



**Home  
of the  
Rams!**

# Casa Roble High School

2024-25 Course Catalog



# Table of Contents

Topic	Page
Casa Roble Graduation Requirements	2
San Juan District & UC/CSU Requirements	3
Sample 4-Year Graduation Plans	4 - 5
Course Offerings by Department	
English	6 - 9
EL – English Learners	10-11
Mathematics	12-14
Science / Health	15-17
Social Science	18-20
World Language	21-22
Visual and Performing Arts	23-26
Physical Education	27
AFJROTC	28-29
AVID	30
CTE – Career Technical Education	31-41
American River College Dual Enrollment Program	42-43
Non-Departmental	44
Special Education	45



# Casa Roble High School

## Graduation Requirements

Students must earn a minimum of 280 credits to graduate from Casa Roble. Students must earn the appropriate number of credits by successfully completing all the required courses and enough elective courses.

**All students must complete the following required courses:**

English	40 credits
Mathematics	30 credits (through IM2)
Science	30 credits (10 Physical, 10 Life, 10 Student Choice)
Health	5 credits
World History	10 credits
U.S. History	10 credits
American Government	5 credits
Economics	5 credits
Social Studies Elective	5 credits
World Language	20 credits
Visual and Performing Arts	10 credits
Physical Education	20 credits
Additional Elective Courses	90 credits
<b>Total Credits</b>	<b>280 credits</b>

## San Juan District & UC/CSU Requirements

Subject	SJUSD	UC/CSU*
English	40 credits	4 years
Mathematics	30 credits through IM2 (Minimum)	3 years (4 years recommended) through IM3
Science	30 credits (Must include 10 credits of Life and Physical Sci)	2 years lab science (3 years recommended)
World History	10 credits	1 year
U.S. History	10 credits	1 year
American Government	5 credits	½ year elective
Economics	5 credits	½ year elective
Social Studies Elective	5 credits	½ year elective
World Language	20 credits	2 years (3 years recommended)
Visual and Performing Arts	10 credits	1 year
Physical Education	20 credits	
Health	5 credits	
Electives	70 -130 credits	1 year

\*Check specific admissions requirements at <http://www.ucop.edu/agguide/a-g-requirements/>

# Sample Four-Year Graduation Plans

Sample four-year plans are provided for students going to four-year universities, as well as for those planning to go to a community college or vocational school. Graduation requirements are indicated for each grade level; elective courses are suggested in some.

## SAMPLE FOUR-YEAR PLAN UNIVERSITY OF CALIFORNIA / PRIVATE COLLEGE

9 <sup>th</sup> Grade	
FALL BLOCK 1	SPRING BLOCK 2
Elective / CTE Physical Education 1 IM1 or IM2 Health / Expository Reading and Writing	World Language English 1 or Honors English 1 Biology or Honors Biology Elective / CTE
10 <sup>th</sup> Grade	
FALL BLOCK 1	SPRING BLOCK 2
World History or Honors World History Elective / CTE IM2 or IM3 World Language	English 2 or Honors English 2 Visual / Performing Arts Chemistry or Honors Chemistry Physical Education 2
11 <sup>th</sup> Grade	
FALL BLOCK 1	SPRING BLOCK 2
U.S. History or AP U.S. History IM3 or Pre-Calculus World Language Elective / CTE	English 3 or AP English Language Physics or Honors Physics Elective / CTE Elective / CTE
12 <sup>th</sup> Grade	
FALL BLOCK 1	SPRING BLOCK 2
English 4 or AP English Literature Advanced Mathematics Elective / CTE Advanced Elective / AP Course / CTE	American Government / Social Studies Elective Social Studies Elective / Economics Advanced World Language Advanced Elective / AP Course / CTE

OPEN PERIOD:

Students with 220+ credits at the end of their junior year may choose an Open Period each block.

**SAMPLE FOUR-YEAR PLAN  
FOR HIGH SCHOOL GRADUATION/COMMUNITY COLLEGE/MINIMUM A-G**

<b>9<sup>th</sup> Grade</b>	
FALL BLOCK 1	SPRING BLOCK 2
Biology IM1 or IM1 Support Elective / CTE World Language	Physical Education 1 IM1 or Elective / CTE English 1 Health / Expository Reading and Writing
<b>10<sup>th</sup> Grade</b>	
FALL BLOCK 1	SPRING BLOCK 2
English 2 Physical Education 2 IM2 or Math Modeling Elective / CTE	World History Chemistry World Language Visual / Performing Arts
<b>11<sup>th</sup> Grade</b>	
FALL BLOCK 1	SPRING BLOCK 2
English 3 IM2 or IM3 Elective / CTE Elective / CTE	U.S. History Physics Elective / CTE Elective / CTE
<b>12<sup>th</sup> Grade</b>	
FALL BLOCK 1	SPRING BLOCK 2
American Government / Social Studies Elective Economics / Social Studies Elective Elective / CTE Elective / CTE	English 4 Math or Elective Elective / CTE Elective / CTE

OPEN PERIOD:

Students with 220+ credits at the end of their junior year may choose an Open Period each block.

# ENGLISH

## **ENGLISH 1 (315811Y)** *UC/CSU (B)*

Grade: 9

In English 1 students apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. Emphasis is centered on analyzing both fiction and non-fiction in greater depth, analyzing informational discourse, completing complex writing assignments, and making frequent oral presentations. This course is aligned with the CA State Common Core Standards.

---

## **HONORS ENGLISH 1 (315841Y)** *UC/CSU (B)*

Grade: 9

Honors English 1 is a survey of both fiction and non-fiction literature using a humanities approach. Critical thinking skills will be taught to develop the student's ability to interpret, evaluate and compare literature from different historical time periods. Composition will emphasize the development of the multi-paragraph essay. The writing strands of autobiographical incident, report of information will be stressed with attention to the writing process, especially skills of revision and editing. Extended projects and oral presentations will be included. This course is aligned with the CA State Common Core Standards.

---

## **ENGLISH 2 (315812Y)** *UC/CSU (B)*

Grade: 10

English 2 emphasizes in-depth analysis of fiction, poetry, and non-fiction, and completion of complex writing assignments. Composition emphasizes the multi-paragraph essay in several strands of writing, with specific emphasis on literary analysis, persuasion, and research using the MLA format. This course is aligned with the CA State Common Core Standards.

---

## **HONORS ENGLISH 2 (315842Y)** *UC/CSU (B)*

Grade: 10

Designed for college-preparatory students, Honors English 2 emphasizes critical thinking, critical reading skills, and analytical writing combined with a study of literature. The literature selections will include non-fiction writing, poetry, short stories, and novels. This course requires students to develop and use critical thinking skills in order to synthesize the content and ideas from several sources focused on a single issue or written by a single author, produce evidence of comprehension by paraphrasing ideas and connecting them to other sources and to related topics, and extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration. Additionally, students will write essays that establish a coherent controlling theme that conveys a clear and distinctive perspective and maintains a consistent tone and focus. Students will also engage in listening and speaking activities that will function as the culmination of their reading and writing. This course is aligned with the CA State Common Core Standards.

# ENGLISH

## ENGLISH 3 (315813Y)

Grade: 11

*UC/CSU (B)*

English 3 concentrates on American literature, focusing on themes that reflect American culture. The study will require students to develop interpretive and critical levels of comprehension, and further develop skills associated with the multi-paragraph essay. Emphasis will be placed on style and developing complex sentence structure for more effective communication. Among other essays, students will write a multi-source research paper with citations following the MLA format. This course is aligned with the CA State Common Core Standards Curriculum, in preparation for preparation for the Smarter Balance Assessment Program.

---

## ENGLISH 4 (315814Y)

Grade: 12

*UC/CSU (B)*

English 4 is also a standards-based course, emphasizing critical reading and analytic writing. Literature from a variety of cultures, time periods, and genres will be featured. Writing strands include but are not limited to analysis, reflection, persuasion, and research.

---

## CSU / EXPOSITORY READING & WRITING “ERWC” (315661Y)

Grade: 12

*UC/CSU (B)*

ERWC is a college prep and career prep course designed to develop academic literacy and proficiency in rhetorical reading and writing. Students will develop knowledge and skills that will enable them to develop as learners, scholars, and future professionals. The course utilizes informational and analytical reading, thinking, and writing to prepare students to meet the expectations of college and career writing. Many forms of expository writing are incorporated including professional letter writing, speech writing, resume and proposal letter writing, and argumentative, descriptive, narrative, and informative forms. Passing ERWC with a “C” or better enables a higher English placement at the community college and CSU level. Students who score conditionally exempt on CAASP testing during junior year are exempt from the CSU English placement test. ERWC 12 satisfies English 4 at the high school level.

---

## DYNAMIC LITERACY OF PATIENT CARE (390918F & 390918S)

Grade: 12

*UC/CSU (B) (This course is for SCORE Academy students only)*

In The Dynamic Literacy of Patient Care, students explore the many facets of health support services through the reading of fiction and expository text, various writing assignments with an emphasis on revision and opportunities for students to make presentations. The course cultivates informed citizens in regard to the field of Patient Care by having students delve deeply into the areas of Communications, Ethics, Wellness, Cultural Diversity, Preventative Care, and Mental Health, with a culminating project that includes research in health careers.



