# Antelope High School

# Course Catalog 2026-2027

**Main Menu: Click on any links in RED.**

## General AnHS Information


Counseling Staff

Administrative Staff
Clerical Staff

Non Discrimination Statement

Title IX Complaint Process

Schedule

GPA Explanations

Graduation Requirements

College Admission Requirements

UC/CSU approved A-G courses

College Overview


## Course Offerings


Social Science

Social Science Electives

English

English Electives

ELD

Math

Science (Biological)

Science (Physical)

World Language

Visual Arts

Media and Communications

Performing Arts

Career Technical Education (CTE)

Project Lead The Way Biomedical

Project Lead The Way Engineering

Project Lead the Way Computer Science

Health/Ethnic Studies

Physical Education

Physical Education Electives

Additional Offerings

## Antelope High School Counselors

| Student Last Name | Counselor | Email | Phone extension |
|---|---|---|---|
| A - Da | Sandeep Pannu | psandeep@rjuhsd.us | 6022 |
| De - J | Leticia Gallardo | lgallardo@rjuhsd.us | 6021 |
| K - Ng | Maggie Reed | mreed@rjuhsd.us | 6065 |
| Ni - She | Erica Joseph-Bradley | ejoseph@rjuhsd.us | 6024 |
| Shi-Z | Brian Hewitt | bhewitt@rjuhsd.us | 6023 |

# Antelope High School Administration

| Student Last Name | Administrator | Email | Phone extension |
|---|---|---|---|
| | Lindsey Cutts | lcutts@rjuhsd.us | 6070 |
| A-D | Steve Jones | stjones@rjuhsd.us | 6060 |
| E-L | Amy Whitten | awhitten@rjuhsd.us | 6060 |
| M-R | Lisa Stanley | lstanley@rjuhsd.us | 6060 |
| S-Z | Lucas Orozco | lorozco@rjuhsd.us | 6060 |

# Antelope High School Clerical Staff

| Clerical Role | Staff Member | Email | Phone extension |
|---|---|---|---|
| Student Services | Hannah DeSilva | hdesilva@rjuhsd.us | 6011 |
| Principal's Secretary | Des Delorge | ddelorge@rjuhsd.us | 6070 |
| College and Career Tech | Dina Miller | dmiller@rjuhsd.us | 6040 |
| Front Desk | Christina Platz | cplatz@rjuhsd.us | 6000 |
| Attendance | Candice Curtis | ccurtis@rjuhsd.us | 6010 |
| Counseling | Samantha Robarge | srobarge@rjuhsd.us | 6001 |
| Asst. Principal's Secretary | Del Hardy | dhardy@rjuhsd.us | 6060 |
| Registrar | Amanda Scuka | ascuka@rjuhsd.us | 6020 |
| Library Media Technician | Denise Styler | dstyler@rjuhsd.us | 6052 |

# Non Discrimination Statement

**The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one**

Return to Main Menu Selections

**or more of these actual or perceived characteristics. The RJUHSD Nondiscrimination policy applies to any violations as they relate to school activities or school attendance within a school under the jurisdiction of the superintendent of the RJUHSD. For questions or complaints, contact Equity Compliance Officer & Title IX Coordinator: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, rhasty@rjuhsd.us. For questions or inquiries related to 504's, please reach out to our Section 504 Coordinator: Craig Garabedian, Executive Director of Special Services, 1750 Cirby Way, Roseville, CA. 95661, 916-771-6570 cgarabedian@rjuhsd.us**

# Block Schedule

**Antelope High School is on a 4 x 4 Block schedule that has students taking four courses over an 18-week period. Students meet in four classes for 90-minute periods each school day with the exception of special schedule days. Students earn five credits for the successful completion of each course every 9-week grading period. In December of every year students complete their fall courses, and in January begin four new courses for the spring term. Over the course of the school year, students have the opportunity to earn 80 credits.**

# Grade Point Averages

**A student's transcript will list six different grade point averages (GPA's):**

**Academic GPA (9-12) - Unweighted and Weighted**
**Academic GPA (10-12) - Unweighted and Weighted**
**Total GPA (9-12) - Unweighted and Weighted**

**Each is calculated differently:**

a. **UNWEIGHTED ACADEMIC GPA – All courses taken in the respective years (9-12 or 10-12) are used in the calculation with the exception of PE and Health courses. Honors and AP courses are not weighted.**
b. **WEIGHTED ACADEMIC GPA – All courses taken in the respective years (9-12 or 10-12) are calculated with the exception of PE and Health courses. Honors and AP courses receive an extra weighted point if the grade earned is 'C' or better. Colleges do not accept any grade lower than a 'C' in Honors or AP courses.**
c. **TOTAL UNWEIGHTED GPA – All courses taken in all grades are used in the calculation. No courses are weighted.**
d. **TOTAL WEIGHTED GPA – All courses taken in all grades are calculated; Honors and AP courses receive an extra weighted point if the grade earned is 'C' or better.**

***Please note: In most cases a college GPA will be different than any GPA noted on your transcript due to varying requirements and practices of the universities. CSU and UC GPAs are also listed on the bottom of your transcript.**

**Return to Main Menu Selections**

# Graduation and College Admission Requirements

| UC/CSU a-g area | Subject | District Graduation Requirements | UC/CSU Entrance Requirements |
|---|---|---|---|
| a | History/Social Science | 3 years (10th: World Studies OR AP Human Geography, 11th: US History or AP/DE US History)12th: Gov/Econ or AP/DE Gov/Econ )<br>*30 credits total* | 2 years (10th: World Studies OR AP Human Geography, 11th: US History or AP US History) |
| b | English | 4 years (see options for each year in the "English" section of this guide)<br>*40 credits total* | 4 years (see options for each year in the "English" section of this guide) |
| c | Mathematics | 2 years (at and above CCIM1)<br>*20 credits total* | 3 years (4 recommended) (Min. of CCIM 1, 2, 3) |
| d | Science | 2 years (1 year Life and 1 year Physical)<br>*20 credits total* | 2 years (3 recommended) |
| e | World Language | 1 year (or 1 year Visual/ Performing Arts)<br>*10 credits (or VAPA)* | 2 years (3 recommended) (of the same language) |
| f | Visual and Performing Arts | 1 year (or 1 year World Language)<br>*10 credits (or World Language)* | 1 year |
| g | Electives | 11 total electives (at least one CP level elective)<br>*110 credits total* | 1 year (from A-G certified course list) |
| | Physical Education | 2 years (PE 9 and PE 10)<br>*20 credits total* | |
| | Health | 1 year<br>*10 credits total* | |
| | Personal Finance | Online Course through Canvas | |

Return to Main Menu Selections

| | | | |
|---|---|---|---|
| | **Course** | | |
| | **Totals** | ***260 credits needed for graduation, plus personal finance course and satisfactory citizenship and attendance*** | |

# Approved UC/CSU A-G Courses

**a. History/ Social Science**
- World History (10th grade) *or* AP Human Geography (10th grade)
- US History (11th grade) *or* AP US History (11th grade) *or* DE US History (Dual Enrollment) (11th grade)
- Government (12th grade) or AP Government (12th grade) or DE Government (12th grade) (12th grade)

**b. English**
- CP English 9
- CP English 10 *or* Honors English 10
- CP English 11 *or* AP English Language (11th)
- CP English 12 DE (Dual Enrollment) *or* AP English Literature (12th) *or* ERWC 12 (Expository Reading/Writing)

**c. Mathematics**
- CCIM 1
- CCIM 2
- CCIM 3
- AP Pre Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Data Science

**d. Science**

Biological
- NGSS Biology
- AP Biology
- AP Environmental Science
- PLTW Principles of Biomedical Sciences (PBS)
- PLTW Human Body Systems (HBS)
- PLTW Medical Interventions (MI)

Physical
- NGSS Chemistry
- AP Chemistry
- NGSS Physics
- AP Physics I

**e. Visual and Performing Arts**

Visual Arts
- Art 1-4
- Ceramics 1-3
- AP Studio Art
- Professional Photography 1
- Professional Photography 2

Performing Arts: Dance
- Dance 1-4
- Dance Choreography

Performing Arts: Other
- Theater Tech 1

Performing Arts: Band
- Jazz Ensemble (Yearlong)
- Percussion Ensemble (Fall)
- Woodwind Ensemble (Fall)
- Brass Ensemble (Fall)
- Colorguard (Fall)

Return to Main Menu Selections

- Professional Photography 3
- Theater Tech 2
- Theater Tech 3
- DE Music Appreciation
- Concert Band (Spring)
- Symphonic Band (Spring)

Performing Arts: Choir
- Madrigal Choir (Fall)
- Baritone Concert Choir (Fall)
- Treble Concert Choir (Fall)
- Treble Chamber Choir (Spring)
- Concert Choir (Spring)
- Chamber Choir (Spring)

Performing Arts: Drama
- Theater 1
- Theater 2
- Theater 3
- Theater 4
- Musical Theater

Performing Arts: Instrumental Music
- Guitar
- Intermediate Guitar

**f. Language other than English**
- Spanish 1
- Spanish 2
- Spanish 3
-DE Spanish (counts as Spanish 1 and 2)
- AP Spanish Language
- American Sign Language (ASL) 1
- American Sign Language (ASL) 2
- American Sign Language (ASL) 3

**g. Electives**

Any Additional Course in Areas A-F

Any of the following courses:
- Speech/ Debate 1-2
- Yearbook/ Advanced Yearbook
- AP African American Studies
- Student Government/ Leadership
- Fish & Wildlife Biology
- Social Psychology (11-12 only)
- AP Psychology (11-12 only)
- Economics (12 only)
- CTE Principles of Business
- CTE Sports Marketing and Entertainment

PLTW Computer Science
- PLTW Computer Science Essentials
- AP Computer Science Principles/ AP Computer Science A

PLTW Biomedical Sciences
- Principles of Biomedical Sciences (PBS)
- Human Body Systems (HBS)
- Medical Interventions (MI)
- Biological Innovations (BI)

PLTW Engineering
- Introduction to Engineering Design (IED)
- Biotechnical Engineering (Environmental Sustainability, ES)
- Engineering Design and Development (EDD)

# General College Information

***Eligibility in the Local Context***

**The UC system allows for the top 9 percent of students in each California high school class to be designated UC-eligible based on the coursework taken at the high school. If selected by the UC's, students who complete all remaining requirements will be guaranteed admission to a UC (not necessarily the one of choice).**

***The University of California and California State University* systems are popular choices for many of our students. Information can be found on their websites (www.universityofcalifornia.edu and www.calstate.edu respectively) or in the College & Career Center (anhscandccenter.weebly.com). Events are hosted each year to help students apply to these, as well as private, out-of-state, and Community Colleges**

