A” Psychology *OR* a “B+” or higher in both semesters of Lang. Arts.**

**Recommended: Student will have taken Psychology in 11<sup>th</sup> grade prior to enrolling in AP Psychology.**

**Fee: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS Social Studies Elective</b>	<b>UC/CSU Approved “G”</b>
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Advanced Placement Psychology will engage the student in the systematic study of human and animal behavior and mental processes. Some of psychology’s important issues include the role of genetics and experience in influencing human behavior; the concept that our experiences, choices, and environments interact with our genetic inheritance to form our brains and shape our personalities; questions regarding stability versus change in personality; human rationality versus irrationality; the ability to think critically about research in human behavior; our ability to connect our behavior and experiences to our own futures and the future of humanity. Students take the AP exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

## VISUAL & PERFORMING ARTS

<http://rhs.rocklinusd.org/Academics/VAPA/index.html>

<b>Visual Arts Scope &amp; Sequence – Art</b>	
<p><i>Visual Arts</i> courses are designed to offer students the opportunity to explore the general field of visual arts. Courses may be taken to meet the VAPA requirement. Students may advance into individual production courses following a variety of paths. Visual Arts classes are hands-on and portfolio-based. Because students will take all work created as well as needed supplies, a material contribution is requested. For detailed options, see your counselor.</p>	
9 <sup>th</sup> Grade	10 <sup>th</sup> - 12 <sup>th</sup> Grade
Advanced Women’s Ensemble (audition only) Art I Ceramics I Chamber Choir (audition only) Concert Band Concert Choir Dance I Dance II, III, IV (audition only) Dance II Partner Class (audition only) Digital Art* Graphic Communications* Guitar Lab Jazz Band (audition only) Men’s Chorale Photography I, II, III, & IV* Photojournalism* Piano Lab String Orchestra Symphonic Band (audition only) Theatre Arts I Wind Ensemble (audition only)	Advanced Women’s Ensemble (audition only) Art I, II, III, IV & AP Studio Art: Drawing AP Music Theory Ceramics I, II, III, IV & AP Studio Art: 3D Chamber Choir (audition only) Concert Band Concert Choir Dance I Dance II, III, IV (audition only) Dance II Partner Class (audition only) Digital Art* Graphic Communications* Guitar Lab Jazz Band (audition only) Men’s Chorale Photography I, II, III, & IV* Photojournalism* Piano Lab String Orchestra Student Director (instructor approval) Symphonic Band (audition only) Technical Theatre Theatre Arts I, II, III Theatre Arts IV (seniors only) Wind Ensemble (audition only)
<p><b>*See Communication Studies department for course description.</b></p>	

The following courses meet the RHS **Visual & Performing Arts** graduation requirement (10 credits).

### ART

#### **ART I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course offers students an introduction and foundation for basic art concepts with an emphasis on drawing and painting. Students will experience a wide variety of media such as tempera, watercolor, acrylics, pastel, pencil, and paper mache. Concepts such as color theory, drawing and shading techniques, linear perspective, human face proportions, art history, and the elements and principles of design are explored.

#### **ART II**

**Grade Level: 10 – 12**

**Prerequisite: Art I or Instructor Approval**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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Art II offers further exploration of art concepts and techniques with an emphasis on the critique process and portfolio development. Students work in a variety of media such as prismacolor, pen & ink, scratch board,

printmaking, watercolor, sculpture materials, tempera, and acrylic. Concepts such as the proportions of the human body, abstract art, and art history are studied.

### **ART III**

**Grade Level: 11 – 12**

**Prerequisite: Art II**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course is designed for the serious and disciplined art student. A more sophisticated understanding of art concepts and increasingly advanced technical skills are expected of students as the year progresses. Regularly scheduled group critique, individual style, and portfolio development are emphasized throughout the year. Student work is scored using an advanced-level rubric. During the second semester, students have the opportunity to create their own area of focus through independent study. Students are encouraged to explore arts related college and career options. This course also provides opportunities for arts related community service.

