

**ROCKLIN HIGH SCHOOL  
ACADEMIC PLANNING GUIDE  
2020 – 2021**

The Rocklin Unified School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Director of Secondary School Programs or Director of Personnel Services at (916) 624-2428 or by email at [titleixcoordinator@rocklinusd.org](mailto:titleixcoordinator@rocklinusd.org).

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**ROCKLIN HIGH SCHOOL**  
**Academic Planning Guide and Schedule of Courses**  
**2020 – 2021**

**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 a 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.

**GRADUATION REQUIREMENTS**

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

<b>Subject Area</b>	<b>Credits</b>	<b>Years</b>
Language Arts Communication	40	4
Mathematics*	30	3
Science	30	3
Social Studies	35	3.5
Physical Education	30	3
Visual & Performing Arts	10	1
Career Technical Education	10	1
Health	5	.5
World Language	10	1
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 world 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 the end 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. **Please note that students that have not completed the required 25 hours by the end of junior year will not be eligible to receive a RHS senior parking permit.**

**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 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 11th and 12th 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. 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. Additional information can be found at:

<https://www.rocklinusd.org/Parents/InterIntra-Attendance-Permits/index.html>

**INTERDISTRICT:** Students wishing to transfer into a RUSD high school must complete an INTERDISTRICT TRANSFER REQUEST. Students requesting a transfer will be considered by the 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. Additional information can be found at:

<https://www.rocklinusd.org/Parents/InterIntra-Attendance-Permits/index.html>

## **CLASS CHANGE POLICIES**

**Drop/Add Policy:** The Counseling Department has made every effort to match student needs with available classes. The Counseling Department provided each student ample opportunity to complete their course requests through the Aeries Student Portal and individual meetings to confirm course requests with a counselor. **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.

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 prerequisite may speak directly with the teacher to discuss the possibility of enrolling in the course. 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. Students are given three weeks after school begins to drop an AP/Honors/Advanced class if they find the class is too difficult.

Advanced Placement exams are administered in May. Students are subject to an exam fee which is charged by the College Board. Many colleges award credit and/or advanced placement for demonstrated subject area proficiency (to research a specific college's policy, please visit <https://apcore.collegeboard.org/creditandplacement/search-credit-policies>). Students will decide whether or not to take exams and order their exams by October 1, 2020. Please note that a \$40.00/exam cancellation fee will be assessed for any exam order canceled after November 15, 2020.

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 enroll in 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.

<b><u>Grade Level</u></b>	<b><u>Recommended Minimum</u></b> <i>Number of Credits</i>	<b><u>Deficient</u></b> <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 and/or night school to make up credit deficiencies. Please note that night school courses do not meet four year college eligibility requirements. 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:

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 at [lstromar@rocklinusd.org](mailto:lstromar@rocklinusd.org) for instructions with your activation code.

Semester Report Cards are mailed home approximately one week after the end of each semester (fall semester report cards will be mailed 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:**

		<b><u>Weighted*</u></b>
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 the registrar's office or SCOIR. 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):**

1. Previous semester grades determine membership.
2. Application deadline will be announced at the beginning 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 projects per semester and attend club meetings.

CSF chapter membership is earned each semester during high school. Membership is not automatic and an application must be completed 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 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. College Board also partners with Kahn Academy which provides personalized test prep based on the student's PSAT results which is an excellent resource for preparation for the SAT.

**SAT Reasoning Exam:** The SAT Reasoning Exam contains two mandatory sections, Evidence Based Reading and Writing 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. Although the writing portion is optional, students are encouraged to take it because if they chose to apply to a school that requires 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.

**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 requires 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 and SAT, however seating is limited so students are highly encouraged to register early. Registration for the PSAT is available on campus during registration in August and 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) and students should select a test site as close to their home as possible to cut down on test day stress.

#### **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.

Each year Rocklin High School hosts a regional college fair as well as school day visits from several college admission representatives. Workshops for college bound students which address the various aspects of the admission process are also available for students and parents throughout the year. Dates for these events can be found on the College and Career page of the RHS website: <http://rhs.rocklinusd.org/subsites/Career-Center>.

**SCOIR:** Every Rocklin High School student is given a SCOIR (pronounced like "score") student account where they can research many college and career options in one place. Student log in can be accessed through <https://scoir.com>. Students have received an invitation through their @rocklinusd.org email address to activate their SCOIR account. Students needing assistance with the program should visit the College and Career Center.

**Community Colleges:** There are no subject, GPA, or entrance exam requirements for admission to California Community Colleges. 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 interested in this program should visit the [Sierra College website](#) for more information.

**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 Notre Dame. For additional information on private colleges within the state of California, 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 weighted points for each "C" or better grade in approved Honors and/or AP courses. 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 <https://www2.calstate.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:** Approximately 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. As of this year, the guaranteed campus is UC Merced. After submitting a UC application, students can return to the *My UC Application* page to see whether or not they have been designated as being in the top nine percent of the class.

**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 GED.
- Applicants should be able to read, write, and speak the English language in order to comprehend instructions 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>SUBJECT REQUIREMENTS</b>		
	15 year-long/30 semester college preparatory “a-g” courses are required with letter grades of C or better:	
		11 UC-required college-preparatory courses must be

		completed prior to senior year (including summer courses)
<b>“a”   History/Social Science</b>	2 years/4 semesters 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 the “a” or “g” subject area.	1 year of world history, cultures, or historical geography (including European history) from the “a” subject area.
<b>“b”   English</b>	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):	
		The ESL/ELD cannot be completed during the senior year.
<b>“c”   Mathematics</b>	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, and geometry)* (Integrated math sequences may be used to satisfy the Mathematics “c” requirement.)	
		Students applying to UC must complete a geometry course (or integrated math courses with geometry content).
<b>“d”   Laboratory Science</b>	2 years/4 semesters 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**  Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, as part of the Next Generation Science Standards (NGSS) models); or two years of a three year NGSS integrated science model; or one year of biology, chemistry, or physics <b>and</b> one year of an approved lab science chosen from the applied science, computer science, earth & space sciences, engineering, or interdisciplinary science discipline. Courses must be from the “d” subject area.
<b>“e”   Language Other Than English</b>	2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)	
<b>“f”   Visual and Performing Arts</b>	1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
<b>“g”   College Preparatory Electives</b>	1 year/2 semesters of elective course work chosen from any area on approved “a-g” course list	
<b>Repeated Courses</b>	<b>California State University (CSU)</b>	<b>University of California (UC)</b>
	Required “a-g” courses must be completed with a grade of C or better. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated.	Required “a-g” courses must be completed with a grade of C or better. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.
<b>Validation of Subject Omission by Other Courses</b>		
<b>Mathematics</b>	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.  Integrated style Math 2 will be accepted in lieu of a geometry course.	

	A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the “a-g” website validates the entire high school college preparatory requirement.	The omission of a full year of geometry cannot be validated by any higher-level coursework.  A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC’s Validation Matrix in <i>Quick Reference Guide to UC Admissions</i> .
<b>Language Other than English (LOTE)</b>	A letter grade of C or better in a semester of 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 high school LOTE courses. The level of validation depends on the the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
<b>Chemistry</b>	A grade of C or better in the second semester of Chemistry <u>will</u> validate the first semester.	UC does not allow validation of Chemistry.
<b>Validation of Deficient (D/F) 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 (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in Quick Reference Guide to UC Admissions.	
<b>Validation of Subject Requirements by Test Scores</b>		
	Required “a-g” courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. FOr UC, the omission of a course in Geometry cannot be validated by any examination score.	
<b>High School GPA</b>		
	Calculate GPA using all “a-g” approved courses completed during the summer after	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does not average grades. <b>However, when completing the UC admission application, all “a-g” courses and grades must be reported.</b>
<b>Honors Points</b>		
	Maximum of 8 extra points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long (4 semesters) completed in 10th grade can be used in the honors points calculation.	
<b>Test Scores - ACT/SAT</b>		
<b>ACT or SAT</b>	Test required for CSU applicants to impacted campuses and programs. Test required CSU applicants to non-impacted campuses, who have earned an “a-g” GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 OR after March 2016); may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.	The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants and must be completed no later than December of the senior year. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Writing/Essay from the same test date. Some campuses may <u>recommend SAT Subject Tests for specific majors</u> .

\* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area “c” and/or “e” requirements.

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

	9th Grade	10th Grade	11th Grade	12th Grade
<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 AP Seminar	Expository Read/Write Language Arts IV AP English Literature AP Seminar
<b><u>Mathematics</u></b>	Integrated Math 1 Integrated Math 2	Integrated Math 2 Integrated Math 2½ Integrated Math 3	Integrated Math 3 Pre-Calc/Trig Honors Statistics AP Statistics	QRAT (Senior Math) Pre-Calc/Trig Honors Statistics AP Statistics AP Calculus AB
<b><u>Social Studies</u></b>	Geography	World History AP World History	US History AP US History	Govt/Econ AP Microeconomics AP Government
<b><u>Science</u></b> (One year physical and one year life science)	Biology Principles of Biomed	Chemistry EST II Geology Human Body Systems Physics/Honors AP Physics I	Anatomy/Physiology H Chemistry EST II EST III Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environ. Science AP Physics I AP Physics 2	Anatomy/Physiology H Chemistry EST III Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environ. Science AP Physics I AP Physics 2 AP Physics C: Mech AP Physics C: E&M
<b><u>World 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	Intermediate French Intermediate Spanish Spanish IV Honors
<b><u>Visual &amp; Performing Arts</u></b>	Intro courses in: Art Ceramics Choir Dance Digital Art Graphics Journalism Music Photography Publications Theater Video Production	Intro/Intermediate courses in: Art Ceramics Choir Dance Digital Art Graphics Journalism Music Photography Photojournalism Publications Theater Video Production	Advanced courses in: Art Ceramics Choir Dance Digital Art Graphics Journalism Music Photography Photojournalism Publications Theater Video Production	Advanced courses in: Art Ceramics Choir Dance Digital Art Graphics Journalism Music Photography Photojournalism Publications Theater Video Production
<b><u>Electives</u></b>	* May be fulfilled by additional college prep courses taken in any A-G category on the following UC approved A-G course list.			