***Private & Out-of-State Colleges***

**There are many wonderful private and out-of-state colleges and universities. Their entrance requirements are similar to those of the University of California or the California State University systems. Consult the**

Return to Main Menu Selections

**College & Career Center and the individual college website or admissions offices for information.**

***Community Colleges***
**The California Community College system offers A.A. or A.S. degrees, Career Technical Training, and certificates. Many students participate in two year transfer programs where the classes taken for credit can be transferred to four year systems. Students who are 18 years of age may attend a community college even though they may not have graduated from high school. For further information refer to [www.californiacommunitycolleges.cccco.edu/Students](www.californiacommunitycolleges.cccco.edu/Students).**

# Social Science

| | | |
|---|---|---|
| **Course Title: World Studies** | **Course ID: 652103** | **Grade Level: 10** |
| **UC/CSU a-g: area "A"** | **Recommendation: none** | |

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

| | | |
|---|---|---|
| **Course Title: AP Human Geography** | **Course ID: 654123** | **Grade Levels: 10-12** |
| **UC/CSU a-g: area "A"** | **Recommendation: None.**<br>***This course satisfies the World Studies graduation requirement.** | |

AP Human Geography introduces students to the systematic study of patterns and processes that have

Return to Main Menu Selections

shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine the socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography.

| **Course Title: US History** | **Course ID: 653203** | **Grade Level: 11** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None** | |

Students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a free market economy, including the social and cultural effects. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power by focusing on key events and figures of the 20th century. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students understand that our individual rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

| **Course Title: AP US History** | **Course ID: 657253** | **Grade Level: 11** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None.** | |

In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

| **Course Title:DE History of the United States since 1865 (HIST C1002)** | **Course ID: DE1007** | **Grade Level: 11** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None** | |

Designed for general-level and college-level preparatory students, this course is a history of the United States from 1865 to the present. Emphasis on national political, economic, intellectual, and social trends and their impact on Constitutional law; industrialization and urbanization; evolution of American ethnic, cultural, and racial pluralism; and role of the United States in world affairs. Also addresses California state and local issues in a broad, national context. This is a college class taught by RJUHSD faculty during the regular school day. College credit (equivalent to Sierra College's History 17B) will be issued on a Sierra College transcript.

| **Course Title: Government** | **Course ID: 654304** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None** | |

**Return to Main Menu Selections**

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

| **Course Title: AP Government** | **Course ID: 657354** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None.** | |

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

| **Course Title: DE American Government and Politics (POLS C1000)** | **Course ID: DE1005** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "A"** | **Recommendation: None.** | |

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as the Federalist Papers. Other topics include political behavior, elections and parties, interest groups, and the policy-making processes that address political issues. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This is a college class taught by RJUHSD faculty during the regular school day. College credit will be issued on a Sierra College transcript.

| **Course Title: Economics** | **Course ID: 654404** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "G"** | **Recommendation: None** | |

A one-semester course. Economics focuses on basic economic principles, the American business structure, economic performance, gross national product and fiscal policy, banking and monetary policy. Economic problems in the US and overseas and personal economics are also stressed. The course emphasizes the active role of the individual and provides practical strategies for students to use in making personal economic decisions.

**Return to Main Menu Selections**

# Social Science Electives

| Course Title: Social Psychology | Course ID: 653653 | Grade Levels: 11-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: None | |

Social Psychology is a course designed to provide 11th and 12th grade students with an opportunity to study human development and relationships from sociological and psychological perspectives. Its focus is on the individual in the context of social situations; students have the opportunity to study the ways in which people's thoughts, feelings, and behaviors are influenced by the presence of others. Curriculum topics include cognitive development, memory, social and personality development, motivation, learning, attitude formation and change, the influence of social groups, interpersonal attraction, conformity, persuasion, aggression, and prejudice. In addition, the patterns, assessment, and treatment of abnormal behaviors are also studied. Students will have an opportunity to do field observations, research various psychological issues, and connect information learned to themselves.

| AP Psychology | Course ID: 654133 | Grade Levels: 11-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: None | |

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college.

| Course Title: AP African American Studies | Course ID: Interest Only | Grade Levels: 11-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: None | |

AP African American Studies in an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This is an introductory course into the study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora (dispersal).

# English

Return to Main Menu Selections

| Course Title: CP English 9 | Course ID: 201113 | Grade Level: 9 |
|---|---|---|
| UC/CSU a-g: area "B" | Recommendation: None | |

College Prep English 9 establishes a foundation of learning required to become a literate citizen in the twenty-first century. Throughout the course, students learn to undertake close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students learn to demonstrate cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic. The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs. Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 9, students will demonstrate readiness for the increased rigor of CP English 10.

| Course Title: CP English 10 | Course ID: 202213 | Grade Level: 10 |
|---|---|---|
| UC/CSU a-g: area "B" | Recommendation: None | |

College Prep English 10 reinforces students' learning in English 9 and builds upon the foundational skills required to become a literate citizen in the twenty-first century. Throughout the course, students refine their ability to undertake the close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students continue to demonstrate cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic. The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs. Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 10, students will demonstrate a readiness for the increased rigor of CP English 11.

| Course Title: PreAP English 10 | Course ID: 207414 | Grade Level: 10 |
|---|---|---|
| UC/CSU a-g: area "B" | Recommendation: Grade B or higher in English 9, teacher recommendation and completion of summer reading assignments. | |

Pre-AP English 10 builds on the foundations of Pre-AP English 9. While English 9 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 10 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.

| Course Title: CP English 11 | Course ID: 203313 | Grade Level: 11 |
|---|---|---|
| UC/CSU a-g: area "B" | Recommendation: None | |

Return to Main Menu Selections

College Prep English 11 increases rigor and complexity of learning established in English 9 & 10. Students continue to refine skills required to become literate citizens in the twenty-first century with texts of increasing complexity. Throughout the course, students undertake close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students continue to refine cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic. The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs. Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 11, students will demonstrate a readiness for the increased rigor of CP English 12.

| **Course Title: AP English Language & Composition** | **Course ID: 207421** | **Grade Level: 11** |
|---|---|---|
| **UC/CSU a-g: area "B"** | **Recommendation: Grade of B or better in English 10, or C in Honors 10. Summer reading and writing are required.** | |

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsible readers of diverse texts and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Coursework focuses on the development and revision of evidence-based writing, as well as the evaluation, synthesis and citation of research to support arguments. Additionally, students analyze rhetorical structures and their effects in texts, including images, with a range of topics and contexts.

| **Course Title: ENGL 1000C (Formerly DE English 1A)** | **Course ID: DE1010** | **Grade Level: 11-12** |
|---|---|---|
| **UC/CSU a-g: area "B"** | **Recommendation: Grade of "C" or better in English 10 or 11.** | |

Develops and refines students' writing, reading, and critical thinking skills by introducing the conventions of academic conversations and arguments in an academic community. Students read and discuss a variety of works from different literary genres, focusing on nonfiction and expository texts, reading twenty or more pages per week. The course also emphasizes research skills, including accessing college library databases, evaluating and documenting sources, using MLA style, and practicing academic integrity. Students write essays in expository and argumentative prose, including at least one research paper, in response to class reading and outside research, for a total of at least 6,500 words. (C-ID ENGL 100 College Composition) (CSU, UC transferable)(Fulfills the same requirement as AP English Language & Composition).

| **Course Title: ERWC English 12** | **Course ID: 204433** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "B"** | **NOTE: Students who pass the course with a grade of C or better will be moved to the "college ready" designation and are then able to enroll in college level courses at CSU colleges.** | |

**Return to Main Menu Selections**

The ERWC Course is an A-G approved college preparatory course that provides targeted instruction in the areas of critical reading and writing and is designed to develop academic literacies which prepare students for college and career pathways. Through a sequence of eight to ten rigorous instructional modules, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

| **Course Title: ENGL 1001C (Formerly DE English 1C)** | **Course ID: DE1029** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "B"** | **Recommendation: Grade of "C" or better in DE English 1A or a passing score on the AP English Language and Composition Exam** | |

This course develops critical thinking, reading, and writing skills as they apply to textual analysis of primary and secondary sources, essays, articles,and book-length works from a range of academic and cultural contexts. Emphasis on the techniques and principles of effective written argument in research-based writing across the curriculum. Requires 6,500 words of formal writing. (C-ID ENGL 105) (CSU, UC transferable)

| **Course Title: AP English Literature and Composition** | **Course ID: 207433** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "B"** | **Recommendation: Grade of B or better in English 11. Summer reading and writing are required.** | |

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

# English Electives

| **Course Title: Speech and Debate** | **Course ID: 211303** | **Grade Level: 9-12** |
|---|---|---|
| **UC/CSU a-g: area "G"** | **Recommendation: None** | |

Return to Main Menu Selections

Designed for college-preparatory students or students with an interest in public speaking, this course includes training in public speaking and emphasizes an understanding of the elements of debate, the process of communicating more effectively, the techniques involved in critical analysis and constructive evaluation of one's own communications, as well as communication with others. Because the National High School Debate Topic changes yearly, as do the four different topics for the Lincoln-Douglas debates, this course may be repeated for credit. Students do extensive research and are required to attend and participate in events held outside of school hours. Parental involvement is necessary. Students are also required to perform for the class as part of their asses

| | | |
|---|---|---|
| **Course Title: Speech and Debate 2** | **Course ID: 212351** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: Speech and Debate 1 or instructor approval** | |

Offered in the fall only, this class is designed to offer direct instruction in competitive speech and/or drama events and debate. The variety of competition offerings allows for students with diverse interests/skills to discover the events with which they are compatible. Students who take Speech and Debate 2 enjoy performing. This course is devoted to competition preparation and is structured according to speaking events officially recognized by the National Forensic League. Students do extensive research and are required to attend and participate in events held outside of school hours. This course is offered to sophomores through seniors, after successful completion of the above Speech and Debate course.

| | | |
|---|---|---|
| **Course Title: Creative Writing** | **Course ID: 211682** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: None** | |

"A course designed for general-level or college prep students who are interested in writing poetry, short fiction, autobiography and drama. Students will engage in an intense study of these literary genres and will explore their creativity through the medium of written language. Students will participate in open mic and mock publication activities that will allow them to share their work with classmates and the broader school community. Students will work in a "writer's workshop" setting with many opportunities to discover their writing talents and to enjoy the thrill of seeing their published works."

