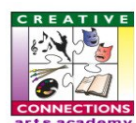




# Twin Rivers Unified School District

## High School Course Description Catalog 2024/2025





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# TRUSD Superintendent's Message

November 2023

Dear Students and Parents,

Twin Rivers Unified School District is committed to excellence for all students. We provide rigorous academic and career programs and equitable access to ensure that our students graduate college and career ready.

The course catalog is the Twin Rivers official resource to learn about our high school academic programs and should be used as a guide in planning and meeting requirements for graduation and college admission. We provide our students with multiple roads to success from academics including, Advanced Placement classes, Career Technical Education (CTE), Concurrent Enrollment (for college credit), and Visual and Performing Arts (VAPA). The Course Catalog also includes important information about high school testing, academic policies for co-curricular and extracurricular participation, and UC/CSU A-G Subject Requirements to ensure students are well prepared to succeed in college.

Parents, please take the time to review the course catalog with your child and with their school counselor to begin a four-year plan of action. The choices you make now will determine the opportunities that will be available to students before and after graduation.

Sincerely,



Steve Martinez, Ed.D.  
Superintendent, Twin Rivers USD



Superintendent Dr. Steve Martinez

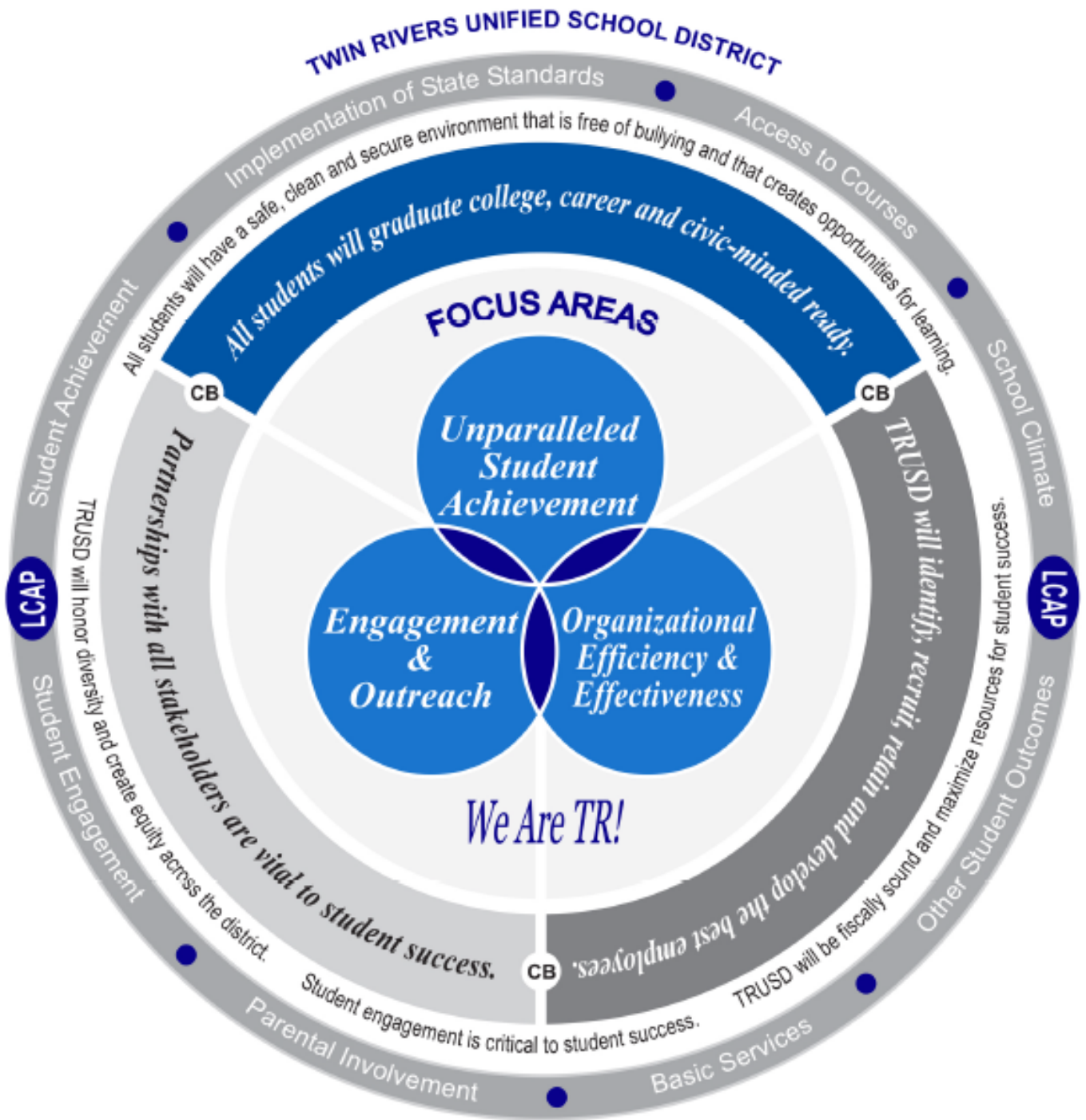
## Board Adopted Core Beliefs

- All students will graduate from high school ready for their college, career and civic-minded duty.
- All students will have a safe, clean and secure environment that is free of bullying in order to create the best possible opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success.
- TRUSD will be fiscally sound and maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

[www.trusd.net](http://www.trusd.net)

## Board of Trustees

**Michelle Rivas, *President***  
**Michael Baker, *Vice President***  
**Christine Jefferson, *Clerk***  
**Basim Elkarra, *Trustee***  
**Linda Fowler, J.D., *Trustee***  
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**CB: TRUSD Core Beliefs**

**LCAP: California Local Control Accountability Plan / Eight State Priorities**



## Overview

Central to the philosophy of Twin Rivers Unified School District is the belief that every individual can learn. In supporting the core beliefs established by the School Board, our schools prepare students to be college and career ready.

This Course Catalog describes Twin Rivers Unified School District’s high school course offerings for the 2024-2025 school year. This catalog provides basic planning information so students and parents can develop an academic plan. Students should select courses that will best prepare them for postsecondary experiences and options. With the support of their parents and counselor, students will be able to design their course schedule for the upcoming school year. Each high school’s counseling staff is ready to assist students and parents in the development of a personalized four-year plan. Parents are vital partners in their child’s high school success. Please call upon your school’s educational staff whenever you are in need of assistance.

Specific references to pertinent *Educational Code* and Board policy are indicated to provide parents with specific reference points and additional information where relevant.

### Twin Rivers Unified School District Nondiscrimination Statement

Twin Rivers Unified School District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

Students,

If you believe you have been subjected to discrimination, harassment, intimidation, or bullying, you should immediately contact the school site principal, Director of Student Services (CCR Title 5 and Title IX Officer), Jim Davis, at 916-566-1600 ext. 32203 or [Jim.Davis@trusd.net](mailto:Jim.Davis@trusd.net).

A copy of TRUSD uniform complaint or TRUSD non-discrimination policy is available upon request.

Parents,

If you need assistance using this guide, please schedule an appointment with your child’s counselor. Translations available upon request.

Padres,

Si necesitan asistencia para utilizar esta guía, por favor programe una cita con el consejero de su hijo. Traducciones disponibles cuando se soliciten.

Cov niam cov txiv,

Yog koj xav tau kev pab siv daim ntawv no, thov teem caij nrog koj tus me nyuam tuaj ntsib tus neeg pab nws (counselor). Muaj tus neeg txhais lus yog koj xav tau.

Родители,

Если вам нужна помощь при использовании этого руководства, пожалуйста, назначьте встречу с канцлером вашего ребенка. Перевод доступен по запросу.

**Disclaimer:** Not all course offerings are available at all sites and during all semesters. Check with your child’s school for specific offerings for the upcoming semester. **Exención de responsabilidad:** No todos los cursos ofrecidos están disponibles en todos los planteles y durante todos los semestres. Verifique con la escuela de su estudiante para ofertas específicas en el próximo semestre. **Кев Тсис Lees Paub:** Tsis muaj txhua txhua hoob kawm nyob hauv txhua lub tsev kawm ntawv thiab nyob rau txhua txhua lub semesters. Nug koj tus me nyuam lub tsev kawm ntawv seb muaj hoob kawm twg nyob rau lub semester tom ntej no. **Отказ от ответственности:** Не все предлагаемые предметы доступны в каждой школе и в каждом семестре. О наличии конкретных предметов на предстоящий семестр обращайтесь в школу вашего ребенка.