# ENGLISH

## AP ENGLISH LANGUAGE AND COMPOSITION (315719Y) *UC/CSU (B)*

Grade: 11

**Recommended: Maintaining a “C” or better in Honors English 2 or maintaining a grade of “B” or better in English 2.**

Advanced Placement Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer’s purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The goal of AP Language and Composition is to enable students to write effectively and confidently in high-level courses across the curriculum. The expository, analytical, and argumentative writing that students must do in college is based on reading; therefore, this course teaches students to read primary and secondary source material carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by the MLA.

---

## AP ENGLISH LITERATURE AND COMPOSITION (315718Y) *UC/CSU (B)*

Grade: 12

**Recommended: Maintaining a “C” or better in Honors English 3 or AP Language and Composition or maintaining a grade of “B” or better in English 3.**

Advanced Placement Literature and Composition engages students in the careful reading and critical analysis of critically acclaimed literature. Through close reading of selected texts representing works from several genres and periods—from the sixteenth to twentieth century—students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work’s structure, style, and themes, as well as literary techniques, including the use of figurative language, imagery, symbolism, and tone.

Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements. Writing assignments will focus on the critical analysis of literature and will encourage students to write effectively under the time constraints they encounter on essay examinations in college courses across the curriculum, including English.

# ENGLISH

## ENGLISH ELECTIVES

### EXPOSITORY READING & WRITING (315660A)

Grade: 9

*UC/CSU (G)*

ERWC 9 is a 9-week elective course that focuses on an introduction to rhetoric, or the art of persuasion. Unit content is thematic and includes reading articles and essays. The course utilizes informational and analytical reading, thinking, and writing to prepare students for the expectations of high school English as well as college and career writing. Students develop writing skills primarily through argumentative, informative, and speech writing.

---

### FILM AND LITERATURE (315320Y)

Grades: 9 - 12

*UC/CSU (G)*

This 18-week course explores the connections between literature and film by studying both old and contemporary films that are recognizable in American culture, from Hitchcock to Star Wars, the course is organized around genres. Students will view, analyze, and discuss film content as it relates to literary elements, such as: storytelling, story structure, plot development, character development, and themes. Explored genres and literary formats include: The Hero's Journey; Myth, Legend, Fable, Fairytale; Western, Horror; true-to-life; comedy; classic literature adaptation; dystopian, and documentary. The goal of the course is for students to gain an appreciation for the art of written text as it lends itself to film and to enjoy the process of making connections between the two.

---

### JOURNALISM 1 - NEWSPAPER / BROADCAST (315203Y) Grades: 10 - 12

*UC/CSU (G)*

**Recommended: "B" or better in current English class.**

Students learn all facets of newspaper publication including journalistic writing style (news, feature, review, editorial and sports), layout, production and graphic design. Students will be required to meet deadlines. Some out-of-class time is required for production, fund raising and obtaining advertising. Knowledge of word-processing is needed. Applied speech and video technology is an 18-week performance-based class that develops student knowledge and proficiency in formal speech, basic video recording and editing, an introduction to audio engineering, computer graphics and video switching, script writing, direction and logistics.

---

### JOURNALISM 2 - YEARBOOK (315204Y)

Grades: 9 - 12

*UC/CSU (G)*

**Recommended: "B" or better in current English class.**

The Casa Roble Rampages yearbook is a nationally recognized publication which continues to win awards. The purpose of this course is to publish a journalistic, graphic and photographic history of the school year. This is a course in journalism that stresses the concepts of journalist research and expression, of layout and design, of photojournalism and of intensive problem-solving. There is a heavy emphasis on writing. Yearbook provides students with real world skills including business management, communication skills, leadership skills, technology skills and social media skills. The course is open to all 10<sup>th</sup> through 12<sup>th</sup> grade students. **Ninth grade students may take the course if they qualify for Honors English 1.** This course is A-G and may be listed on college applications as an additional English class.

# ENGLISH (EL)

## ENGLISH I - TRANSITION (315881Y)

Grades: 9 - 12

### **Graduation Requirement: Meets English graduation requirement**

Designated ELD for the “emerging” exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning about how English Works 4) Using Foundational Literacy Skills.

---

## ENGLISH II - TRANSITION (315882Y)

Grades: 9 - 12

### **Graduation Requirement: Meets English graduation requirement**

This course fulfills English II requirements for graduation. English II Transition is designed to provide a positive, culturally supportive environment for Limited English Proficient students in which they obtain listening and speaking skills to function in a school environment. This course will also give the students the opportunity to increase their vocabulary, reading comprehension, and writing skills.

---

## ENGLISH III - TRANSITION (315883Y)

Grades: 9 - 12

*UC/CSU (B)*

### **Graduation Requirement: Meets English graduation requirement, also meets NCAA eligibility.**

Designated ELD for the “emerging” exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning about how English Works 4) Using Foundational Literacy Skills.

---

## ELD I - SUPPORT (315866Y)

Grade Level: (by teacher recommendation)

### **Graduation Requirement: Elective Credit**

Designated ELD for the “emerging” exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning about how English Works 4) Using Foundational Literacy Skills.

---

## ELD II - SUPPORT (315867Y)

Grade Level: (by teacher recommendation)

### **Graduation Requirement: Elective Credit**

Designated ELD for the “emerging” exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning about how English Works 4) Using Foundational Literacy Skills.

---

## ELD III - SUPPORT (315868Y)

Grade Level: (by teacher recommendation)

### **Graduation Requirement: Elective Credit**

Designated ELD for the “emerging” exit level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning about how English Works 4) Using Foundational Literacy Skills.

	Years in U.S.	ELPAC Level	Placement	ELA Materials	ELD Materials
Students who take NC block with success should go directly to Transition II.	Less than 1 year	ELPAC Initial Novice or Summative Level 1	ELD Newcomer and ELD Newcomer Support (315880 and 315865) <b>CORE ELD BLOCK</b>	Houghton Mifflin Harcourt 2016 <ul style="list-style-type: none"> <li>California Collections Textbook</li> <li>California Collections Language Workshop</li> </ul>	Edge Fundamentals (one semester max. if necessary) Edge A (recommended) Edge Placement Test Edge Reading Gains Tests <b>Intervention:</b> Inside Phonics Inside the USA
		ELPAC Summative Level 1	English Transition I and ELD I Support (315881 and 315866) <b>CORE ELD BLOCK</b>	Houghton Mifflin Harcourt 2016 <ul style="list-style-type: none"> <li>California Collections Textbook</li> <li>California Collections Language Workshop</li> </ul>	Edge Level A Edge Placement Test Edge Reading Level Gains Tests <b>Intervention:</b> Inside Phonics
Students with successful course completion "C" or better should not repeat course.	Less than 2 years	ELPAC Initial Intermediate or Summative Level 1-2	English Transition II and ELD II Support (315882 and 315867) <b>CORE ELD BLOCK</b>	Houghton Mifflin Harcourt 2016 <ul style="list-style-type: none"> <li>California Collections Textbook</li> <li>California Collections Language Workshop</li> </ul>	Edge Level B Edge Placement Test Edge Reading Level Gains Tests
	<b>EL students who have been in a US school for 2 years or more should begin in ELD English III regardless of ELPAC Level.</b>				
	2+ Years	ELPAC Summative Level 1-4	English Transition III (315883) <i>(Can be taken once to meet A-G, credit if student is not reclassified.)</i>		Edge Level C Edge Placement Test Edge Reading Level Gains Tests  or English 3D Course C English 3D curriculum embedded assessments (LTEL curriculum)

- ❖ Ensure EL students are fluidly moved to the next level of classes as soon as they have satisfactorily met formative and benchmark assessments (Reading Gains Tests/Unit assessments). Do not allow the restrictions of a master schedule to prevent this move. (e.g. Do not wait until the end of the semester or the end of the year to move a student who clearly is not being challenged. It may be necessary for students to skip classes based on individual student progress.)
- ❖ Transition III courses use Specialized ELD for Long Term English Learners or students making expected progress. LTEL course should use English 3D curriculum; students making progress use Edge Level C.
- ❖ Students who successfully complete the SEI program will be placed in their grade level ELA class and continue in ELD.
- ❖ The IEP governs placement for students who are EL and receive Special Ed. Services.
- ❖ ELD is the only time of day students are homogeneously grouped. All other parts of the day EL students are to be heterogeneously placed.
- ❖ A student's ELD course is determined by various data sources and all possibilities cannot be covered in a single chart. When analyzing conflicting test data, individual cases must be analyzed.



# MATH

## INTEGRATED MATH 1 SUPPORT (335473F “Fall”)

Grade: 9

This course is designed for students articulated as in need of extra support in the understanding of mathematical concepts used in IM1. The intent is to build confidence and mastery while reviewing skills relating to the IM1 standards filling in knowledge missing or misunderstood so students can be successful in IM1. Students earn elective credit for this class.

---

## INTEGRATED MATH 1 (335483Y)

Grades: 9 - 10

*UC/CSU (C)*

This is the first high school level integrated and investigative mathematics course of the California Common Core State Standards designed to build concepts and skills in topics of algebra, geometry, and statistics. The use of collaboration, experimentation, patterns, modeling, and/or conjectures will be incorporated to build student understanding and competency in mathematics.