## Rocklin High School “a-g” Approved Course List

<b>A - HISTORY/SOCIAL STUDIES</b>	<b>F - VISUAL &amp; PERFORMING ARTS CONT.</b>
World History	Advanced Placement Studio Art: Drawing
Advanced Placement World History	Advanced Placement Studio Art: 2D Design
US History	Advanced Placement Studio Art: 3D Design
Advanced Placement US History	Ceramics & Sculpture I
Advanced Placement Government*	Ceramics & Sculpture II
<b>B - ENGLISH</b>	Ceramics & Sculpture III
Language Arts I	Chamber Choir
Language Arts I Advanced	Concert Band
Language Arts II	Concert Choir
Language Arts II Advanced	Advanced Women's Ensemble
Language Arts III	Dance I
Advanced Placement English Language & Composition	Dance II
Expository Reading & Writing	Dance III
Language Arts IV	Dance IV
Advanced Placement English Lit & Composition	Digital Art
Advanced Placement Seminar	Digital Art III
<b>C - MATHEMATICS</b>	Graphic Communications I
Integrated Math 1	Graphics Communications II
Integrated Math 2	Guitar Lab
Integrated Math 3	Intro to Publications Design & Multimedia
Quantitative Reasoning & Adv. Mathematical Topics (QRAT)	Men's Chorale
Pre-Calculus/Trigonometry Honors	Photography I
Statistics ( <i>Pending Approval</i> )	Photography II
Advanced Placement Computer Science A	Photography III
Advanced Placement Statistics	Photography IV
Advanced Placement Calculus AB	Photography IV Honors
<b>D - LABORATORY SCIENCE</b>	Photojournalism I
Anatomy & Physiology Honors	Photojournalism I Honors
Biology	Photojournalism II
Chemistry	Piano Lab
Engineering Support Technologies II	Publications Design III/IV Honors
Engineering Support Technologies III	String Orchestra
Geology	Symphonic Band
Human Body Systems	Technical Theatre
Marine Biology	Theatre Arts I
Medical Interventions	Theatre Arts II/III
Physics	Theatre Arts IV
Physics Honors	Wind Ensemble Honors
Principles of Biomedical Science	Video Production
Physics	<b>G - ELECTIVE</b>
Physics Honors	Advanced Placement Microeconomics*
Advanced Placement Biology	Advanced Placement Psychology
Advanced Placement Chemistry	Child & Adolescent Development I
Advanced Placement Computer Science Principles	Digital Art II
Advanced Placement Environmental Science	Digital Media Production Management
Advanced Placement Physics 1	Engineering for Manufacturing
Advanced Placement Physics 2	Foods & Nutrition (Culinary)
Advanced Placement Physics C: Mechanics	Government/Economics

Advanced Placement Physics C: E&M	Information for Technology Essentials I
<b>E - FOREIGN LANGUAGE</b>	Introduction to Business
American Sign Language I ( <i>Pending Approval</i> )	Journalism I
American Sign Language II ( <i>Pending Approval</i> )	Journalism II
French I	Journalism III/IV
French II	Positive Psychology
French III Honors	Psychology
French IV Honors	Publications Production II
Spanish I	Publications Production III/IV
Spanish II	Software Development & Game Design ( <i>Pending Approval</i> )
Spanish II Advanced	Speech & Debate
Spanish III	Sports Medicine
Spanish III Honors	Technology Leadership
Spanish IV Honors	Video Production II
<b>F - VISUAL &amp; PERFORMING ARTS</b>	
Architectural Drafting and Design ( <i>Pending Approval</i> )	
Art I	
Art II	
Art III	
Art IV	<i>Revised 01/28/20</i>

## **ALTERNATIVE EDUCATION**

Rocklin Unified School District offers several alternatives for students and adults to complete their education. These programs are designed 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 24 students (with a total student population ranging from 70-120). Students earn credit through a time on task model which emphasizes regular attendance and positive 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 interested in attending this program should meet with their high school counselor first. The program offers a curriculum that is personalized and contains 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 our website for further information: <http://vhs.rocklinusd.org/>.

## **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.

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

**NCAA Initial Eligibility Requirements:** High school athletes who plan to participate in 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).

## CAREER TECHNICAL EDUCATION (CTE)

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

### Career Technical Education – Scope & Sequence

Career Technical Education (CTE) courses are designed to offer students the opportunity to explore the general field of CTE. Students may advance into production courses following a variety of paths. For detailed options, see your counselor.

#### **9th Grade (\*can also be taken in 10th – 12th)**

Childhood and Adolescent Development I\*  
Culinary I  
CyberSecurity I\*  
Digital Art\*  
Engineering Support Technologies I\*  
Exploring Computer Science\*  
Graphic Communications\*  
Introduction to Business\*  
Exploring Computer Science\*  
Introduction to Pub Design & Multimedia\*  
Journalism I\*  
Photography I\*  
Video Production\*

#### **10th – 12th Grade**

Accounting  
AP Computer Science Principles  
AP Computer Science A  
AP Studio Art 2D Design  
Architectural Drafting & Design  
Digital Art II  
Engineering Support Technologies II  
Engineering Support Technologies III  
Engineering for Manufacturing  
Entrepreneurship  
Graphic Communications II  
Information Technology Essentials  
Journalism II  
Journalism III/IV  
Newswriting and Reporting Techniques  
Digital Media Production Management  
Photography II  
Photography III  
Photography IV  
Photography IV Honors  
Photojournalism  
Photojournalism II  
Publications Production II  
Publications Design III/IV Honors  
Software Development and Game Design  
Technology Leadership  
Video Production II  
Video Prod. III: Broadcast Journalism  
Video Production III: Film Production  
Video Production IV

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

<b>CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS – VIDEO PRODUCTION</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Video Production I	Video Production II	Video Production III or IV Sports Media

### **VIDEO PRODUCTION I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “F”</b>
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Video Production I is an introduction class designed to provide students with an artistic, creative and historical background in the fields of video, broadcasting, and film production. In addition, this course provides instruction and training in pre-production, production and post production phases of project development. Students will learn about video storytelling and have hands on experience in making their own videos with both mobile technologies as well as cameras and video editing software. This class serves as a prerequisite for the CTE courses of Film and Broadcasting.

### **VIDEO PRODUCTION II**

**Grade Level: 10 – 12**

**Prerequisite: Video Production I**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G”</b>
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This advanced course will expand upon the skills learned in Video Production I and demonstrate the two career fields which a video background can prepare them for; Film and Broadcast Journalism. Students will learn to write broadcast copy for the news, advanced video editing, producing segments for the school news show, and advanced filmmaking. This course is designed to instill knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application and analysis. Academic achievement, creative self-expression, social responsibility and life-long learning are nurtured. Students will be using industry standard cameras and software including the Adobe Creative Cloud.

### **VIDEO PRODUCTION III: BROADCAST JOURNALISM**

**Grade Level: 11 – 12**

**Prerequisite: Video Production I & Video Production II**

<b>Requirements Met:</b>	<b>RHS CTE</b>
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By overseeing the RHS “We Are Rocklin” 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 news industry. This class will encompass all aspects of field and studio production. As part of their grade, all video production/broadcasting students are expected to participate as a production crew member for school related events throughout the year. This course will also provide solid foundational knowledge for students who intend to explore Communications or Broadcast majors at the university level.

### **VIDEO PRODUCTION III: FILM PRODUCTION**

**Grade Level: 11 – 12**

**Prerequisite: Video Production I & II**

<b>Requirements Met:</b>	<b>RHS CTE</b>
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This advanced course is designed to deepen cinematic knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application. Editing skills are honed utilizing Adobe Premiere Pro and After Effects. Students will learn basic lighting, audio, green screen, and camera techniques. Academic achievement, creative self-expression, social responsibility and life-long learning are nurtured. Students will produce a short film to be showcased at our Rocklin Film Festival in the spring and are encouraged to produce work for entry into one of the digital media festivals going on each year. Students are encouraged in the development of a unique visual style as they build a portfolio of work for college and career success.

### **VIDEO PRODUCTION IV**

**Grade Level: 11 – 12**

**Prerequisite: Video Production III**

<b>Requirements Met:</b>	<b>RHS CTE</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 crew member for 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.

## **SPORTS MEDIA**

**Grade Level: 10 – 12**

**Prerequisite: Video Production I**

<b>Requirements Met:</b>	<b>RHS CTE</b>
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The goal in this course is to create a weekly broadcast sports segment and live sports events reporting and coverage that are viewed by the entire student body as well as on the web for the community. Along with the production of these videos, students in this course will write and produce the sports stories and events throughout the entire year as well as manage the sports related social media accounts. This course builds around the journalism, video production, photography, and technical skills learned in the various CTE courses. Students will be divided into various teams based on their interests and talents.

<b>CTE CAREER PATHWAY: CHILDHOOD &amp; ADOLESCENT DEVELOPMENT</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Child & Adolescent Development I	Principles of Teaching	Principles of Teaching Practicum (2021-22)

## **CHILD AND ADOLESCENT DEVELOPMENT I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G”</b>
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Childhood and Adolescent Development is a Career Technical Education (CTE) course, which provides students the opportunity to study the physical, cognitive, language, social, and emotional developmental stages of children from conception through adolescence. Students may study topics such as brain development, families and parenting, prenatal development, developmental milestones from birth through adolescence, health and safety issues, guidance and discipline, cultural diversity, child care, education, children with special needs, and career decisions. This course integrates the California Career Technical Education Model Curriculum Standards, which are aligned to the Common Core State Standards. Instruction reinforces core skills in reading, writing, speaking, listening, and mathematics. Course instruction emphasizes career ready behaviors in communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and employability skills.

## **PRINCIPLES OF TEACHING**

**Grade Level: 10 – 12**

**Prerequisite: Child and Adolescent Development I**

<b>Requirements Met:</b>	<b>RHS CTE</b>
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Principles of Teaching provides students with the history of major learning theories, trends in education, the sociology of education, and principles of teaching and learning. The course will cover an overview of the teaching profession, school governance, growth and development, classroom management, principles of effective teaching, and curriculum. All students are required to observe and/or participate in a variety of classroom settings at various grade levels. The course prepares students for entry into college or university teacher training programs. This course integrates CTE Model Curriculum Standards aligned to Common Core. Core instruction emphasizes behaviors in communication, ethics, interpersonal/team skills, and critical thinking.

<b>CTE CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES – COMPUTER SCIENCE</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Exploring Computer Science CyberSecurity I	Info Tech Essentials Software Development and Game Design AP Computer Science Principles	Technology Leadership AP Computer Science A

### **EXPLORING COMPUTER SCIENCE**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</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), Programming (using Scratch 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 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.