### **ART IV**

**Grade Level: 12**

**Prerequisite: Art III**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This senior course is designed to meet the needs of the serious and disciplined art student who wishes to build a portfolio of original works that would not necessarily fit the College Board requirements for AP Studio Art. Through an independent study contract, students will continue to improve their creative skills in a variety of media. Scoring is based on an advanced-level rubric and regularly scheduled critique deadlines. Students will explore arts related college and career options. This course also provides opportunities for arts related community service.

### **AP STUDIO ART – Drawing & Painting Portfolio**

**Grade Level: 11 – 12**

**Prerequisite: Art I and II or portfolio of work demonstrating similar proficiency**

**Fees: College Board testing fee (\$TBA)**

**Materials contribution in addition to AP exam fee**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This program provides students the opportunity to earn college credit or advanced placement while still in high school. AP Studio Art is not based on a written examination: students submit a portfolio for evaluation by the College Board at the end of the course. This portfolio includes approximately 25-30 exemplary works of art in specific categories including a body of work centered around a common theme. Student work is scored using an advanced-level rubric. It is suggested that students take a variety of art courses (Art I, II, Digital Art, or a summer college course) to prepare for this course. **See instructor for summer work.** Students may earn college credit or advanced placement or both depending on the policies of the institution.

### **CERAMICS & SCULPTURE I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course offers an introduction to the clay medium. Students will explore construction methods such as pinch, coil, and slab. Projects include constructing and decorating of ceramic art forms which include various sculpture media. This course will prepare students for more advanced work in ceramics.

### **CERAMICS & SCULPTURE II**

**Grade Level: 10 – 12**

**Prerequisite: Ceramics I**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course offers a more in-depth study of the clay medium and other sculpture media. Students will be working on advanced projects and will be more self-directed. Projects include wheel throwing and more advanced sculpture studies.

### **CERAMICS & SCULPTURE III**

**Grade Level: 11 – 12**

**Prerequisite: Ceramics II**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course offers an advanced, three dimensional art study through the development of a portfolio of art work. Course work includes a series of pieces that demonstrate the ability to interpret and express ideas through an increased refinement of their project creation. There will be an increased emphasis on the student to develop an individual style. Students will become acquainted with the work of famous sculptures from 20<sup>th</sup> century and make informed responses of works of art, nature, and other objects by using objective criteria for analysis, interpretation, and judgment. Technically, students will refine their abilities to apply design elements and principles in wheel throwing, hand building, and glazing techniques. Students will build a portfolio that includes an evidence of local gallery visits that have been reflected upon through written and visual responses.

### **CERAMICS & SCULPTURE IV**

**Grade Level: 12**

**Prerequisite: Ceramics III**

**Materials contribution**

<b>Requirements Met:</b>	<b>RHS VAPA</b>
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This senior course is designed with the major emphasis being to extend the student’s technical skills and conceptual approaches to the medium of clay. Stress is on craftsmanship, discipline, and originality. The course helps the students to further develop aesthetic criteria of the ceramic arts and to investigate potential vocational aptitudes. Reading and writing assignments are a part of this course.

### **AP STUDIO ART – 3D Design Portfolio**

**Grade Level: 11 – 12**

**Prerequisite: Ceramics I, II, and III. Students must also have completed a portfolio of work meeting the AP 3D Design Portfolio Criteria for the entire “Breadth Section” and half of the “Quality Section” as detailed at <http://apcentral.collegeboard.com>.**

**Fee: College Board testing fee (\$TBA)**

**Project ownership requires monetary contribution.**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This program provides students the opportunity to earn college credit while still in high school. AP Studio Art is not based on a written examination; instead students submit a portfolio for evaluation by the College Board towards the end of the course. This portfolio includes approximately 25 exemplary works of art in specific categories including: Quality, Breadth and Concentration, a body of work describing an in-depth exploration of particular design concern. It is suggested that students take a variety of arts courses (Ceramics I, II, III, Art I, II, Digital Art, Photography I, II, or a summer college course) to prepare for this course. Students will need to contact instructor for summer work. Students may earn college credit or advanced placement or both depending on the policies of the institution.