# District Directory

## BOARD OF TRUSTEES

Michelle Rivas, President  
Michael Baker, Vice President  
Christine Jefferson, Clerk  
Basim Elkarra, Trustee  
Linda Fowler, J.D., Trustee  
Rebecca Sandoval, Trustee  
Stacey E. Bastian, Trustee

## DISTRICT OFFICE

Physical Address:  
5115 Dudley Blvd., McClellan, CA 95652  
TEL: 916-566-1600  
Website: [www.trusd.net](http://www.trusd.net)  
Mailing Address:  
3222 Winona Way, North Highlands, CA 95660

## BOARD MEETINGS

6:30 PM on the 2nd Tuesday of each month in the District Office Boardroom, unless otherwise specified. Refer to the District website for the latest information.

## ADMINISTRATION

Dr. Steve Martinez, Superintendent

## ADMINISTRATIVE SERVICES

Gina Carreon, Chief Human Resources Official  
Ryan DiGiulio, Chief Business Official  
Kate Ingersoll, Executive Director, Fiscal Services  
Marci Bernard, Chief Technology Officer

## INSTRUCTIONAL SERVICES

Dr. Lori Grace, Associate Superintendent, School Leadership  
Yvette Streeter, Executive Director, Elementary  
Cynthia Andrews, Executive Director, K-8 and Charters  
Megan Simmons, Executive Director, Secondary  
Kathleen Walker, Executive Director, Special Education and SELPA

## COMPREHENSIVE HIGH SCHOOLS

Foothill High School  
Principal Heather King  
5000 McCloud Drive  
Sacramento, CA 95842  
916-566-3445

Grant Union High School  
Principal Darris Hinson  
1400 Grand Avenue  
Sacramento, CA 95838  
916-566-3450

Highlands High School  
Principal Darryl Hawthorne  
6601 Guthrie Way  
North Highlands, CA 95660  
916-566-3465

Rio Linda High School  
Principal Diedre Barlow  
6309 Dry Creek Road  
Rio Linda, CA 95673  
916-566-2725

## CHARTER/ALTERNATIVE HIGH SCHOOLS

Creative Connections Arts Academy  
Principal Brian Emerson  
6444 Walerga Road North Highlands, CA 95660  
916-566-3470

Keema School for Independent Study  
Principal Robert Pope  
1281 North Avenue  
Sacramento, CA 95838  
916-566-3410

Pacific High School  
Principal Bob Wilkerson  
6560 Melrose Drive North Highlands, CA 95660  
916-566-2715

Vista Nueva High School  
Principal Bob Wilkerson  
2035 North Avenue  
Sacramento, CA 95838  
916-566-2750



# Graduation Requirements

## Course Requirements

(TRUSD BP 6146.1  
Student Handbook Page 7)

### English - 40 Credits

(Education Code 51225.3)

- Eight semesters in English shall include two semesters in the following courses: ELA 9, ELA 10, ELA 11, ELA 12
- English Language Development (ELD) courses for English Language Learners can substitute for a maximum of one course per year. (cf.6142.91)

### Mathematics - 30 Credits

(Education Code 51225.3)

- Two semesters shall meet or exceed state academic content standards for Algebra I (Education Code 51224.5)
- Four semesters of Mathematics in addition to Algebra/Integrated Math 1

### Science - 20 Credits

(Education Code 51225.3)

- Two semesters in a Biological Science
- Two semesters in a Physical Science

### Social Studies - 30 Credits

(Education Code 51225.3)

- Two semesters of United States History
- Two semesters of World History
- One semester course in American Government and Civics
- One semester course in Economics

### Visual/Performing Arts/Foreign Language - 10 Credits

(Education Code 51225.3)

- Two semesters in Visual and Performing Arts or Foreign Language

### Physical Education - 20 credits

(Education Code 51225.3)

- Two semesters in Physical Education course 1
- Two semesters in Physical Education course 2 or 3

(Unless the student has been otherwise exempted pursuant to other sections of the *Education Code*). The principal of alternative schools has the option to waive up to 10 credits of Physical Education, excluding grade 9 Physical Education.

### Health - 5 credits

- One full semester of Health class

### Electives - 65 credits

Required during grades 9-12; classes may be selected from course offerings in any department.

### Technology Requirement

Must demonstrate proficiency in current technology or competency on the District technology challenge test or pass at the minimum one semester technology course. (TRUSD AR 6155)

Subject Area	Credits Req
English	40
Mathematics	30
Science	20
History	30
Visual/Performing Arts or Foreign Language	10
Physical Education	20
Health	5
Electives	65
<b>Total Required Credits</b>	<b>220</b>

# Testing

## CAASPP PROGRAM

C.C.R., Title 5, Sec. 850-870; E.C. 60600- 60652; B.P. 6162.51; A.R. 6162.51

Students will participate in the California Assessment of Student Performance and Progress (CAASPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium (SBAC) that will provide an academic checkup for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace.

### Smarter Balanced Tests

English/Language Arts/Literacy	Grades 3-8, 11
Mathematics	Grades 3-8, 11

## CAST

The California Science Test (CAST) is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). This test will be administered to grades 5, 8 and 11.

## EAP

Is now embedded in the SBAC. Grade 11 students will receive feedback regarding their preparedness for college by participating in the Early Assessment Program (EAP through the SBAC Exam. Each spring, all grade eleven students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP System, also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. All students now participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and

mathematics. Students must authorize the release of their CAASPP (i.e., Smarter Balanced Summative Assessment results) for each assessment to the CSU and CCC systems.

- The release of results for both English language arts/literacy and mathematics must be completed separately.
- Students that do not release their results of the assessments may later submit a copy of their score report to the CSU and/or community college in which they have enrolled.

The release of the CAASPP results will not affect a student's application for admission. Results are only used to determine a student's placement after he or she has been admitted to the university.

After you take the test, you will receive a score report by mail that tells you whether you need additional preparation for college-level work or meet CSU's requirements for freshman math and English courses. Visit [CSU's Success website](#) for tools available on pinpointing individual strengths and weaknesses. If you need more time to prepare, you have your entire senior year to do so.

## ELPAC

Upon first time enrollment in a California public school, students whose Home Language Survey (HLS) responses include the use or exposure to a language other than English, will be assessed with the Initial English Language Proficiency Assessments for California (ELPAC within 30 calendar days of initial enrollment). This initial assessment confirms whether the student is an English Learner (EL) or Initially Fluent English Proficient (IFEP) and is given only once during a student's time in the California public school system for initial identification. Twin Rivers' parents receive two notifications related to the Initial ELPAC Assessment. The first notification is a pre-test letter informing parents or guardians that their child has been identified as a potential English Learner, based on HLS results, and will be given the Initial ELPAC assessment. The District notifies the parent or guardian for a second time of their child's Initial ELPAC score and program placement.

# Testing

## ELPAC (cont'd)

Each spring, all English Learners are assessed on the Summative ELPAC until they are reclassified as Fluent English Proficient (RFEP). Within 30 days after the District receives Summative ELPAC results, or within two weeks of the start of the next school year if results are received after the last day of instruction, ELSD will notify parents of the results of the assessment. These results are used as part of the reclassification criteria to determine if an EL student demonstrates grade-level language proficiency equivalent to that of an English Only peer. Once an EL student is reclassified, they will fully participate in mainstream core content and elective classes without ELD support. EL students who are reclassified are monitored by the English Learner Services Department for four years following reclassification per federal and state requirements, but reclassified students no longer receive designated or integrated ELD instruction.

## California High School Proficiency Examination

The California High School Proficiency Examination (CHSPE) is a program established by California law. (*Education Code 48412*) If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two (2) sections: an English Language Arts section and a mathematics section. If you pass both sections, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma.

You may take CHSPE if, on testing day, you:

- Are at least 16 years old; or
- Have enrolled in the 10th grade for one (1) academic year or longer; or
- Will complete one (1) academic year of enrollment in the 10<sup>th</sup> grade at the year-end of the semester during which the next regular administration will be conducted.

<http://www.chspe.net>

## District Testing Calendar

To review our District assessment calendar, please go to TRUSD's [Assessment and Accountability webpage](#).

# Academic Policies

## **Credit Guidelines (TRUSD BP 6146.1)**

1. Students in grades 9, 10, 11 shall enroll in six periods a day every semester. Students in grade 12 shall enroll in a minimum of five periods a day both semesters. (*Education Code 51225.3*)
2. Students may earn up to 20 additional credits throughout the year by participating in CHARGE and summerschool.
3. Credits beyond 40 per semester require administrative designee's approval.

## **Pass (Grade of P) (TRUSD AR 5121)**

A student receives credit, but the grade is not used in computing the student's GPA.

## **Progress Reports (P) and Report Cards (RC)**

Four report cards are issued per semester - at approximately five weeks (P), nine weeks (RC), fourteen weeks (P), and at eighteen weeks (RC). All progress reports and report cards are mailed home.