### **CYBERSECURITY 1**

**Grade Level: 9 – 12**

**Recommendation : Exploring Computer Science or completion of one year of Computer Science in Middle School**

**Dual Enrollment Course: Sierra College/IT Fundamentals/IT 0090 (1.5 units)**

<b>Requirements Met:</b>	<b>RHS CTE Sierra College Dual Enrollment Course</b>
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CyberSecurity I prepares students for a career in network administration and information technology support services with a focus on cybersecurity. The course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of information systems for students preparing for careers in CyberSecurity and Information and Communications Technology.

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

**Grade Level: 10– 12**

**Prerequisites: Successful completion of Exploring Computer Science or CyberSecurity I**

**Dual Enrollment Course: Sierra College/Info & Comm Essentials/IT 0100 (4 units)**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G” Sierra College Dual Enrollment Course</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 Level 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: Cybersecurity, IT Support, Robotics, 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. Students will have an opportunity to work on the IT Fundamentals Curriculum as well.

## **SOFTWARE DEVELOPMENT AND GAME DESIGN**

**Grade Level: 10 – 12**

**Prerequisite: Exploring Computer Science, CyberSecurity I, or AP Computer Science Principles**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b><i>Pending UC/CSU Approved “G”</i></b>
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Game Design prepares students for a career in the computer science industry with an emphasis on electronic entertainment. The course includes a series of units that provide hands-on knowledge and skills development in game theory, the game design cycle, storyboarding, game elements and interface (storytelling, world creation, controls, etc), coding, software testing, and quality assurance. The concept of “play” within our culture is studied and how the culture of gaming has changed over time. Students will learn to code using the C# programming language and to work together as teams with specific roles to complete projects within a determined work cycle. In addition, students will research career opportunities in the electronic entertainment industry.

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

**Grade Level: 11 – 12**

**Prerequisites: Exploring Computer Science or CyberSecurity I and IT Essentials.**

**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, CyberSecurity I, or IT Essentials. Students must talk with Mr. Werner prior to requesting this course.**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G”</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.

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

**Grade Level: 10 – 12**

**Prerequisite: Completion of Integrated Math 1**

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

**College Articulation: CSU Sacramento/CSC 010, 3 Units (CSU Sacramento ACE fee)**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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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, 3 Units (CSU Sacramento ACE fee)**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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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.

<b>CTE CAREER PATHWAY: DESIGN, VISUAL, &amp; MEDIA ARTS – DIGITAL ART</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Digital Art I	Digital Art II	Digital Art III

## **DIGITAL ART I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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, Audition, Premiere (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 and print portfolios will be created by students as evidence of skill development. View [Course Video Sample!](#)

## **DIGITAL ART II**

**Grade Level: 10 – 12**

**Prerequisite: Digital Art and Teacher Approval**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS VAPA</b>	<b>UC/CSU Approved “F”</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 and print portfolios will be created by students as evidence of skill development. View [Course Video Sample!](#)

## **DIGITAL ART III**

**Grade Level: 11 – 12**

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

**Dual Enrollment Course: Sierra College/Introduction to Digital Design/AAD70 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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. Digital and print portfolios will be created by students as evidence of skill development. View [Course Video Sample!](#)

### **ADVANCED PLACEMENT STUDIO ART – 2D DESIGN**

**Grade Level: 11 – 12**

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

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

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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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 a 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 who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

### **ADVANCED PLACEMENT 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>.**

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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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. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

<b>CTE CAREER PATHWAY: MACHINE AND FORMING TECHNOLOGIES - ENGINEERING</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Engineering Support Technologies	Engineering Support Technologies II	Engineering Support Tech III Engineering for Manufacturing



## **ENGINEERING SUPPORT TECHNOLOGIES I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</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 or Instructor Approval**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS Science</b>	<b>UC/CSU Approved “D”</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**

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

**Dual Enrollment Course: Sierra College/CNC Mill 3D Manufacturing/ADVM 66 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS Science OR 3rd year RHS Mathematics</b>	<b>UC/CSU Approved “D” Sierra College Dual Enrollment Course Sacramento State Ace Course</b>
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Make it move and blink. Learn about automation through robotics. This course introduces the programming, electrical and mechanical interaction of modern devices. Students will design, build and program a variety of interactive projects. Using First Robotics Competition tools, 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**

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

**Dual Enrollment Course: Sierra College/Intro Welding for Metalworking/WELD 15 (2 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR 3rd year RHS Mathematics</b>	<b>UC/CSU Approved “G” Sierra College Dual Enrollment Course Sacramento State ACE Course</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 Master CAM), gauging and inspection. This class is designed for the student exploring a career in the manufacturing and/or engineering industries. Students planning to attend 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.

<b>CTE CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES – GRAPHIC COMMUNICATION</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Graphic Communications I	Graphic Communications II	Graphic Communication III (Whitney High School)

### **GRAPHIC COMMUNICATIONS I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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 the 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. Digital and print portfolios will be created by students as evidence of skill development. View [Course Video Sample!](#)

### **GRAPHIC COMMUNICATIONS II**

**Grade Level: 9 – 12**

**Prerequisite: Graphic Communications I**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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. Digital and print portfolios will be created by students as evidence of skill development.

### **ARCHITECTURAL DRAFTING AND DESIGN**

**Grade Level: 9 -12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b><i>Pending</i> UC/CSU Approval "G"</b>
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This class focuses on developing a beginning foundation of knowledge for those interested in pursuing a career in drafting, architecture, structural engineering, construction and interior design. Students will be expected to learn the fundamentals of technical drawing as well a computer aided design as they are introduced to the hypothetical problems related to the design of buildings and the elements of construction. Problems emphasize conceptual strategies of form and space, site relationships and social, technological and environmental determinants.

### **JOURNALISM I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</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 during this course.

### **JOURNALISM II**

**Grade Level: 10 – 12**

**Prerequisite: Journalism I, Graphic Communications I or Photography I**

<b>Requirements Met:</b>	<b>RHS CTE</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 determine content, design, photography, and edit the magazine and web page. Students will also learn and practice the role of social media such as Snapchat , Instagram and Twitter in today's journalism world. 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 multimedia projects on a regular basis. Journalism staff members will collaborate with other media courses to produce student communication in broadcast, social media, and on the web.

## **JOURNALISM III AND IV**

**Grade Level: 11 – 12**

**Prerequisite: Journalism II**

<b>Requirements Met:</b>	<b>RHS CTE</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 multimedia projects. Admission to this technical and vocational education course requires instructor approval. Journalism staff members will collaborate with other student media classes to produce student communication in broadcast, print, social media, and on the web.

<b>CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS - PHOTOGRAPHY</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Photography I	Photography II	Photography III Photojournalism

## **PHOTOGRAPHY I**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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 and will familiarize the student with photographic equipment, materials, methods, and processes. 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**

**Dual Enrollment Course: Sierra College/Elementary Photography/PHOT60A (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS VAPA</b>	<b>UC/CSU Approved “F” Sierra College Dual Enrollment Course</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 and 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 & II**

<b>Requirements Met:</b>	<b>RHS CTE <i>OR</i> RHS 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 process. 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**

<b>Requirements Met:</b>	<b>RHS CTE <i>OR</i> RHS 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. Students 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.

### **PHOTOGRAPHY IV HONORS**

**Grade Level: 12**

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

<b>Requirements Met:</b>	<b>RHS CTE <i>OR</i> RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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Photography IV Honors is a highly advanced honors level photography course. This course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography through a more rigorous curriculum. There will be a strong emphasis on the elements of art and principles of design. Students are expected to work independently in addition to collaboratively with other students as well as with the teacher to advance their skill and understanding both technically and conceptually. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. Honors photography students still develop mastery in concept, visual problem solving, composition, and execution. Students will be exposed to a wide variety of photographic techniques and concepts. Critical thinking and technical skills will be visited as the student works toward their own personal style. The student will produce a professional level portfolio as their culminating activity (28-30 prints).

## **PHOTOJOURNALISM**

**Grade Level: 10 – 12**

**Prerequisite: Photo II or Pubs I**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS VAPA</b>	<b>UC/CSU Approved “F”</b>
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Students interested in telling stories through photography will be challenged by this career 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 multimedia projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions. Students should expect 10-20 hours of assignments per semester to photograph RHS events.

## **PHOTOJOURNALISM I HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Photo II or Pubs I**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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 multimedia projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions. Honors students will complete a community service shoot, an in depth portfolio, and internship arranged with the instructor's assistance. Students should expect 10-20 hours of outside time photographing events each semester.

## **PHOTOJOURNALISM II**

**Grade Level: 11 – 12**

**Prerequisite: Photojournalism**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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 other classes to produce student communication in broadcast, social media, and on the web.

<b>CTE CAREER PATHWAY: DESIGN, VISUAL, AND MEDIA ARTS - PUBLICATIONS</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Intro to Publication Design and Multimedia Photo 1 Graphic Communication 1	Publications Production II Photojournalism	Publication Design III/IV Photojournalism II Digital Media Production Mgt Publication Production III/IV

## **INTRO TO PUBLICATION DESIGN AND MULTIMEDIA**

**Grade Level: 9 – 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G”</b>
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Publications I students learn the variety of skills required for yearbook/magazine production in this CTE course. 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**

<b>Requirements Met:</b>	<b>RHS CTE</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 in this CTE course. 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 DESIGN III/IV HONORS**

**Grade Level: 11 – 12**

**Prerequisite: Publications II**

<b>Requirements Met:</b>	<b>RHS CTE</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 in this CTE course. 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.

## **DIGITAL MEDIA PRODUCTION MANAGEMENT**

**Grade Level: 11 – 12**

**Prerequisite: Teacher Approval**

<b>Requirements Met:</b>	<b>RHS CTE</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 student media. It is embedded within a communications course and is designed to allow students to explore leadership roles. Requires teacher approval.

<b>CTE CAREER PATHWAY: BUSINESS &amp; FINANCE - BUSINESS MANAGEMENT</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Intro to Business	Accounting	Entrepreneurship

## **INTRODUCTION TO BUSINESS**

**Grade Level: 9 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G”</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.

