



**COURSE DIRECTORY**

**2025-2026**

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***Welcome parents and students to Roselawn High School, home of the Dragons. It is with great pride that I have the honor and privilege of being your principal. It is my goal as principal to continue equitable and optimal learning experiences for our student scholars through social and emotional learning, community partnerships, career and college readiness opportunities, and other educational best practices. I will collaborate with stakeholders to ensure that Roselawn High School is a safe, positive, and nurturing environment conducive to learning. I value the critical role that all stakeholders provide in ensuring the success of our students. Therefore, I will maintain open lines of communication. Parents are highly encouraged to participate in school meetings and activities because you are valued members of this process. Together, we can ensure that the diverse needs of our students continue to be met. I look forward to a productive and positive school year.***

**Michelle Bliss, Principal, Roselawn High School**

Stay in touch with Roselawn

Instagram: [@roslawnhighschool](https://www.instagram.com/roslawnhighschool/)



FACEBOOK: Roselawn-Dragons



Aeries link for parents to find student grading

<https://turlockusd.asp.aeries.net/student/LoginParent.aspx>

Section 5 of Article IX of the State of California Constitution guarantees students a “free and public education.” The State Supreme Court concluded in 1984 case of *Hartzell v. Connell* (35 Cal.3d.899(1984)), “that all educational activities carried out by public school districts, extra-curricular as well as curricular, must be without cost to the students who participate in such activities.” This same ruling found that “mandatory fees for participating in such extra-curricular activities such as drama, music, and athletic competition were illegal under the State Constitution.” Furthermore, they also rejected the argument that “fees could be charged so long as the district waived fees for students who were financially unable to pay.”

# Roselawn keeping students on TRACK toward success!

## Mission:

Empower all students to achieve high levels of learning required for success in vocational training and college.

## Vision:

To work as a professional learning community so that all students will achieve personal success in their learning, becoming responsible and productive citizens.

**Twenty-First Skills-** Every student will have technology skills.

**Responsibility-**Every student will be held accountable for academic, personal, and social responsibilities.

**Achievement:** Every student will integrate and celebrate their reading, communication, and reasoning skills across the curriculum.

**Civility:** Every student will acquire skills to improve the quality of their home, school, and community.

**Knowledge:** Every student will acquire skills to become successful problem solvers.



### ACHIEVER

Work hard and possess a great deal of stamina. Take immense satisfaction in being busy and productive.

### RESILIENCY

Recover from or adjust easily to adversity or change.

### EMPATHY

Sense other people's feelings by imagining themselves in others' lives or situations.

### FOCUS

Take a direction, follow through and make the corrections necessary to stay on track. Prioritize, then act.

### FUTURISTIC

Inspired by the future and what could be. Energize others with visions of the future.

### INCLUDER

Accept others and show an awareness of those who feel left out and make an effort to include them.

### KINDNESS

Display a friendly, generous, or considerate nature.

### POSITIVITY

Demonstrate contagious enthusiasm and can get others excited about what they are going to do.

### RESPONSIBILITY

Take ownership of what you say you will do. Committed to stable values such as honesty and loyalty.

### SELF-ASSURANCE

Confident in ability to take risks and manage own lives. Have an inner compass that gives certainty in decisions.

Character is Our Strength



## WHAT ARE 21ST CENTURY SKILLS? THESE 4 C'S:



Sharing thoughts, questions, ideas & solutions



Working together to reach a goal. Putting talent, expertise, and smarts to work



Looking at problems in a new way and linking learning across subjects & disciplines



Trying new approaches to get things done equals innovation & invention

## **Roselawn High School Graduation Requirements**

English	40 credits
Life Science	10 credits
Physical Science	10 credits
Math	20 credits
World History	10 credits
US History	10 credits
American Government	5 credits
Economics	5 credits
Physical Education	20 credits
Visual/Performing Arts	10 credits
Health Character Ed.	5 credits
College/Career	5 credits
Electives	50 credits