## **Withdrawal Failure (WF) (TRUSD AR 5121)**

A student may initiate the dropping of a class, without penalty, until the end of the fourth week of each semester. After that date, withdrawal will result in a "WF" grade on the student's transcript that will be computed in their overall GPA.

## **Class Rank (TRUSD AR 5121)**

This is an optional field on the student transcript that may be included/excluded for college applications based upon student/parent preferences.

The Governing Board acknowledges the usefulness of and authorizes a system of computing grade point averages and class ranking. The objectives are to: (1) provide information for school and District awards, and (2) provide employers and institutions of higher learning a predictive device so students are placed in the appropriate environment conducive to success. The Governing Board recognizes the value of curricular subjects and wishes to honor many students for their academic success. Therefore, class rank shall be computed by the grades earned in Board approved courses.

A student's grade point average and both a non-weighted and weighted class rank shall be entered on the student record and shall be subject to the Governing Board's policy on release of student records. The weighted class rank is provided as a service to assist students in college admission and is used within the TRUSD system to identify valedictorian or salutatorian status. A weighted class rank may be used by individual high school sites to identify students for special awards of distinction. The class rank for graduating seniors is based upon the cumulative grade point average for seven semesters.

## **Computing Grade Point Average**

(TRUSD AR 5121)

A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D, P) is earned. No credit is awarded at the five-week, nine-week or fourteen-week progress reports/report cards. Grades at those times are progress reports to the student and parent. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0) for all classes with the exception that the scale (A=5, B=4, C=3, D=1) is used for classes that the District submits to the University of California for the awarding of an extra grade point (Advanced Placement and 11th and 12th grade Honors courses). Courses that receive an extra grade point is denoted with a (+) on student transcripts.

## **College Preparatory Course (P)**

Any course designated by (P) is a college preparatory course that satisfies one of the criteria established by the UC/CSU system in its "A-G" college entrance requirements.

## **Repeatable Courses (TRUSD AR 5121)**

Certain courses are repeatable for credit (i.e. Advanced Band). See your counselor for more information.

# Academic Policies

## **Repeating a Course (TRUSD AR 5121)**

A student may petition to substitute a grade by repeating a course with the following understanding and condition: The grade received in the repeated course will appear on the transcript (higher or lower).

## **Honors Level Class (TRUSD BP 5121)**

Any class designated by “+” is an honors level or Advanced Placement (AP) course that satisfies the criteria established by the UC/CSU systems. The universities will also grant an additional grade point for a passing grade in an honors level class (“+”) when computing its grade point average for admission review. The University of California policy states that they allow up to four honors/AP courses to receive the extra grade point when calculating GPA’s for UC/CSU admissions. School sites award the extra grade point for all honors and AP courses (with the exception of honors courses taken in 9<sup>th</sup> and 10<sup>th</sup> grade). The University of California may grant credit for Advanced Placement exams on which a student scores 3 or higher. The credit may be subject to credit, graduation credit, or credit toward general education or breadth requirements, as determined by evaluators at each UC campus. Other Honors (AP) sections of other selected classes are offered at the school sites that enrich the course of study of the regular course (i.e. Honors English 9, Honors Biology, etc.). These courses do not receive extra grade points for passing grades in the admissions review process.

## **Incomplete Grade (TRUSD AR 5121)**

A semester incomplete (I) grade may be issued by a teacher, with administrative approval, when a student has not completed the course requirements due to an extended absence or extenuating circumstances. The student will have up to six weeks to complete the required work and receive a passing grade. An incomplete grade not resolved by that time will be changed to an “F.”

## **Challenging Course by Examination**

(TRUSD AR 6155)

High school students are allowed to challenge a given course by examination for grade and credit in order to accelerate progress towards graduation and to achieve more flexibility in the selection of electives. The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level which indicates mastery of the content and/or reasonable chance for success in the next higher course. Notation of course completion done by challenging course by examination will be noted on the student’s transcript.

## **Credit Earned Via Advanced Education at a Community College (TRUSD 6146.11)**

A student must meet the minimum requirements set by the post-secondary institution in order to apply as an Advanced Education student. To receive high school credit for coursework completed at a community college or four-year college, the student must pass the course with a D or better and complete a concurrent enrollment form. The course must be one that satisfies college entrance requirements, applies toward college-level general education requirements, or is part of a vocational or career technical education course leading to a degree or certificate (BP 6146.11).

One college unit equals 3.33 high school credits. A three-unit college course equals 10 high school credits.

## **Outside Online Courses (TRUSD 6146.11)**

While a student is enrolled as a TRUSD student they may earn high school credits from an outside online provider that counts towards graduation if:

- The online provider is accredited
- The course is part of the student’s academic plan

5 CCR 1633 (*Education Code 51740-51741*)

# Academic Policies

## **World Language Instruction**

(TRUSD 6146.11)

The District shall grant credit for foreign language studies successfully completed in a private school and shall apply the credit toward meeting any foreign language requirement prescribed for grades 9-12. If the student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits a transcript or other documents from the private school showing that the student successfully completed the course, the amount of credit sought equals at least one semester's work and the principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. (BP 6146.11 and *Education Code 51243-51245*)



## **Mandatory Interim Student Records Folders**

Mandatory Interim Student Records (formerly cumulative) folders must follow students from school to school and district to district. School districts, by law, are allowed to keep the original folder in their possession and forward a photocopy to the school of subsequent student enrollment. Parents have entitlement to all documents kept in their student's folder, and by request, may receive photocopies of all pertinent information for a nominal fee. Folders must be destroyed following the fifth school year after students' attendance ceases.



# Programs

## Advanced Placement (AP)

AP courses are offered at Foothill High School, Grant Union High School, Highlands High School, and Rio Linda High School. The Advanced Placement (AP) program is a cooperative endeavor that helps able high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. The AP program is national in scope; its policies are determined by representatives of the College Board member institutions and agencies throughout the country (public and private secondary schools, colleges, and universities) and are implemented by the College Board.

Advanced Placement exams are offered each spring. Students successful in AP courses generally have adequate preparation for these three-hour long comprehensive exams. Each exam is administered once a year during the first and second weeks in May. Most colleges award credits and/or advanced placement for demonstrated subject area proficiency.

Additional information about the AP program is available in the counselors' offices and at

<http://apcentral.collegeboard.com/home>

***Students choosing to take an AP examination are subject to a test fee which is charged by the College Board. Reduced fee applications, due to financial hardship, are available in the counselors' office.***

## Alternative Education

Twin Rivers Unified School District offers three alternative high school options. They are:

- Keema School for Independent Study
- Pacific High School
- Vista Nueva High School

For information on attendance criteria, please see your counselor.

## Twin Rivers Adult School

Twin Rivers Adult School provides academic and vocational opportunities including:

- **A-G Credit Recovery** - For Twin Rivers Unified high school students who need to recover credits due to deficiencies in core subject areas
- **English as a Second Language** - For adult students who desire to improve their English skills in reading, speaking, and writing
- **GED** - Classes are available in Spanish and English for adult students 18 years or older, and Twin Rivers Adult School is an official GED test site
- **High School Diploma** - For adult students who need to obtain their high school diploma

**For more information, contact 916 566-2785 or visit**

<http://www.tras.edu/>

## Articulation with Community Colleges

Articulation is the process of evaluating courses to determine whether coursework completed at a high school or CTE meets the requirements at a community college or postsecondary institution. The articulation process is designed to help students advance from one course, program or educational level to the next without repetition of essentially similar courses for which credit has been received. This is an option to earn college credit in high school; see instructor for more information.

## AVID

Advancement Via Individual Determination (AVID) is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

# Programs

Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement®, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve and they become academically successful leaders and role models for other students.

## Dual Enrollment

American River College (ARC) distance learning concurrent enrollment classes are semester long courses, and students will receive 10 high school credits and 3 college credits for each course. The courses will be offered at Highlands High School, Rio Linda High School, Grant Union High School, Foothill High School and Creative Connections Arts Academy. These college credits are transferable to University of California (UC), California State University (CSU) and Community Colleges. These courses must be passed with a C or better to receive college credit.

## CTE Pathways

Career Technical Education (CTE) pathway courses are offered as coursework for numerous pathway

programs. CTE courses provide students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. All CTE courses offer hands-on learning in specific industry-related sectors relevant to the community and the state. CTE pathway courses also offer a wide range of additional educational benefits including college credit for qualifying courses, industry certifications and career-ready skills to enter any industry sector.

## English Learners

Twin Rivers is committed to prepare graduates, including English Learners, with linguistic, academic, and social skills and competencies they require for college, career, and civic participations in a global, diverse, and multilingual world. Twin Rivers' goal is for English Learners to fully and meaningfully access and participate in a twenty-first century education that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. Twin Rivers aims to provide English Learners with high-quality English language development (ELD) instruction, as well as to engage educators in professional development focused on integrated and designated ELD, assets-oriented and needs responsive, so they can better meet the academic, social, and linguistic needs of English Learner students.