# English Language Development (ELD)

| | | |
|---|---|---|
| **Course Title: ELD 1A** | **Course ID: 205518** | **Grade Level: 9-12** |
| **UC/CSU a-g: none** | **Recommendation: ELPAC scores** | |

Students in ELD 1 learn to use English for immediate needs. This course emphasizes oral language skills; students enter this class with limited English skills and exit with basic communication skills in social and academic contexts. ELD 1A is the first half of this course. ELD 1B is the second half of the course. This course is intended to be taken for the entire school year.

| | | |
|---|---|---|
| **Course Title: ELD 1B** | **Course ID: 205519** | **Grade Level: 9-12** |
| **UC/CSU a-g: none** | **Recommendation: ELPAC scores** | |

Students in ELD 1 learn to use English for immediate needs. This course emphasizes oral language skills; students enter

Return to Main Menu Selections

this class with limited English skills and exit with basic communication skills in social and academic contexts. ELD 1B is the second half of this course.

| Course Title: ELD 2 | Course ID: 205617 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: ELD 1, ELPAC scores | |

Students in ELD 2 engage in using the English language in increasingly complex, cognitively demanding situations through reading, writing, speaking, and listening tasks. Students continue to grow their ability to communicate in academic and social settings about a range of topics and academic content areas. Students complete the course when they represent bridging English language abilities, as displayed in the California English Language Development standards.

| Course Title: ELD 3 | Course ID: 205717 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "A" | Recommendation: ELD 1 and 2, ELPAC scores | |

Students in ELD 3 continue to learn and apply a range of high-level English academic language skills, including comprehension and production of highly technical texts. Students leave this class able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students will become independent and critical readers, as well as skillful writers of narrative, argumentative, and expository compositions. This course will also build awareness of language resources and how meaning is made through language choice in order to become effective and compelling speakers and listeners. As a result, students will advance through the sequence of the course and carry these foundational skills into their core classes throughout their high school careers.

| Course Title: EL Seminar | Course ID: 205720 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: none. | Recommendation: ELPAC level 2-4 | |

English Language Development Seminar is designed to continue developing English / Language Arts skills in alignment with Common Core State Standards for academic success. This course provides academic intervention and support to English Language Learners. The course will focus on improving listening, speaking, reading, and writing skills. In addition, students will learn time management, note taking, organization, active listening, and test-taking skills and strategies.

# Mathematics

| Course Title: Integrated Math 1 (CCIM1) | Course ID: 402343 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: None | |

Integrated Mathematics 1 is the first of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course

Return to Main Menu Selections

addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: patterns and sequences, linear and exponential functions, features of functions, equations and inequalities, systems of equations, rigid motion and congruence, coordinate geometry, and statistics.

| Course Title: Integrated Math 2 (CCIM2) | Course ID: 402353 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Passing grade in CCIM1. | |

Integrated Mathematics 2 is the second of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: quadratic functions, structures of quadratic functions, solving quadratic equations, geometric figures, similarity and right triangle trigonometry, triangle congruence, and probability.

| Course Title: Integrated Math 3 (CCIM3) | Course ID: 402363 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Passing grade in CCIM2. | |

Integrated Mathematics 3 is the third of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: functions and their inverses, logarithmic and exponential functions, polynomials, trigonometric equations, modeling with geometry, and statistics.

| Course Title: AP Pre-Calculus | Course ID: 407502 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Passing grade in CCIM3. | |

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students

Return to Main Menu Selections

also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.
CollegeBoard Course Framework

| Course Title: AP Calculus AB | Course ID: 407503 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Passing Pre-Calculus or teacher recommendation. | |

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

| Course Title: AP Calculus BC | Course ID: 407513 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Completion of AP Calculus AB | |

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus BC is designed to be the equivalent of a two semesters college calculus, depending on the College or University, devoted to topics in differential and integral calculus.

| Course Title: AP Statistics | Course ID: 407523 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "C" | Recommendation: Passing grade in CCIM3 or Data Science | |

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP

Return to Main Menu Selections

Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

| **Course Title: Data Science** | **Course ID: 403373** | **Grade Level: 12** |
|---|---|---|
| **UC/CSU a-g: area "C"** | **Recommendation: IM1 and IM2** | |

Data Science is an interdisciplinary field that uses scientific methods, processes, and algorithms to create actionable insights from structured and unstructured data. In this course, students will learn to understand and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.

| **Course Title: DE College Algebra (MATH 12)** | **Course ID: DE1034** | **Grade Level: 11-12** |
|---|---|---|
| **UC/CSU a-g: area "C"** | **Recommendation: Passing grade in CCIM3 or Data Science** | |

This dual enrollment course meets the requirements for MATH 12: College Algebra at Sierra College. This course is a college preparatory course designed for students who have passed CCIM3, who may be preparing for AP Pre-Calculus or may be looking for an alternative 4th course. This course is designed to further students' understanding of college-level algebra topics. Upon successful completion of this course, students can take AP Pre-Calculus and/or AP or DE Statistics. Topics include Equations and Inequalities, Functions and Graphs, Conics, Polynomials, Rationals, Exponentials and Logarithms, Systems of Equations and Inequalities, and Sequences and Series.

| **Course Title: DE Elementary Statistics (STAT C1000)** | **Course ID: DE1019** | **Grade Level: 11-12** |
|---|---|---|
| **UC/CSU a-g: area "C"** | **Recommendation: Passing grade in CCIM3 or Data Science** | |

This dual enrollment course meets the requirements for STAT C1000 (formerly MATH 13): Elementary Statistics at Sierra College. This course is an introduction to the basic concepts of statistics. Emphasis on statistical reasoning and application of statistical methods. Topics include graphical and numerical methods of descriptive statistics; methods of sampling; basic elements of probability; binomial, normal, and sampling distributions; the Central Limit Theorem; confidence interval estimates and hypothesis testing procedures for one and two population means and proportions; chi-square tests for goodness-of-fit and independence; linear regression and correlation; and an introduction to the analysis of variance (ANOVA). Applications using data from business, economics, education, psychology, and the social and life sciences.

**Return to Main Menu Selections**

# Science (Biological Sciences)

| Course Title: NGSS Biology | Course ID: 551415 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Completion of or concurrent enrollment in IM1. | |

NGSS Biology is the first course aligned with California's Framework for the Next Generation Science Standards and will fulfill the RJUHSD life science graduation requirement. It is recommended for all 9th grade students and will meet the UC/CSU "d" laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas include energy and matter flow in ecosystems, history of the Earth through the lens of the biosphere, human impacts on ecosystems, inheritance and variation in life, natural selection, evolution, and biotechnology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios.

| Course Title: AP Biology | Course ID: 557103 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Passing NGSS Biology and either CP Chemistry or Honors Chemistry or teacher recommendation. | |

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology.

| Course Title: AP Environmental Science | Course ID: 607603 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Grade of C or better in NGSS Biology. | |

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

| Course Title: Fish and Wildlife | Course ID: 552303 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: Grade of C or better in NGSS Biology. | |

This course is a life science elective that will provide students with field study opportunities in the local area to learn and apply the principles of fish and wildlife management and conservation. Students will study wetlands, forests, habitat types, species identification, and careers in fisheries, wildlife management, and forestry. Students will gain a much deeper understanding of many complex environmental issues.

Return to Main Menu Selections

# Science (Physical Sciences)

| Course Title: NGSS Chemistry | Course ID: 551433 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Grade of C or better in NGSS Biology. Students who have completed IM1 with a grade of B or better may take this course concurrently with IM2. Placement recommendation: IM2 strongly recommended. | |

NGSS Chemistry is our third course aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended as the third NGSS course for students who have taken NGSS Biology and NGSS Physics. It is recommended for 10th or 11th grade students and meets the UC/CSU "d" laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of Chemistry and how it interacts with systems on Earth. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios. Students will also develop laboratory skills, engage in data analysis, and exercise critical thinking to explain chemical phenomena.

| Course Title: AP Chemistry | Course ID: 607203 | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Successful completion of NGSS Chemistry; CCIM2 | |

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. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

| Course Title: NGSS Physics | Course ID: 551423 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Grade of C or better in IM1. | |

NGSS Physics is aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended for all 10th-grade students and meets the UC/CSU "d" laboratory requirement; this analytical course uses CCIM1 skills. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of physics in the Earth and Universe. This focus includes forces, motion, energy conversion, nuclear process, waves, electricity, and magnetism and their application toward understanding the Universe including the Earth's structure, star, and galaxy formation.

| Course Title: AP Physics 1 | Course ID: 607383 | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: Successful completion of CCIM3 or Precalculus. | |

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics,

Return to Main Menu Selections

dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

# World Languages

| Course Title: Spanish 1 | Course ID: 251313 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: None | |

The Spanish 1 course provides students with opportunities to listen, speak, read, and write in the target language as well as gain an understanding of Spanish-speaking cultures. Each of the units develop comprehension and cultural awareness through exercises that focus on the reinforcement and extension of acquiring the language.

| Course Title: Spanish 2 | Course ID: 252323 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: Satisfactory completion of Spanish 1. | |

Spanish 2 course will continue the development of skills introduced in Spanish 1 with expansions of vocabulary and continued emphasis on reading and speaking the target language. An awareness of grammar is developed through extensive practice. In this course, students will also deepen their understanding of the culture, geography, and history of Spanish speaking countries. Students will express their own meaning and stances in the target language, working on speaking and listening in a variety of interpersonal contexts.

| Course Title: Spanish 3 | Course ID: 253333 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: Satisfactory completion of Spanish 1 & 2 | |

The Spanish 3 course emphasizes communication by applying interpersonal, interpretive and presentational skills in real-life situations. Designed for students who wish to learn to speak the target language with a greater degree of fluency. The course is taught almost exclusively in Spanish. Students will focus on developing their skills in reading comprehension, listening, writing, and speaking. Coursework will include participating in daily communicative activities, listening to authentic sources, reading, speaking, writing, and recording simulated conversations and cultural comparisons.

| Course Title: AP Spanish Language and Culture | Course ID: 257363 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "E" | **Recommendation:** Satisfactory completion of Spanish 1, 2, and 3<br>**In the case of heritage or native speakers, there may be a different pathway of study leading to this course.* | |

The AP Spanish Language and Culture course emphasizes communication by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. Students will focus on strengthening their reading, listening, writing and speaking skills at a rigorous and accelerated pace.
Course work will include: reading of authentic text sources, listening to audio sources, writing email replies and persuasive essays, recording simulated conversations and cultural comparisons, and participating in a variety

Return to Main Menu Selections

of class discussions. Students are highly encouraged to take the AP Spanish Language and Culture examination in May to possibly receive college credit.