---

## MATHEMATICAL MODELING (335479Y)

Grades: 10 - 12

*UC/CSU (G)*

**Prerequisite: Earn a minimum of 5 credits of IM1.**

Mathematical Modeling is an 18-week course with an emphasis on topics using algebraic thinking such as coding, financial literacy, and constructions. To be taken after IM1, which would help a student gain additional skill, based on IM1 standards, and prep for IM2.

---

## INTEGRATED MATH 2 (335484Y)

Grades: 9 - 12

*UC/CSU (C)*

**Prerequisites: Completion of IM1 or Math Modeling with a recommended grade of “C” or better in both grading periods.**

This is the second high school level integrated and investigative mathematics course of the California Common Core State Standards designed to build concepts and skills in topics of algebra, geometry and data analysis. The use of collaboration, experimentation, patterns, modeling, and/or conjectures will be incorporated to build student understanding and competency in mathematics.

---

## FINANCIAL MATH (335478Y)

Grades: 11 - 12

*UC/CSU (G)*

**Prerequisites: Completion of IM1 and either IM2 or Math Modeling.**

Financial Math is an 18-week course that provides an opportunity for students to enhance their development of standards for mathematical practice through a problem-based curriculum that includes a deeper understanding of the National Standards in K-12 Personal Finance Education, National Standards for Financial Literacy, and college preparatory mathematics topics from Algebra, Statistics and Probability.

# MATH

## INTEGRATED MATH 3 (335486Y)

Grades: 9 - 12

*UC/CSU (C)*

**Prerequisites: Completion of IM2 with a recommended grade of "C" or better in both grading periods.**

This is the third high school level integrated and investigative mathematics course of the California Common Core State Standards designed to build concepts and skills in topics of algebra, geometry, and statistics. The use of collaboration, experimentation, patterns, modeling, and/or conjectures will be incorporated to build student understanding and competency in mathematics.

---

## PRE-CALCULUS (335459Y)

Grades: 10 - 12

*UC/CSU (C)*

**Prerequisites: Completion of IM3 with a recommended grade of "C" or better in both grading periods.**

Meets math graduation requirement. Pre-calculus topics not yet learned in IM3 are studied. This course devotes a significant amount of time to the study of trigonometry, including trigonometric functions, trigonometric identities and equations, polar equations and graphs and applications of trigonometry including vectors. Topics also include the in-depth study of functions including algebraic, rational, radical, and parametric equations. Number theory plays a large role in this course and can be seen in detail when combinatorics, probability, sequences and series and linear programming are examined.

---

## AP STATISTICS (335464Y)

Grades: 11 - 12

*UC/CSU (C)*

**Prerequisites: Completion IM3 or higher with a recommended grade of "C" or better in both grading periods.**

The advanced placement course in statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four broad conceptual themes are exploring data, planning a study, anticipating patterns in advance, and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester introductory college statistics course.

---

## AP CALCULUS AB (335460Y "Fall")

Grades: 11 - 12

*UC/CSU (C)*

**Prerequisites: Pre-Calculus with a recommended grade of "C" or better in both grading periods.**

This is an advanced placement course, equivalent to the first semester of calculus at the college level. The course covers limits and continuity, derivatives and applications, definite and indefinite integrals, and applications. Earning a score of 3 or better on the AB exam, which is given in May, qualifies the student for credit for one semester of calculus at most colleges and universities.

Encouraged to take AP Calculus AB and BC in consecutive Blocks.

# MATH

AP CALCULUS BC (335463Y)  
*UC/CSU (C)*

Grades: 11 - 12

**Recommended: Completion of AP Calculus AB.**

Calculus BC is an intensive course in the calculus of functions of a single variable. In addition to topics covered in Calculus AB, the Calculus BC course includes topics such as infinite series, parametric equations, vector functions, and an introduction to differential equations. Earning a score of 3 or better on the BC exam, which is given in May, will qualify the student for credit for two semesters of calculus at most colleges and universities.

# SCIENCE

## **BIOLOGY: THE LIVING EARTH (350123Y)** 10 credits Life Science *UC/CSU (D)*

Grade: 9

Biology is a college preparatory laboratory science class that will prepare students in grade 9 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into biology concepts from a phenomenon-based approach. It is aimed at building a solid foundation in biology, integrating a laboratory component, and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena.

---

## **CHEMISTRY IN THE EARTH SYSTEM (350223Y)** 10 cr. Phys. Sci. Grades: 10-12 *UC/CSU (D)*

Chemistry is a college preparatory laboratory science class that will prepare students in grades 10-12 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into chemistry concepts from a phenomenon-based approach. It is aimed at building a solid foundation in chemistry, integrating a laboratory component, and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena.

---

## **PHYSICS OF THE UNIVERSE (350523Y)** 10 credits Physical Science Grades: 10 - 12 *UC/CSU (D)*

Physics is a college preparatory laboratory science class that will prepare students in grade 10-12 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into physics concepts from a phenomenon-based approach. It is aimed at building a solid foundation in physics, integrating a laboratory component, and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena.

---

## **HONORS BIOLOGY: THE LIVING EARTH (350124Y)** 10 credits Life Sci. Grade: 9 *UC/CSU (D)*

Honors Biology is a college preparatory laboratory science class that will prepare students in grade 9 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into biology concepts from a phenomenon-based approach. It is aimed at building a solid foundation in biology, integrating a laboratory component and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena. Additionally, in honors courses students will engage with the content more deeply, including performing calculations, graphing and data analysis to further their understanding of the content.



# SCIENCE

## HONORS CHEMISTRY

IN THE EARTH SYSTEM (350224Y) 10 credits Physical Science

Grades: 10 - 12

*UC/CSU (D)*

Honors Chemistry is a college preparatory laboratory science class that will prepare students in grades 10-12 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into chemistry concepts from a phenomenon-based approach. It is aimed at building a solid foundation in chemistry, integrating a laboratory component and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena. Additionally, in honors courses students will engage with the content more deeply, including performing calculations, graphing and data analysis to further their understanding of the content.

---

## HONORS PHYSICS

OF THE UNIVERSE (350524Y) 10 credits Physical Science

Grades: 10 - 12

*UC/CSU (D)*

Honors Physics is a college preparatory laboratory science class that will prepare students in grades 10-12 to be successful in college level lab science courses. The course integrates Next Generation Science Standards (NGSS) from Earth and space science into physics concepts from a phenomenon-based approach. It is aimed at building a solid foundation in physics, integrating a laboratory component, and building student competency in science practices and cross cutting concepts. Student-centered activities will emphasize the process of inquiry and critical thinking. Students will apply their knowledge of course concepts to various real-world phenomena. Additionally, in honors courses students will engage with the content more deeply, including performing calculations, graphing and data analysis to further their understanding of the content.

---

ANATOMY AND PHYSIOLOGY (350705Y) 10 credits Life Science Grades: 10 - 12

*UC/CSU (D)*

Physiology is an advanced biological study of the anatomy (structure) and physiology (function) of the major systems of the human body and is of value to all students who want to understand their own body structure and functioning. It is particularly beneficial to anyone who plans to take a similar course at the college level. Laboratory investigations include the detailed dissections of a fetal pig and sheep organs for a comparative anatomical study of the human body. This is an ideal course for those who intend to pursue a medically related career or who are simply interested in a better understanding of the human body.

---

FORENSIC SCIENCE (350215Y) 10 credits Physical Science/Life Science Grades: 11 - 12

*UC/CSU (D)*

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Students will continue to develop knowledge in the core disciplinary ideas described in the Next Generation Science Standards (NGSS). It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. This is typically a junior and senior course, however students who have completed biology and chemistry are eligible to enroll.

# SCIENCE

## HEALTH (365211A) (9 weeks)

Grade: 9

Units of study include Intro to health, Nutrition, Substance Abuse Prevention, and Sexual Education with Life Skills embedded throughout. Students will gain knowledge and practice applying skills which will enable them to practice good health habits for a lifetime. Students will learn the importance of consciously controlling their own behaviors, and good health decision making so that they may lead long and productive lives in our society. Passing Health is a San Juan Unified School District graduation requirement.

## ADVANCED LEVEL COURSES (AP)

It is recommended that students who are seeking professional level careers in any science-related field enroll in the appropriate advanced level Science course(s) related to their career goals. **Advanced Placement courses are much more rigorous and require a higher reading level.**

## AP BIOLOGY (350108Y) Offered in Alternate Years 10 credits Life Science Grades: 10 - 12 *UC/CSU (D)*

**Prerequisites: Successful completion of Biology and Chemistry (“B” or better).**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

---

## AP CHEMISTRY (350207Y) Offered in Alternate Years 10 credits Physical Science Grades: 10 - 12 *UC/CSU (D)*

**Prerequisites: Successful completion of Chemistry and IM2 (“B” or better).**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

---

## AP ENVIRONMENTAL SCIENCE (350122Y) 10 credits Life Science Grades: 10 - 12 *UC/CSU (D)*

**Recommended: Successful completion of Biology (“B” or better).**

This course is the equivalent of a college-level introductory Environmental Science course. AP Environmental Science emphasizes quantitative analysis through extensive experimentation, and rigorous, in-depth study of earth systems, resources, living world, populations, land and water use, energy resources and consumption, pollution, and global change. This course emphasizes preparation for the AP test. Students who pass the AP test may qualify for college science credit.

# SOCIAL SCIENCE

## WORLD HISTORY (355413Y) *UC/CSU (A)*

Grade: 10

This course emphasizes the political, economic, social and geographic aspects of World history beginning with early democratic development and concluding with modern 21<sup>st</sup> century issues. Critical thinking skills are emphasized stressing cause-effect relationships.