## **DANCE**

### **DANCE I**

**Grade Level: 9 – 12**

**Prerequisite: None**

**Student provides his/her own dance clothing and shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <u>OR</u> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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This is a performance-based class designed to introduce beginning dance students to dance. The styles and techniques studied include jazz, ballet, musical theatre, tap, hip hop, modern, lyrical, cultural dance forms, choreography, and proper nutrition for dancers. Students will study dance technique as well as history and theory. Students will be required to perform in the annual RHS Dance Show.

### **DANCE II**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

**Student provides his/her own dance clothing and shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <u>OR</u> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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This is a performance-based class designed for intermediate dancers to strengthen and further skills developed in Dance I. The styles and techniques studied include jazz, ballet, musical theatre, tap, hip hop, modern, lyrical, cultural dance forms, choreography, and proper nutrition for dancers. Students will study dance techniques as well as history and theory. Students will be required to perform in the annual RHS Dance Show and Creepy Concert.

### **DANCE II PARTNERS**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

**Student provides his/her own clothing and shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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This is a performance-based class designed to introduce beginning-intermediate dance students to dance. The style of dance primarily studied in this course is hip hop. Students will study dance technique as well as history and theory. Students will be required to perform in the annual RHS Dance Show, the Creepy Concert in October, and the VAPA assembly.

### **DANCE III**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

**Student provides his/her own dance clothing and shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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This is a performance-based class designed for advanced dancers to provide a more intense study of dance. Students in Dance III will be required to develop and stage student choreography. The styles and techniques studied include jazz, ballet, musical theatre, tap, hip hop, modern, lyrical, cultural dance forms, choreography, and proper nutrition for dancers. Students will study dance technique as well as history and theory. Students will be required to perform in the annual RHS Dance Show. Students are required to see and critique the RHS/WH 4WRD Dance Show in December.

### **DANCE IV**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

**Student provides his/her own dance clothing & shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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This is a performance-based class designed for the most advanced dancers working towards a career in the dance industry. Greater emphasis will be placed on student choreography and teaching techniques. The styles and techniques studied include jazz, ballet, musical theatre, tap, hip hop, modern, lyrical, cultural dance forms, choreography, and proper nutrition for dancers. Students will study dance technique as well as history and theory. Students will be required to perform in the annual RHS/WH 4WRD Dance Show in December as well as the RHS Dance Show and VAPA Assembly. Students are required to see and critique one professional dance show.

### **STUDENT DIRECTOR**

**Grade Level: 11 – 12**

**Prerequisite: Instructor approval and prior enrollment in RHS Dance class.**

**Student must provide his/her own dance clothing & shoes.**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS PHYS. ED</b>	<b>UC/CSU Approved “F”</b>
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Student Directors are advanced dancers who take this course to develop skills such as teaching dance, choreography, presenting, lesson planning, directing, and critical thinking. Student Directors must apply in the Spring semester and be enrolled in the course for the entire academic year. Students in this course are considered leaders of the RHS Dance Program and will be expected to put in extra time to assist peers as they prepare for assessments and shows. Daily active participation, responsibility, creativity, initiative, and dedication are necessary for success in this course.

## **MUSIC**

### **CONCERT CHOIR**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The Concert Choir is a mixed choir which is open to all students. The Choir will perform a wide variety of musical styles in various major concerts throughout the year. Students will learn to sing with proper vocal techniques and gain an understanding of basic music concepts. No audition is required!

**CHAMBER CHOIR****Grade Level: 9 – 12****Prerequisite: Audition**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The Chamber Choir is open by audition to any student, male or female, wishing to perform in an advanced choral group. Auditions are held in the spring of each year. This group performs frequently in community events, competitions, festivals, and other regularly scheduled choir concerts. Students perform a wide variety of musical styles and sing a capella and with accompaniment.