| Course Title: DE Elementary Spanish 1 (SPAN 001) | Course ID: DE1026 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: None | |

In this accelerated beginner course students will develop speaking, listening, writing and reading skills in the target language while exploring cultures of the Spanish-speaking world. Open to Sophomores, Juniors and Seniors with no prior high school Spanish that are eager and driven to succeed in a college level course. The class is taught by RJUHSD faculty during the regular school day on the high school campus. College credit will be issued on a Sierra College transcript. [Course alignment with Sierra College SPAN 0001 Elementary Spanish: Level I at Sierra College].

| Course Title: American Sign Language (ASL) 1 | Course ID: 215303 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: None | |

This is an introductory course to the fundamental principles of American Sign Language (ASL) that will prepare students to communicate manually (visually and gesturally) with others learning ASL and those in the Deaf Community. This course will prepare students to recognize basic commands/questions and respond appropriately to classroom dialogue using the vocabulary learned. Students will evaluate dialogues/questions in ASL as well as respond to the teacher using appropriate grammar, syntax, and non-manual signals. In addition to evaluating, students will demonstrate short ASL conversations using appropriate techniques including eye contact, body orientation, and social behaviors related to manual communication. Furthermore, students will compare and contrast appropriate etiquette based on discussions of Deaf Culture to that of Hearing Culture. By the end of the course the successful student(s), who began with little or no knowledge of ASL and/or Deaf Culture, will demonstrate skills needed to communicate proficiently in a wide variety of situations with peers, and those in the Deaf Community. Cultural exposure taught throughout the course will empower students to interact with the Deaf Community and those who identify as Deaf or Hard of Hearing in a respectful manner.

| Course Title: American Sign Language (ASL) 2 | Course ID: 215313 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: Passing Grade in ASL 1 | |

This course is a continuation of American Sign Language 1 (ASL 1) designed for students who wish to enhance proficiency in ASL usage, and stresses the continued development of basic conversational skills with emphasis on vocabulary and expressive skills. Students will prepare complex dialogues that demonstrate receptive and expressive competencies of the targeted lexical items from situations or narratives that occur in daily life activities. Students will formulate targeted syntactical forms in ASL dialogues, and select appropriate vocabulary and communicative strategies in imitating, conducting, and terminating dialogues. Students will compare and contrast social customs and cultural interactions in the Deaf and Hearing communities.

Return to Main Menu Selections

| Course Title:DE American Sign Language 3 (DFST 3) | Course ID: DE1032 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "E" | Recommendation: Passing grade in ASL 1 and ASL 2 | |

This course builds on what you learned in ASL II. You'll continue to improve your signing skills by practicing with classmates and members of the Deaf Community. The focus is more on signing (not just understanding) and using correct grammar, facial expressions, and body language. You'll have more extended conversations in ASL and learn more about Deaf culture. This course goes deeper into grammar and culture to match college-level learning. Students who complete this course will earn both high school credit and college credit from Sierra College. Equivalent to Sierra College course DFST 3.

# Visual Arts

| Course Title: Art 1 | Course ID: 101013 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None | |

In this introductory course, students express their creativity and develop their artistic perception while exploring the elements of art. Students will develop their technical skills and vocabulary as they work with a variety of art tools and materials and cover foundational skills in drawing, painting, and printmaking. They will exhibit work and participate in group critiques as they develop a working portfolio and a sketchbook. Through reading, writing and oral assignments, students will make aesthetic evaluations of works of art from a variety of cultures and reflect on their own artistic development.

| Course Title: Art 2 | Course ID: 102023 | Grade Level:9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of Art 1 with a C or better, or instructor approval. | |

In Art 2 students will gain exposure to new art mediums with an emphasis on improving their craftsmanship and technique. Students will continue to develop their knowledge of key arts vocabulary and concepts including the elements and principles of art. Students will develop skills for enhancing their critical thinking, idea generation, and artistic problem-solving. Students will analyze and interpret artwork from throughout history to inspire and guide their work.

| Course Title: Art 3 | Course ID: 103033 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of Art 2 with C or better, or instructor approval. | |

This course follows Art 2 and is recommended prior to taking Art 4 and/or AP Studio Art. Students focus on a series of works that relate thematically to materials and techniques. The students can decide what materials to use and can include: pencil, pen and ink, watercolor, oil paint, acrylic, printmaking, and mixed media (this may differ from school to school). In this class, students will develop their style of art making. The course concludes

Return to Main Menu Selections

with a school or community art show for every Art 3 student. Students will be able to complete their VAPA graduation requirements.

| Course Title: AP Studio Art | Course ID: 107113 | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Instructor approval. | |

Students will create a Sustained Investigation and develop skills in drawing as they experiment with different materials and processes. They will create artwork that reflects their own ideas and skills and what they've learned. Students need to write an essay that responds to how they clearly and simply state the central idea of their investigation. Also, explain how the work will demonstrate the intent and the sustained investigation of their idea.

| Course Title:DE Drawing 1 (ART 4A) | Course ID: DE1050 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: | |

Introduction to quick and long forms of drawing; different types of line drawing including gesture and contour; rendering of volumetric form showing light and shadow; description of forms in space along with perspective drawing; and basic principles of compositional arrangement or placement of elements on the page. Instruction in the use of black and white drawing media including pencil, charcoal, and ink. References to various historical and cultural styles, including non-eurocentric examples and techniques. (C-ID ARTS 110) (CSU, UC)

| Course Title: Ceramics 1 | Course ID: 101043 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None | |

This course is designed to give students an opportunity to concentrate on hand-built pottery. Emphasis will be on understanding and incorporating of the elements of art and principles of design in the ceramic and sculpture mediums. The class covers hand-built pottery, clay sculpture, and art appreciation and design, especially concerning ceramics. Students will be expected to participate fully in all class projects, writing assignments, and lectures.

| Course Title: Ceramics 2 | Course ID: 102053 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of Ceramics 1 with a C or better, or instructor approval. | |

This course is designed to give students an opportunity to concentrate in hand-built pottery, wheel pottery, or sculpture. Students will be expected to perform at an advanced level and begin developing an individual style. Students will become acquainted with the work of famous sculptures from throughout history and make informed responses to works of art, nature, and other objects by using objective criteria for analysis, interpretation, and judgment. Technically, students will refine their abilities to apply design elements and principles in wheel throwing, hand building, and glazing techniques. Students will begin to build a portfolio and may be responsible for organizing a group art show featuring their own work. All students are expected to participate fully in all class projects, writing assignments, and lectures.

Return to Main Menu Selections

| Course Title: Ceramics 3 | Course ID: 103063 | Grade Level:10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of Ceramics 2 with a C or better, or instructor approval. | |

Designed to give students a continued opportunity to concentrate in hand-built pottery, wheel pottery, or sculpture. Students will be expected to perform at an advanced level and develop an individual style. Students will become acquainted with the work of famous sculptures from the 20th century and make informed responses to works of art, nature, and other objects by using objective criteria for analysis, interpretation, and judgment. Technically, students will refine their abilities to apply design elements and principles in wheel throwing, hand building, and glazing techniques. Students will continue building a portfolio and may be responsible for organizing art shows featuring their own work.

| Course Title: Yearbook | Course ID: 212653 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: none | |

A yearlong class designed for general or college-preparatory students to produce the school yearbook, The Titanium. Students will learn the basics of journalistic writing, layout and design, photography and the business of publications. Students will become adept at using computer programs such as Adobe InDesign and Adobe Photoshop to produce the yearbook. Emphasis is also placed on team building, leadership, and group communications skills essential to the workplace. Students who are interested in the business end of yearbook production (raising money, selling ads, keeping records) in photography, and graphic arts are encouraged to apply. Enrollment is limited. While it is not mandatory that all students take the class as a yearlong course, editors are encouraged to do so.

| Course Title: Advanced Yearbook | Course ID: 212673 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "G" | Recommendation: Students are strongly encouraged to register for both terms. Students entrusted with Editorship roles are required to register for both terms. | |

Advanced Yearbook is designed as a college preparatory course for students who have successfully completed the Yearbook course and now seek to elevate their skills to a more advanced level. Throughout this course, students will engage in more sophisticated and specialized tasks, with a strong emphasis on the editorship functions within the yearbook production process. As Advanced Yearbook students, students are highly encouraged to assume leadership roles within the yearbook staff, fostering a collaborative environment and providing guidance to new staff. It is strongly recommended that staff register for both terms, ensuring a comprehensive understanding of the editorship responsibilities and enabling them to make a lasting impact on the yearbook's development and overall quality.

# Performing Arts

| Course Title: Dance 1 | Course ID: 101503 | Grade Level: 9-12 |
|---|---|---|

Return to Main Menu Selections

| | |
|---|---|
| **UC/CSU a-g: area "F"** | **Recommendation: none** |

Dance 1 is an introductory level course designed to provide students with a comprehensive foundation in various styles of dance. This course focuses on developing students' physical skills, creativity, self-expression, and appreciation for the art of dance. Through a combination of theoretical knowledge and practical experience, students will explore the fundamental techniques, concepts, and history of dance.
Additional co-curricular hours outside of the school day are required. This includes rehearsals and performances essential to performance standards. This course serves as a foundation for students interested in pursuing more advanced levels of dance study. It aims to instill a lifelong appreciation for dance as an art form and provide students with the skills necessary to pursue further dance education or participation in dance-related activities.

| | | |
|---|---|---|
| **Course Title: Dance 2** | **Course ID: 102513** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Admission by teacher approval only** | |

Dance 2 is an intermediate level course designed to build upon the foundational knowledge and skills acquired in Dance 1. This course delves deeper into the exploration of various dance styles, refining techniques, fostering creativity, and expanding students' understanding of the art of dance. Through a combination of practical exercises, theoretical discussions, written work, and choreographic projects, students will advance their dance abilities and gain a deeper appreciation for the intricacies of the art form.
Additional co-curricular hours outside of the school day are required. This includes rehearsals and performances essential to performance standards. This course serves as a foundation for students interested in pursuing more advanced levels of dance study. It aims to instill a lifelong appreciation for dance as an art form and provide students with the skills necessary to pursue further dance education or participation in dance-related activities.

| | | |
|---|---|---|
| **Course Title: Dance 3** | **Course ID: 102513** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Admission by teacher approval only** | |