In addition to guiding academic instruction, the English Learner Services Department supports the productive engagement and involvement of parents of English Learners as critical partners in the success of our students. This support includes the establishment of functioning English Learner Advisory Committees (ELAC) and the creation of a welcoming environment for English Learners and their families and facilitation of the District English Learner Advisory Committee (DELAC).



# Programs

## English Learners (cont'd)

Families may request free individual translation of interpretation services at their school site and/or at a District department. Every effort will be made to provide adequate translation and interpretation services. If you have a concern about translation/interpretation services, you may contact the school site or our English Learner Services Department at (916) 566-1600, extension 33423.

## Graduation Rate Increase Program

Students who are in need of additional academic opportunities to meet TRUSD's high school graduation requirements can participate in the Graduation Rate Increase Program (G.R.I.P.). For more details, please contact your child's counselor.

## Seal of Biliteracy

Twin Rivers Unified School District awards the State Seal of Biliteracy in accordance with criteria developed by the California Department of Education. The program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. It takes the form of a gold seal affixed to the high school diplomas of qualified students and is notated on their high school transcripts. Qualified students also receive a medallion and honor cord to wear during their commencement ceremonies.

## Seal of Civic Engagement

Twin Rivers Unified School District awards the State Seal of Civic Engagement in accordance with criteria developed by the California Department of Education. The State Seal of Civic Engagement (SSCE) is an opportunity to enable all students, particularly those from marginalized communities, to have relevant, rigorous, and engaging learning opportunities. Such opportunities would enable students to understand that each student

matters and belongs in our democratic society and that they have the right and responsibility to make the world, and their community, a better place. The California State Board of Education (SBE) now awards the SSCE to all California students who demonstrate excellence in civics education through civic participation and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. It takes the form of a gold seal affixed to the high school diploma of qualified students and is notated on their high school transcripts.

## Special Education Services for Special Education Students

The mission of the Twin Rivers Unified School District Special Education Department is to inspire each student to extraordinary achievement every day. The TRUSD Special Education Department provides a variety of Special Education services and programs for students identified as having needs under Special Education Law. The students are provided standards-based instruction, following the California Common Core State standards, in accordance with the Individualized Education Plan (IEP). Some programs remain constant from year to year while others are changed annually to meet the changing needs of students. Students are eligible for Special Education and related services only upon the recommendation of a Special Education evaluation team. The frequency, duration, and type of service are recommended at the team meeting in response to the individual needs of each student.

## Small Group Instruction

This program of instruction is for students who are not able to access the general education curriculum within a typical classroom. This curriculum parallels the typical general classroom and adheres to the California Frameworks. Students will develop key concepts and skills in the content areas while receiving embedded instruction in academic areas, organization, and study skills in order to become more independent learners.

# Programs

## Specialized Academic Instruction

Special Education staff work closely in collaboration with general education teachers to provide assistance and accommodations to mainstreamed students in the regular classroom.

## Independent Living Skills Program

The mission of the Independent Living Skills Program is to provide students with disabilities various academic skills and hands-on learning experiences to empower them to become as independent as possible. For example, reading skills are addressed through materials that are relevant to everyday life, and math activities assist students with money management and other skills essential to daily living. Students have the opportunity to explore their community through travel training and various community trips where they apply learned skills (e.g., grocery shopping, visiting key resources such as the post office, YMCA, library, career sites, etc.).

## Post-Certificate of Completion Program

Provides transition services and experiences to post-high school students who have not received a diploma and need some additional assistance transitioning to adult life. Specific focus is on the development of daily living skills, personal social skills, and occupational/vocational skills. Students directly practice skills for independent living and regularly travel within the community. They also participate in increasingly independent career and employment opportunities with local businesses and organizations. The overall goal is for students to acquire life and vocational skills that will enable them to be gainfully employed with varying levels of supervision. Individual job sites are sought out based on individual student aptitudes and interests.

## Related Services

Related Services are available for students who are designated as eligible for these services through the IEP process. These are not instructional services and are not included in the course listing.



# CTE Pathways

TRUSD offers many cutting-edge, rigorous and relevant Career and Technical Education (CTE) pathways that prepare youth for a wide range of high-wage, high-skill, and high-demand careers that are integrated with their academics. Many of the courses are A-G approved and/or give students the opportunity to receive college credit.

## Career Technical Education Pathway Course Sequencing 2024-2025

School Program		Career Pathway	Courses	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
CCAA	Digital Media	Media Arts - AME	Digital Media		X	X	
			Advanced Digital Media			X	X
	WEE	All pathways	CTE Work Experience Education			X	X
	Career Exploration	All pathways	Career Choices	X	X		
Foothill High School	Construction	Construction Building Trades	Construction 1		X	X	
			Construction 2			X	X
	Culinary	Food Service Hospitality	Culinary 1		X	X	
			Catering Production			X	X
	Animation	Media Arts - AME	Beginning Animation		X	X	
			Intermediate Animation			X	X
	Digital Media	Media Arts - AME	Digital Media		X	X	
			Advanced Digital Media			X	X
	Early Childhood Education	Education, Child Development, & Family Services	Early Childhood Education		X	X	
			Child Development			X	X
	Sports Medicine	Patient Care	Biomedical Science	X	X		
			Sports Medicine / Kinesiology		X	X	
Sports Medicine 2					X	X	
WEE	All pathways	CTE Work Experience Education			X	X	
Career Exploration	All pathways	Career Choices	X	X			
Grant Union High School	GEO Academy	Agriscience	Environmental Horticulture		AC		
			Landscape Environment Design			AC	
			Agriculture Business				AC
			CA Natural Resources				AC
	Business	Business Finance	Business Technology and Finance		X	X	
			Business Economics & Finance/ Business American Government			X	X
	Computer Science	Information and Communication Tech	Exploring Computer Science		X	X	
			Computer Science Principles			X	X
	Criminal Justice Academy	Public Safety	Criminal Justice 1	X			
			Law Enforcement 1		AC		
			Law Enforcement 2			AC	
	Multimedia Production	Media Arts - AME	Law Enforcement 3				AC
			Multimedia Sound Production		X	X	
			Advanced Sound Production			X	X
	Sports Academy	Patient Care	Health Sports Careers	X			
			Sports Medicine 1		AC		
			Sports Academy 2			AC	
Theatre	Production & Managerial Arts - AME	Sports Academy 3				AC	
		Theatre Production		X	X		
		Advanced Theatre			X	X	
WEE	All pathways	CTE Work Experience Education			X	X	
Career Exploration	All pathways	Career Choices	X	X			

# CTE Pathways

School Program	Career Pathway	Courses	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
Highlands High School	Architectural Design	Engineering and Architecture	ARC College Success / ARC Intro to Materials of Construction	DE			
			ARC Intro to CADD / ARC 3-Dimensional Graphics & Design		DE		
			ARC Technical Documentation with CADD / ARC Engineering Modeling & Design			DE	
			ARC Architectural Modeling & Design / ARC Work Experience in Design				25/26
	Digital Media	Media Arts - AME	Digital Media		X	X	
	Game Design		Advanced Digital Media			X	X
			Game Design 1		X	X	
			Game Design 2			X	X
	Early Childhood Education	Education, Child Development, & Family Services	Early Childhood Education		X	X	
			Child Development			X	X
Green Diesel	Transportation	ARC Diesel Preventive Maintenance/ ARC Diesel Electrical Systems		DE	DE		
		ARC Diesel Engine Repair/ ARC Diesel Brake Systems			DE	DE	
<b>WEE</b>	<b>All pathways</b>	<b>CTE Work Experience Education</b>			<b>X</b>	<b>X</b>	
<b>Career Exploration</b>	<b>All pathways</b>	<b>Career Choices</b>	<b>X</b>	<b>X</b>			
Pacific HS	Early Childhood Education	Education, Child Development, & Family Services	Early Childhood Education			X	X
			Child Development			X	X
	<b>WEE</b>	<b>All pathways</b>	<b>CTE Work Experience Education</b>			<b>X</b>	<b>X</b>
Rio Linda High School	Agriscience Academy: Farm to Fork	Agriscience	Ag Explorations	X			
			Biology & Sustainable Agriculture	X			
			Chemistry and Agriscience		AC		
			Science for Sustainable Agriculture			AC	
			Farm to Fork				AC
	Ag Mechanics	Agricultural Mechanics	Beg Agricultural Mechanics		X	X	
			Int Agricultural Mechanics			X	X
	Floral Design	Ornamental Horticulture	Floral Design		X	X	
			Art and History of Floral Design			X	X
	Culinary	Food Service Hospitality	Culinary 1		X	X	
			Catering Production			X	X
	Entrepreneurship Small Business	Marketing Sale Service	Marketing and Merchandising		X	X	
			Small Business			X	X
	Television and Video Production	Media Arts - AME	Beg TV and Video Production		X	X	
Adv TV and Video Production					X	X	
<b>WEE</b>	<b>All pathways</b>	<b>CTE Work Experience Education</b>			<b>X</b>	<b>X</b>	
<b>Career Exploration</b>	<b>All pathways</b>	<b>Career Choices</b>	<b>X</b>	<b>X</b>			
Vista Nueva	Business Management	Business and Finance	Business Concepts			X	X
			Business Mathematics			X	X
	Construction	Construction Building Trades	Construction 1			X	X
			Construction 2			X	X
<b>WEE</b>	<b>All pathways</b>	<b>CTE Work Experience Education</b>			<b>X</b>	<b>X</b>	