**ADVANCED WOMEN’S ENSEMBLE****Grade Level: 9 – 12****Prerequisite: Audition**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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Advanced Women’s Ensemble is open by audition to any female interested in a premier vocal ensemble. Auditions are held in the spring of each year. Students develop proper vocal technique and gain an understanding of basic music concepts. The group performs in several concerts, competitions and festivals throughout the year. Students perform a wide variety of musical styles and sing a capella and with accompaniment.

**MEN’S CHORALE****Grade Level: 9 – 12****Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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Rocklin High School Men’s Chorus offers a well-rounded vocal music experience to any male student in grades 9-12. Students learn correct singing and breathing techniques, rehearsal techniques, basic notation reading, performance skills, vocal performance analysis as well as performing in several concerts throughout the year at Rocklin High School and other performing venues. Students will have an opportunity to perform at an annual choir trip if they choose to participate. Past trips have included performing at Disneyland, singing with the Vancouver Philharmonic Orchestra, trips to Hawaii, and performing at Carnegie Hall. Students learn a wide variety of musical styles from past and present cultures throughout the world. In addition to singing in a large ensemble, students are encouraged to sing in smaller groups and will be given opportunities to perform as soloists if desired. Students will perform music arranged for A Cappella and accompanied voices. Students who possess keyboard, drums, and guitar skills are welcome to accompany the group as well as sing in the ensemble.

**GUITAR LAB****Grade Level: 9 – 12****Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The Guitar Lab is an elective music class at Rocklin High School. The curriculum follows the California State Content Standards for Music, as applied to the medium of guitar performance. This course is appropriate for beginning level students. Topics include chords, melody, rhythmic accompaniment, music fundamentals, theory, performance, listening, composing, improvisation, and reading standard notation and tablature. A limited number of guitars are available for classroom use. This course may be repeated for credit.

**PIANO LAB****Grade Level: 9 – 12****Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course is offered to any student desiring a well-rounded music education through the study of the piano keyboard. Students will gain skills in proper playing technique, notation reading, performance skills, and listening skills. Regularly scheduled in-class recitals will allow students to demonstrate their ability to prepare and perform a wide variety of musical styles from past and present cultures throughout the world. Students receive group and individual instruction on electric keyboard instruments. Students of all skill level are welcome.

**CONCERT BAND****Grade Level: 9 – 12****Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The Rocklin High School Concert Band is an intermediate level band course, focusing on standard high school band literature. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Band students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. This course may be repeated for credit.

### **JAZZ BAND**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

<b>Requirements Met:</b>	<b>RHS VAPA</b>
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The Rocklin High School Jazz Band is an advanced course. Students study and perform select jazz big band music throughout the year, with an emphasis on the California State Standards for Music. Community and festival performances are scheduled during the year.

### **STRING ORCHESTRA**

**Grade Level: 9 – 12**

**Prerequisite: One or more years of an orchestra course**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The String Orchestra is an intermediate to advanced level course for string players with two or more years of experience. Students study and perform music from the Baroque, Classical, Romantic, and Contemporary period. Musicianship is developed in accordance with the California State Standards for Visual and Performing Arts. Students may choose to participate in Honor Orchestra, Musical Pit Orchestra, various small ensembles, and the Spring Trip. This course may be repeated for credit.

### **SYMPHONIC BAND**

**Grade Level: 9 – 12**

**Prerequisite: By audition only**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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The Rocklin High School Symphonic Band is an advanced course, focusing on high school band literature. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Band students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. Auditions will be held in the Spring for membership in the Fall for the following year. Current 8<sup>th</sup> graders may audition for membership. This course may be repeated for credit.