## **ENTREPRENEURSHIP**

**Grade Level: 10 – 12**

**Prerequisite: Introduction to Business**

**Dual Enrollment Course: Sierra College/Starting a Small Business/Bus 0141 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>Sierra College Dual Enrollment Course</b>
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This course focuses on developing skills in evaluating, articulating, refining, and pitching a new product or service offering, either as a new business idea or as an additional offering in an existing business. The course will examine the steps and process of starting a new business from the logistics of establishing the business, supply chain planning, initial financing, building a management team, and forecasting. Students will have the opportunity to develop their own business idea from inception through prototyping and pitching to investors.

## **ACCOUNTING**

**Grade Level: 10 – 12**

**Recommended: Completion of Introduction to Business course**

**Dual Enrollment Course: Sierra College/Acct Fund-Bus Owners/Bus 0000A (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR 3rd year RHS Mathematics Elective</b>	<b>Sierra College Dual Enrollment Course</b>
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Accounting is the “language of business”. This course will cover fundamental accounting principles and prepare students for future college business majors/minors such as business administration, accounting, marketing, international business management, etc. The course will offer practical training to enable students to hold bookkeeping or account clerk positions. Concepts covered will include basic financial accounting principles, recording and keeping financial data, financial statements, the accounting cycle and setting up accounting systems.

Students will utilize computerized accounting systems and spreadsheets to complete their work and finish the course with a firm understanding of how to make data driven business decisions, and assess the health of a business through data analysis. Students will also have an opportunity to become a Quickbooks Online Certified User.

### **GENERAL ELECTIVES**

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

#### **ATHLETIC SERVICE LEADERSHIP**

**Grade Level: 9 – 12**

**Prerequisite: Instructor approval required; see Mr. Harter/Mr. Spears for application**

Requirements Met:	RHS Elective
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This course is primarily experience based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester. Students will use the skills learned in the *Character Strong* curriculum to build leadership skills personally and in others. The course will also develop and provide philanthropic avenues for students, who are both part of and not part of Athletic Service Leadership, to serve the athletic community of RHS and the Rocklin community as a whole.

#### **CULINARY I (BEGINNING FOODS)**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS Elective
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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. Should you have a severe food allergy, please speak with your counselor before requesting this course.

#### **ELEMENTARY TEACHER'S AIDE**

**Grade Level: 11 – 12**

**Prerequisite: Students must be able to provide their own transportation to the elementary school.**

Requirements Met:	RHS Elective
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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.

### **ENGLISH LANGUAGE DEVELOPMENT**

**Grade Level: 9 – 12**

**Prerequisite: Recommendation into the ELD program**

<b>Requirements Met:</b>	<b>RHS Language Arts (one year) OR RHS Elective</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.

### **LEADERSHIP**

**Grade Level: 9 – 12**

**Prerequisite: Application, interview, and selection process held in the spring**

<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, and selection process held in the spring**

<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. Summer training, meetings, project responsibilities, journals, and class attendance are mandatory.

## **PEER TEACHING - MATH**

**Grade Level: 11 – 12**

<b>Requirements Met:</b>	<b>RHS Elective</b>
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A peer teacher needs to demonstrate strong math skills, 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. 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. Please note that a student may only be a peer teacher once either their junior or senior year.

## **POSITIVE PSYCHOLOGY**

**Grade Level: 10 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>	<b>UC/CSU Approved “G”</b>
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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 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” in Psychology OR a “B+” or higher in both semesters of Language Arts**

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

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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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.

### **SERVICE LEADERSHIP**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS Elective
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This course prepares students to meet the challenges of leadership in today’s society. The coursework will teach students the skills and best practices necessary to communicate and work with diverse groups of people toward common goals to implement beneficial societal/cultural changes in the school or local community. Students will develop and enhance intrapersonal and interpersonal skills as well as learn the philosophical foundations and fundamentals of effective leadership. Finally, students will utilize their new-found skills by designing or embracing a community-based project as a culminating activity in an effort to make a difference in the lives of others. Students will be required to fulfill up to 15 hours of outside class time working in the local community.

### **SPEECH AND DEBATE**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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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.

### **TEACHER'S ASSISTANT (TA)**

**Grade Level: 11 – 12**

**Prerequisite: Teacher and parent authorization required**

<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.**

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

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
LA I	LA II	LA III	LA IV
Adv. LA I	Adv. LA II	AP Eng. Lang. AP Seminar	Exp. Reading & Writing AP English Lit. & Comp. AP Seminar

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

### **LANGUAGE ARTS I**

**Grade Level: 9**

**Prerequisites: None**

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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Study will encompass the four areas of communication: reading, writing, speaking, and listening. Students will read classical works (of many genres), which highlight a variety of authors and multicultural themes. Focusing on the writing process, students will write a character analysis essay, a thematic essay, a research outline and speech, and a narrative. Students will speak in a variety of situations that include group presentations, individual presentations, and dramatic readings. Students will also learn to perform close readings of expository texts, while they develop 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 8th grade Language Arts class OR by teacher recommendation. Students must have signature from 8th grade Language Arts teacher on Course Request Form to enroll in this course.**

Requirements Met:	RHS Language Arts	UC/CSU Approved “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 multicultural themes. Students will focus in depth on the writing process, research inquiry, 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:** 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, however, a limited number of copies of the novels 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, students will select either *House on Mango Street* by Sandra Cisneros or *Cannery Row* by John Steinbeck. Students will come to school with a theme essay to submit to the instructor. The essay must be typed. Assignment guidelines can be found on the Rocklin High School website.

## **LANGUAGE ARTS II**

**Grade Level: 10**

**Prerequisite: None**

Requirements Met:	RHS Language Arts	UC/CSU Approved “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 a reading program selected from a variety of genres, including poetry, short stories, and novels. Students will study in-depth and sophisticated nuances as well as the larger meaning of these works. Students will compose analytical, argumentative, and narrative writings. As part of a Career Unit, students will research a career, create a resume, and complete a class presentation regarding the career as well as participate in a mock interview. Students will demonstrate competency in active listening through note taking, research, writing well organized essays, and other related activities.

## **LANGUAGE ARTS II – ADVANCED**

**Grade Level: 10**

**Prerequisite: Grade of a “B” or better in previous Language Arts I**

Requirements Met:	RHS Language Arts	UC/CSU Approved “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, in order to prepare students for AP level work. 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 II class, and must be good at meeting deadlines. Students will also be engaged in activities that advance writing, speaking, listening, and presentation skills. Please be aware of deadlines regarding adding/dropping a course prior to making a commitment to enroll.

**Summer Reading Requirements:** *Screen Schooled* - Joe Clement & Matt Mies; *Reclaiming Conversation* - Sherry Turkle

It is suggested that students purchase their own copies of the novels in order to highlight important passages, however, if a student needs a copy of either book, please see Mr.

Hurrianko before summer break. Reading and answers MUST be completed by the first day of school. Writing activities related to the summer reading 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 both fiction and non-fiction texts, research, writing, and discussions will guide students to demonstrate their understanding of literary elements, rhetoric, discourse, and writing structures. Students will develop an awareness of the connection of themes and their relevance to contemporary issues. In addition, students will demonstrate competency in whole-class discussion (Socratic seminars), literary essays, and a researched persuasive paper and speech.

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

**Grade Level: 11**

**Prerequisite: Grade of “B” or better in Language Arts II OR successful completion of Advanced Language Arts 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 quickly-paced environment. All students must be willing to utilize the 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 tests, 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.

## **AP SEMINAR**

**Grade Level: 11 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Elective</b>	<b>UC/CSU Approved “B”</b>
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. This course will be followed by AP Research, the second course in the AP Capstone experience, which allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question.

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

**Grade Level: 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Language Arts</b>	<b>UC/CSU Approved “B”</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 theme 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 a focus on preparation for four-year college and university work. Students will write in a variety of styles for different purposes and audiences as they read, analyze, and discuss traditional and contemporary world literature, including novels, plays, poetry, and non-fiction texts. Students will also engage in collegiate research writing and take on leadership roles in intensive, student-centered seminar-style collaborative academic discussions.

## **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 a variety of complex literary works from classical Greek philosophy and drama to the modern novels and plays in preparation for frequent on-demand and polished writing. Writing assignments will focus on critical analysis and research skills. In addition to core texts, the course also requires extended reading and research as assigned by the instructor. Students who pass the test may be eligible to receive college credit, advanced placement in college courses or both, depending on the policies at the particular collegiate 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 may be helpful to participate in seminar.

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

*Oedipus the King*- Sophocles (Oxford Paperback)

*Canterbury Tales*- Geoffrey Chaucer (Dover)

*Othello* - Shakespeare (Folger - ISBN 0671722816)

*Frankenstein* - Shelley (Penguin - ISBN 978-0-14-3105039)

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

*Death of a Salesman* - Miller (Penguin - ISBN 0-14-048134-6)

## MATHEMATICS

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

### Mathematics Scope & Sequence

Freshmen start their mathematics sequence with Integrated Math 1 or 2.

#### Preparatory for Community College or Vocational Program

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>	<u>Alt. 11th/12th Grade</u>
Int. Math 1	Int. Math 2	Int. Math 3	QRAT (Senior Math)	AP Comp. Science A DE Accounting Eng. Supp. Tech. III

#### Preparatory for four-year College or University

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>	<u>OR</u>	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Int. Math 1	Int. Math 2 Int. Math 2/3	Int. Math 3 Pre-Calc H	Pre-Calc H AP Calc AB Statistics AP Statistics		Int. Math 2	Int. Math 3	Pre-Calc H Statistics	AP Calc AB AP Statistics QRAT(Senior Math)

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**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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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.

### EVERYDAY INTEGRATED MATH 1

**Grade Level: 9 – 11**

**Prerequisite: None**

Requirements Met:	RHS Elective
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This course is a support class for students concurrently enrolled in Integrated Math 1. Ninth grade students will be enrolled based on student’s middle school grades and state testing scores.

## **INTEGRATED MATH 2**

**Grade Level: 9 – 12**

**Prerequisite: Integrated Math 1**

<b>Requirements Met:</b>	<b>RHS Mathematics</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.

## **EVERYDAY INTEGRATED MATH 2**

**Grade Level: 11 – 12**

**Prerequisite: Integrated Math 1**

<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</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 mathematics 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: 9 - 12**

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

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

<b>Requirements Met:</b>	<b>RHS Mathematics</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.