**Total Credits Required for Graduation 200**

# VISUAL/PERFORMING ARTS

## **ART 1-2**

This course is a semester survey class that introduces the academic language of the visual arts and explores a variety of artistic themes and skill sets. Students are introduced to basic drawing, painting, and composition (2-dimensional work). Portfolio progress is evaluated on originality, craftsmanship, level of difficulty; skill set growth and overall productivity. Classroom progress is evaluated on use of time, productivity, adherence to unit objectives/criteria, and upon students' willingness to consider new ideas or learn new skills. Curriculum is designed to meet TUSD Visual/Performing Arts high school graduation requirement.

Text: *"Art in Focus", 4<sup>th</sup> edition* (Glencoe)

## **PHOTOGRAPHY 1**

This course explores the elements of art through the medium of digital photography. Students learn the technical and artistic aspects of photography, including the basics of digital retouching and editing in Adobe Photoshop. Topics of this course also include the history of photography, how to analyze the work of others, ethics of digital imagery, and practical applications of photography as a profession. Curriculum is designed to meet TUSD Visual/Performing Arts high school graduation requirement.

Text: *Focus on Photography* by Davis Publications

## **Yearbook**

Yearbook is a hands-on class in which students will be introduced to the processes, equipment, and training involved in yearbook production. Students will engage in processes ranging from conceptualization through development and distribution. Skills taught include writing, editing, leadership and photoshop. Students will develop production planning, storyboarding, script writing, budgeting, and time management skills as a natural outcome of their yearbook production. One year of this course satisfies the Visual and Performing Arts requirement.

# EDGENUITY

**EDGENUITY**

**Edgenuity Course Offerings**

The Edgenuity Virtual Classroom provides many core and elective courses. Each course offers customized instruction for an individualized approach to learning.

The Edgenuity course structure:

Lessons within each course are designed using a 7-part instructional model that is designed to teach, apply, practice, and assess. Reading, writing, and listening skills are taught and reinforced through the lesson. The session begins with a vocabulary activity and direct instruction video lecture led by a certified teacher in that content area. The students' progress through the lesson with a series of reinforcement activities such as journal writing, lab simulations, and on-line content before being assessed.

# ELECTIVES

**STRATEGIC INTERVENTION ENGLISH**

Academic Language Development is a course designed to accompany the Transitional English and recently Mainstreamed English students to prepare students for college and careers through the intentional use of explicit best practices for academic discourse development. This coursework will focus on the academic language domains through the utilization of constructive oral conversations, extensive rhetorical reading of relevant complex texts, production of purposeful academic writing using research and technology, application of academic vocabulary, and use of standard English language conventions.

**TEACHER'S AIDE**

The teacher's aide is assigned to a supervisory teacher as a clerical assistant and is expected to perform typing, duplicating, filing, and recording tasks related to the instructional duties of the teacher. Must have counselor and teacher approval to enroll in this class. Credits earned with pass/fail only.

## CTE

### **WORK EXPERIENCE**

To enroll in this class student must be 16 years or older and have a valid work permit. Must meet the district eligibility requirements. Work Experience Education is an elective class that combines paid employment with classroom instruction. Students must have a job in order to be enrolled in the Work Experience course. Students attend instructor approved jobs during the week and attend a mandatory class session once a week at school. Students will develop positive work habits, positive attitudes, self-confidence, and job skills that can be used to locate, secure, and retain employment in the community at large. Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by satisfactory completion of the course requirements. The requirements include attending and participating in class, providing weekly timecards, completing assignments/projects/quizzes satisfactorily and in a timely manner, and maintaining employment. Maintaining satisfactory grades in all other coursework is a requisite for remaining eligible to participate in the work experience program. The course curriculum includes the following: legal/safety issues; how to get, keep, and leave a job; economic awareness; child labor laws in California; workplace safety; and career awareness.