### **WIND ENSEMBLE**

**Grade Level: 9 – 12**

**Prerequisite: By audition only**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approval Pending</b>
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The Rocklin High School Wind Ensemble is the most advanced of the ensembles and is designed for the student who is a highly competent performer. The student is challenged by music of the highest caliber, requiring more sophisticated understanding of complex rhythms and all key signatures, musical terminology, ensemble skills, and extra effort on the part of the student. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Wind Ensemble students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Marching Band, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. Auditions will be held in the Spring for membership in the Fall for the following year. Current 8<sup>th</sup> graders may audition for membership. This course may be repeated for credit.

### **ADVANCED PLACEMENT MUSIC THEORY**

**Grade Level: 10 – 12**

**Prerequisite: None**

**Fees: College Board testing fee (\$TBA)**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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AP Music Theory is designed for students who wish to explore a deeper understanding of the fundamentals of music. The course first helps students master the rudiments and terminology of music, including notational skills, intervals, scales and keys, chords, metric organization, and rhythmic patterns. Musical skills are developed through various types of musical exercises including listening, sight-singing, written exercises, creative exercises, and analytical exercises. The course incorporates a brief introduction to twentieth century scales, chordal structures, and compositional procedures, either through analysis or original composition. The ultimate goal of AP Music Theory is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course includes, but is not limited to study a wide variety of vocal and instrumental music from the standard Western tonal repertoires. Students may earn college credit or advanced placement or both depending on the policies of the institution.

# THEATRE ARTS

## THEATRE ARTS I

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This is an introductory course that emphasizes acting skills. The course includes scene study, monologues/audition technique, beginning dialect study, stage combat, stage make up, commercial acting, and musical theatre. Students also gain basic technical theatre skills such as set building, painting, use of the light and sound board, and stage makeup.

## THEATRE ARTS II/III

**Grade Level: 10 – 12**

**Prerequisite: Theatre Arts I *OR* by audition**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This course is an extension of the introductory course. Actors explore several time periods in theatre history and the playwrights from those periods. They sharpen their improvisation skills and master several dialects. Students write and perform a show for the elementary schools. In addition, actors may take this course twice for Theatre II and Theatre III credit. The curriculum is designed to be a two year course.

## THEATRE ARTS IV

**Grade Level: 12**

**Prerequisite: Teacher approval ONLY**

<b>Requirements Met:</b>	<b>RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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This advanced-level theatre class is for seniors only. Students begin the year with an advanced mask characterization unit. This is followed by creating an original production for the Lenaea Festival at Folsom Lake College. Finally, students write, direct, cast, publicize, design, and star in their own one act play at the end of the year.

## TECHNICAL THEATRE

**Grade Level: 10 – 12**

**Prerequisite: One year of Theater Arts I *OR* one year of Art I *OR* by teacher consent**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS Technology</b>	<b>UC/CSU Approved “F”</b>
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This course is for students who are interested in learning or refining their technical theatre skills. Technical students of all levels are welcome. Included in the course: set design and construction, light design, program light cues, sound design, operation of sound equipment, assistant director, and stage manager skills. Students are an integral part of the designing and building of sets for all main stage productions.



**PLEASE NOTE THAT THE FOLLOWING COURSE INFORMATION HAS BEEN PROVIDED BY CTEWORKS. CTE courses are OFF CAMPUS. Students are responsible for ensuring that the CTE course will not conflict with other Rocklin High School courses in their regularly scheduled school day/activities. Students interested in requesting a CTE course MUST see their counselor to request the course.**

**MORE DETAILED COURSE INFORMATION CAN BE FOUND AT [www.cteworks.com](http://www.cteworks.com). Please visit the CTE website for detailed information regarding course prerequisites/recommendations, dress code, background checks, and immunizations that may be required for CTE courses.**

**CLINICAL MEDICAL ASSISTING**

**Class Location/Time:** CTEWORKS Center, Auburn (Blended format) **1:00 – 4:00pm**  
**Grade Level:** 11 – 12 (*Students must be 18 by high school graduation*)  
**Length of Course:** Full school year.  
**Internship included:** Yes. Students must provide their own transportation.  
**College Articulation:** Students may receive college credits at Sierra College.