### **EVERYDAY INTEGRATED MATH 3**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of Integrated Math 2**

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

### **ACCOUNTING**

**Grade Level: 10 – 12**

**Recommended: Completion of Intro to Business course**

**Dual Enrollment Course: Sierra College/Acct Fund-Bus Owners/Bus 000A (3 units)**

<b>Requirements Met:</b>	<b>RHS Mathematics or RHS Technology</b>	<b>UC/CSU Approved "G"</b>
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Accounting is the "language of business". This course will cover fundamental accounting principles and prepare students for future college business majors/minors such as business administration, accounting, marketing, international business management, etc. The course will offer practical training to enable students to hold bookkeeping or account clerk positions. Concepts covered will include basic financial accounting principles, recording and keeping financial data, financial statements, the accounting cycle and setting up accounting systems. Investments and an introduction to taxes are also included in the curriculum. Students will utilize computerized accounting systems and spreadsheets to complete their work and finish the course with a firm understanding of how to make data driven business decisions, and assess the health of a business through data analysis.

### **QUANTITATIVE REASONING WITH ADV. MATHEMATICS TOPICS (QRAT) - Senior Math**

**Grade Level: 12**

**Prerequisite: Grade of "C" or better in Integrated Math 3 or equivalent**

<b>Requirements Met:</b>	<b>RHS Mathematics</b>	<b>UC/CSU Approved "C"</b>
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This course is designed to strengthen students' mathematical foundation and prepare students to be college and career ready. The goal of the course is to deepen conceptual understanding of mathematical theory, skills and strategies. The course is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school content standards listed in the California Common Core State Standards for Mathematics (CCSS-M). Utilizing real-world applications, this course serves both college and career bound high school seniors.

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

**Grade Level: 10 – 12**

**Prerequisite: Integrated Math 3**

**Recommended: Grade of "B" or better in both semesters of Integrated Math 3**

<b>Requirements Met:</b>	<b>RHS Mathematics</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.

## **ADVANCED PLACEMENT 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</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.

## **STATISTICS**

**Grade Level: 11 – 12**

**Prerequisite: Integrated Math 2**

<b>Requirements Met:</b>	<b>RHS Mathematics</b>	<b><i>Pending UC/CSU Approval “C”</i></b>
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This is an introductory course in probability and statistics that includes descriptive statistics, techniques and principles of counting, probability, analysis of single and two-variable data, designing studies and experiments, inferential statistics, and use of a graphing calculator.

## **ADVANCED PLACEMENT STATISTICS**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of Integrated Math 3**

**Recommended: Grade of an “A” in both semesters of Integrated 3 or successful completion of Pre-Calculus/Trigonometry Honors or higher level mathematics course**

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

<b>Requirements Met:</b>	<b>RHS Mathematics</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.

## PHYSICAL EDUCATION

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

1st Year Core Course	2nd/3rd Year Elective PE Courses
PE I	Aerobic Fitness Aerobic Walking/Conditioning 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 Physical Wellness Rock-Fit Team Sports 1 (Boys) Team Sports 2 (Girls) Aerospace Science Drill (ROTC @ WHS) PE Leaders

### PHYSICAL EDUCATION CORE COURSE

The following course meets the first year (10 credits) of the RHS Physical Education graduation requirement of three years (30 credits). All 9th 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.

### PHYSICAL EDUCATION I

**Grade Level: 9**

**Prerequisite: None**

Requirements:	RHS Physical Education (One Year)
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This course focuses on the areas outlined in the California State Framework for Physical Education including: effects of physical activity upon dynamic health and mechanics of body movement (***Fitness Lab***), aquatics (***Swimming***), individual and dual sports (***Pickleball***), rhythms and dance (***Country Swing, Ballet, Hip Hop***), team sports (***Volleyball***), tumbling and gymnastics (***Tumbling and Gymnastic***) and combatives (***Self Defense***). This course will also cover individual skill development, sportsmanship, will practice and incorporate mental health and wellness activities, and every student will take the California State Physical Fitness Tests.

## 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 year. The prerequisite for all PE elective courses is successful completion of PE I. Students may also use VAPA Dance I, II, III, or 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. For further information, please contact the Counseling Department.

### **AEROBIC FITNESS**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course is activity based focusing on improving personal fitness as a lifetime activity. Activities will include zumba, core workouts, Pilates, step aerobics, weight training, cardio kickboxing, and yoga. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Recreational activities are also included. Students will participate in fitness assessments throughout each quarter.

### **AEROBIC WALKING/CONDITIONING**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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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 a variety of other cardiovascular fitness activities. Students will participate in cardiovascular assessments throughout each quarter. Along with these areas, individual skill development, sportsmanship, and mental health and wellness activities and practices are incorporated. There will be many walking routes off campus which will require a parent permission form.

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

**Grade Level: 9 – 12**

**Prerequisite: Concurrent enrollment or successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each quarter.

**BOYS ATHLETIC WEIGHT TRAINING/CONDITIONING - Spring Athletes****(Baseball/Track/Swimming)****Grade Level: 9 – 12****Prerequisite: Concurrent enrollment or successful completion of PE I**

<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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each quarter.

**GENERAL WEIGHT TRAINING/CONDITIONING****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

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

**FOOTBALL WEIGHT TRAINING/CONDITIONING – (Varsity & Junior Varsity)****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

<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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each quarter.

**GIRLS ATHLETIC WEIGHTS/CONDITIONING – Fall Athletes****(Cross Country/Volleyball/Tennis/Golf/Waterpolo)****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

<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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

**GIRLS ATHLETIC WEIGHTS/CONDITIONING – Winter Athletes****(Soccer/Basketball/Wrestling)****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

<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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

**GIRLS ATHLETIC WEIGHTS/CONDITIONING – Spring Athletes****(Track/Swimming/Softball/Cheer)****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

<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 powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

**LIFETIME SPORTS****Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

<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, volleyball, ultimate frisbee, soccer, and tennis. Other recreational games such as ping pong, cornhole, and spikeball may be included. Along with these areas, individual skill development, sportsmanship, and mental health and wellness activities and practices are incorporated. Students will participate in cardiovascular assessments throughout each quarter.

**PE LEADERS****Grade Level: 11 – 12****Prerequisite: Successful completion of PE I and 1 year of PE Elective**

<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.

## **PHYSICAL WELLNESS**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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Physical Wellness is a course designed to teach students how to adopt healthy habits, an exercise regimen, self-management skills and an overall mindset of "fitness for life". The course will include a wide variety of activities including aerobic walking, mediation, circuit training, yoga, and running as well as a classroom component with an emphasis on goal setting and fitness tracking.

## **ROCK-FIT**

**Grade Level: 9 – 12**

<b>Requirements Met:</b>	<b>RHS Physical Education Elective</b>
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This course is designed for the motivated student that wants to improve their personal fitness level, using life's functional movements as its foundation. Rock-Fit will provide rigorous and challenging activities which will include pushing, pulling, aerobic and anaerobic activities, resistance training, and plyometric exercises. The Rock-fit class is driven by data; keeping accurate scores and records, running a clock, and precisely defining the rules and standards for performance. If you desire variety in your workout, this is the course for you! The components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular fitness will be emphasized throughout the year.

## **TEAM SPORTS 1 (boys only)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I**

<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. Along with these areas, individual skill development, sportsmanship, and mental health and wellness activities and practices are incorporated.

## **TEAM SPORTS 2 (girls only)**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of PE I**

<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. Along with these areas, individual skill development, sportsmanship, and mental health and wellness activities and practices are incorporated.

## SCIENCE & HEALTH

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

Science Scope & Sequence		
Freshmen begin their science sequence with Biology or Principles of Biomedical Science. 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.		
<u>9th Grade</u>	<u>10th Grade</u>	<u>11th/12th Grade</u>
Biology Principles of Biomed Health	Chemistry Geology Human Body Systems Physics/Honors AP Physics I	Anatomy/Physiology H Chemistry EST II (see CTE) EST III (see CTE) Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics 2 AP Physics C: Mech AP Physics C: E&M

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

### **HEALTH**

**Grade Level: 9 (one semester course in combination with Geography)**

Requirement Met:	RHS Health
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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**

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

## **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.

<b>PROJECT LEAD THE WAY BIOMEDICAL PATHWAY</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Principles of Biomedical Science	Human Body Systems	Medical Interventions Sports Medicine

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

**Grade Level: 9**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS Science</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 the 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 a means of placing the course's concepts and requirements in a useful and relevant context. This course fulfills the Biology requirement for graduation.

## **SCIENCE ELECTIVES**

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

## **ANATOMY/PHYSIOLOGY HONORS**

**Grade Level: 11 – 12**

**Prerequisite: Biology or Principles of Biomedical Science and grade of “A” or “B” in previous science courses**

<b>Requirements Met:</b>	<b>RHS Science</b>	<b>UC/CSU Approved “D”</b>
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This honors course is a preparation for advanced biological studies, premedical studies, biomedical nursing, and other health field-based careers. Honors Anatomy and Physiology focuses on the anatomy and physiology of humans. The course format heavily emphasizes physiological mechanisms and laboratory-based learning. The course thoroughly investigates the structure, function, and systemic relationships of the integumentary, muscular, skeletal, digestive, circulatory, and nervous systems. Students will receive detailed instruction and gain in-depth knowledge through lecture, labs, and specific dissections as they relate to this field of

study. Case studies including diseases, genetic disorders, and bioethical issues of each of these systems will be an integral component of each unit of study. This course relies heavily on laboratory work including dissections of preserved cats, preserved rabbits, and preserved sheep hearts. This course will prepare students for college-level anatomy and physiology courses.

### **GENERAL CHEMISTRY**

**Grade Level: 10 – 12**

**Prerequisite: Completion of Biology or Principles of Biomedical Science and Integrated Math 1**

<b>Requirements Met:</b>	<b>RHS Science</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.

### **GEOLOGY**

**Grade Level: 10 – 12**

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

<b>Requirements Met:</b>	<b>RHS Science</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.

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

**Grade Level: 10**

**Prerequisite: Successful completion of Principles of BioMedical Science**

<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 Manikin®; 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**

**Prerequisite: Successful completion of Principles of BioMedical Science and Human Body Systems**

Requirements Met:	RHS Science	UC/CSU Approved “D”
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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 of scientific thinking and engineering design play in the development of interventions in the future.