---

## HONORS WORLD HISTORY (355414Y) *UC/CSU (A)*

Grade: 10

**Recommended: “C” or better in Honors English 1 or “B” or better in English 1.**

Honors World History is designed for those students who wish to pursue a more intense study of world history. The major focus of the course is Western Civilization with a strong European influence however time will be spent on the study of Asia, Africa, and the Middle East as it relates to Europe. An essential part of the course will emphasize philosophy, humanities, and the arts in relationship to the political and economic forces of history.

---

## UNITED STATES HISTORY (355437Y) *UC/CSU (A)*

Grade: 11

U.S. History is a survey course based upon a district curriculum and the California State Standards. It covers all aspects of American history from the Declaration of Independence to the present, focusing heavily upon the 20th century. Increasing critical thinking, reading, and writing skills are emphasized and developed through various approaches including discussion, cooperative learning activities and oral and written activities.

---

## AP UNITED STATES HISTORY (355439Y) *UC/CSU (A)*

Grades: 11 - 12

Advanced Placement United States History is a college course concentrating on the history of our nation from 1491 - 2000. The course will focus on political, social, cultural and economic issues involving the United States from pre-colonial times to our current era. Students will be given rigorous training in analyzing and interpreting complex historical documents as well as writing a variety of essays within a timed constraint in preparation and in expectation that students will take the AP Exam in May. Those scoring a “3” or higher could receive university credit at colleges across the nation. AP U.S. History fulfills the senior social studies elective requirement if taken as a senior elective.

---

## ECONOMICS (355109A) *UC/CSU (G)* (9 weeks)

Grade: 12

Economics is the study of scarcity, decision making, production, and distribution of resources. This course is an overview of the American economy. Increasing critical thinking skills are emphasized and developed through various approaches including discussion, cooperative learning activities and oral and written presentations.

# SOCIAL SCIENCE

## **AMERICAN GOVERNMENT (355315A)**

Grade: 12

*UC/CSU (A)* (9 weeks)

Must be taken senior year. American Government is a comprehensive course in the American political process: local, state, and federal. Understanding the rights, privileges and responsibilities as a citizen is a major course goal.

---

## **AP US GOVERNMENT and POLITICS (355319Y)**

Grade: 12

*UC/CSU (A)* (18 weeks)

This is an 18 week course in United States Government and Politics which will give students an analytical perspective on government and politics in the United States of America. The course includes both the study of general contents used to interpret U.S. government and politics and the analysis of specific examples. Students will become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.

---

## **PSYCHOLOGY (355705A)**

Grade: 12

*UC/CSU (G)* (9 weeks)

Psychology is the scientific study of behavior and mental processes. This course examines social interaction, relationships, and practical applications for enriching your life. Areas of concentration include personality theory, abnormal psychology, and child psychology and family relations.

---

## **AP PSYCHOLOGY (355706Y)**

Grades: 11 - 12

*UC/CSU (G)* (18 weeks)

The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will prepare for the AP Psychology Examination in order to possibly acquire college credit, study the major core concepts and theories of psychology, define key terms and use them in their everyday vocabulary. Additionally, students will learn the basic skills of psychological research while applying psychological concepts to their own lives.

---

## **SOCIOLOGY (355805A)**

Grade: 12

*UC/CSU (G)* (9 weeks)

Sociology is the scientific study of human society. It is concerned with the analysis of human behavior in group situations such as the family, gangs, schools, governments, races, ethnicities, and cultures. Students will gain insight to their social surroundings.



# SOCIAL SCIENCE

## LEADERSHIP and CURRENT ISSUES (355953Y)

Grades: 11 - 12

**Recommended: Interest in volunteer involvement in one of the following:** Friendship Day Facilitator/Participant, Peer Counseling (YNA), Casa Mentoring, Conflict Management, or other Community Service. This elective is designed to assist the student in attaining the leadership qualities and characteristics necessary to face the difficult and complex issues common in society today. Gives general elective, not social studies credit.

---

## WORLD RELIGIONS (355011Y)

Grades: 10 - 12

*UC/CSU (G)*

The course is designed to broaden student knowledge about the basic dimensions of the world's major religions and their adherents, including geographical origins and areas of cultural influence. The course includes a literary dimension exploring religious themes and ideas in selected readings.

---

## RECREATIONAL LEADERSHIP Student Government (355905Y) Grades: 9 - 12

**Required: Elected to the class or appointed by interview process.**

These students want to be leaders, learn leadership skills and be a part of the decision-making process for the student body. Elected by their peers and put into the class to work closely with administration so all students have the opportunity to participate in school activities and to help make decisions around dances, rallies, community service and charity works. Students learn leadership skills, government policies and follow Robert's Rules of Order.

# WORLD LANGUAGE

FRENCH 1 (320001Y) OR SPANISH 1 (320601Y)

Grades: 9 - 12

*UC/CSU (E)*

**Recommended: Strongly recommend "C" or better in English.**

Goals and Standards encompass speaking, listening, reading, writing as well as cultural understanding. Students will use the language to meet practical needs and solve problems. Speaking proficiency is developed primarily through role-playing and oral presentations. Listening proficiency is developed through Total Physical Response and audio-visual programs. Writing is produced in response to thematic units and grammatical exercises. Appreciation of culture is developed throughout the course as students read, prepare cultural projects, and watch videos about life in the countries where the language is spoken.

---

FRENCH 2 (320002Y) OR SPANISH 2 (320602Y)

Grades: 9 - 12

*UC/CSU (E)*

**Recommended: "C" or better in level 1. Strongly recommend it be taken back-to-back with level 1 in consecutive terms.** Level 2 students continue developing their communication skills with an emphasis on creating with language. Students learn to communicate in past tense and in situations encountered in daily life and travel, immersing themselves in the target language as much as possible. All the goals and standards from level 1 continue to apply.

---

FRENCH 3 (320003Y) OR SPANISH 3 (320603Y)

Grades: 9 - 12

*UC/CSU (E)*

**Recommended: "C" or better in level 2. Strongly recommended for students attempting to fulfill the 2-year world language requirement of universities.** There is greater emphasis on reading and writing skills, using a variety of materials to teach the art, music, literature, and history of the foreign culture. Conversational skills are further refined. All the goals and standards set forth above continue to apply. Successfully completing ("C" or better) a 3rd level class or higher gives a student credit for the CSU Language Other Than English graduation requirement.

---

FRENCH 4 (320004Y) OR SPANISH 4 (320604Y)

Grades: 9 - 12

*UC/CSU (E)*

**Recommended: "B" or better in Level 3 or instructor's permission. Strongly recommended for students attempting to fulfill the A-G requirements for the University of California.** Level 4 students prepare for college language courses by further developing, refining and reviewing the four language skills and vocabulary. The target language is used almost exclusively by teachers and students. There is an emphasis on using language in context, reading literary selections, and writing compositions and responses to literature. All of the goals and standards set forth above continue to apply.



**San Juan**  
Unified School District

San Juan Unified School District

# SEAL OF BILITERACY

ATTENTION High School Seniors

Do you meet the following criteria?

11th Grade ELA Proficiency	ELA GPA  4-year cumulative English GPA	World Language Proficiency
Required	Required	Must fulfill ONE:
11 <sup>th</sup> Grade CAASPP Score: Standard Met or Exceeded	<b>2.0</b> or <b>BETTER</b>	Any Foreign Language AP Exam Score: 3+/1B Exam Score: 4+  SATII Foreign Language Subject Test Score: 600+  Four years of study in same World Language with a 3.0 GPA in the course of study including an oral proficiency assessment.  SCOE Approved Foreign Language Exam. Contact Elena Soto-Chapa via email to <a href="mailto:elena.sotochapa@sanjuan.edu">elena.sotochapa@sanjuan.edu</a>
Students identified as English Learners must have scored Level 4 on the ELPAC during or prior to their Senior Year.		

Benefits of receiving the Seal of Biliteracy:

- Seal affixed to diploma
- Value added for college application process
- Value added for employment resume

If you have any questions, please feel free to contact your School Counselor

*Medals are given to students to wear at graduation.*

# VISUAL & PERFORMING ARTS

## VAPA MISSION STATEMENT

To provide an exceptional visual and performing arts education that develops and maintains the creative potential of each student at Casa Roble High School.

The State of California has developed some fundamental components and universal goals to be used in developing an arts education curriculum: aesthetic perception, creative expression, art heritage and aesthetic valuing are those components. Casa Roble's art curriculum is based on these components.

## THE DIGITAL ARTS ANIMATION AND GAME DESIGN PROGRAM

The Digital Arts, Animation and Game Design program at Casa Roble Fundamental High School focuses on the use of computerized digital images as the primary medium of expression. These classes introduce students to art theory and history through graphic design, digital photography, game design and animation. Students gain experience utilizing Adobe's Creative Suite by creating art using Illustrator, Photoshop and inDesign along with other programs in Media arts.