<b>Requirements Met:</b>	<b>RHS Science <u>OR</u> RHS Technology <u>OR</u> Elective</b>
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Prepare for employment as a Clinical Medical Assistant in an office, clinic or health care center. Learn and demonstrate in-demand skills needed to progress to a clinical setting including vital signs, preparing patients for examinations, collecting specimens, performing diagnostic tests, venipuncture, administration of medication including injections, and pharmacology and electrocardiograms. Additional instruction includes ethics and liability, therapeutic communication skills, universal precautions, CPR and first aid for Health Care Providers, medical terminology, as well as anatomy and physiology.

**DENTAL CAREERS**

**Class Location/Time:** CTEWORKS Center, Auburn (Blended format)/7:30 – 10:30am or 1:00 – 4:00pm  
**Grade Level:** 11 – 12  
**Length of Course:** Full school year.  
**Internship Included:** Yes. Students must provide their own transportation to class and training sites.  
**College Articulation:** Students may receive college credit at Sierra College.

<b>Requirements Met:</b>	<b>RHS Science <u>OR</u> RHS Technology <u>OR</u> Elective</b>
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Experience careers in the dental field with a hands-on study of dental office practices. Learn about industry standards and ethics. Training in dental terminology, anatomy, physiology, disease process, and dental asepsis. Develop in-demand skills in sterilization, 4-6 handed dental assisting, patient care, and front-office techniques.

**FIRE SCIENCE CAREERS**

**Class Location/Time:** Maidu Fire Station #3, Auburn/7:30 – 10:30am or 1:00 – 4:00pm  
**Grade Level:** 11 – 12  
**Length of Course:** Full school year  
**Internship Included:** Yes. Students must provide their own transportation to class and training sites.  
**College Articulation:** Students may receive college credit at Sierra College.

<b>Requirements Met:</b>	<b>RHS Science <u>OR</u> RHS Phys. Ed. <u>OR</u> RHS Technology <u>OR</u> Elective</b>
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Train for the physically and mentally demanding career of a firefighter, with instruction in fire behavior and extinguishment theory, wild land fire operations, fire protection and safety, and first responder operations. Learn and practice skills used by firefighters such as emergency medical aide, CPR and first aid, and use and maintenance of equipment (hoses and appliances, ground ladders, ropes). Internships will be in local fire stations or at Cal Fire.

**HEALTH CAREERS**

**Class Location/Time:** CTEWORKS Center, Auburn (Blended format)/7:30 – 10:30am or 1:00 – 4:00pm

**Grade Level:** 11 – 12

**Length of Course:** Full school year

**Internship Included:** Yes. Students must provide their own transportation to class and training sites.

**College Articulation:** Students may receive college credit at Sierra College.

<b>Requirements Met:</b>	<b>RHS Science <i>OR</i> RHS Technology <i>OR</i> Elective</b>
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In-depth, hands-on instruction in applied anatomy and physiology, disease processes, terminology, standards and ethics, patient care and practices, procedures, vital signs, and CPR for Health Care Providers. Internship opportunities offer cross-training in a wide variety of areas of the hospital and convalescent hospitals, emergency facilities, and outpatient medical settings.

**INTEGRATED ANIMAL SCIENCE**

**Class Location/Time:** CTEWORKS Center, Auburn (Blended format)/7:30 – 10:30am or 1:00 – 4:00pm

**Grade Level:** 11 – 12

**Length of Course:** Full year

**Internship Included:** Yes. Students must provide their own transportation to class and training sites.

**College Articulation:** Students may receive college credit at Yuba College.

<b>Requirements Met:</b>	<b>RHS Science <i>OR</i> RHS Technology <i>OR</i> Elective</b>	<b>UC/CSU Approved “D”</b>
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Experience the clinical setting of small and large animal health care, through the study of common diseases (pathology), veterinary and diagnostic laboratory procedures, anatomy and physiology, medical and animal terminology, handling and restraint techniques, and client relations and office procedures. Internship opportunities may include veterinary clinics, horse ranches, zoos and exotic animal facilities. Clinical experience at internships may count towards meeting the prerequisite for admission to Veterinary Technician programs and Schools of Veterinary Medicine.