## **MARINE BIOLOGY**

**Grade Level: 11 – 12**

**Prerequisite: Completion of Biology or Principles of Biomedical Science; interest in the marine environment**

Requirements Met:	RHS Science	UC/CSU Approved “D”
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Marine Biology is designed to introduce students to an underwater world that is immense, enchanting, and mysterious. The marine environment will be explored as it relates to biology, geology, chemistry, and physics. Through laboratory activities, animal dissections, in class discussions and web design, marine organisms will be explored relative to their functions, the different ecosystems around the world in which they live and the effects of organism interactions locally and globally. The topics studied will include: environmental issues, marine resources, current research, marine ecosystems, animal classification, Zoology and scuba diving.

## **PHYSICS/HONORS PHYSICS**

**Grade Level: 10 – 12**

**Prerequisite: Completion of Biology or Principles of Biomedical Science and Integrated Math 1**

Requirements Met:	RHS Science	UC/CSU Approved “D”
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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 Honors Physics credit.

## **SPORTS MEDICINE**

**Grade Level: 10 – 12**

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

<b>Requirements Met:</b>	<b>RHS Science</b>	<b>UC/CSU Approved “G”</b>
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Sports Medicine is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. Students will learn about the possible career pathways within sports medicine and the basic fundamentals and skills necessary in the field of athletic training. Instruction includes: athletic training; athletic room training facility and equipment; injury preparedness; prehab and preseason conditioning; nutrition, supplements, and performance enhancers; sports psychology; assessment, evaluation and treatment of sport injuries; kinesiology; basic anatomy and physiology; and legal standards and ethical concepts. The curriculum is intended to expose students, not only to the duties and responsibilities of an athletic trainer, but to a plethora of health-care related fields as well.

## **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</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 who pass the AP exam 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 completion or concurrent enrollment in Integrated Math 3**

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

<b>Requirements Met:</b>	<b>RHS Science</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 AP exam 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**

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

<b>Requirements Met:</b>	<b>RHS Science</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 who pass the AP exam 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: Grade of “B” or better in Integrated Math 2**

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

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

**College Articulation (Pending Approval): Folsom Lake College/Physics 350, 4 Units**

<b>Requirements Met:</b>	<b>RHS Science</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; mechanical waves and sound; fluids; and thermodynamics. It will also introduce electric circuits. For further details on the different Physics offerings available, please visit <https://thunderscience.org> or see Mr. Clarion in Room V46. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

## **ADVANCED PLACEMENT PHYSICS 2**

**Grade Level: 10 – 12**

**Prerequisite: AP Physics I**

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

**College Articulation: CSU Sacramento/Physics 5A/5B, 4 Units (CSU Sacramento ACE fee)**

<b>Requirements Met:</b>	<b>RHS Science</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 <https://thunderscience.org> or see Mr. Clarion in Room V46. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

**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)****College Articulation: CSU Sacramento/PHYS 11A/4 Units (CSU Sacramento ACE fee)**

Requirements Met:	RHS Science	UC/CSU Approved “D”
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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 analytical 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. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

**ADVANCED PLACEMENT PHYSICS C: Electricity & Magnetism****Grade Level: 11 – 12****Prerequisite: Concurrent enrollment in AP Physics C: Mechanics****Fee: College Board testing fee (\$TBA)**

Requirements Met:	RHS Science	UC/CSU Approved “D”
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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 wherever 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. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

## SOCIAL STUDIES

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

Social Studies Scope & Sequence			
<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
World Geography	World History AP World History	US History AP US History	Government/Economics AP Microeconomics AP Government

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

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

**Grade Level: 9 (one semester course in combination with Health)**

**Prerequisite: None**

Requirements Met:	RHS Social Studies
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Students will spend three weeks 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.

### **WORLD HISTORY**

**Grade Level: 10**

**Prerequisite: None**

Requirements Met:	RHS Social Studies	UC/CSU Approved "A"
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In this course students will explore the major issues and democratic ideas of the late 18th 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 and Language Arts I**

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

Requirements Met:	RHS Social Studies	UC/CSU Approved "A"
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The purpose of the Advanced Placement World History course is to develop a 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 AP exam 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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Studies in this course will provide students with a broad look at the history of the United States from the Foundations to present day. Understanding US history and how it applies to today’s society will provide students with the skills and knowledge to become actively involved in their own community. To “experience” US history and develop historical thinking skills, students will use primary source materials, simulations, projects, independent study/analysis, cooperative group activities, and other strategies to understand our nation’s past. Students will be asked to demonstrate their knowledge of the material in a variety of ways: tests; document based questions; quizzes, individual and group projects; oral and group presentations. As a contributing member of society it will be important that students are an informed citizen of the world. During the first semester, the following units of study will be covered: Beginnings of America to Reconstruction, Industrialization, Progressive Era, US as a World Power, From War to Peace (1920’s), the Great Depression and the New Deal. Second semester continues with an examination of the US role in WWII, Cold War and the 1950s, Civil Rights Movement, the Vietnam War and 1970s, 1980s through today.

## **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**

**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 1980s to present day. 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 who pass the AP exam 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 "A" (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 "A" (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: Grade of an "A" in US History OR Successful completion of either AP US History or AP World History.**

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

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved "G" (one semester)</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, 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 who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution.

### **ADVANCED PLACEMENT GOVERNMENT**

**Grade Level: 11 – 12**

**Prerequisite: Grade of an “A” in US History or successful completion of either AP US History or AP World History.**

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

<b>Requirements Met:</b>	<b>RHS Social Studies</b>	<b>UC/CSU Approved “A” (one semester)</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 who pass the AP exam 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>

Visual Arts Scope & Sequence	
<p>Visual Arts 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. 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>	
<u>9th Grade</u>	<u>10th - 12th Grade</u>
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) 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 Honors (audition only)	Advanced Women's Ensemble (audition only) Art I, II, III, IV & AP Studio Art: Drawing 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) Digital Art* Graphic Communications* Guitar Lab Jazz Band (audition only) Men's Chorale Photography I, II, III, IV, IV Honors* 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 Honors (audition only)
*See Career Technical Education section for course description.	

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, pastels, and pencil. 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, scratchboard, printmaking, watercolor, tempera, and acrylic. Concepts such as the proportions of the human body, abstract art, and modern art history movements 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 greater depth of 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 involvement and 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.

## **ADVANCED PLACEMENT 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: Instead, students submit a portfolio for evaluation by the College Board at the end of the course. This portfolio includes approximately 12-17 exemplary works of art in specific categories including 12 works demonstrating sustained investigation of an idea or theme. Student work is scored using an advanced-level rubric. It is suggested that students take a variety of art courses. See instructor for summer work. Students may receive college credit, advanced placement or both depending on the policies at the specific 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 artwork. 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 the 20th 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.

## **ADVANCED PLACEMENT 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 OR 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, hip hop, modern, lyrical, cultural dance forms, choreography, and proper nutrition for dancers. Students will study dance

technique as well as history. Students will be required to perform in the annual Rocklin High School Dance One Showcase.

## **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 OR 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 regards to technique and performance skills.. 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 Rocklin High School Advanced Dance Show. Students are required to see and critique the RHS/WHs 4WRD Dance Show in December.

## **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 OR 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 Rocklin High School Advanced Dance Show, the VAPA Assembly, and the Creepy Concert. Students are required to see and critique the RHS/WHs 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 OR 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/WHs 4WRD Dance Show in December, the Creepy Concert, Rocklin High School Advanced Dance Show, and VAPA Assembly. Students are required to see and critique one professional dance show.

## **DANCE 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 OR RHS PHYS. ED</b>
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Student Directors are advanced dancers concurrently taking Dance 3 or Dance 4 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 Treble Choir which is open to all Soprano and Alto Voices regardless of grade level. 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.** Please visit the RHS Choir Web Page at <http://rhs.rocklinusd.org/subsites/Choir/> for more details.

### **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 a Mixed Ensemble open by audition to any student 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. 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. Please visit the RHS Choir Web Page at <http://rhs.rocklinusd.org/subsites/Choir/> for more details.

### **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 Soprano or Alto Voice 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. 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. Please visit the RHS Choir Web Page at <http://rhs.rocklinusd.org/subsites/Choir/> for more details.

### **MEN'S CHORALE**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS VAPA	UC/CSU Approved "F"
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Rocklin High School Men's Chorus offers a well-rounded vocal music experience to any Tenor, Baritone or Bass Voice student in grades 9-12. Students learn correct singing and breathing techniques, rehearsal techniques, basic notation reading, performance skills, vocal performance analysis and perform in several concerts throughout the year at Rocklin High School and other performing venues. 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. Please visit the Web RHS Choir Page at <http://rhs.rocklinusd.org/subsites/Choir/> for more details.

### **GUITAR LAB**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS VAPA	UC/CSU Approved "F"
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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.

### **PIANO LAB**

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS VAPA	UC/CSU Approved "F"
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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**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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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. **No audition is required. Beginning students welcome to join Concert Band.**

### **JAZZ BAND**

**Grade Level: 9 – 12**

**Prerequisite: Audition only**

Requirements Met:	RHS VAPA
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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**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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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.

### **SYMPHONIC BAND**

**Grade Level: 9 – 12**

**Prerequisite: By audition only**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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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 8th graders may audition for this course.

## **WIND ENSEMBLE HONORS**

**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 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 a 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 8th graders may audition for this course.

## **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 makeup, 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 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 OR RHS Tech</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: None**

<b>Requirements Met:</b>	<b>RHS VAPA <i>OR</i> RHS Tech</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.

## WORLD LANGUAGES

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

World Language Scope & Sequence			
<u>American Sign Language</u>			
<u>9th or 10th Grade</u> ASL I	<u>10th or 11th Grade</u> ASL II		
<u>French</u>			
<u>9th or 10th Grade</u> French I	<u>10th or 11th Grade</u> French II	<u>11th or 12th Grade</u> French III French III Honors	<u>12th Grade</u> Int. French
<u>Spanish</u>			
<u>9th or 10th Grade</u> Spanish I Spanish II Spanish II Adv.*	<u>10th or 11th Grade</u> Spanish II Spanish III Spanish III Honors	<u>11th or 12th Grade</u> Spanish III Spanish III Honors Spanish IV Honors Int. Spanish	<u>12th Grade</u> Spanish IV Honors Int. Spanish
A <b>Multicultural</b> course is available for 11th & 12th grade students to meet the RHS Foreign Language requirement of 10 credits. Please see course description in this section for more information.			
*If Spanish I was taken in 8th Grade.			