AC = CA Partnership Academy course

DE= Dual Enrolled course

# Academic Policies for Co-Curricular & Extracurricular Participation

## Grade Point Average Requirement:

A student must earn at least a 2.0 grade point average in all enrolled classes for the prior grading period in order to participate in co-curricular activities. A student who fails to achieve at least a 2.0 grade point average will be placed on probation for the current grading period provided the student complies with the school's tutorial assistance program. A student who does not achieve at least a 2.0 grade point average during the probationary period shall not be allowed to participate in co-curricular and extracurricular activities in the subsequent grading period.

## End of Grading Period/Semester:

A school must declare students eligible, ineligible, or on probation on the same day following the close of the previous grading period. This date should be set to allow for accuracy in the issuance of grades and the determination of grade point averages.

## Summer School/CHARGE:

Summer school grades may be combined with grades from the last grading period in computing the grade point average to determine eligibility for the first grading period of the next school year. Courses taken in CHARGE will be applied to the corresponding semester's GPA.

## Transfer Students:

Twin Rivers Unified School District and its high schools are members of the California Interscholastic Federation, CIF, which is the governing body for high school athletics. The high schools follow the rules and policies of the CIF regarding transfers and their eligibility for participation in high school sports. These rules can be found at [www.cifstate.org](http://www.cifstate.org), as they are covered in Bylaw 200 in the CIF constitution.

## NCAA Eligibility

Students planning to enroll in college as a college freshman and wanting to participate in Division I or Division II athletics must be certified by the NCAA Initial Eligibility Center. The Center ensures consistent interpretation of NCAA initial eligibility requirements for all prospective student athletes at all member institutions.

Obtaining complete information regarding athletic eligibility at the college level is the responsibility of the parent and student/athlete with support of the high school counselor. Information is available online at [www.ncaa.org](http://www.ncaa.org). Applications are available in the counselors' office. Students should start this process in the spring of their junior year of high school. It is the student's responsibility to make sure the NCAA Eligibility Center has the following documents it needs to certify a student/athlete:

1. A completed and signed student release form and NCAA registration fee or fee waiver;
2. An official transcript mailed directly from every high school attended;
3. ACT or SAT scores (students should request their scores be sent directly to the Eligibility Center)

Do you want to be a college athlete? Here's what you have to do to be eligible: 1) Graduate from high school 2) Complete a minimum of 16 core classes 3) Present a minimum grade point average (GPA) in core classes 4) Present a qualifying test score on either ACT or SAT test. Check the NCAA website at [www.ncaa.org](http://www.ncaa.org) and your counselor for further information.

# College and Career Testing

## Standardized Tests

Standardized tests provide useful information for post-secondary admissions officers, career counselors, academic advisors, and students. Post-secondary admissions officers use ACT, SAT I and SAT II scores, along with the high school academic record, to predict college admission. Career counselors use interest inventories, aptitude batteries, and working-style assessments. Academic advisors use test data to assist students with the selection of courses and majors. Students obtain objective information for good decision-making.

Aptitude tests are designed to measure potential for success in specific areas. Achievement tests assess recall and application of knowledge or skills acquired previously. Interest inventories identify areas of likes and dislikes. Working-style assessments isolate the type of setting in which one prefers to work.

## College Entrance Exams

### American College Test (ACT)

ACT is an achievement test emphasizing analytical thinking and problem-solving skills. Scores are given in English, Math, Reading, and Science Reasoning; career guidance information is provided. The test is administered six times a year. This is a college admission test taken in the spring of the junior year or the fall of the senior year. For more information: <http://www.actstudent.org/>

### Preliminary Scholastic Aptitude Test

(PSAT/NMSQT) measures verbal (vocabulary and reading comprehension) and math abilities. The test is an excellent exposure to pre-college testing, and when taken in the junior year, is the qualifying test for the National Merit Scholarship competition. This test is administered once a year in October. For more information: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

### Scholastic Aptitude Test (SAT)

The SAT measures verbal, writing, and mathematics abilities. This college admission test is given seven times a year. For more information:

<https://collegereadiness.collegeboard.org/sat>

### Scholastic Aptitude Subject Test (SAT II)

This test is offered in 15 areas from English, social science, math, science, and foreign language. Many competitive colleges require tests in three areas (writing, mathematics, and the third of the student's choice). Check college catalogs to determine which subject tests are required. Up to three tests may be taken on one date, but the SAT Subject Test cannot be taken on the same day that a student takes the SAT. This test is best taken upon completion of the related course.

Additional information and applications for the college admission tests are available in the counselors' offices.

***College Board test fee reductions or waivers are available to students with demonstrated financial need. Contact the counselors as soon as possible before registering for the exams.***

### Career Guidance Measures Armed Services Vocation Aptitude Battery (ASVAB)

This test consists of ten short sections designed to measure skills and knowledge essential to military and civilian career specialties. Taking this free test does not obligate one to the armed forces, but may provide valuable insight for the student.



## Preparing for College: A Step-by-Step Guide

<b>Grade 9</b>	<ul style="list-style-type: none"> <li>• Develop a four-year plan in “My 4-Year Plan”</li> <li>• Take Integrated Math 1 or Geometry, and a world language</li> <li>• Maintain A’s and B’s in all subjects, and do at least one hour of homework each night</li> <li>• Form a study group with friends who also plan to go to college, and study together often</li> <li>• Create a personal resume file to save: report cards, diplomas and certificates presented to you, a list of honors and awards you receive, a list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid and volunteer). Update this file each semester</li> <li>• Begin visiting local community colleges, state universities, and an independent college or university with your family or friends. Call the admissions office for brochures and information about campus tours</li> <li>• Participate in academic enrichment programs</li> </ul>
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>• Review your freshman and sophomore grade class schedule in “My 4-Year Plan” with your counselor to make sure you are taking college prep classes</li> <li>• Maintain A’s and B’s and do at least one to two hours of homework every night. Update your personal resume file</li> <li>• Continue to visit local community colleges, state universities, or independent schools. In October, take the PSAT</li> <li>• Continue to participate in academic enrichment programs</li> </ul>
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>• Use “My 4-Year Plan” to monitor your academic progress. Maintaining A’s and B’s is especially important during your junior year. You should be doing a minimum of two hours of homework each night</li> <li>• In October, register for the PSAT. The results will give you and your counselor an idea of your strengths and the areas you need to improve as you prepare for college admission</li> <li>• Some students may want to repeat the PSAT as this serves as the National Merit Qualifying Test for juniors</li> <li>• In the spring, register to take the Advanced Placement (AP) exams if you are taking AP subjects</li> <li>• Do some research and create a file on colleges that appeal to you</li> <li>• Begin visiting the colleges that interest you and continue to update your resume</li> <li>• Consider taking the SAT subject area tests that will be completed in your junior year</li> <li>• Over the summer, prepare for the SAT or ACT by using Khan Academy and reading books and manuals with testing tips and sample questions</li> <li>• Complete NCAA Clearinghouse initial eligibility application (athletes)</li> </ul>
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>• Continue to use “My 4-Year Plan”, form study groups, and do two to three hours of homework per night. Maintain A’s and B’s; your grades are still very important</li> <li>• Check frequently with your counselor or career center director for information about scholarships</li> <li>• In early September, register for the SAT and ACT</li> <li>• In October, apply for your FAFSA PIN number</li> <li>• Keep a file on each school that includes a checklist of all the required admission items such as transcripts, application fees, recommendations, essays, test scores, etc. Pay special attention to deadlines - mark them on your personal calendar - and apply early. Use “My 4-Year Plan”</li> <li>• Practice filling out applications or scholarship forms on a photocopy first. Also, many colleges have electronic applications which can be filled out on a computer and sent over the Internet</li> <li>• In October or November, file your CSU applications</li> <li>• In November, file your UC applications</li> <li>• December is a critical time for private colleges, early-consideration applications, and merit scholarships</li> <li>• In January, complete the Free Application for Federal Student Aid (FAFSA) online</li> <li>• In January, remind your parents to prepare their income tax statement early enough to photocopy for colleges where you will apply for financial aid</li> <li>• In the spring, wait for your acceptance letter/email - you may also hear about financial aid and scholarship eligibility about this same time</li> <li>• By May 1, mail/email your commitment deposit check to the college or university you plan to attend</li> </ul>