**Rocklin High School**  
**Courses Listed by Graduation Requirements**  
**2017 – 2018**

**Language Arts Credits (40)**

LA I or Adv. LA I  
 LA II or Adv. LA II  
 LA III  
 AP English Lang. & Comp.  
 Expository Reading/Writing  
 LA IV  
 AP Literature & Comp.  
 English 1A/1B

**Mathematics Credits (20)**

Integrated Math 1 – required  
 Integrated Math 2 – required

**Math Elective Credits (10)**

Integrated Math 2/3 Combo  
 Integrated Math 3  
 EAP Math  
 EST III  
 Pre-Calculus/Trig Honors  
 AP Statistics  
 AP Calculus AB  
 AP Calculus BC  
 AP Computer Science A  
 AP Computer Science P  
 CTE Fire Science

**Science Credits (10)**

Biology/Adv. – required  
 Principles of Biomed

**Science Elective Credits (20)**

Anatomy /Physiology  
 Chemistry/Honors  
 Earth Science  
 EST III  
 Geology  
 Human Body Systems  
 Marine Biology  
 Medical Interventions  
 Physics/Honors  
 ROTC II/III @ WHS  
 AP Biology  
 AP Chemistry  
 AP Environmental Science  
 AP Physics 1  
 AP Physics 2  
 AP Physics C: Mech.  
 AP Physics C: E&M  
 CTE Dental Careers  
 CTE Fire Science  
 CTE Health Careers  
 CTE Int. Animal Science  
 CTE Medical Assisting

**Social Studies Credits (35)**

World Geography  
 Adv. Geography  
 World History, AP  
 US History, AP  
 US History 1A/1B  
 Govt/Econ  
 AP Microeconomics  
 AP Government

**Foreign Language Credits (10)**

French I, II, IIIH,IVH  
 Multicultural  
 Spanish I,II,IIAdv,III,IIIH,IVH

**Health Credits (5)**

Health

**P.E. Credits (10)**

P.E. I – required

**P.E. Elective Credits (20)**

Aerobic Fitness Training  
 Aerobic Walking/Cond.  
 Athletic Weight Training  
 Dance I, II, III, IV  
 Football Weight Cond.  
 General Weight Training  
 Lifetime Sports  
 PE II  
 PE Leadership  
 CTE Fire Science  
 ROTC Drill @ WHS  
 Team Sports  
*\***FOUR** seasons of RHS athletics  
 can waive 3<sup>rd</sup> year PE requirement*

**VAPA Credits (10)**

Adv. Women’s Ensemble  
 Art I, II, III, IV, AP  
 Ceramics I, II, III, IV, AP  
 Chamber Choir  
 Concert Band  
 Concert Choir  
 AP Music Theory  
 Dance I, II, III, IV  
 Dance Partners  
 Digital Art I, II, III., AP  
 Graph. Comm. I, II, AP  
 Guitar Lab  
 Jazz Band  
 Men’s Chorale  
 Photo I, II, III, IV  
 Photojournalism I, I Honors, II  
 Piano Lab  
 String Orchestra  
 Student Director  
 Symphonic Band

Technical Theatre  
 Theatre I, II/III, IV  
 Wind Ensemble

**Technology Credits (10)**

AP Computer Science A  
 AP Computer Science P  
 Broadcasting I, II, III, IV  
 Digital Art I, II, III., AP  
 Digital Media Prod. Mgt.  
 Engineering for Manufacturing  
 EST I, II, III  
 Exploring Computer Science  
 Graphic Comm. I, II, AP  
 Information Tech Essentials  
 Information Tech Essentials II  
 Intro to Digital Film Making  
 Journalism I, II, III/IV  
 Mass Media  
 Photo I, II, III, IV  
 Photojournalism I, I Honors, II  
 Publications Design I, III/IV H  
 Publications Production II  
 Publications Production III/IV  
 Technical Theatre  
 Technology Leadership  
 CTE – All courses