### **INTRODUCTION TO BUSINESS AND FINANCE**

This course introduces students to key business concepts found in the Business Management and Financial Services pathway. Students will analyze business and personal finance decisions, evaluate costs and benefits of their decisions, and apply the knowledge to financial situations encountered in life and in business. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; accounting; how businesses raise capital; and study key investment-related terms and concepts. They will also demonstrate an understanding of debt & credit management, the process of business ownership and introduce students to the economics of business.

### **SMALL BUSINESS MANAGEMENT**

Small Business Management allows students to prepare for working in a real business environment. With the guidance of a teacher (mentor) and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. The students currently will establish and run a small business throughout the year. Emphasis is placed on using current business software, communications, and the Internet for business transactions.

## **CRIMINAL JUSTICE**

Students will obtain knowledge and entry level skills relating to the criminal justice system and the field encompassing careers in social justice fields as well such as attorneys, CPS workers, Probation Officers, and the like. Students are expressly exposed to a broad variety of career opportunities across a broad spectrum. Students who plan to pursue a career in any of the many social justice careers will be required to obtain additional education at a community college, four-year university and/or Police Officers Standards and Training academy if they choose a law enforcement career. Topics May Include: History of Criminal Justice, Careers in city/count/state police agencies, Careers in federal law enforcement, Criminal law and criminal defenses, Defining crimes Biological theories of crime, social theories of crime.

*Text: Crime and Criminal Justice, Concepts and Controversies, Volume II, Author Stacy Mallicoat 2018*

## **INTRODUCTION TO HEALTHCARE CAREERS**

This is an introductory course for students to learn the basics of the health care careers. The course is designed as a hands-on course, career-focused learning modules that will include presentation of career, related to anatomy & physiology, medical terminology, diagnostic tests, techniques and procedures. Students will need to be able to use technology for the purpose of presentations and skill development. Students will have the opportunity to receive valuable certifications for entry level health care careers as a student of the course.

## **EXPLORING COMPUTER SCIENCE**

This is an introductory course based on computer science skills and engineering. Students will learn physical computing, sensors, the Internet of Things (IoT) 3D printing, the engineering design process, design thinking process, and Habits of the Mind. Students will work collaboratively to develop original creative projects which integrates technology and visual expression. This is a hands-on course that students expand on their ability to computer code and learn basic engineering.

# **ENGLISH**

## **ENGLISH 9**

Through literature, writing, and speaking, this college prep course is designed to challenge students academically. This course covers the elements of the Common Core State Standards for 9th/10th grades including whole class instruction, group work and independent study. The writing focuses on non-fiction narratives, arguments/defending claims, informational essays, explanatory essays, and narratives. Students are challenged to present these writings, as well as perform a dramatic reading, in a whole class setting using digital media that is tailored to the task. Grammar and use of the

conventions of standard English grammar in this course consists of a review of capitalization, punctuation, and spelling, as well as using parallel structure, various types of phrases (noun, adjectival, adverbial, participial, prepositional, absolute), use of the semicolon, and colon. Students are expected to understand figures of speech and nuances in word meaning (connotation). Vocabulary development is emphasized by studying concept words from the literary selections.

*Texts: my Perspectives English Language Arts, Grade 9, Volumes One and Two; and 9th grade core novel and non-fiction works.*

## **ENGLISH 10**

Through literature, writing, and speaking, this college prep course is designed to challenge students academically. This course covers the elements of the Common Core State Standards for 9th/10th. The grammar in this course consists of a review of the parts of speech, the parts of a sentence, phrases, clauses, subject and verb agreement, using pronouns, verbs and modifiers correctly, using end marks, commas, colons, semicolons, italics, quotation marks, ellipsis points, apostrophes, hyphens, dashes parentheses and brackets correctly, writing complete and effective and diagramming sentences. The writing focuses on writing biographical narratives, comparative, persuasive, analytical, descriptive essays and consumer /workplace documents. Vocabulary development is emphasized by using words from the literary selections.