Dance 3 is a higher level course tailored for students who have successfully completed Dance 2 or have equivalent dance experience. This course offers a comprehensive exploration of dance techniques, choreography, performance, theory, and critical analysis. Students will engage in rigorous training and creative exploration to refine their skills and develop a deeper understanding of dance as an art form. Additional co-curricular hours outside of the school day are required. This includes rehearsals and performances essential to performance standards. This course serves as a foundation for students interested in pursuing more advanced levels of dance study. It aims to instill a lifelong appreciation for dance as an art form and provide students with the skills necessary to pursue further dance education or participation in dance-related activities.

| | | |
|---|---|---|
| **Course Title: Dance 4** | **Course ID: 102523** | **Grade Level: 10-12** |

**Return to Main Menu Selections**

| | |
|---|---|
| **UC/CSU a-g: area "F"** | **Recommendation: Teacher Approval.** |

Dance 4 serves as a foundation for students interested in pursuing more advanced levels of dance study. It aims to instill a lifelong appreciation for dance as an art form and provide students with the skills necessary to pursue further dance education or participation in dance-related activities and offers a comprehensive exploration of dance techniques, choreography, performance, theory, and critical analysis. Students will engage in rigorous training and creative exploration to refine their skills and develop a deeper understanding of dance as an art form. Additional co-curricular hours outside of the school day are required. This includes rehearsals and performances essential to performance standards.

| | | |
|---|---|---|
| **Course Title: Dance Choreography** | **Course ID: 102533** | **Grade Level: 10-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Admission by teacher approval only.** | |

This class offers the dance student the opportunity to choreograph dances in many styles with props and other creative elements. This class is for students who have completed Dance 1 and Dance 2. Students also have the opportunity to learn more about the world of dance: famous dancers, dance around the world and the history of dancing. Students will perform in fall and/or spring productions. Members of the class are required to participate in rehearsals and the dance performance(s) at the end of the year as their final grade. Students may be asked to provide some costuming for the show and purchase lyrical sandals.

| | | |
|---|---|---|
| **Course Title: Theatre 1** | **Course ID: 101583** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: none** | |

This performance-based course will include a study of theater with a primary emphasis on the development of acting skills and confidence. Instruction will be given in playwriting, pantomime, improvisation, character development, script interpretation, and scene study. Fulills section F of a-g Requirements.

Theatre 2
Course ID: 102603
UC/CSU a-g: F
Prerequisite: Grade of C or better in Drama.
This intermediate-level acting course will include instruction in acting techniques and styles, playwriting, work-shopping scenes, and directing. Students will be required to attend all scheduled performances presented on nights and weekends. May be repeated for credit.

Theatre 3
Course ID: 102593
Open to Grades: 9-10
UC/CSU a-g: F
Prerequisite: Grade of C or better in Drama and/or instructor approval
This course provides serious acting students the opportunity to continue their training in characterization, advanced improvisation, movement, auditioning, scene work, script analysis and interpretation and appreciation.

Theatre 4
Course ID: 103603
UC/CSU a-g :F
Prerequisite: Instructor Approval

**Return to Main Menu Selections**

This course will focus on putting on live stage productions continuously throughout the year. Advanced and college level acting and technical skills will be required and practiced, while experience in directing and backstage production will be focused on throughout the class. Students are required to attend practices and rehearsals after school as well as performances held at night and on the weekends. **Course may be repeated for credit.

| Course Title: Theatre 2 | Course ID: 102603 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of Theatre 1. | |

This intermediate-level acting course will include instruction in acting techniques and styles, playwriting, work-shopping scenes, and directing. Students will be required to attend all scheduled performances presented on nights and weekends. May be repeated for credit.

| Course Title: Theatre 3 | Course ID: 102595 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of another Theatre course and teacher approval. | |

Theater 3 is an advanced-level course designed to provide students with the opportunity to demonstrate their mastery of various theatrical skills and knowledge acquired throughout their theater arts education. This intensive and collaborative course serves as the culmination of their studies, offering a platform for students to showcase their artistic talents and creativity in a comprehensive final performance. Emphasis will be placed on integrating theory and practice, fostering a deep understanding of the collaborative nature of theater arts, and exposing students to the many careers in theater. Students will also delve into the various aspects of directing and stagecraft, learning how to effectively communicate their vision and guide actors, designers, and technicians in creating a cohesive and impactful theatrical production. They will explore different directorial styles, analyze the relationship between text and performance, and develop strategies for staging and blocking. Students are required to attend practices and rehearsals after school as well as performances held at night and on the weekends.

| Course Title: Theatre 4 | Course ID: 102596 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Completion of another Theatre course and teacher approval. | |

This course will focus on putting on live stage productions continuously throughout the year. Advanced and college level acting and technical skills will be required and practiced, while experience in directing and backstage production will be focused on throughout the class. Students are required to attend practices and rehearsals after school as well as performances held at night and on the weekends. **Course may be repeated for credit.

| Course Title: Musical Theater | Course ID: 103613 | Grade Level: 10-12 |
|---|---|---|

Return to Main Menu Selections

| | |
|---|---|
| **UC/CSU a-g: area "F"** | **Recommendation: Completion of another choir or drama course and teacher approval. Offered Spring Term only.** |

Musical Theatre is designed to provide students with a comprehensive understanding of the theory, history, and practical aspects of musical theater performance. This course combines elements of music, drama, and dance to explore the rich and diverse world of musical theater, from its origins to contemporary works. Throughout the course, students will develop their skills in singing, acting, and dancing, while also studying the cultural, historical, and social contexts in which musical theater has evolved. The course aims to foster creativity, critical thinking, collaboration, and a deep appreciation for the art form. Afterschool and weekend rehearsals are required. This course may be repeated for credit.

| | | |
|---|---|---|
| **Course Title: Brass Ensemble** | **Course ID: 101223** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: None. Offered Fall Term only.** | |

Mandatory for Woodwind/Brass musicians; during the school day. You must be concurrently enrolled in the '0' period Marching Band to take this class. Students learn the Marching Band field show and pep music. For all musicians that play a wind instrument. Students participate in all Marching Band activities. Once the marching season is completed this ensemble will be working on concert ensemble music and will perform in one concert.

| | | |
|---|---|---|
| **Course Title: Percussion Ensemble** | **Course ID: 101233** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: None. Offered Fall and Spring Term.** | |

If site offered in the Fall, percussion ensemble is part of the marching band. If site offered in the Spring, percussion ensemble is open to all students that are interested in performing within a variety of percussion settings. Percussion Ensemble students are required to attend after school and evening rehearsals, as well as weekend festivals and competitions. Depending on site, audition or director approval and/or co-enrollment with another band course may be required. This course may be repeated for credit.

| | | |
|---|---|---|
| **Course Title: Woodwind Ensemble** | **Course ID: 101213** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: None. Offered Fall Term only.** | |

Advanced course for Woodwind, Brass, and Percussion students. Admission to the course is based on audition or director recommendation. Emphasis will be on the individual development of tone, technique, and performance. Students will be expected to attend after-school rehearsals and some weekend performances. May be repeated for credit.

| | | |
|---|---|---|
| **Course Title: Color Guard** | **Course ID: 851553** | **Grade Level: 9-12** |
| **UC/CSU a-g: none** | **Recommendation: None. Offered Fall and Spring Terms.** | |

The Color Guard is an integral part of the marching band, and a separate competition unit throughout the spring semester. Students will learn to interpret music through marching formations, body movements, and various color guard equipment work (rifles, sabres, flags, etc). Color Guard students are required to attend all after-school rehearsals and public performances. This course may be repeated for credit.

**Return to Main Menu Selections**

| Course Title: Concert Band | Course ID: 101053 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None. Offered Spring Term only. | |

The Concert Band class is for all musicians of any grade level. Concert Band students will participate in concert and festival performances and will be required to attend night and Saturday performances. Student participation in the Fall band is a prerequisite for Spring participation. This course may be repeated for credit.

| Course Title: Symphonic Band | Course ID: 101263 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Audition required. Offered Spring Term only. | |

Course for Woodwind, Brass, and Percussion students with previous experience. Admission to the course is based on the director or previous teacher's recommendation. Emphasis will be on the individual development of tone, technique, and performance. Students will be expected to attend after-school rehearsals and some weekend performances. Depending on the site, this course may be a requirement for freshmen instrumentalists. May be repeated for credit.

| Course Title: Jazz Ensemble | Course ID: 101243 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Offered only during "0" period all year. Must be concurrently enrolled in at least one term of Symphonic or Marching Band. May be repeated for credit. | |

Jazz Band is designed for the advanced instrumental musician of any grade level interested in jazz. This class will emphasize jazz techniques in a traditional big band setting to prepare for festival, concert, and tour performances. Styles include swing, blues, Latin, funk, and more. Students will be required to attend all scheduled performances presented on nights and weekends. Co-enrollment with other band courses is required. Depending on the site, auditions may be required. May be repeated for credit.

| Course Title: Guitar | Course ID: 101273 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None. | |

Designed for the beginning guitar student at any grade level. Students will develop a variety of acoustic guitar techniques and skills to play in basic open position. These skills include: reading standard notation and tablature, playing chords and popular melodies, strumming patterns, and finger picking techniques. Students will also develop an aesthetic appreciation of music and skills to motivate learning of the instrument. Students must provide their own acoustic guitar.

| Course Title: Guitar 2 | Course ID: 102275 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Grade of C or better in Beginning Guitar . | |

The Guitar 2 program builds on skills acquired from the Guitar 1 Class. Students will study specific styles of guitar playing including Folk, Blues, and Class Rock. This course places a larger emphasis on the understanding of music theory and the ongoing development of improved sight reading skills. Improvisational skills are developed as students study the use of pentatonic scales, major and minor scales, and chord

Return to Main Menu Selections

movements that utilize the guitar fingerboard well beyond open position. Students learn how to develop solid harmony and melody skills and collaboration with other students. Some audio and video selections will be used to help familiarize students with the wide variety of professional guitar styles that are celebrated in both individual and group performance situations. May be repeated for credit.

| Course Title: Baritone Concert Choir | Course ID: 101373 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None. Offered Fall Term only. May be repeated for credit. | |

This performance-based course includes an introduction to choral music suitable for all singers who sing in the bass clef (lower) range, typically male students/changed voices. Students will develop their music literacy and singing techniques in a variety of vocal styles. Participation at rehearsals and performances outside of school hours will be required. This course may be repeated for credit. No audition is required.

| Course Title: Treble Concert Choir | Course ID: 101383 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: None. Offered Fall Term Only. May be repeated for credit. | |

This performance-based course includes an introduction to choral music suitable for all singers who sing in the treble clef (upper) range, typically female students/unchanged voices. Students will develop their music literacy and singing techniques in a variety of vocal styles. Participation at rehearsals and performances outside of school hours will be required. This course may be repeated for credit. No audition is required.

| Course Title: Chamber Choir | Course ID: 102383 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Previous enrollment in Concert Choir and teacher recommendation. Offered Spring Term Only. May be repeated for credit. | |

This performance-based course is for the experienced choral singer. Students will continue to build their music literacy and singing techniques using a variety of music styles and historical periods. Participation at rehearsals and performances outside of school hours will be required. This course may be repeated for credit. Audition and/or teacher approval is required.

| Course Title: Concert Choir | Course ID: 101353 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | Recommendation: Offered Spring Term Only. May be repeated for credit. | |

This performance-based course includes an introduction to choral music suitable for all singers. Students will develop their music literacy and singing technique in a variety of vocal styles. Participation at rehearsals and performances outside of school hours will be required. This course may be repeated for credit. No audition is required.