**Elective Credits (50)\***

Culinary I, II  
 Elementary TA  
 English Lang. Development  
 Leadership (ASB)  
 Library Aide  
 Math Lab 1  
 Math Lab 2  
 Math Lab 3  
 Office Aide  
 Peer Counseling  
 Peer Teaching  
 Positive Psychology  
 Principles of Business  
 Psychology, AP Psychology  
 ROTC @ WHS  
 Speech & Debate  
 Teacher Aide  
 Virtual Enterprise  
 Work Experience  
 CTE – All courses

*\*Any course not used in another  
 category on the Graduation Verification  
 Form (Petition) may be listed as an  
 elective.*

*Revised 09/01/17*

Rocklin Unified Title II, V, IX & 504 Coordinators:

1. Title II – Tammy Forrest, Director of Special Education and Support Services, 2615 Sierra Meadows Dr. Rocklin CA. 95677, 916-630-2232
2. Title V, Craig Rouse , Sr. Director, Facilities Maintenance & Operations, 2615 Sierra Meadows Dr. Rocklin CA. 95677, 916-630-3188
3. Title IX, Karen Huffines, Director of Elementary Programs & School Leadership, 2615 Sierra Meadows Dr. Rocklin CA. 95677, 916-630-3187
4. 504 Coordinators –

Site	Name	Job Title	Address	Phone #
District	Tammy Forrest	Director	2615 Sierra Meadows Dr. Rocklin CA. 95677	(916) 624-2418
Antelope Creek	Tracey Butcher	Psychologist	6185 Springview Drive Rocklin, CA 95677	(916) 632-1095
Breen	Sandra Labhard	Psychologist	2751 Breen Drive Rocklin, CA 95765	(916) 632-1155
Cobblestone	Rebecca Smith	Psychologist	5740 Cobblestone Drive Rocklin, CA 95765	(916) 632-0140
Parker Whitney	Jacky Santos	Psychologist	5145 Topaz Ave Rocklin, CA 95677	(916) 624-2491
Rock Creek	Jackie Hale	Psychologist	2140 Collet Quarry Drive Rocklin, CA 95765	(916) 788-4282
Rocklin Elementary	Jacky Santos	Psychologist	5025 Meyers Street Rocklin, CA 95677	(916) 624-3311
Ruhkala	Lynda Huppert	Psychologist	6530 Turnstone Way Rocklin, CA 95765	(916) 632-6560
Sierra	Carrie King	Psychologist	6811 Camborne Way Rocklin, CA 95677	(916) 788-7141
Sunset Ranch	Jennifer Palmer	Vice Principal	2500 Bridlewood Drive Rocklin, CA 95765	(916) 624-2048
Twin Oaks	Cynthia Osborne	Psychologist	2835 Club Drive Rocklin, CA 95765	(916) 624-4101
Valley View	Tracey Butcher	Psychologist	3000 Crest Drive Rocklin, CA 95765	(916) 435-4844
Granite Oaks	Sandra Labhard	Psychologist	2600 Wyckford Blvd. Rocklin, CA 95765	(916) 315-9009
Spring View	Jenny Sneed Farah Hoekstra	Counselor	5040 5th Street Rocklin, CA 95677	(916) 624-3381
Rocklin High	Miranda Kucera Kelly Harris	Psychologist/ Counselor	5301 Victory Lane Rocklin, CA 95765	(916) 632-1600
Whitney High	Danielle Mesarcs Sherri Gregory	Psychologist/ Counselor Secretary	701 Wildcat Blvd. Rocklin, CA 95765	(916) 632-6500
Victory High	Molly Burr	Counselor	3250 Victory Drive Rocklin, CA 95765	(916) 632-3195
RICA	Molly Burr	Counselor	3250 Victory Drive Rocklin, CA 95765	(916) 632-3195