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

### FRENCH

#### FRENCH I

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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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 and using French to accomplish simple tasks. For example, students will learn to greet each other in French, rather than just learn French grammar. 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: Successful completion of French 1**

<b>Requirements Met:</b>	<b>RHS World 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: Successful completion of French II**

<b>Requirements Met:</b>	<b>RHS World 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: Grade of an “A” or “B” in French II**

<b>Requirements Met:</b>	<b>RHS World 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.

## **INTERMEDIATE FRENCH**

**Grade Level: 12**

**Prerequisite: Successful completion of French IIIH**

**Dual Enrollment: Sierra College/FREN 0003**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i> <b>Sierra College Dual Enrollment Course</b></b>
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This option is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level French course will be followed. Grammatical topics included are the conditionnel, present subjunctive, future simple, reflexive verbs, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening). There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in French. This course will be conducted primarily in French. The first semester of the course will focus on preparing you for the Sierra College curriculum, and the second semester will be the

Sierra College portion of the class. The textbook will be Espaces, published by Vista Higher Learning.

## **MULTICULTURAL**

### **MULTICULTURAL**

**Grade Level: 11 – 12**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS World 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: None**

<b>Requirements Met:</b>	<b>RHS World 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 a staged setting. In addition, students will begin to develop a stronger cultural awareness, which is an essential aspect of learning a language. Students will start to develop a sound vocabulary base and learn many basic rules that govern Spanish grammar. Classroom activities will include paired and group activities, songs, skits, translations, games, videos, presentations, art related projects with a grammar component, daily warm-ups, daily language activities, quizzes, and tests (written and oral).

### **SPANISH II**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of Spanish I**

<b>Requirements Met:</b>	<b>RHS World 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 students' language base. Attention will be devoted to vocabulary acquisition and additional grammatical concepts and new tenses. Students will begin to form more complex sentences and initiate conversations with others. Classroom activities will include paired and grouped activities, simulations, role-playing, daily grammar work, dictations, storytelling, games, songs, skits, plays, videos, and presentations.

## **SPANISH II ADVANCED**

**Grade Level: 9 – 10**

**Prerequisite: Successful completion of Spanish 1**

**Recommended: Grade of a “B” or better in Spanish 1**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b>UC/CSU Approved “E”</b>
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Spanish II Advanced is a rigorous college preparatory class designed for college and university bound students. The class is designed so students can move seamlessly into Spanish III Honors. The curriculum has been developed to promote higher order thinking skills while utilizing current and previous vocabulary in addition to grammar basics. The class will spiral on the basic foundations of Spanish 1 and will incorporate the acquisition of additional thematic vocabulary along with several additional tenses. 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. There is a focus on reading and writing in the target language. Classroom activities will include paired and grouped activities, role-playing, daily journal work, short readings with open ended questions, storytelling, videos, songs and presentations.

## **SPANISH III**

**Grade Level: 10 – 12**

**Prerequisite: Successful completion of Spanish II**

<b>Requirements Met:</b>	<b>RHS World 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, storytelling, games, songs, skits, plays, videos, and presentations.

## **SPANISH III HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Grade of a “B” or better in Spanish II**

<b>Requirements Met:</b>	<b>RHS World 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 either Dual Enrollment Intermediate Spanish or Spanish IV Honors. The course focuses on advanced grammatical concepts, literature, speaking, and listening skills. Students will use complex to advanced sentences and will further develop skills that will allow them to communicate effectively with Spanish speakers.

## **SPANISH IV HONORS**

**Grade Level: 10 – 12**

**Prerequisite: Grade of a “B” or better in Spanish III or Spanish III Honors**

<b>Requirements Met:</b>	<b>RHS World 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. Classroom activities will include individual, paired, and group activities, simulations, dictations, music, movies, and presentations. We will also study and learn about many Spanish speaking cultures.

### **INTERMEDIATE SPANISH**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of Spanish III/IIIH or Spanish IV/IVH.**

**Dual Enrollment: Sierra College/SPAN 0003**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i></b> <b>Sierra College Dual Enrollment Course</b>
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Intermediate Spanish is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level Spanish course will be followed. Grammatical topics included are imperfect vs. preterite, the present subjunctive, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening.) There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in Spanish. This course will be conducted primarily in Spanish. The first semester of the course will focus on preparing you for the Sierra College curriculum, and the second semester will be the Sierra College portion of the class. The textbook will be Ven Conmigo 3, chapters 1-5 for first semester and Imagina, chapters 1-5 for second semester.

### **AMERICAN SIGN LANGUAGE**

#### **AMERICAN SIGN LANGUAGE I**

**Grade Level: 9 – 11**

**Prerequisite: None**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i></b>
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American Sign Language I offers students the beginning foundation for American Sign Language skill acquisition to include: finger spelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers. This course has the dual purpose of laying a strong foundation for American Sign Language skill acquisition as well as developing a deep understanding for the Deaf community. Through interactive classroom participation in dialogues and conversing in ASL, students gain fluency in signing the alphabet, numbers, words, and syntactically correct sentences incorporating essential grammatical non-manual signals.

#### **AMERICAN SIGN LANGUAGE II**

**Grade Level: 10 – 12**

**Prerequisite: ASL I**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i></b>
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ASL II is designed to expand students' understanding of American Sign Language. This course will continue to build on the skills learned in ASL I.

## **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.

9th or 10th Grade	10th or 11th Grade	11th or 12th Grade
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 Science Drill meets one year of RHS physical education elective requirement for graduation.

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

**Grade Level: 9 – 12**

**Prerequisite: None**

Requirements Met:	RHS Elective
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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:

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

**Grade Level: 9 – 12**

**Prerequisite: Aerospace Science I**

Requirements Met:	RHS Elective
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This course examines our Earth, the Moon and planets, the latest advances in space technology, and the continuing challenges of space and manned space flight. 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 Elective</b>
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This is a course designed to acquaint the student with the cultural development throughout the global community. 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 management techniques as well as decisions 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 OR 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 the 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.

## DUAL ENROLLMENT COURSES

The following are Dual Enrollment courses providing students the opportunity to earn high school credit toward graduation requirements as well as college credit.

<b>Rocklin High School Course</b>	<b>Sierra College Course</b>
<b>Accounting</b>	BUS 0000A: Acct Fund-Bus Owners-Entrepren (3 units)
<b>Cybersecurity</b>	IT 0090: IT Fundamentals (1.5 units)
<b>Digital Art III</b>	AAD 70: Introduction to Digital Design (3 units)
<b>Engineering Support Technologies III</b>	ADVM 66: CNC Mill 3D Manufacturing (3 units)
<b>Engineering for Manufacturing</b>	WELD 15: Intro Welding for Metalworking (2 units)
<b>Entrepreneurship</b>	BUS 0141: Starting a Small Business (3 units)
<b>Information Technology Essentials</b>	ITO 100: Info & Comm Tech Essentials (4 units)
<b>Photography II</b>	PHOT 60A: Elementary Photography (3 units)
<b>Intermediate French</b>	FREN 3: Intermediate French (4 units)
<b>Intermediate Spanish</b>	SPAN 3: Intermediate Spanish (4 units)

### ACCOUNTING

**Grade Level: 10 – 12**

**Recommended: Completion of Introduction to Business course**

**Dual Enrollment Course: Sierra College/Acct Fund-Bus Owners/Bus 0000A (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR 3rd year RHS Mathematics Elective</b>	<b>Sierra College Dual Enrollment Course</b>
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Accounting is the “language of business”. This course will cover fundamental accounting principles and prepare students for future college business majors/minors such as business administration, accounting, marketing, international business management, etc. The course will offer practical training to enable students to hold bookkeeping or account clerk positions. Concepts covered will include basic financial accounting principles, recording and keeping financial data, financial statements, the accounting cycle and setting up accounting systems. Students will utilize computerized accounting systems and spreadsheets to complete their work and finish the course with a firm understanding of how to make data driven business decisions,

and assess the health of a business through data analysis. Students will also have an opportunity to become a Quickbooks Online Certified User.

### **CYBERSECURITY 1**

**Grade Level: 9 – 12**

**Recommendation : Exploring Computer Science or completion of one year of Computer Science in Middle School**

**Dual Enrollment Course: Sierra College/IT Fundamentals/IT 0090 (1.5 units)**

<b>Requirements Met:</b>	<b>RHS CTE</b>
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CyberSecurity I prepares students for a career in network administration and information technology support services with a focus on cybersecurity. The course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of information systems for students preparing for careers in CyberSecurity and Information and Communications Technology.

### **DIGITAL ART III**

**Grade Level: 11 – 12**

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

**Dual Enrollment Course: Sierra College/Introduction to Digital Design/AAD70 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS 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 are required to use the 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. Digital and print portfolios will be created by students as evidence of skill development.

### **ENGINEERING SUPPORT TECHNOLOGIES III**

**Grade Level: 10 – 12**

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

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

**Dual Enrollment Course: Sierra College/CNC Mill 3D Manufacturing/ADVM 66 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS Science OR 3rd year RHS Mathematics</b>	<b>UC/CSU Approved “D” Sierra College Dual Enrollment Course Sacramento State Ace Course</b>
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Make it move and blink. Learn about automation through robotics. This course introduces the programming, electrical and mechanical interaction of modern devices. Students will design, build and program a variety of interactive projects. Using First Robotics Competition tools, 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**

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

**Dual Enrollment Course: Sierra College/Intro Welding for Metalworking/WELD 15 (2 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR 3rd year RHS Mathematics</b>	<b>UC/CSU Approved “G” Sierra College Dual Enrollment Course Sacramento State ACE Course</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 Master CAM), gauging and inspection. This class is designed for the student exploring a career in the manufacturing and/or engineering industries. Students planning to attend 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.

### **ENTREPRENEURSHIP**

**Grade Level: 10 – 12**

**Prerequisite: Introduction to Business**

**Dual Enrollment Course: Sierra College/Starting a Small Business/Bus 0141 (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>Sierra College Dual Enrollment Course</b>
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This course focuses on developing skills in evaluating, articulating, refining, and pitching a new product or service offering, either as a new business idea or as an additional offering in an existing business. The course will examine the steps and process of starting a new business from the logistics of establishing the business, supply chain planning, initial financing, building a

management team, and forecasting. Students will have the opportunity to develop their own business idea from inception through prototyping and pitching to investors.