# UC/CSU A-G Requirements

The University of California and the California State University systems have laid out a plan for the courses a student needs to take for acceptance into those university systems. This includes:

Subject Area	Years Required
<p><b>a. History/Social Science</b> Including one year of world history, cultures and geography; and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.</p>	2 years
<p><b>b. English</b> College-preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. Not more than two semesters of 9th grade English can be used to meet this requirement.</p>	4 years
<p><b>c. Mathematics</b> Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two- and three-dimensional geometry.</p>	3 years (4 years recommended)
<p><b>d. Laboratory Science</b> Fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement. The last two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.</p>	3 years (4 years recommended)
<p><b>e. Language Other Than English (LOTE)</b> Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.</p>	2 years (3 years recommended)
<p><b>f. Visual and Performing Arts (VAPA)</b> Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).</p>	1 year
<p><b>g. College Preparatory Elective</b> In addition to those required in a-f above, chosen from the following areas; visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the e requirement or two years of another language or courses approved for use as “g” electives.)</p>	1 year



## CEEB Codes

A **CEEB code** is a standardized ID number that is assigned to a high school, college, or university. These 6-digit codes are mostly used in college entrance exams such as the SAT and ACT.

School Name	CEEB
Creative Connections Arts Academy	054565
Foothill High School	052131
Grant Union High School	050740
Highlands High School	052132
Keema School for Independent Study	052801
Pacific Career & Technology High School	054792
Rio Linda Senior High School	052643
Vista Nueva High School	052738

# TRUSD A-G Approved Courses 2024-2025

## A. History/Social Studies (2 years)

Agricultural Government  
American Government  
AP European History\*  
AP Government and Politics\*  
AP United States History\*  
AP World History\*  
ARC History of the United States\*  
ARC Introduction to Government\*  
ARC Psychology\*  
ARC Sociology\*  
Introduction to Cultural Anthropology  
Introduction to Physical Anthropology Race  
and Social Justice  
United States History  
World History

## B. English (4 years)

ARC English 300\*  
ARC English 302\*  
AP English Language and Composition\*  
AP English Literature and Composition\*  
English LA 9  
English LA 9 H  
English LA 10  
English LA 10 H  
English LA 11  
English LA 11 H  
English LA 12  
ERWC (Expository Reading and Writing  
Course)

## C. Mathematics (3 years)

Advanced Algebra with Financial Applications  
AP Calculus AB\*  
AP Calculus BC\*  
AP Statistics\*  
Business Mathematics  
Business Technology and Finance  
Computer Science Principles  
Integrated Math 1  
Integrated Math 2  
Integrated Math 2H  
Integrated Math 3

Integrated Math 3H

Pre-Calculus

Statistics

## D. Lab Sciences (2 years)

Anatomy and Physiology  
AP Biology\*  
AP Chemistry\*  
AP Environmental Science\*  
AP Physics 1\*  
AP Physics 2\*  
AP Physics C: Electricity and Magnetism\*  
AP Physics C: Mechanics\*  
Biology and Sustainable Agriculture  
Chemistry in the Earth System  
Chemistry in the Earth System Honors  
Human Physics of the Universe  
Physics of the Universe Honors\*  
Science for Sustainable Agriculture  
Sports Medicine 2  
The Living Earth

## E. Languages Other Than English (2 years)

AP French Language and Culture  
AP Spanish Language and Culture\*  
AP Spanish Literature and Culture\*  
French 1  
French 2  
French 3  
Hmong 1 NS (Native Speaker)  
Hmong 2 NS (Native Speaker)  
Hmong 3 NS (Native Speaker)  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
Spanish 1 NS (Native Speaker)  
Spanish 2 NS (Native Speaker)

## F. Fine Arts (1 year)

3 Dimensional Design  
3D Design Advanced  
Advanced Sound Production  
Advanced Theatre

# TRUSD A-G Approved Courses 2024-2025

## **Fine Arts (1 year) cont.**

AP Studio Art: Drawing\*  
ARC Introduction to Music\*  
Art Advanced 9-12  
Art Beginning 9-12  
Art Intermediate 9-12  
Band Beginning 9-12  
Band Concert 9-12  
Band Symphonic  
Ceramics Advanced  
Ceramics Beginning  
Ceramics Intermediate  
Choir  
Choir Advanced  
Choir Intermediate  
Dance 1  
Dance 2  
Digital Imaging 1  
Digital Media  
Digital Media Advanced  
Drama Advanced  
Drama Beginning  
Drama Intermediate  
Environmental and Landscape Design  
Floral Design  
Game Design 1  
Guitar Advanced  
Guitar Beginning  
Jazz Ensemble  
Multimedia Sound Production  
Non-Traditional Music Ensembles  
Piano Advanced  
Piano Beginning  
Piano Intermediate  
Theatre Production  
TV & Video Production Advanced

## **G. College Elective (1 year)**

Agriculture Economics and Business

Agricultural Explorations  
AP Computer Science  
AP Macroeconomics\*  
AP Psychology  
AP Research  
ARC College Success\*  
ARC Health Science\*  
ARC Nutrition\*  
ARC Psychology  
ARC Sociology  
Army JROTC LET 1  
AVID 9  
AVID 10  
AVID 11  
AVID 12  
Beginning Agricultural Mechanics  
Business Concepts  
Career Choices  
Catering Production  
CDE Agricultural and Natural Resources  
CDE Plants and Soils Science  
CDE Veterinary Science  
Computer Programming  
Construction 1  
Construction 2  
Creative Writing  
Criminal Justice 1, 2, 3, 4  
Culinary 1  
Economics  
Exploring Computer Science  
Human Development  
Intermediate Agricultural Mechanics  
International Business and Economics  
Introduction to Engineering and Design  
Landscape Environmental Design  
Marketing and Merchandising  
Newspaper Journalism  
Psychology  
Small Business Entrepreneurship  
Sociology

# California Higher Education Opportunities

## Community College

Institution	Admission Requirements
<ul style="list-style-type: none"> <li>• Number of: Approximately 107 statewide</li> <li>• School Examples: American River College, Sacramento City College, Sierra College</li> <li>• Length: Two years</li> <li>• Course Work: Career and job-entry majors</li> <li>• Transfer credits to four year educational institutions</li> <li>• Degrees or Certificates: Vocational Certificates, Associate of Arts (AA) and Associate of Science (AS)</li> <li>• Costs (Tuition and Books): Varies based upon budget factors</li> </ul>	<ul style="list-style-type: none"> <li>• Core Subject Requirements: There are no subject requirements</li> <li>• Grade Point Average (GPA): There is no minimum GPA requirement</li> <li>• Educational Background: You must be at least 18 years old or a high school graduate</li> <li>• Assessments: Placement tests for English and mathematics</li> </ul>

## California State University

Institution	Admission Requirements
<ul style="list-style-type: none"> <li>• Number of: 23 statewide, accepting the top one-third of graduates</li> <li>• School Examples: CSU Sacramento, CSU Chico, CSU East Bay, Cal Poly</li> <li>• Length: Four years with Graduate Programs</li> <li>• Course Work: Pre-professional training</li> <li>• Various majors</li> <li>• Degrees or Certificates: Bachelor of Arts (BA) and Bachelor of Science (BS). Various Masters degrees</li> <li>• Teaching credentials</li> <li>• Costs (Tuition and Books): Varies based upon budget factors</li> </ul>	<ul style="list-style-type: none"> <li>• Core Subject Requirements: These requirements are the same as the University of California. See UC core subject requirements</li> <li>• Grade Point Average (GPA): Students should maintain at least a grade point average of "C" or better. GPA is combined with SAT I or ACT scores to determine eligibility</li> <li>• Educational Background: Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements</li> <li>• Assessments: American College Test (ACT) Scholastic Assessment Test (SAT: Reasoning)</li> </ul>