**DIGITAL ART 1 (360502Y)**  
*UC/CSU (F)*

Grades: 9 - 12

**The prerequisite for the class is Beginning Drawing and Painting or Pre-Approval based on Portfolio Review.** This class will use technology to create original 2D and 3D works of art. The technology is the tool that will help artists in this course. Using the elements and principles of design to relate to the work being created in class as well as work created by master artists in the field of animation, digital art, and game design. Artist software training in Digital Art, Animation and Game design will first focus on Adobe Illustrator, Photoshop, and digital design principles. The goal is to develop and create a story reel, storyboard, or show an understanding of digital design principles with artist projects. The foundation for the class will be supported by the California Media Art standards, Elements and Principles of Design and The 7 Stages of Game Development.

---

**ANIMATION (360600Y)**

Grades: 10 - 12

**The prerequisite for the class is Digital Art, Animation, and Game Design 1 or Pre-Approval based on Portfolio Review.** This class will focus on a more advanced curriculum tailored to their individual interests. Students are required to work from an independent contract which outlines their personal project's themes and learning outcomes. These projects are a collaboration between artist and teacher with the teacher supplying academic and technical assistance where needed. In addition to artist directed content, the teacher will introduce artists to advanced topics in digital art, animation and 3d modeling using programs such as Autodesk Creative Suite such as 3d Studio, Sketchbook, etc.

---

**BEGINNING DRAWING AND PAINTING (360511Y)**  
*UC/CSU (F)*

Grades: 9 - 12

Beginning Drawing and Painting is based on the fact that good drawing is a function of the brain and not inherent drawing ability. Using knowledge about how the brain perceives visually, students are taught how to *see things as they are* which enables students to draw more accurately than traditional drawing methods. The class will work on shape, light and shadow, composition, perspective, and color. Since good painting is based on good drawing, most of the class will focus on drawing with color and painting coming later in the term.



# VISUAL & PERFORMING ARTS

## ADVANCED DRAWING AND PAINTING 1 (360521Y) *UC/CSU (F)*

Grades: 10 - 12

**Recommended:** Student successfully completes a beginning level art class. The student can also have a recommendation from a member of the VAPA department or a qualifying portfolio of work. This course is a studio class designed to further the skills in drawing and painting and continue training the student's visual perception through observational drawing. Quality over quantity is the focus in this class.

---

## ADVANCED DRAWING AND PAINTING 2 (360522Y) *UC/CSU (F)*

Grades: 10 - 12

**Recommended:** Student successfully completes a beginning level art class. The student can also have a recommendation from a member of the VAPA department or a qualifying portfolio of work. The majority of this class will involve painting. This class is a further extension of the knowledge and skills learned in the Advanced 1 class. Acrylic painting on canvas is the primary focus of this class.

---

## AP STUDIO ART (360625Y "Fall") & (360626Y "Spring") *UC/CSU (F)* (36 weeks)

Grades: 10 - 12

**Recommended:** Student successfully completes a beginning level art class. The student can also have a recommendation from a member of the VAPA department or a qualifying portfolio of work. This is an opportunity for a very select group of serious art students to further their study and the explorations of art by engaging in a series of projects of an advanced nature that would qualify for advanced placement selection and/or honors credit. This is a consecutive two term class.

---

## BEGINNING CERAMICS (360054Y) *UC/CSU (F)*

Grades: 9 - 12

### **Artistic talent and prior ceramics knowledge not required**

This course introduces and develops basic hand building and three-dimensional sculpting skills. The focus will include learning pinch, slab, coil, venting, additive and subtractive sculpting techniques. The projects include pinch pot, pinch with lid, lidded slab, decorative coil pot, and the whistle. Students will also learn the basics of the kick wheel, scoring and slipping, the various ceramic tools and proper uses, glazing techniques, and kiln/cone terms.

---

## ADVANCED CERAMICS I (360011Y) *UC/CSU (F)*

Grades: 10 - 12

### **Prerequisite: Successful completion of Beginning Ceramics**

This course further develops techniques and skills learned in Beginning Ceramics. For the strongly independent and ceramics motivated student. Focus on refining and developing realistic sculpting, combining multiple sculpting techniques, and developing an individual sculpting style. Exploration in high fire glazes, different clay bodies, and the potter's wheel (to those interested). Projects include themed pinch, animal, shoe, themed group project, birdhouse, and a "collection" of items. Students will also have work go on display during an art show. Mud Monkey stage 1 status achieved and recognized at graduation.

# VISUAL & PERFORMING ARTS

## ADVANCED CERAMICS II (360012Y)

Grades: 10 - 12

*UC/CSU (F)*

**Prerequisite: Successful completion of Advanced Ceramics I**

An opportunity for the very talented, hardworking, and creative ceramics students. Students will further explore the use of glaze (layering, high fire), advanced and highly realistic sculpting skills, and individual work. Projects include themed pot, realistic purse/backpack, themed group project, porcelain figure, bust, and free choice project(s). Further potter's wheel exploration and mastery (for those interested). Students will also have work go on display during an art show. Mud Monkey stage 2 status achieved and recognized at graduation.

---

## BEGINNING PHOTOGRAPHY (360405Y)

Grades: 9 - 12

*UC/CSU (F)*

This course is designed for students who are exploring career technology concepts integrated with the principals and elements of design. Beginning Photography explores computer and software technologies as well as photographic and artistic applications. This program offers our students a glimpse into different design fields through a contemporary medium and skill set. This course will also stress the importance of marketing and commercial knowledge. Students will be introduced to photography in a manner that applies to both commercial and fine art focuses.

---

## BEGINNING DRAMA: Fundamentals Of Drama (360005Y)

Grades: 9 - 12

*UC/CSU (F)*

Offered as an elective and also fulfills fine arts requirement for graduation. Includes an introduction to acting, stage movement, voice production, theater history, and character development, as well as theater terminology. Students will contribute to the technical aspects of productions by painting sets, building props, learning about lighting, costumes, and publicity.

---

## ADVANCED DRAMA (315005Y)

Grades: 9 - 12

*UC/CSU (F)*

**Recommended: "B" or better in Beginning Drama or by audition.** Advanced Drama is recommended for drama students who have a great interest in acting and directing. The course will focus on theater production and performance. Students will be exposed to several playwrights and their works and will work extensively on vocal production, stage movement and character development, scenes, monologues, and particular emphasis on set construction, publicity, and design the total aspects of producing a full play. Out of class rehearsal time is required. This is a performance class. Advanced drama students have the opportunity to compete in drama events throughout the community.

---

# VISUAL & PERFORMING ARTS

## MUSIC APPRECIATION (340106Y)

Grades: 9 - 12

*UC/CSU (F)*

This class is for students with no musical experience or many years of formal training. In this course students will learn to play piano, create original music compositions in Garage Band, develop rhythms with bucket drumming, and understand the basic elements of music history. **No audition or pre-requisites are required.**

---

## CONCERT BAND (340011Y)

Grades: 9 - 12

*UC/CSU (F)*

For students with no musical experience or many years of formal training interested in learning how to play an instrument and performing. Students will gain performance experience in formal and informal settings: football games, formal concerts, parades, virtual recordings, and many other events. Band instruments are used to develop skills in rhythm, tone production, reading music, ensemble playing, and provide a basic foundation in ear training, music theory, and music history. **No audition or pre-requisites are required.**

---

## CONCERT CHOIR (340221Y)

Grades: 9 - 12

*UC/CSU (F)*

This class is for students with no experience, or many years of formal training interested in learning to sing and read music. Choral literature is learned and performed; emphasis is placed on vocal production, tone quality, proper singing technique, music theory, sight reading, written concert reviews, and basic piano skills. Students are expected to participate in a minimum of 3 choir concerts given throughout the year. **No audition or pre-requisites are required.**

---

## BEGINNING PIANO (340000Y)

Grades: 9 - 12

*UC/CSU (F)*

A comprehensive piano course focused on individual growth and performance. Students will learn to read musical notation, concepts in music theory, and practice piano techniques. Periodic in-class performances will lead to a recital at the end of each semester.

# PHYSICAL EDUCATION

## PHYSICAL EDUCATION 1 (PE1) (345801Y)

Grades: 9 - 12

Physical Education program is designed to provide students with the skills and knowledge to live an active lifestyle. The students will understand the importance of physical activity, the benefits of life-long fitness, and how to interact with others in a positive manner. The students will participate in individual/dual and team sport activities. We will also focus on cardiovascular fitness and strength and endurance.

---

## PHYSICAL EDUCATION 2 (PE2) (345802Y)

Grades: 10 - 12

Physical Education program is designed to practice and develop skills in activities that will help students maintain fitness throughout their life. We will explore fitness activities designed to improve all areas of fitness. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health. Students will participate in individual/dual and team sport activities.

---

## LIFE TIME SPORTS (345850Y)

Grades: 11 - 12

Physical Education program is designed to develop team building skills, strategic thinking, and lifetime fitness through activity and game play. Students will participate in Volleyball, Yoga and Walking for fitness. Students will use advanced skill development learned in PE1 and PE2. Prerequisite--Completion of PE 1, PE 2, can be enrolled concurrently.

---

## WEIGHT TRAINING (345105Y)

Grades: 11 - 12

Students will participate in training activities designed to improve athletic performance, increase power, strength, agility, and flexibility. Prerequisite--Completion of PE 1, PE 2, can be enrolled concurrently.