*Texts: my Perspectives English Language Arts, Grade 10, Volumes One and Two; and 10th grade core novel and non-fiction works.*

## **ENGLISH 11**

This course is coordinated with students' *U.S. History* course to enhance integration of the curricula of English and US History in a logical and enriching way. The literature is a survey of American literature from the Pilgrims to modern day. This course covers the elements of the Common Core State Standards for English 11<sup>th</sup> and 12th grades including whole class instruction, group work and independent study. The writing focuses on developing a clear thesis statement and providing effective support in arguments/defending claims, personal narratives, informational essays, explanatory essays, and short stories. Students are challenged to present these writings, as well as perform a storytelling, in a whole class setting using digital media that is tailored to the task. Grammar and use of the conventions of standard English grammar in this course consists of a review of capitalization, punctuation, and spelling, as well as using hyphenation. Students are expected to understand figures of speech and nuances in word meaning (connotation). Vocabulary development is emphasized by studying concept words from the literary selections.

*Texts: my Perspectives English Language Arts, American Literature, Volumes One and Two; and 11th grade core novel and non-fiction works.*

## **EXPOSITORY READING AND WRITING COURSE ENGLISH 12 (ERWC)**

The expository Reading and Writing Course (ERWC) is designed to prepare students for college-level English, and it is aligned with the Common Core State Standards for English 11<sup>th</sup>/12<sup>th</sup> grade. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

## **JOURNALISM**

Students plan and prepare the school newspaper in the journalism classroom. While the course is open to all students, only those with strong writing skills will be likely to secure a passing grade. Students work in an editorial hierarchy, developing their composition and editing skills to create well-written prose. Various components associated with journalistic production will also be addressed, such as layout, research, photography, and the formation of editorial policy. Students must demonstrate the ability to work independently under a deadline and do well-documented research.

*Text: How to Read Your Newspaper, 2<sup>nd</sup> Edition (Harcourt Brace & Janovich)*

## **English Language Development ELD**

This course is for English Learners who have not yet attained oral fluency in English. The course covers basic structures of the English language. Emphasis is on developing oral language, grammar, and writing and reading skills in English. Students participate in extensive listening and speaking exercises. The course includes an orientation to the customs and cultures of people in the United States. Coursework is aligned with the California ELD and ELA Standards. Technology is incorporated throughout with the use of Google Classroom.

# **MATH**

## **INTEGRATED MATH I**

This course focuses on six critical areas, including the Standards for Mathematical Practice: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

*Text: Open Up, An Integrated Approach, Module 1 and Sequences 1-9.*

## **INTEGRATED MATH II**

This course focuses on five critical areas, including the Standards for Mathematical Practice: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

*Text: Open Up, An Integrated Approach, Modules 2-9 and Sequences.*

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION**

Physical Education seeks to accomplish the following objectives:

1. Understanding and promotion of physical fitness
2. Physical skill development
3. Acquisition of social skills
4. Development of good health habits
5. Development of fair play and sportsmanship
6. Preparation for use of leisure time
7. Development of skills and understanding of sports and physical activity

This program provides various activities and games according to the needs and requests of the students. Physical fitness, rigorous exercise programs, and skill development are emphasized throughout the year with a focus on various team and individual sports.

## **SCIENCE**

### **BIOLOGY AND THE LIVING EARTH**

This course centers on the biosphere and examines how it interacts with each of the other Earth systems while incorporating components of engineering. Students will investigate the macroscopic scale of ecosystems and then focus on specific exchanges of matter and energy within ecosystems. Students develop models of how changes in the physical environment trigger evolutionary changes that are recorded in the fossil record. Students develop macroscopic models of genetic inheritance. Students return to the ecosystem scale and see how all these mechanisms interact in the face of Earth's changing climate.

*Text: Biology California Edition (Holt)*

### **PHYSICS IN THE UNIVERSE**

This course emphasizes the synergy between physical science and Earth and space sciences by focusing on the transfer of energy. Students will make predictions using Newton's laws and investigate collisions in the Earth's crust. Students will track energy transfer and its conversion through different stages of power generation. Students will obtain and communicate information about interactions between waves and matter with a particular focus on electromagnetic radiation. Students utilize evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the universe.