# California Higher Education Opportunities

## University of California

Institution	Admission Requirements
<ul style="list-style-type: none"> <li>• Number of: 10 undergraduate statewide accepting the top 9% of graduates</li> <li>• School Examples: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz</li> <li>• Length: Four years with Graduate and Professional Programs</li> <li>• Course Work: Pre-professional training</li> <li>• Various majors</li> <li>• Degrees: Bachelor of Arts (BA) and Bachelor of Science (BS), various Masters degrees, various Doctorate degrees. At some universities, teaching credentials</li> <li>• Costs (Tuition and Books): Varies based upon budget factors</li> </ul>	<p>Core Subject Requirements:</p> <ul style="list-style-type: none"> <li>• History/Social Science (a) - 2 years to include World History, US History and/or ½ year of Government/Economics</li> <li>• English (b) - 4 years of college preparatory</li> <li>• Mathematics (c) - 3 years through Integrated Math 3 (4 years recommended)</li> <li>• Science (d) - 2 years of lab science to include 2 of 3 disciplines of biology, chemistry or physics</li> <li>• Foreign Language (e) - 2 years of the same language (3 years recommended)</li> <li>• Visual/Performing Arts (f) - 1 year of college preparatory</li> <li>• Electives (g) - 1 year from one of the above areas</li> <li>• Grade Point Average (GPA): Students should maintain at least a grade point average of “B” or better. GPA is combined with test scores to determine eligibility</li> <li>• Educational Background: Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements</li> <li>• Assessments: American College Test (ACT) Scholastic Aptitude Test (SAT: Reasoning) Scholastic Aptitude Test (SAT: Subject Area Test - may be recommended)</li> </ul>

## Private College and Universities

Institution	Admission Requirements
<ul style="list-style-type: none"> <li>• Number of: Approximately 125 statewide</li> <li>• School Examples: St. Mary’s College, University of Southern California (USC), Stanford University, William Jessup</li> <li>• Length: Four+ years</li> <li>• Course Work: Curriculum, programs, and professional programs vary according to the size or specialty of the college/university</li> <li>• Degrees: BA/BS, but may offer up to a doctorate</li> <li>• Costs (Tuition and Books): Approximately \$15,000 - \$50,000 per year</li> </ul>	<ul style="list-style-type: none"> <li>• Admission requirements vary by college or university. Usually students have met or exceeded the UC core subject requirements and assessment requirements</li> </ul>

# TRUSD High School Education 4-Year Plan

		For TRUSD Diploma		For UC/CSU & TRUSD Diploma	
Core Subject Area	Credit Requirements		Credit Requirements		
English	4 Years		4 Years		
Mathematics	3 Years		3 Years through Integrated Math 3		
Science	2 Years		2 Years		
History/Social Science	3 Years		3 Years		
Health	1 Semester		1 Semester		
Physical Education	2 Years		2 Years		
VAPA/Foreign Language	1 Year of a Fine Art 2 Years of a Foreign Language		1 Year of a Fine Art 2 Years of a Foreign Language		
Electives	65 Credits		65 Credits		
Technology Requirement	Embedded in Core Curriculum		Embedded in Core Curriculum		
<b>Core Required Credits</b>		<b>220 Credits</b>		<b>220 Credits</b>	
Example of 4-Year TRUSD High School Graduate					
Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	ELA 9	ELA 10	English 11	ERWC	40
Mathematics	Integrated Math 1	Integrated Math 2	Integrated Math 3		30
Science	The Living Earth	Chemistry in the Earth's System			20
Social Science		World History	U.S. History	American Gov Economics	30
Fine Art/For Lang	One year of Foreign Language or a Fine Art course				10
Health	1 semester of Health to be taken any time during the 4 years				5
Physical Education	PE Course 1	PE Course 2			20
Electives	65 credits of elective courses				65
<b>Total Credits Needed</b>					<b>220</b>
Example of 4-Year Plan UC/CSU & TRUSD High School Graduate					
Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	ELA 9	ELA 10	ELA 11/AP	ELA 12/AP	40
Mathematics	Integrated Math 1	Integrated Math 2 H	Integrated Math 3 H	AP Calculus	40
Science	The Living Earth	Chemistry in the Earth's System	Physics of the Universe		30
Social Science		World History	U.S. History/AP	Amer Gov/Econ/AP	30
Foreign Language	For Language Year 1	For Language Year 2	For Language Year 3		30
Fine Art	One year during the four years				10
Health	One semester during the four years				5
Physical Education	PE Course 1	PE Course 2			20
Electives	35 additional credits taken over the four years				35
<b>Total Possible Credits</b>					<b>240 Credits</b>

# TRUSD Student Education Planning Guides

## My 4-Year Plan

High school is the chance to explore areas of academic and co-curricular interest. Twin Rivers provides students and their parents **My 4-Year Plan** (<https://my4yearplan.com/>) to build and monitor a four-year academic plan online. Students and parents will work hand in hand with their counselor to ensure that our students are on track to achieve their post-secondary goals. Please contact your counseling department for login and general information.

Grade 9	
Core Subject	
English 9	
Mathematics	
Health/Intro Class	
PE Course 1	
Science	
Elective	

Notes/Comments

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Grade 10	
Core Subject	
English 10	
Mathematics	
World History 10	
PE Course 2	
Science	
VAPA or For Language	

Notes/Comments

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Grade 11	
Core Subject	
English 11	
Mathematics	
U.S. History	
VAPA or For Lang	
Advanced Science	
Elective	

Notes/Comments

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Grade 12	
Core Subject	
English 12	
Government/Economics	
Mathematics/Elective	
VAPA or For Language	
Elective	
Elective	

Notes/Comments

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# Resources

## Applying for College & Financial Aid

Information about applying to college (calendars and action plans), financial aid, registering for the SAT, comparing schools.

[www.csumentor.com](http://www.csumentor.com)

Admission requirements for each California State University campus, financial aid options and online applications.

A CSU [step-by-step guide](#) for getting to a four-year University.

[www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions)

Admission requirements, Scholarship opportunities, dates and deadlines, information on each campus, and on-line applications.

[UC local context program](#). One of three paths to freshman eligibility to UC, along with the statewide context and examination by eligibility alone.

<https://admission.universityofcalifornia.edu/assets/files/how-to-apply/uc-personal-questions-guide-freshman.pdf>

Tips on writing your answers to UC personal insight questions.

<https://hs-articulation.ucop.edu/agcourselist>

UC certified course list. The list includes the courses that have been certified as fulfilling the A-G subject requirements for admission to the University of California as a freshman. The lists of California also indicate courses that are UC certified honors courses.

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Information on applying for federal and state financial aid. Obtain an online Federal Student Aid (FSA) ID at:

<https://studentaid.gov/h/apply-for-aid/fafsa>

## Applying for Community College & Financial Aid

**Los Rios Community College**

<https://losrios.edu/>

**American River College**

<https://arc.losrios.edu/>

**Folsom Lake College**

<https://flc.losrios.edu/>

**Sacramento City College**

<https://scc.losrios.edu/>

**Sierra College**

<https://www.sierracollege.edu/>

**A community college website focusing on financial aid**

<https://icangotocollege.com/>

**NCAA eligibility information for student athletes**

<https://web3.ncaa.org/ecwr3/>

**Community colleges outside the area Independent California universities or private colleges**

<https://aiccu.edu/>

## Other Important Resources

Your High School Counseling and Career Center

Creative Connections Arts Academy  
(916) 566-3470

Foothill High School  
(916) 566-3445

Grant Union High School  
(916) 566-3450

Highlands High School  
(916) 566-3465

Keema School for Independent Study  
(916) 566-3410

Pacific Career and Technology High School  
(916) 566-2715

Rio Linda High School  
(916) 566-2725

Vista Nueva High School  
(916) 566-2750



## Course Descriptions – English

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### English

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
AP English Language	133001	X	X	X	X			X	
AP English Literature	143001		X	X	X			X	
ELA 9	111001	X	X	X	X	X	X	X	X
ELA 9 Honors	112001	X	X	X	X			X	
ELA 10	121001	X	X	X	X	X	X	X	X
ELA 10 Honors	122001	X	X	X	X			X	
ELA 11	131001	X	X	X	X	X	X	X	X
ELA 11 Honors	132001				X				
ELA 12 Honors	142001			X					
ERWC	14ERWC	X	X	X	X		X	X	X

# Course Descriptions – English

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## AP English Language and Composition

**133001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 11 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** “An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the writing and their reading make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.” – CollegeBoard

Note: Students who successfully pass the AP Language and Composition exam in the spring may be eligible for college credit.

## AP English Literature

**143001** (FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** “An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the writing and their reading make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.” – CollegeBoard

Note: Students who successfully pass the AP Language and Composition exam in the spring may be eligible for college credit.

## English 9

**111001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 9 is an integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework.

## English 9 Honors

**112001** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 9 Honors is an advanced integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework. English 9 Honors is intended to support and advance those students who possess the skills and desire for a more rigorous and challenging curriculum. It is also designed to prepare students for future enrollment in the Advanced Placement courses at the 11th and 12th grade levels. This is a rigorous course that will require substantial amounts of reading, writing, critical thinking, speaking, and homework, in addition to the standards-based instruction of the regular English 9 course.