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

**Grade Level: 10– 12**

**Prerequisites: Successful completion of Exploring Computer Science or CyberSecurity I**

**Dual Enrollment Course: Sierra College/Info & Comm Essentials/ITO 100 (4 units)**

<b>Requirements Met:</b>	<b>RHS CTE</b>	<b>UC/CSU Approved “G” Sierra College Dual Enrollment Course</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 Level 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: Cybersecurity, IT Support, Robotics, 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. Students will have an opportunity to work on the IT Fundamentals Curriculum as well.

### **PHOTOGRAPHY II**

**Grade Level: 10 – 12**

**Prerequisite: Photo I**

**Dual Enrollment Course: Sierra College/Elementary Photography/PHOT60A (3 units)**

<b>Requirements Met:</b>	<b>RHS CTE OR RHS VAPA</b>	<b>UC/CSU Approved “F” Sierra College Dual Enrollment Course</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 and 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.

### **INTERMEDIATE FRENCH**

**Grade Level: 12**

**Prerequisite: Successful completion of French IIIH**

**Dual Enrollment: Sierra College/FREN 0003**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i> Sierra College Dual Enrollment Course</b>
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This option is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level French course will be followed. Grammatical topics included are the conditionnel, present subjunctive, future simple, reflexive verbs, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening). There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in French. This course will be conducted primarily in French. The first semester of the course will

focus on preparing you for the Sierra College curriculum, and the second semester will be the Sierra College portion of the class. The textbook will be Espaces, published by Vista Higher Learning.

### **INTERMEDIATE SPANISH**

**Grade Level: 11 – 12**

**Prerequisite: Successful completion of Spanish III/IIIH or Spanish IV/IVH.**

**Dual Enrollment: Sierra College/SPAN 0003**

<b>Requirements Met:</b>	<b>RHS World Language</b>	<b><i>Pending UC/CSU “E” Approval</i></b> <b>Sierra College Dual Enrollment Course</b>
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Intermediate Spanish is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level Spanish course will be followed. Grammatical topics included are imperfect vs. preterite, the present subjunctive, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening.) There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in Spanish. This course will be conducted primarily in Spanish. The first semester of the course will focus on preparing you for the Sierra College curriculum, and the second semester will be the Sierra College portion of the class. The textbook will be Ven Conmigo 3, chapters 1-5 for first semester and Imagina, chapters 1-5 for second semester.

## ROCKLIN HIGH SCHOOL CTE PATHWAYS 2020-2021

<b>CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS – VIDEO PRODUCTION</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Video Production I	Video Production II	Video Production III: Film Production Video Production III: Broad. Journ. Video Production IV Sports Media

<b>CTE CAREER PATHWAY: CHILDHOOD &amp; ADOLESCENT DEVELOPMENT – Education</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Child & Adolescent Development I	Principles of Teaching	Principles of Teaching Practicum (2021-2022 school year)

<b>CTE CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES – COMPUTER SCIENCE</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Exploring Computer Science CyberSecurity I	Info Tech Essentials Game Design AP Comp Sci Principles	Technology Leadership AP Computer Science A

<b>CTE CAREER PATHWAY: DESIGN, VISUAL, &amp; MEDIA ARTS – DIGITAL ART</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Digital Art I	Digital Art II	Digital Art III

<b>CTE CAREER PATHWAY: PROJECT LEAD THE WAY BIOMEDICAL PATHWAY</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Principles of Biomedical Science	Human Body Systems	Medical Interventions Sports Medicine

<b>CTE CAREER PATHWAY: MACHINE AND FORMING TECHNOLOGIES - ENGINEERING</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Engineering Support Technologies	Engineering Support Technologies II	Engineering Support Tech III Engineering for Manufacturing

<b>CTE CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES – GRAPHIC COMMUNICATION</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Graphic Communication I	Graphic Communication II	Graphic Communication III (Whitney High School)

<b>CTE CAREER PATHWAY: BUSINESS &amp; FINANCE - BUSINESS MANAGEMENT</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Intro to Business	Accounting	Entrepreneurship

<b>CTE CAREER PATHWAY: DESIGN, VISUAL, AND MEDIA ARTS - PUBLICATIONS</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Intro to Publication Design and Multimedia Photo 1 Graphic Communication 1	Publications Production II Photojournalism	Publication Design III/IV Photojournalism II Digital Media Production Mgt Publication Production III/IV

<b>CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS - PHOTOGRAPHY</b>		
<b>Intro Course</b>	<b>Concentrator Course</b>	<b>Capstone Course</b>
Photo I	Photo II	Photo III Photojournalism

## Rocklin High School Courses Listed by Graduation Requirements

### **Language Arts Credits (40)**

LA I or Adv. LA I (p.38)  
 LA II or Adv. LA II (p.39)  
 LA III (p.40)  
 AP English Lang. & Comp. (p.40)  
 AP Seminar (p.40)  
 Expository Reading/Writing (p.41)  
 LA IV (p.41)  
 AP Literature & Comp. (p.42)

### **Mathematics Credits (20)**

Integrated Math 1 – required (p.43)  
 Integrated Math 2 – required (p.44)

### **Math Elective Credits (10)**

Int. Math 2/3 Combo (p.44)  
 Integrated Math 3 (p.44)  
 Accounting (p.32)  
 EST III (p.25)  
 Pre-Calculus/Trig Honors (p.45)  
 QRAT/Senior Math (p.45)  
 Statistics (p.46)  
 AP Statistics (p.46)  
 AP Calculus AB (p.46)

### **Science Credits (10)**

Biology – required (p.53)  
 Principles of Biomed (p.53)

### **Science Elective Credits (20)**

Anatomy /Phys Honors(p.54)  
 Chemistry (p.54)  
 EST II, III (p.25-26)  
 Geology (p.54)  
 Human Body Systems (p.54)  
 Marine Biology (p.55)  
 Medical Interventions (p.55)  
 Physics/Honors (p.55)  
 Sports Medicine (p.56)  
 AP Biology (p.56)  
 AP Chemistry (p.56)  
 AP Env. Science (p.57)  
 AP Physics 1 (p.57)  
 AP Physics 2 (p.57)  
 AP Physics C: Mech. (p.58)  
 AP Physics C: E&M (p.58)

### **Social Studies Credits (35)**

World Geography (p.59)  
 World History, AP (p.59)  
 US History, AP (p.60)  
 Govt/Econ (p.61)  
 AP Microeconomics (p.61)  
 AP Government (p.62)

### **World Language Credits (10)**

American Sign Language (p.77)  
 French I, II, IIIH (p.73-74)  
 Intermediate French (p.74)  
 Multicultural (p.75)  
 Spanish I,II,IIAdv,III,IIIH,IVH (p.75)  
 Intermediate Spanish (p.77)

### **Health Credits (5)**

Health (p.53)

### **PE Credits (10)**

PE I – required (p.47)

### **PE Elective Credits (20)**

Aerobic Fitness Training (p.48)  
 Aerobic Walking/Cond. (p.48)  
 Athletic Weight Training (p.48-49)  
 Dance I, II, III, IV (p.66-67)  
 Football Weight Cond. (p.49)  
 General Weight Training (p.49)  
 Lifetime Sports (p.50)  
 PE Leaders (p.50)  
 Physical Wellness (p.51)  
 Rock-Fit (p.51)  
 Team Sports (p.51)  
 \*FOUR seasons of RHS athletics  
 waives 3rd year PE requirement

### **VAPA Credits (10)**

Adv. Women's Ensemble (p.68)  
 Art I, II, III, IV, AP (p.63-64)  
 Ceramics I, II, III, IV, AP (p.65-66)  
 Chamber Choir (p.68)  
 Concert Band (p.70)  
 Concert Choir (p.68)  
 Dance I, II, III, IV (p.66-67)  
 Dance Student Director (p.68)  
 Digital Art I, II, III, AP (p.23-24)  
 Graph. Comm. I, II, AP (p.26)  
 Guitar Lab (p.69)  
 Jazz Band (p.70)  
 Men's Chorale (p.69)  
 Photo I, II, III, IV, IVH (p.28-29)  
 Photojournalism I,IH,II (p.30)  
 Piano Lab (p.69)  
 String Orchestra (p.70)  
 Symphonic Band (p.70)  
 Technical Theatre (p.72)  
 Theatre I, II/III, IV (P.71)  
 Wind Ensemble Honors (p.71)

### **CTE Credits (10)**

Accounting (p.32)  
 Arch Drafting and Design (p.27)  
 AP Computer Science A (p.22)  
 AP Computer Science P (p.22)  
 CyberSecurity I (p.20)  
 Digital Art I, II, III, AP (p.23-24)  
 Digital Media Prod. Mgt. (p.31)  
 Eng. for Manufacturing (p.25-26)  
 Entrepreneurship (p.32)  
 EST I, II, III (p.25)  
 Exploring Comp. Science (p.20)  
 Graphic Comm. I, II, AP (p.26-27)  
 Info. Tech Essentials (p.21)  
 Intro to Business (p.32)  
 Intro to Pub Design (p.31)  
 Journalism I, II, III/IV (p.27-28)  
 Photo I, II, III, IV, IVH (p.28-29)  
 Photojournalism I, IH, II (p.30)  
 Publications Production II (p.31)  
 Publication Design III/IV (p.31)  
 Software/Game Design (p.21)  
 Sports Media (p.19)  
 Technical Theatre (p.72)  
 Technology Leadership (p.21)  
 Video Prod. I/II/III/IV (p.17-18)

### **Elective Credits (50)\***

Athletic Leadership (p.33)  
 Child & Adolescent Dev. I (p.19)  
 Culinary I (p.33)  
 Elementary TA (p.33)  
 English Lang. Development (p.34)  
 Everyday Math 1 (p.43)  
 Everyday Math 2 (p.44)  
 Everyday Math 3 (p.45)  
 Leadership/ASB (p.34)  
 Library Aide (p.34)  
 Office Aide (p.34)  
 Peer Counseling (p.35)  
 Peer Teaching – Math (p.35)  
 Positive Psychology (p.35)  
 Principles of Teaching (p.19)  
 Psychology, AP Psych (p.35-36)  
 ROTC @ WHS (p.78)  
 Service Leadership (p.36)  
 Speech & Debate (p.36)  
 Teacher Aide (p.37)  
 Work Experience (p.37)