# AFJROTC

## AIR FORCE JUNIOR ROTC

Grades: 9 - 12

### *UC/CSU (G)*

AFJROTC is an elective which can be taken each year in high school, but it is much more than just classroom learning. We offer an experience that is unique in high school and that will serve you well no matter what you choose to do in life. AFJROTC offers a full program with many fun and exciting outside school activities and each student can determine their own level of involvement. AFJROTC is sponsored by the Air Force, but there is absolutely no obligation to join any military service. All books, uniforms and equipment are provided free, and uniforms are tailored at no cost to each student. Since students wear the actual Air Force Uniform one day each week, they do need to adhere to strict grooming standards. Our students take great pride in their uniform wear, and we get many compliments on how sharp our cadets look.

In class, students will study aviation history, the exploration of space, aviation science, and global and cultural awareness. They will become proficient in military customs and courtesies, flag etiquette, basic drill and ceremonies, personal finance, and health and wellness sports activities. We also teach leadership, management and effective communication and teamwork in a military-type student-run organization. Outside of class, students are encouraged to participate in many fun outside activities such as field trips, parades, drill team competitions, sports competitions, orienteering and survival training, our formal military ball, awards night and several school and community service activities. Our teams are very competitive and usually win several trophies each year against other ROTC units. We have teams in softball, basketball, volleyball, ultimate Frisbee, and academic competitions. We do all digital photography, publish our own newspaper, maintain a JROTC website and create DVDs of all our activities. Our program is recognized as one of the best in the nation!

Students must complete a health-screening questionnaire to participate.

**1st Year: AFJROTC 1 – Freshmen (340801Y) 36 weeks**

**2nd Year: AFJROTC 2 – Sophomores (340803Y) 36 weeks**

**3rd Year: AFJROTC 3 – Juniors (340805Y) 36 weeks**

**4th Year: AFJROTC 4 – Seniors (340807Y) 36 weeks**

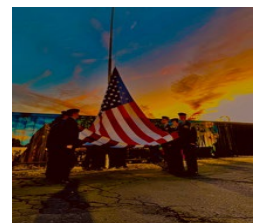
## AIR FORCE JUNIOR ROTC DRILL TEAMS (350902Y)

Grades: 9 - 12

### *UC/CSU (F)*

**Corequisite: Students must be enrolled concurrently in AFJROTC 1, 2, 3, or 4 to participate.**

The Casa Roble AFJROTC Drill Teams is a VAPA (art) credit course which can be taken each year in high school, during zero period. The team consists of a group of students that perform routines based on military drill sequences. The teams perform either armed or unarmed drill during competitive drill competitions regionally. The competitive Color Guard is an extracurricular team that not only performs at competitions, but also presents the flag at a variety of school and community events.



# AFJROTC

There are many other advantages for enrolling in AFJROTC. All of our community service activities count toward the graduation requirement of 60 hours. AFJROTC offers full college scholarships for qualifying cadets and an opportunity to compete for an Air Force Academy Nomination. Should students join a military service after high school, they can enter at an advance rank depending on the number of years they were in AFJROTC. Finally, students will be with a high-quality group of Casa Students committed to doing well in high school.





# AVID



Advancement via Individual  
Determination

**AVID (Advanced Via Individual Determination)**  
*UC/CSU (G)*

**Grades: 9 - 12**

**Prerequisite: Must have the desire and motivation to enroll into a four-year college/university after high school. Students must go through the recruiting process. AVID is elective credit.**

**Course Philosophy: AVID Mission Statement**

To ensure that all students, especially students in the middle with academic potential:

- Will succeed in a rigorous curriculum
- Will enter mainstream activities of the school
- Will increase their enrollment in four-year colleges, and
- Will become educated and responsible participants and leaders in a democratic society.

**Normal Course Progression: AVID – Grades 9-12**

Successful completion of 3 years of AVID (can be a combination of AVID I, II, and/or III as AVID II and AVID III can be repeated for credit) and one year of AVID Senior Seminar.

1. **AVID I Grade 9 (315701Y)**
2. **AVID II Grade 10 (315702Y)**
3. **AVID III Grade 11 (315703Y)**
4. **AVID Senior Seminar (Grade 12: requires previous enrollment in AVID & enrollment in at least one advanced course) – (315721Y)**

**Instructional Materials:**

The AVID High School Curriculum Library includes the Implementation Library, the Writing Library, the College and Careers Library, the Strategies for Success Library, the Site Team Library, and the Tutorial Library. All materials are designed for grades 9-12.

# CAREER TECHNICAL EDUCATION (CTE)

## *Casa Roble Site Based CTE Programs*

### AGRIBUSINESS MANAGEMENT & MARKETING

*CTE courses are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities. Students pursuing Agribusiness Management & Marketing are expected to complete the three-class pathway.*

INTRO TO CALIFORNIA AGRICULTURE (305801Y) Grades: 9 - 12  
(CDE Agriculture Science I)  
*UC/CSU (G)*

Meets district Life Science graduation requirement. This course is an introduction to California Agriculture and the Agriculture Education program at Casa Roble. Topics will include: Beef, Sheep, Swine, Horse and Goat Production; Plant and Soil Science, The National FFA Organization; Supervised Agriculture Experience projects; Record Keeping skills and Leadership Development. Students will also receive an introduction to the concept of Farm to Fork through specific units and the use of the school farm laboratory and greenhouse.

---

CALIFORNIA AGRICULTURE (305803Y) Grades: 10 - 12  
(Agriculture Science II)  
*UC/CSU (G)*

**Recommended: Intro to California Agriculture (May be Concurrent)**

The course emphasizes detailed knowledge of the biological principles of the following areas: animal health, structure and function of agricultural plants and animals, genetics and evolution, anatomy and physiology, classification, ecology, and animal behavior. Students will also be exposed to the current trends and economics of food production, harvesting and processing methods and the career opportunities associated with the agriculture industry.

---

AGRIBUSINESS MANAGEMENT & MARKETING (390602) Grades: 11 - 12  
*UC/CSU (G)*

This course will explore the agricultural economy at the state, national, and global level through agricultural issues and basic economic principles. Students will be provided opportunities to explore the Farm to Fork aspect, agricultural careers, technologies, and businesses through the use of tours, guest speakers, and hands on experience. The course also emphasizes skills in problem solving, decision making, leadership styles, marketing, goal setting, small and large group dynamics, and citizenship that are necessary to develop leaders to serve in agricultural and community organizations.

# CAREER TECHNICAL EDUCATION (CTE)

## *Casa Roble Site Based CTE Programs*

### FLORAL DESIGN PATHWAY

*CTE courses are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities. Students pursuing Floral Design are expected to complete the three-class pathway.*

**INTRO TO CALIFORNIA AGRICULTURE (305801Y)**  
(CDE Agriculture Science 1)  
*UC/CSU (G)*

Grades: 9 - 12

Meets district Life Science graduation requirement. This course is an introduction to California Agriculture and the Agriculture Education program at Casa Roble. Topics will include: Beef, Sheep, Swine, Horse and Goat Production; Plant and Soil Science, The National FFA Organization; Supervised Agriculture Experience projects; Record Keeping skills and Leadership Development. Students will also receive an introduction to the concept of Farm to Fork through specific units and the use of the school farm laboratory and greenhouse.

---

**FLORAL DESIGN (305805Y)**  
*UC/CSU (G)*

Grades: 9 - 12

This course is hands on and encourages creativity through various activities. Students will have the opportunity to learn the history of floral design, the color wheel, corsages and boutonnieres, floral shop operations, floral materials, processing of floral crops, and the floral industry in California. In addition, an emphasis will be placed on the principals and elements of design, the shapes of arrangements and their uses. Student projects include: corsages and boutonnieres, bud vases, wedding designs, and careers in floral design. Activities include seasonal arrangements, and operating helium balloon equipment.

---

**ADVANCED FLORAL DESIGN (391048)**  
*UC/CSU (G)*

Grades: 11 - 12

This course is designed to allow students to apply an artistic approach to floral design. Students will use skills learned in Floral Design and apply them towards advanced projects. Additional styles of floral design will be explored, including Oriental, Geometric Mass, Contemporary, Tropical, and Free-Form Expression. Advanced levels of skills will be required and utilized through work with proms, homecoming, senior ball, weddings, and funerals.

# CAREER TECHNICAL EDUCATION (CTE)

## FOODS

### FOODS/NUTRITION 1 (325301Y)

Grades: 10 - 12

Foods 1 is a basic course in nutrition, food selection and preparation. Students will learn the basics of how to cook, nutrition information on foods and personal wellness. In addition, there will be labs that involve food preparation and tasting two or three times a week.

---

### FOODS/NUTRITION 2 (325302Y)

Grades: 10 - 12

**Prerequisite: Completion of Foods 1 with a passing grade of C or better.**

Foods 2 is an advanced course in food preparation and meal planning. Another aspect of the class is focused on Life-Cycle Nutrition and careers in the industry. A strong emphasis on Foods of the World is also included as is Regional Cookery of the U.S.A.

# CAREER TECHNICAL EDUCATION (CTE)



*CTE courses are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities. Students pursuing Woodworking are expected to complete the three-class pathway.*

## FINE WOODWORKING I (390722Y) *UC/CSU (G)*

Grades: 9 - 12

In Fine Woodworking I, students will move from the most basic of woodworking techniques to the very advanced. They will create five projects that will take them on this journey from simple trace and cut to actual plan and cut-list creation of a cabinet. All the major woodworking machines will be used, and a great deal of emphasis is placed on Safety. Examples of some of the tools and machines they will use are Routers, Miter Saw, Table Saw, Planer, Jointer, Drills, and Nail and Staple guns. Some of the Fine Woodworking I projects are a Wall Shelf, Step Stool, Clock, and a Nightstand.