Return to Main Menu Selections

| Course Title: DE Music | Course ID: DE1045 | Grade Level: 9-12 |
|---|---|---|
| UC/CSU a-g: area "F" | | |

An elementary course designed to provide the basic musical skills, knowledge, and competencies necessary for reading or listening to music. Covers elements of music, scales, notation, rhythm, and sight reading. No prior musical training necessary. Note: Not open to students who are taking or have successfully completed MUS 3A-3B or MUS 6A-6B. (CSU, UC-with unit limitation)

# Career Technical Education (CTE)

## CTE Pathway: Project Lead the Way Biomedical

| Course Title: Principles of the Biomedical Sciences (PBS) ™ *Introductory Course for BioMed CTE pathway* | Course ID: 356013 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: B or higher in CP Biology. Recommended: A college preparatory mathematics course taken within the same school year (i.e. IM1 or higher). | |

Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

| Course Title: Human Body Systems (HBS) ™ *Concentrator Course for BioMed CTE pathway* | Course ID: 356023 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: C or higher in Principles of the Biomedical Sciences™ and a 70% average on the assessment portion of the PBS grade. Recommended: A college preparatory mathematics course taken within the same school year (i.e. IM1 or higher). | |

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions.

Return to Main Menu Selections

| Course Title: Medical Interventions (MI) ™ *Concentrator Course for BioMed CTE pathway* | Course ID: 356033 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: C or higher in Human Body Systems™ and a 70% average on the assessment portion of the HBS grade. Recommended: A college preparatory mathematics course taken within the same school year (i.e. IM1 or higher). | |

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

| Course Title: Biomedical Innovation (BI) ™ *Capstone Course for BioMed CTE pathway* | Course ID: 356043 | Grade Level: 11-12 |
|---|---|---|
| UC/CSU a-g: area "D" | Recommendation: C or higher in Medical Interventions™ and a 70% average on the assessment portion of the MI grade. Recommended: A college preparatory mathematics course taken within the same school year (i.e. IM1 or higher). | |

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. Class Contribution: $30.00

| Course Title: Internship | Course ID: 754403 | Grade Level: 12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: Students must submit an application to the Project Lead the Way coordinator prior to enrollment. Student Interns may have a required time commitment of up to three hours per day, five days per week. Offered 4th period only. | |

Return to Main Menu Selections

This course is a companion to Biomedical Innovation and will provide students with orientation and training in the skill sets and protocols required for participation in hospital internships. Following an introductory orientation and training unit, students will be assigned to a site where they will engage in work force experiences and intense training. Students will also meet with the Internship class and teacher to debrief and document their workforce experiences and to link their experiences to applications in their academic classes, to career research processes, and to the development of career skill sets such as time management, project management, teamwork, interpersonal communications, etc.

## CTE Pathway: Project Lead the Way Engineering

| | | |
|---|---|---|
| **Course Title: Introduction to Engineering and Design (IED) ™**<br>***Introductory Course for Engineering CTE pathway*** | **Course ID: 356113** | **Grade Level: 9-10** |
| **UC/CSU a-g: area "D"** | **Recommendation/Prerequisite: B or better in Integrated Math 1** | |

Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

| | | |
|---|---|---|
| **Course Title: Environmental Sustainability (ES)**<br>***Concentrator Course for Engineering CTE pathway*** | **Course ID: 356164** | **Grade Level: 10-12** |
| **UC/CSU a-g: area "D"** | **Recommendation/Prerequisite: B or better in Integrated Math 2 and 3 or enrolled in Pre-Calculus. Students must have passed IED with a B or better to move to this pathway course.** | |

Designed for qualified 10th or 11th grade students, the major focus of the Environmental Sustainability course is to expose students to more intensive build projects that include topics such as Ensuring Safe Water for All, Alternative Agricultural Systems, and Green Architecture. Students will continue to develop concepts in the previous course such as the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

| | | |
|---|---|---|
| **Course Title: Engineering Design and Development (EDD) ™**<br>***Capstone Course for Engineering CTE pathway*** | **Course ID: 356163** | **Grade Level: 11-12** |

**Return to Main Menu Selections**

| | |
|---|---|
| **UC/CSU a-g: area "D"** | **Recommendation/Prerequisite: B or better in Integrated Math 3 or enrolled in Pre-Calculus or AP Calculus. Students must have passed Level II with a B- or better to move to this pathway course.** |

Designed for qualified 11th or 12th grade students, in the capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the Engineering design process. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities.

## CTE Pathway: Project Lead the Way Computer Science

| | | |
|---|---|---|
| **Course Title: Computer Science Essentials (CSE) *Introductory Course for Computer Science CTE pathway*** | **Course ID: 356213** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "D"** | **Recommendation: None** | |

With an emphasis on computational thinking and collaboration, this year-long course (One Year=One Semester at Antelope) provides an excellent entry point for students to begin or continue the PLTW Computer Science experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to AP Computer Science Principles.

| | | |
|---|---|---|
| **Course Title: AP Computer Science Principles *Concentrator Course for Computer Science CTE pathway*** | **Course ID: 356173** | **Grade Level: 10-12** |
| **UC/CSU a-g: area "D"** | **Recommendation: Integrated Math 2 (required), Exploring Computer Science (strongly recommended).** | |

Students in Computer Science Principles will explore the seven big ideas of computing: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact of technology. Students will follow UC Berkeley's curriculum, Beauty and Joy of Computing. This course teaches programming through an engaging programming language called SNAP!, one of the friendliest programming languages ever invented.

| | | |
|---|---|---|
| **Course Title: AP Computer Science A *Capstone Course for Computer Science CTE pathway*** | **Course ID: 167553** | **Grade Level: 10-12** |

**Return to Main Menu Selections**

| | |
|---|---|
| **UC/CSU a-g: area "D"** | **Recommendation: Completion with a passing grade of Computer Science Essentials and AP Computer Science.** |

AP Computer Science A is a one semester course. This course is designed for college bound students or advanced computer skilled students who desire to take the A.P. Computer Science Exam (A) for college credit. A.P. Computer Science is intended to be equivalent to a beginning computer science course at a university. Programming in Java is emphasized while studying design issues to create programs that are adaptable, reusable, and understandable. Students will use Java in the development of algorithms, fundamental data structures, and learn common programming techniques for application development. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

## CTE Pathway: Professional Photography

| | | |
|---|---|---|
| **Course Title: Professional Photography 1 *Introductory Course for Photography CTE pathway*** | **Course ID: 101083** | **Grade Level:9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: None** | |

Students will learn how to incorporate the elements of art and principles of design to create original, creative, and communicative photographic works, using digital SLR cameras. Emphasis will be on learning the qualities of a good photograph through; compositional layout, impact and interest, and manual settings. Students will be expected to exhibit proper management of equipment, due to the cost of equipment. Knowledge of basic computer skills expected.

| | | |
|---|---|---|
| **Course Title: Professional Photography 2 *Concentrator Course for Photography CTE pathway*** | **Course ID: 102093** | **Grade Level:10-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Must have completed Photo 1 with a C or better or instructor approval. May be repeated for credit.** | |

This is an advanced course designed to enable students to have an opportunity to further enable career preparation skills in photography. Emphasis is on developing personal style through the art of photography while furthering exposure to the following: Studio Photography/Lighting, extended color usage, shooting in camera RAW, and further advancing their Adobe Photoshop skills.

| | | |
|---|---|---|
| **Course Title: Professional Photography 3 *Capstone Course for Photography CTE pathway*** | **Course ID: 103333** | **Grade Level:10-12** |

**Return to Main Menu Selections**

| | |
|---|---|
| **UC/CSU a-g: area "F"** | **Recommendation: Must have completed Photo 2 with a C or better or instructor approval. May be repeated for credit.** |

## CTE Pathway: Theater Tech

| | | |
|---|---|---|
| **Course Title: Theater Tech I *Introductory Course for Theater Tech CTE pathway*** | **Course ID:** 103623 | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Completion of another choir or drama course and teacher approval.** | |

This hands-on course introduces students to the action that goes on behind the scenes in a Performing Arts production. Students will be directly involved in the technical aspects of the Antelope Performing Arts Department's productions. Students will analyze and critique the design elements found in school and outside productions, learn specialized vocabulary of technical theater, and gain a practical approach to problem solving, leadership and working well under pressure.

| | | |
|---|---|---|
| **Course Title: Theater Tech II *Concentrator Course for Media CTE pathway*** | **Course ID:** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "F"** | **Recommendation: Completion of Theater Tech I or teacher approval.** | |

This continuing hands-on course expands in depth on the skills learned in the Technical Theater I coursework. Students will choose and focus on one of the general areas in theater tech: Sound, Lighting, Set Construction & Design, Production, Front of House.

## CTE Pathway: Business

| | | |
|---|---|---|
| **Course Title: Principles of Business *Introductory Course for Business CTE pathway*** | **Course ID: 115015** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: None** | |

This course has been designed to provide students with familiarity of basic principles and practices of contemporary business, knowledge of business concepts and terminology, and an understanding of how business works. Students will learn not only the skills necessary to become a successful business person but also the attitudes, characteristics, and techniques needed to succeed. Units covered include business in the global economic environment, business organization and management, business operations and technology, and personal financial management.

Return to Main Menu Selections

| | | |
|---|---|---|
| **Course Title: Sports and Entertainment Marketing *Concentrator Course for Business CTE pathway*** | **Course ID: 153343** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: Completion of Principles or teacher approval.** | |

This course will provide students with an inside look at the world of sports and entertainment marketing. Students will learn the marketing basics applicable to all businesses and then focus on the sports and entertainment industries. Marketing of high school, college and professional athletic events will be dissected and used as examples of both successful and unsuccessful marketing campaigns. In addition, the entertainment industry from movies to theater will be explored for its rich marketing history. The marketing techniques learned in this course will give students a solid foundation to put to use in their own business exploits or to continue their education in college and beyond in the field of marketing. Field trips to local sports and entertainment venues may be used as part of the learning process. In addition, our Sports and Entertainment Marketing class will serve as an in-house marketing department for our various athletic, performing arts and school programs. We will handle various promotional and marketing responsibilities.