*Text: Earth Science California Edition (Prentice Hall)*

## **SOCIAL SCIENCES**

### **WORLD HISTORY**

This is a general survey course that covers the history and geography of the world from ancient civilization to the present, with an emphasis upon contemporary history since the Age of Reason. A primary objective of the course is to help students understand man's past as it relates to today's problems. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

*Text: Impact California Social Studies; World History, Culture, and Geography (McGraw Hill)*

### **US HISTORY**

This course is a general survey course that covers the political, economic, and social history of the United States from the period of discovery to the present. Emphasis is placed upon American institutions, ideals, and politics of the 20th Century. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

*Text: Impact California Social Studies, United States History and Geography (McGraw Hill)*

### **AMERICAN GOVERNMENT**

This course covers American government, emphasizing principles of the Constitution and the Declaration of Independence, as well as the principles of state and local government. Some California government is also included. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

*Text: Impact California Social Studies; Principals of American Democracy (McGraw Hill)*

### **ECONOMICS**

This course is an introduction to the principles of economic analysis, economic institutions, and issues of economic policy. It provides students with a body of concepts and economic theory so that they can make independent, well-considered judgments on important problems and public policy issues. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture. For outside hours, students will also be required to complete a three-page profile report about a foreign country including but not limited to its type of economic system, major imports and exports, and other vital economic statistics.

*Text: Impact, Principals of Economics, (McGraw Hill)*

## **21<sup>st</sup> CENTRY SKILLS**

### **HEALTH & CHARACTER EDUCATION**

The health component is designed to assist students with becoming health-literate individuals who can obtain accurate information, develop lifelong positive health-related attitudes and behaviors, and make wise decisions related to their personal health. The focus of this course is to empower students with the knowledge and skills to be their own health advocate. Topics discussed include personal and community health, mental, emotional, and social health, nutrition and physical activity, alcohol, tobacco, and other drugs, and growth, development, and sexual health. Character development, based on 18-character traits, analysis of ethical dilemmas, leadership skills, use of role models and learning digital citizenship will also be included in this course. Good Health-Good Character.

*Text: Comprehensive Health (The Goodheart-Wilcox Co) Second Edition*

### **COLLEGE & CAREER SEMINAR**

College and Career Seminar is a one-semester course designed to help students learn and practice and develop valuable skills essential for college and career readiness. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. Study skills and basic technology skills will be included in this course.

## **SPECIAL EDUCATION**

Roselawn High School provides a range of services to accommodate our special needs population. Parents and teachers of students who are in need of special services should consult the student's counselor.

### **RESOURCE SPECIALIST PROGRAM**

Pre-requisite: Student must have an Individual Education Plan (IEP) that designates him/her as being qualified to be in the Resource Specialist Program (RSP). This class is specifically for students who qualify to be in the RSP based on the student's IEP. The focus of the class is to support the students in their regular education core classes. The teacher acts as facilitator. He/she prompts the students to be successful in regular education classes and communicates with the regular education teachers on an as needed basis. Students are graded based on the amount of work they do in the class: Edgenuity and math courses.

## **NOTICE OF NONDISCRIMINATION**

Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

El Distrito Escolar Unificado de Turlock prohíbe la discriminación, el hostigamiento la intimidación y el acoso en los programas educativos, actividades o el empleo sobre la base de la ascendencia real o percibida, edad, color, discapacidad, identidad de género, expresión de género, la nacionalidad, la raza o el origen étnico, la religión, el sexo, orientación sexual, los padres, el embarazo, la familia o el estado civil, o asociación con una persona o un grupo con una o más de estas características reales o percibidas. TUSD requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella es testigo de un acto de discriminación, hostigamiento, intimidación o acoso.

Title IX Coordinator/Equity Compliance Officer  
Gil Ogden, Director Student Services  
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