---

## FINE WOODWORKING II (390723Y) *UC/CSU (G)*

Grades: 10 - 12

### **Prerequisite: "B" or better in Fine Woodworking I**

First time Fine Woodworking II students are required to build an Adirondack Chair and the Deluxe Nightstand. The chair is a beautiful deck chair made from hardwood. It is used to re-familiarize the students with the more advanced woodworking techniques before they tackle their next project. The Deluxe Nightstand is a vast improvement in design and complexity on what they built in FWI. It is challenging! All the advanced cabinetry processes are covered, such as door and drawer creation, raised panel construction, and finishing processes. Safety is an integral part of the program.

---

## WOOD SPECIALTIES (390222Y)

Grades: 11 - 12

### **Prerequisite: "B" or better in Fine Woodworking II**

Students in Wood Specialties build projects of their own design. Students create their own plans, materials lists, cutting lists, and they select and purchase their own materials. Students are encouraged to build projects that will challenge their abilities. They are also encouraged to build projects to sell to the public because this forces them to take costs, efficiency, and quality into account.

# CAREER TECHNICAL EDUCATION (CTE)

## AUTOMOTIVE TECHNOLOGY PATHWAY



*CTE courses are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities. Students pursuing Automotive Technology are expected to complete the three-class pathway.*

**Casa Roble's Automotive Technology program is NATEF Certified and a member of AYES.**

### INTRODUCTION TO AUTOMOTIVE TECHNOLOGY(390514) Grades: 10 - 12 *UC/CSU (G)*

Introduction to Automotive Technology focuses on the automotive consumer that wants to save money by performing basic services on their own car or light truck, and for students considering the automotive industry as a career. This course is intended to provide students with the knowledge to make sound economic decisions and take preventative measures to enhance the overall satisfaction of being an automotive consumer. The class discussions and lab activities provide the fundamental knowledge and experience in buying, owning, and maintaining an automobile. Activities include, but are not limited to, changing engine oil and other fluids, servicing batteries, rotating tires, inspecting brakes, jump-starting a car, replacing lamps, replacing spark plugs, testing cooling systems, replacing air and fuel filters, and inspecting drive trains, suspension, and steering systems. This course is designed to provide you with the necessary environment and interactions to advance your knowledge and understanding in owning, maintaining, and repairing the automobile.

---

### AUTOMOTIVE MLR I (390516) *(Maintenance & Light Repair Certification)* Grades: 11 - 12 *UC/CSU (G)*

#### **Prerequisite: Completion of Introduction to Automotive Technology**

The CTE Auto MLR I course is designed for students considering the automotive industry as a career. It provides pre-employment training to students and teaches the necessary skills, knowledge, and abilities for entry-level employment in the automotive service industry. Upon successful completion, students will have sufficient background to diagnose and repair the various systems of the modern automobile, using up-to-date equipment and tools. The CTE Auto MLR I course is a prerequisite to the CTE Auto MLR II course, and you must earn a "B" or better grade to continue. The CTE Auto MLR I course may be taken multiple times by any student maintaining a "C" or better grade in previous classes. The CTE Auto MLR I course is dual enrolled with ARC's Automotive Program. A "C" or better in MLR I is required to progress to MLR 2.



# CAREER TECHNICAL EDUCATION (CTE)

## AUTOMOTIVE TECHNOLOGY PATHWAY

**AUTOMOTIVE MLR II (390534) (Maintenance & Light Repair Certification)** Grades: 11 - 12  
*UC/CSU (G)*

**Prerequisite: Completion of CTE Automotive MLR I**

**NOTE: This course includes an off-campus internship. Students must be 16 or older and have transportation and parent permission.** This course is designed to further the student's knowledge of automotive service and repair while providing work experience in the automotive service industry. Through this program students will explore automotive service technician career fields from the perspective of an entry level employee. Each student will serve an internship at a local automotive repair facility four days a week and have classroom study and skill building activities on campus one day per week. The program consists of content based on ASE standards. CTE Automotive MLR II may be taken multiple times. Successful completion of the automotive sequence prepares students for ASE Maintenance and Light Repair (MLR) certification.

The CTE Automotive MLR program will prepare students to take the ASE Maintenance and Light Repair (MLR) certification exam. Please visit <https://www.ase.com/Home.aspx>. The combination of CTE Automotive MLR I & II is articulated with American River and Sierra Colleges. College Units are earned with a B or better grade in both classes.



Education Foundation



**AUTOMOTIVE  
TECHNOLOGY**  
AMERICAN RIVER COLLEGE

# CAREER TECHNICAL EDUCATION (CTE)

## SCORE HEALTH ACADEMY



*CTE courses are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities. Students pursuing SCORE Health Academy are expected to complete the three-class pathway in addition to cohorted sections of courses required for graduation. 10<sup>th</sup> grade: English 2, World History and Chemistry. 11<sup>th</sup> Grade: English 3, Physiology and Financial Math. 12<sup>th</sup> grade: English 4 (Dynamic Literacy of Patient Care).*

### CAREER EXPLORATION (365628A) / HEALTH (365211A)

Grade: 9

This freshman level course is open to potential SCORE Health Academy students only. Students must complete an application in order to enroll in the course. This course allows students to explore career options, particularly those related to the health industries. Students will examine career opportunities and pathways including college requirements. The course also allows students to practice transferable skills and character traits such as organization, leadership, and responsibility. Students taking this course receive priority consideration when applying to join the SCORE Academy in 10<sup>th</sup> grade.

---

### INTRODUCTION TO MEDICAL CAREERS (390050) *UC/CSU (G)*

Grade: 10

This sophomore level course is open to SCORE Health Academy students only. This course is an introduction to Medical and Sports Medicine careers. It is designed for students who are interested in fields such as EMT, medical assistants, nursing, physician assistants, physicians, x-ray tech, athletic training, physical therapist assistant, physical therapy, kinesiology, nutrition, and other medical related fields. Throughout the course students will explore these various fields of study, with a focus on the basic information and skills important in the health industry regarding health care, prevention, and rehabilitation. The course includes class work and hands-on application.

---

### MEDICAL CAREERS (390916)

Grade: 11

This is a junior level course designed for SCORE Health Academy to give students experience with a variety of health care professions. This course provides students with a hands-on approach to learning about careers, human development, diagnostic, therapeutic, and support services.

# CAREER TECHNICAL EDUCATION (CTE)

## SCORE HEALTH ACADEMY

MEDICAL ASSISTANT - ADMINISTRATIVE (390921F) *Fall*

MEDICAL ASSISTANT - CLINICAL (390920S) *Spring*

Grade: 12

*UC/CSU (G)*

This is a CTE course where students are placed on a jobsite for training with hands on experience in the selected medical fields. Students will work as externs for hands-on-training, such as taking blood pressure, rooming patients, assisting with minor surgery, and/or front office duties. Students will be trained and receive first-aid and Medical Profession CPR certification. Students will receive high school elective credit.

***\*\*Upon graduation students will be eligible for national certification as a medical assistant\*\****

# CAREER TECHNICAL EDUCATION (CTE)

## *Off Campus CTE Programs*

**All students must provide transportation to the class and/or internships from their home schools. Classes with an \*\* will have required internships. Most CTE courses are 3<sup>rd</sup> and 4<sup>th</sup> periods for 36 weeks.**

CTE provides tuition-free job training, career guidance and worksite placement to area high school juniors and seniors. SJUSD sponsored CTE programs include Advanced Public Safety, Automotive Technology, Culinary Arts, Broadcast & Video Production, Construction Technology, and Dental Assistant Careers. Students acquire “real work” experience through course work and internships that take place in off-site classrooms and within the business community. Please note that most programs require students to schedule two periods per day of CTE all year, earning 30 to 40 elective credits.

Year-long (fall and spring term) CTE programs restricted to *seniors only* include Culinary Arts and Dental Assistant Careers.

Students interested in taking CTE should see their counselor and follow the school site enrollment protocol, which includes requesting to take the class via “Q” during Fall Enrollment Registration and completing a CTE application. CTE applications can be obtained and returned to the Counseling Office. For questions about the CTE Programs, please contact your counselor.

### **BROADCAST & VIDEO PRODUCTION (390687)** *UC/CSU (G)*

Grades: 11 - 12

**Held off campus at San Juan High School – (36 weeks) 15 credits each block**

Students will develop behind the scenes skills in camera operation, framing, composition, editing, graphic creation, and color choice and correction. Students will also experience video production through the use of drones, live-streaming and live television broadcast. **No internship requirement.**

---

### **ADVANCED CONSTRUCTION TECHNOLOGY (390731)** *UC/CSU (G)*

Grades: 11 - 12

**Held off campus at San Juan High School – (36 weeks) 15 credits each block**

Students learn advanced carpentry technology, use of measuring instruments, basic hand and power tools; participate in reading blueprints, preparing the land, concrete work, wood framing, basic plumbing and electrical installations; roofing, exterior and interior finishing (drywall hanging and taping), and safety and first-aid procedures. **Advisory skills** - Ability to pass a safety test and willingness to work with power tools.