## CTE Pathway: Mechatronics

*Do you like figuring out how things work and using your hands, along with your brain? Study robotics and industrial automation. You'll learn real-world career skills in our industrial-quality labs. Receive the most up-to-date training and start your career in mechatronics.*

**Note: Both courses in the Mechatronics pathway are Dual Enrolled with Sierra College.**

| | | |
|---|---|---|
| **Course Title: DE Mech 0010: Fundamentals of Electronics** | **Course ID: ******** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: Grade of "C" or better in CCIM1** | |

A fundamental study of electronic devices, circuits, and systems as applied to robotics, computers and industrial automation. Presented through hands-on, project-based experiments. Please note: This course does not qualify for the Dual Enrollment "grade bump". It is transferable to CSU only (not UC).

| | | |
|---|---|---|
| **Course Title: DE Mech 0004: Fundamentals of Mechatronics** | **Course ID: ******** | **Grade Level: 9-12** |
| **UC/CSU a-g: area "G"** | **Recommendation: Successful completion of Mech 0010** | |

Introduction to mechatronics, which combines electronics, mechanics, pneumatics, and hydraulics, under computer control; as applied to robotics and automation. Presented through hands-on, project-based experiments that demonstrate industrial applications. Please note: This course does not qualify for the Dual Enrollment "grade bump". It is transferable to CSU only (not UC).

# Health/Ethnic Studies

Return to Main Menu Selections

| Course Title: Health and Wellness 1 (18 week) | Course ID: 521053 | Grade Level: 9 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: None | |

Health and Wellness is a one-term **(18-week)** course that is required for graduation. This course is a comprehensive examination of mental, emotional, social, physical, and sexual health designed for students to self-reflect on personal influences and learn how to make the best-informed decisions for their own lifelong growth and development. The course is aligned with California state standards, the Education Code, and the California Healthy Youth Act.

# Physical Education

| Course Title: PE 9 | Course ID: 501013 | Grade Level: 9 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: None | |

PE 9 is designed to give students the opportunity to learn through a comprehensive Physical Education program in accordance with the Physical Education Model Content Standards for California Public Schools Grades 9-12. Students will be empowered to make decisions, meet challenges and develop positive behaviors in fitness and wellness activities for a Lifetime. This will be accomplished through the use of a variety of activities such as: fitness (including use of technology), dual and individual sports, rhythms/dance and aquatics. Emphasis is placed on students' knowledge of the importance of a healthy lifestyle and meeting the requirements for the Healthy Fitness Zone status on the FitnessGram personal fitness assessment.

# Physical Education 2nd Course and Electives

**Please see the "Recommendation" section to see which courses listed below meet the graduation requirements for the second course in Physical Education.**

| Course Title: Team Sports | Course ID: 502123 | Grade Level: 10-12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: Completion of PE 9. (Meets 2nd year PE graduation requirement, may be repeated for elective credit) | |

Team Sports is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program. Students will be empowered to make choices, meet challenges, develop positive behaviors in social interactions, and gain an understanding and appreciation of lifetime fitness and

Return to Main Menu Selections

wellness. The effects of physical activity on dynamic health and the mechanics of body movement are integrated throughout the school year. Major activities may include Introduction to advanced physical education, fitness (including the use of technology in fitness), team activities, dual sports, Archery, Volleyball, Flag Football, Soccer, Racquet/Bat sports, Backyard Games, and Fitness.

| **Course Title: Personal Fitness** | **Course ID: 512133** | **Grade Level: 10-12** |
|---|---|---|
| **UC/CSU a-g: none** | **Recommendation: None. Completion of PE 9. (Meets 2nd year PE graduation requirement, may be repeated for elective credit)** | |

Get stronger building endurance and develop lifelong healthy habits! Personal fitness is an engaging PE course for students to participate in workouts, fitness challenges and goal setting activities while learning about nutrition, hydration and exercise principles.
Workouts focus on cardio, strength, training, flexibility, and mobility, using resistance, bands, weights and fitness tracking tools. Students will track progress, set personal fitness goals and create balanced exercise routines tailored to their needs.
Grading is based on participation, effort, progress, and understanding of fitness concepts. Perfect for students, looking to stay active and improve their fitness and gain the knowledge to maintain a healthy lifestyle beyond high school!
*DAILY WORKOUTS that target these components of fitness: Aerobic capacity, Anaerobic capacity, Muscle Endurance, Muscular Strength, Stability, Mobility, Flexibility. Workouts can include: Mobility and stability routines, Resistance Training, Cardiovascular and energy system development

| **Course Title: Weight Training and Conditioning** | **Course ID: 512153** | **Grade Level: 9-12** |
|---|---|---|
| **UC/CSU a-g: none** | **Recommendation: None. (Meets 2nd year PE graduation requirement, may be repeated for elective credit)** | |

Designed to provide an introduction to developing basic proficiency and skill in the core lifts(variations of traditional and Olympic style lifts). Weight room safety and function, form running, speed, agility, and conditioning will be emphasized. This course does not fulfill the PE 9 requirement.
*High levels of fitness through involvement in weight training, running, calisthenics, and dynamic and static flexibility.

| **Course Title: Athletic PE** | **Course ID: 513263**<br>**513253 (Fall)**<br>**513303 (Spring)** | **Grade Level: 10-12** |
|---|---|---|
| **UC/CSU a-g: none** | **Recommendation: Written recommendation by varsity head coach of the student's sport.** | |

Athletic PE is designed for students with considerable weight lifting experience and will be designed to help them prepare for high school athletics. The classroom environment is intense and extremely rigorous. It is designed to increase the power, speed, and explosion of the enrolled students. This class will also focus on

**Return to Main Menu Selections**

character development, accountability and integrity, students enrolled in this class be held accountable to perform all aspects of this class at a high level. This course may not be used to fulfill the PE 9 or PE 10 graduation requirement. Athletes will sign up for either fall or Spring Athletic PE based on coach's recommendation.
***Note: After the sports season ends students enrolled in this class are still expected to attend class & be supervised until the end of the school day, without exception.***

| Course Title: Unified Sports PE | **Course ID:** 502030 | **Grade Level: 11-12** |
|---|---|---|
| **UC/CSU a-g: none** | **Recommendation: None** | |

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified Physical Education courses can be a gateway for further participation in Special Olympics programs and events.

Anecdotal evidence supports that participation in Unified Physical Education leads to an increase in student engagement in physical education and the greater school community. In addition, schools that have implemented the Unified Physical Education concepts have indicated that their student body has become more accepting of all students, and more apt to celebrate individual differences. Examples include students with and without disabilities eating lunch together, doing activities together on the weekends, and inspiring social change throughout the school.

# Additional Offerings

| Course Title: Student Government | **Course ID: 851353** | **Grade Level: 9-12** |
|---|---|---|
| **UC/CSU a-g: area "G"** | **Recommendation: Application and interview.** | |

For students elected or appointed to the Student Government Course. This course is designed to teach the basic functions of responsible leadership including representing the views of the constituents, budgeting, decision-making, and the reaching of consensus and compromise agreements. Students must be elected into this class through the Student Body election process, **or** appointed to fill a specific role. Participation at lunch and at events taking place outside school hours, including nights and weekends, is mandatory. This course is approved for 'G' elective credit. **Course may be repeated for credit.

| Course Title: Leadership | **Course ID: 851403** | **Grade Level: 9** |
|---|---|---|
| **UC/CSU a-g: none** | **Recommendation: None** | |

A course designed to provide students with the skills they need to be effective leaders. Students will learn and apply effective intra and inter-personal skills, study time/stress management, and understand personality and leadership styles. Students will engage in group dynamics and organizational culture while participating in "real

Return to Main Menu Selections

world" experiences. The course is designed to provide students with the leadership skills they need to be actively involved in Student Government, athletics, and other co-curricular activities, as well as work experiences and career preparation activities outside of school.

| Course Title: Teacher Aide/ Office Aide | Course ID: 703003/ 703013 | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: Application process, personal finance course completed, on track for A-G completion. | |

Designed to provide the student with an opportunity to communicate subject areas correctly and clearly to others, to take on responsibilities and to work with others. Emphasis will be on organizing materials, understanding material and teaching it to others, preparing quizzes, aiding substitute teachers, performing clerical work, giving individual instruction to students who have been absent or need help in a given area, helping to proctor exams and checking grades on exams and homework assignments. A maximum of 10 credits may be applied toward graduation. Any violations of school rules may necessitate removal from this position. **Course may be repeated for credit.

| Course Title: CTE Internship (Paid) | Course ID: 356803 (paid) | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: Application process, personal finance course completed, on track for A-G completion. | |

CTE Internship (1/2): One day a week, students will attend an in-class lecture with Interactive lessons designed to teach college students, adult learners, and workforce development representatives the transferable skills all modern workers need for success in our global economy. Topics include Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness, and Social/Diversity Awareness. This course will enhance students' ability to make an informed career choice in preparation for college and career. Weekly course modules are designed to provide students with an understanding of 21st-century skills needed in the modern workforce. The top 21st-century skills include the following: Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness, and Social/Diversity Awareness. (CSU)

CTE Internship (2/2): The internship course is a single-term elective, which offers an experiential, work-based learning opportunity at an approved industry site. Students will attend the Internship class 2-3 days per week for no less than 6 hours a week and unpaid no more than 8 hours a week. Paid interns may work up to 4 hours a day. The instructor and work-site supervisor will determine specific learning goals (outcomes) and objectives designed to provide an understanding of the profession. 2 on-site observations will be completed by the instructor. Evaluations will be completed at the end of the term by the site supervisor. Internships may offer a rigorous, relevant, and real-world learning experience that further enhances understanding and knowledge of a particular career path. The internship is designed to enhance classroom learning from a current pathway at your school of attendance as well as real-world experience. This course will enhance students' ability to make an informed career choice in preparation for college and career.

Return to Main Menu Selections

| Course Title: CTE Internship (Unpaid) | Course ID: 356813 | Grade Level:11-12 |
|---|---|---|
| UC/CSU a-g: none | Recommendation: Application process, personal finance course completed, on track for A-G completion. | |

CTE Internship (1/2): One day a week, students will attend an in-class lecture with Interactive lessons designed to teach college students, adult learners, and workforce development representatives the transferable skills all modern workers need for success in our global economy. Topics include Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness, and Social/Diversity Awareness. This course will enhance students' ability to make an informed career choice in preparation for college and career. Weekly course modules are designed to provide students with an understanding of 21st-century skills needed in the modern workforce. The top 21st-century skills include the following: Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness, and Social/Diversity Awareness. (CSU)

CTE Internship (2/2): The internship course is a single-term elective, which offers an experiential, work-based learning opportunity at an approved industry site. Students will attend the Internship class 2-3 days per week for no less than 6 hours a week and unpaid no more than 8 hours a week. Paid interns may work up to 4 hours a day. The instructor and work-site supervisor will determine specific learning goals (outcomes) and objectives designed to provide an understanding of the profession. 2 on-site observations will be completed by the instructor. Evaluations will be completed at the end of the term by the site supervisor. Internships may offer a rigorous, relevant, and real-world learning experience that further enhances understanding and knowledge of a particular career path. The internship is designed to enhance classroom learning from a current pathway at your school of attendance as well as real-world experience. This course will enhance students' ability to make an informed career choice in preparation for college and career.

# Title IX Complaint Process

**Title IX – Sex-based discrimination is prohibited.**

Title IX of the Education Amendments of 1972 ("Title IX") prohibits sex-based discrimination in all educational programs and activities, including athletic programs, within educational institutions receiving federal financial assistance. Sex-based discrimination includes sexual harassment and sexual violence. No person shall, on the basis of gender, gender identity, gender expression, or sexual orientation, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any educational program or activity operated by the Roseville Joint Union High School District ("District"). Title IX protects all participants in the District's educational programs and activities, including students, parents/guardians, employees, and job applicants.

In addition to Title IX, the California Education Code prohibits discrimination based on sex in education programs and activities in schools. (Education Code sections 220-221.1)
Other state and federal laws also prohibit discrimination and ensure equality in education.
Title IX information provided here applies to every school site and to all District programs and activities.
What are my rights under Title IX?

Return to Main Menu Selections

You have the following rights under Title IX, to the extent applicable at the District:

- You have the right to fair and equitable treatment and shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all extracurricular activities, including both academics and athletics.
- You have the right to inquire of the athletic director at your school or appropriate district personnel as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships if the District offers any.
- You have the right to receive equitable treatment and benefits in the provision of all the following related to athletics, if any are provided by the District:
  - Equipment and supplies;
  - Scheduling of games and practices;
  - Transportation and daily allowances;
  - Access to tutoring;
  - Coaching;
  - Locker rooms;
  - Practice and competitive facilities;
  - Medical and training facilities and services; and
  - Publicity.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX coordinator, to answer questions regarding sex/gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint. (California Education Code section 221.8)

The District has the responsibility to respond promptly and effectively to sex-based discrimination complaints, including sexual harassment and sexual violence. If the District knows or reasonably should know about sex discrimination, it must take action to eliminate the sex discrimination, prevent its recurrence, and address its effects. The District must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is provided below.

- United States Department of Education Office for Civil Rights:

http://www2.ed.gov/about/offices/list/ocr/index.html
http://www2.ed.gov/policy/rights/guid/ocr/sex.html (sex discrimination)
http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf (prohibition against sexual harassment and sexual violence)
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html (addressing sexual violence)
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.pdf (pregnant or parenting individuals)

- California Department of Education Office of Equal Opportunity: http://www.cde.ca.gov/re/di/eo
http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp (Gender Equity/Title IX)
- District nondiscrimination/harassment statements, policies and regulations:
  - Board Policy 4030 – Nondiscrimination in Employment
  - Administrative Regulation 4030 – Nondiscrimination in Employment
  - Board Policy 4119.11 – Sexual Harassment Prevention
  - Administrative Regulation 4119.11 – Sexual Harassment Prevention
  - Board Policy 5145.3 – Nondiscrimination/Harassment
  - Administrative Regulation 5145.3 – Nondiscrimination/Harassment
  - Board Policy 5145.7 – Sexual Harassment
  - Administrative Regulation 5145.7 – Sexual Harassment

**Return to Main Menu Selections**

**The District Title IX Coordinator:**
Rob Hasty
Executive Director, Human Resources Roseville Joint Union High School
District 1750 Cirby Way
Roseville, CA 95661
(916) 782-8663
rhasty@rjuhsd.us

**How do I file a complaint of sex discrimination?**
A student, parent, guardian, employee, individual, or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic with the District and/or the Office of Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement. A person may pursue one or all of these avenues at the same time. Below is a summary of each process:

**A. District Complaint**
Individuals may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District's Uniform Complaint Procedure ("UCP") process by sending a complaint to:
Brad Basham
Assistant Superintendent, Human Resources
Roseville Joint Union High School District
1750 Cirby Way
Roseville, CA 95661
(916) 782-8663
bbasham@rjuhsd.us
To access the UCP information, click on one of the following links:
Board Policy 1312.3 – Uniform Complaint Procedures http://bit.ly/2xRBCHn
Administrative Regulation 1312.3 – Uniform Complaint Procedures http://bit.ly/2xWvD5X
Uniform Complaint Form http://bit.ly/2xW8iRD
You may file a complaint anonymously, but the District's ability to investigate and respond may be limited by a lack of information.

**1. Time Requirement**
A complaint alleging unlawful discrimination or retaliation must be filed no later than six (6) months from the date the discrimination or retaliation occurred, or six
(6) months from when the complainant first learned of the unlawful discrimination. The Superintendent or designee may extend this timeline by up to ninety (90) days for good cause, upon written request by the complainant setting forth the reasons for the extension.

**2. Investigation Procedure**
Complaints, related to a potential Title IX violation, filed under the District's UCP process, will be investigated and a written decision will be made within sixty (60) calendar days of the District's receipt of the complaint, unless the complainant agrees in writing to an extension. The District's compliance officer or designee may interview alleged victims, alleged offenders and relevant witnesses, as well as review available records, statements or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. The complainant will be notified in writing when the decision is made.

The District will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate.

**Return to Main Menu Selections**

### 3. Appeal Rights

If the complainant or respondent is not satisfied with the decision, the complainant or respondent may, within five (5) business days, file an appeal in writing to the District's Board of Trustees. The Board of Trustees may consider the matter in closed session at a regularly scheduled board meeting.

The complainant or respondent also has the right to appeal the Board's decision to the State Superintendent of Public Instruction, California Department of Education ("CDE"), within fifteen (15) calendar days of receipt of the decision. When appealing to CDE, the complainant or respondent must specify the reason(s) for the appeal and whether the District's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and the District's decision. For more information, visit the CDE's webpage on Uniform Complaint Procedures at http://www.cde.ca.gov/re/cp/uc/.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers or public/private interest attorneys, sixty (60) days after filing an appeal with CDE (California Education Code section 262.3). The sixty (60) day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code section 262.3)

## B. OCR Complaint

You may also file a discrimination complaint with the United States Department of Education Office for Civil Rights ("OCR"). For more information, visit http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

The electronic complaint form for OCR is available online at https://ocrcas.ed.gov.

You may contact the OCR at: San Francisco Office Office
of Civil Rights
U.S. Department of Education 50 United Nations Plaza
Mail Box 1200, Room 1545 San Francisco, CA 94102
(415) 486-5555
Fax: (415) 486-5770; TDD: (800) 877-8339
Email: ocr.sanfrancisco@ed.gov

### 1. Summary

In summary, the OCR complaint form requires the name of the person subjected to the alleged Title IX violation, the name of the person filing the complaint, the name of the education institution, a description of the alleged Title IX violation, a report of any retaliation suffered by the person filing the complaint, the date of the last act that violated Title IX, and any attempt to address the alleged violation through another avenue, including the education institution's internal grievance procedure or a court filing. Note that anyone may file a complaint with OCR. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

### 2. Time Requirement

OCR requires that the complaint be filed within 180 calendar days after the alleged violation. As set forth in OCR's complaint form, the reporter can request a waiver of this requirement by explaining why the complaint was delayed. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement

### 3. Investigation Procedure

Upon receipt of any complaint related to a potential Title IX violation, OCR first determines if it can investigate the incident by determining if the alleged action constitutes a violation of Title IX. OCR also assesses whether the complaint was filed within the 180 day requirement or provides a legitimate reason to waive this requirement. OCR may also seek more information from the person filing the complaint if needed to further assess the complaint. If OCR determines that it will investigate the complaint, it will issue letters of notification to the complainant and the education institution. OCR may use a variety of fact-finding techniques in its investigation of a complaint. These techniques may include reviewing documentary evidence submitted by both parties, conducting interviews, and/or making site visits. At the conclusion of its investigation, OCR will determine with regard to each allegation whether the education institution failed to comply with Title IX. If the complainant disagrees with OCR's determination, he/she may submit a written appeal to OCR.

**Return to Main Menu Selections**

**C. Police Report**

As discussed above, if a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement at:

**Roseville City Police Department**
1051 Junction Blvd., Roseville CA 95678
Non-Emergency Phone: 916-774-5000

**Placer County Sheriff's Office**
2929 Richardson Dr., Auburn, CA 95603
Non-Emergency Phone: 530-889-7800

**Sacramento County Sheriff's Department**
711 G Street, Sacramento, CA 95814
Non-Emergency Phone: 916-874-5115

Return to Main Menu Selections

# Amended Board Policy and Admin Regulation Revisions

Parent Involvement (Board Policy 6020)

Parent Involvement (Admin Regulation 6020)

Bullying (Board Policy

Return to Main Menu Selections

Bullying (Board Policy 5131.2)

Bullying (Administrative Regulation 5131.2)

Nondiscrimination/Harassment (Board Policy 5145.3)

Sexual Harassment (Board Policy 5145.7)

Sexual Harassment (Administrative Regulation 5145.7)

Williams Uniform Complaint Procedures (Administrative Regulation 1312.4)

**Return to Main Menu Selections**

Suicide Prevention (Board Policy 5141.52)

Suicide Prevention (Administrative Regulation 5141.52)

Uniform Complaint Process (Board Policy 1312.3)

Uniform Complaint Process (Administrative Regulation 1312.3)

Nondiscrimination in Employment (Administrative Regulation 4030)

Sexual Harassment Prevention (Board Policy 4119.11)

Sexual Harassment Prevention (Administrative Regulation 4119.11)

**Married/Pregnant/Parenting Students (Board Policy 5146)**

**Return to Main Menu Selections**

Married/Pregnant/Parenting Students (Administrative Regulation 5146)

**Return to Main Menu Selections**