---

### **FIRE TECHNOLOGY (390247)**

Grades: 11 - 12

**Held off campus at Del Campo – 10 credits each block**

Fire Tech is a three-year career pathway that consists of both classroom and rigorous drill ground training in basic firefighting knowledge and skills. This pathway will provide students with the skills necessary to be successful in pursuing a career in the fire service. Students in this program will discover an increase in their self-esteem, ability to work both independently and with a team as well as obtain the skills required to be an effective leader and crew member.

# CAREER TECHNICAL EDUCATION (CTE)

## *Off Campus CTE Programs*

### **\*\*DENTAL ASSISTANT CAREERS (390637)**

Grade: 11 - 12

#### **Held off campus at Encina High School – (36 weeks) 10 credits each block**

This course prepares the student to work in the dental office as a dental assistant. The dental assistant works directly with the dentist in the treatment area. Students will complete basic dental core and operating procedures including but not limited to; seating and preparing patients, dental instruments, infection control, dental materials, fabrication of study models, four hand techniques, manipulation of x-rays, and assisting the dentist during patient care. Students will be trained and receive first-aid and Medical Profession CPR certification. Students will be placed in an internship (dental office). Upon successful completion of the course students can take the Registered Dental Assistant State Exam.

**Advisory** - Students must be in 12<sup>th</sup> grade. Ability to provide transportation to internship class.

---

### **\*\*ADVANCED PUBLIC SAFETY (390646)**

Grade: 11 - 12

*UC/CSU (G)*

#### **Held off campus at Mesa Verde High School – 10 credits each block**

Students who complete the pathway will participate in physical training, arrest control, defensive tactics, report writing, CSI and collection of evidence, courtroom testimony, uses of force and many more hands-on topics related to the legal system.

---

### **CULINARY ARTS I (392046) Fall UC/CSU (G)**

Grade: 11 - 12

### **CULINARY ARTS II (392047) Spring**

#### **Held off campus at San Juan High School – (36 weeks) 15 credits each block**

Students will learn food safety and sanitation, industry equipment, advanced food preparation, table service and customer relations. Students will also learn about menu planning, purchasing and inventory, cost and profitability, and marketing in the industry. In addition, students will learn to bake many types of desserts and patisserie items.

---

### **BAKERY I (391019) Fall**

Grade: 11 - 12

### **BAKERY II (392020) Spring**

#### **Held off campus at San Juan High School – (36 weeks) 15 credits each block**

Students will learn food safety and sanitation, industry equipment, advanced food preparation, table service and customer relations. Students will also learn about menu planning, purchasing and inventory, cost and profitability, and marketing in the industry. In addition, students will learn to bake many types of desserts and patisserie items.

# CAREER TECHNICAL EDUCATION (CTE)

## PROFESSIONAL THEATRE (390528)

Grades: 11 - 12

### **Held off campus at Mesa Verde – 10 credits each block**

In the Theatre Pathway, students are exposed to the many acting methodologies, they explore script and character analysis, performance, resume writing, head shots, stage combat, and yoga centric movement. Students gain the skills necessary to write scripts for various audiences, from children to adults. Students also learn how to write movie/play reviews, book jackets, instructional guides, and author profiles. Students learn the technical aspects of theatre, including lighting and sound design, set building, make-up, costuming, marketing, directing, and producing. Each course offers the opportunity to attend Professional Theatre and participate in workshops and presentations led by experts in the field.



# AMERICAN RIVER COLLEGE DUAL ENROLLMENT PROGRAM

Students have the unique opportunity to take college courses and **earn college units** while also earning **credits** toward high school graduation requirements.

## How does Dual Enrollment work?

- The course will be taught by an American River College instructor, online, asynchronously – *this means on your own time*.
- **It's FREE!** Textbooks will be provided by the district; Enrollment is FREE.
- Students who enroll in and pass the dual enrollment course will earn 10 credits towards their high school diploma **AND** 3-4 college credits.
- The course will be placed on your **college transcript** and could impact your college GPA and FAFSA GPA verification starting in your second year of college.
- ARC timelines, such as course withdrawal, must be honored. Withdrawal/failing grades will be **permanently** on the student's college transcript.
- All Courses are CSU/UC transferrable.

**DEAF 310 American Sign Language I** (*High School World Language credit*). This is the first course in a series of five courses in American Sign Language (ASL). The instructional activities are based on an immersion approach, in which the learners develop language competency in source and target language. It focuses on non-speech communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers.

**DEAF 312 American Sign Language II** (*High School World Language credit*). Prerequisite: DEAF 310 with a grade of 'C' or better. This is the second in a series of five courses in American Sign Language (ASL). The emphasis is on nonverbal communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers.

**ENGWR 300 College Composition** (*High School English credit*). This course emphasizes writing and includes reading, research, and critical thinking skills essential for successful completion of a college degree. It covers writing assignments, including expository and argumentative essays using MLA documentation and format.

**ENGWR 302 Advanced Composition and Critical Thinking** (*High School English credit*). Prerequisite: ENGWR 300 with a grade of 'C' or better OR passing score on AP Language and Composition exam. This course develops analytical skills through writing and discussion. It examines methods by which people are persuaded to think, believe, and act. It also includes analyses of arguments or expressions of opinions for their validity and soundness. Assigned readings include a variety of essays and a book-length text. Finally, this course focuses on critically assessing, developing, and effectively expressing and supporting opinions. Essays written for the course (6,000 words minimum) draw from the texts to present carefully reasoned arguments. At least one essay includes citations from secondary sources, documented according to current MLA format.

**HCD 310 - College Success** (*High School Elective credit*)

This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal setting, career planning, study skills and techniques, and critical thinking skills. Campus resources, college regulations, and information competency are also addressed. This course is highly recommended for first-time college students and/or continuing college students who would benefit.

**HEED 300 Health Science** (*Meets High School Health graduation requirement*) This course focuses on factors which influence the health status of both the individual and the community. Topics include personal fitness, nutrition, sexuality, sexually transmitted disease, drug dependence including alcohol and tobacco, as well as diseases related to lifestyle.

**MUFHL 308 - Intro to Music: Rock and Roll** (*High School VAPA or Elective credit*). This course examines social, political, cultural, and economic issues as they relate to the history of Rock & Roll music and includes guided listening and video presentations showing the evolution of Rock from its roots to current stylistic trends. No prior musical study required.

**PSYC 300- General Psychology** (*Meets High School Social Studies Elective graduation requirement*)

This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior, such as development, learning, language, intelligence, perception, motivation, emotion, personality, and mental health.

**SOC 300- Introductory Sociology** (*Meets High School Social Studies Elective graduation requirement*)

This course covers the basic concepts of Sociology. It includes the study of institutions, culture, social organization, group interaction, social stratification, economy, politics, social movements, and urbanization.

# AMERICAN RIVER COLLEGE DUAL ENROLLMENT PROGRAM

**SPAN 401- Elementary Spanish** (*Meets High School World Language requirement= to 2-year competency*) **CSU/UC Transferable**

This course introduces the language and culture of the Spanish-speaking world. It includes the development of listening, speaking, reading, and writing Spanish with emphasis on the communicative skills, as well as the fundamentals of Spanish pronunciation and grammar.

**SPAN 402- Elementary Spanish** (*High School World Language credit*) **CSU/UC Transferable**

This course provides continued development of the language and explores history and culture of the Spanish-speaking world. It includes further development of listening, speaking, reading, and writing Spanish with emphasis on communicative skills, as well as the fundamentals of Spanish pronunciation and grammar. Language acquisition is approached through a historical and cultural perspective.

**STAT 300 Introduction to Probability and Statistics** (*High School Math credit*). Prerequisite: Must have a 3.0 GPA and earned a grade of a "C" or better in IM 3. This course is an introduction to probability and statistics. Topics include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and Analysis of Variance (ANOVA). Applications use data from various disciplines including business, social sciences, psychology, life and health sciences, and education. Statistical analysis using a computer statistics package or graphing calculator is required.

# NON-DEPARTMENTAL

## INSIDE WORK EXPERIENCE (IWE) (370216Y)

Grades: 11 - 12

Inside Work Experience (TA) is an alternative course offering for students who wish to gain work experience in such areas as teacher assistant, laboratory assistant, and/or as assistants in various offices. No more than a total of twenty units' credit can apply toward the units required for graduation.

---

## AP COMPUTER SCIENCE PRINCIPLES (390410Y) *UC/CSU (G)*

Grades: 9 - 12

### **Recommended: Completion of IM1**

This course is designed to be far more than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the big, foundational ideas of computing so that all students understand how these concepts are transforming the world we live in. Java is mainly used for coding with some Python.

# SPECIAL EDUCATION

## SPECIAL EDUCATION

At Casa Roble, special education services are available to students with IEPs which include a wide range of learning disabilities such as Specific Learning Disability, Other Health Impairment, Autism Spectrum Disorder, Emotional Disturbance, Deaf or Hard of Hearing, and Speech Language Impairment. The program's philosophy is that all students should be mainstreamed in the general education setting as much as possible. Students will be supported by their case manager and instructional assistants. Students requiring modified curriculum have access to English and some Social Science courses in the special education setting. A Study Skills course is also available to allow extra support and time for students to complete classwork and assessments.

*"Casa Roble High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities". The following person has been designated to handle inquiries regarding the non-discrimination policies:  
Tanya Baker, Principal • 9151 Oak Avenue, Orangevale, CA 95662 • (916) 971-5452*