## English 10

**121001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 10 is an integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework. Students will continue to apply and build upon the knowledge and skills acquired in the ninth grade.

## English 10 Honors

**122001** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 10 Honors is an advanced integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework. English 10 Honors is intended to support and advance those students who possess the skills and desire for a more rigorous and challenging curriculum. It is also designed to prepare students for future enrollment in the Advanced Placement courses at the 11th and 12th grade levels. As such, this is a rigorous course that will require substantial amounts of reading, writing, critical thinking, speaking, and homework, in addition to the standards-based instruction of the regular English 10 course.

# Course Descriptions – English

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## English 11

**131001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 11 is an integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework. Students will continue to apply and build upon the knowledge and skills acquired in the tenth grade.

## English 11 Honors

**132001** (HHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** English 11 Honors is an advanced integrated curriculum of reading, writing, listening, speaking, and standard English language skills based on the California ELA Common Core State Standards and the California ELA/ELD Framework. English 11 Honors is intended to support and advance those students who possess the skills and desire for a more rigorous and challenging curriculum. It is also designed to prepare students for future enrollment in the Advanced Placement courses at the 12th grade level. As such, this is a rigorous course that will require substantial amounts of reading, writing, critical thinking, speaking, and homework, in addition to the standards-based instruction of the regular English 11 course.

## English 12 Honors

**142001** (GUHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** ELA 12 Honors is a course devoted to improving students' ability to use 21st Century skills to analyze and respond to key pieces of World Literature in the canon. This is achieved through a focus on expository and analytical writing based on close readings of a variety of text types. The skills developed in this course are intended to provide students with a firm foundation for college-level English courses as well as career pathways. The course is organized by thematic units geared toward specific writing outcomes. These units include reading a variety of text types that support student application and production of specific texts of their own that address particular purposes and audiences. Through careful and purposeful study of world texts and issues, students will discover, identify, and analyze the strategies and techniques writers use to interpret the world in which they live. Through a variety of mentor texts students analyze not only the components of effective writing, but also the issues at hand in order to determine their own action steps to engage in the world beyond the classroom. Additionally, this course is designed to assist students with mastery of California's Common Core State Standards.

## CSU Expository Reading & Writing

**14ERWC** (CCAA, FHS, GUHS, HHS, PHS, RLHS, VNHS)

**Grades:** 12 **Duration:** Year (10 credits)

**HS Grad Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** English 11

**Course Description:** The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this year-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. This course includes multiple reading selections on a topic, often representing different genres. Course texts include classic and contemporary works – both fiction and non-fiction – of varying lengths from a variety of sources and genres. This course not only satisfies the 4th year high school "a-g" English requirement, but also will address critical areas of the CSU English Placement Test.

## *Course Descriptions – English Language Development*

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### English Language Development

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
Academic ELD	114008	X	X	X	X	X	X	X	X
Academic ELD 2	114009	X	X	X	X	X	X	X	X
ELD 1	114005	X	X	X	X	X	X	X	X
ELD 1A	114003	X	X	X	X	X	X	X	X
ELD 1B	114004	X	X	X	X	X	X	X	X
ELD 2	114006	X	X	X	X	X	X	X	X
ELD 3	114007	X	X	X	X	X	X	X	X

# Course Descriptions – English Language Development

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## English Language Development (ELD) 1A

**114003** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** ELD 1A is a one period, yearlong course designed for new immigrants who have been enrolled in U.S. schools less than 12 months. This course must be taken in tandem with ELD 1B. ELD 1A is a comprehensive introduction to learning English language skills, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities, intensive vocabulary development, and daily practice through collaborative interaction. Students are exposed to reading and writing through a variety of strategies appropriate to the beginning level of proficiency, with focus on developing both conversational and academic English language skills. These strategies, as well as shared and modeled reading and writing and encouraging students' use of primary language, are used to develop literacy skills. Course activities and assignments are based on the state-adopted ELA/ELD Framework at the emerging level.

## English Language Development (ELD) 1B

**114004** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** 1 year of English **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** ELD 1B is a one period, yearlong course designed for new immigrants who have been enrolled in U.S. schools less than 12 months. This course must be taken in tandem with ELD 1A. It offers an additional class period of focused ELD instruction, intended to give newcomers the opportunity to build important developmental and foundational English language skills during their first year in this country. ELD 1B is a comprehensive introduction to learning English language skills, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities, intensive vocabulary development, and daily practice through collaborative interaction. Students are exposed to reading and writing through a variety of strategies appropriate to the beginning level of proficiency, with focus on developing both conversational and academic English language skills. These strategies, as well as shared and modeled reading and writing and encouraging students' use of primary language, are used to develop literacy skills. Course activities and assignments are based on the state-adopted ELA/ELD framework at the emerging level.

## English Language Development (ELD) 1

**114005** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** ELD 1 is a one period, yearlong course that provides a balanced approach to English language development, using communication-based, content-based, and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students are introduced to reading and writing through a variety of strategies appropriate to the beginning level of proficiency. These strategies, as well as shared and modeled reading and writing and encouraging students' use of primary language, are used to develop literacy skills. Course activities and assignments are based on the state-adopted ELA/ELD Framework at the emerging level.

## English Language Development (ELD) 2

**114006** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** ELD 2 is a one period, yearlong course that continues the development of listening, speaking, reading, and writing skills with an increased focus on reading and writing. This course is intended to expand students' abilities to access information presented in varying text types, through both individual and collaborative learning experiences. Reading, writing, and presenting opportunities reflect the level of English development, and the content extends the English language experiences of students. Students move from literal comprehension to interpretation of reading passages, and begin to identify idiomatic expressions in the English language. Course activities and assignments are based on the state-adopted ELA/ELD Framework at the expanding level.

# Course Descriptions – English Language Development

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## English Language Development (ELD) 3

**114007** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** ELD 3 is a one period, yearlong course that continues the development of listening, speaking, reading, and writing skills with emphasis on the reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately, and communicating comfortably in English. Students read and write in response to a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for varying audiences and purposes. This course helps students develop appropriate academic language and content knowledge, and encourages critical thinking and problem solving. Course activities and assignments are based on the state-adopted ELA/ELD Framework at the bridging level.

## Academic English Language Development (ELD)

**114008** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Note: Enrollment in this course is limited to long-term English Learners (students who have been enrolled in U.S. schools for six or more years) who are performing at/below grade-level expectations on standardized tests and who have ELPAC performance levels of 1 (Minimally Developed), 2 (Somewhat Developed) or 3 (Moderately Developed). Concurrent enrollment in the student's grade-level English Language Arts course is required.

This course targets the linguistic and academic needs of long-term English Learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of ELD instruction. Skills and strategies are employed to support the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common

Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominate focus being on academic speaking and critical writing skills. This course is intended to help students improve English language proficiency and reclassify before graduation.

## Academic English Language Development 2 (ELD)

**114008** (offerings based on enrollment)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** N/A **UC/CSU a-g:** N/A

**Prerequisite:** Academic ELD 1

**Course Description:** This course targets the linguistic and academic needs of long-term English Learners who have not been able to attain the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of ELD instruction, including one year of enrollment in Academic ELD 1. Skills and strategies are employed to support the language development of students, such as emphasizing oral language to build background and vocabulary. The course addresses the Common Core English Language Arts Standards for reading, writing, listening, speaking, and language, with the predominant focus being on academic speaking and critical writing skills. This course offers access to rigorous text, engaging content, and opportunities for collaboration. It is intended to help students improve English language proficiency and reclassify before graduation. Concurrent enrollment in the student's grade-level English Language Arts course is required.

## Course Descriptions – Mathematics

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### Mathematics

<b>COURSE</b>	<b>CODE</b>	<b>CAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
Adv Algebra w/Financial App	341002	X	X	X	X	X	X	X	X
AP Calculus AB	343AB5		X	X	X			X	
AP Calculus BC	343BC5			X				X	
AP Precalculus	343005			X					
AP Statistics	343003		X	X	X			X	
Integrated Math 1	311001	X	X	X	X	X	X	X	X
Integrated Math 2	321001	X	X	X	X	X	X	X	X
Integrated Math 2 Honors	322001		X	X	X			X	
Integrated Math 3	331001	X	X	X	X	X	X	X	X
Integrated Math 3 Honors	332001		X	X	X			X	
Pre-Calculus	341005	X		X	X		X	X	
Pre-Calculus Honors	342004			X					
Statistics	341003			X				X	

# Course Descriptions – Mathematics

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## Advanced Algebra with Financial Applications

**341002** (All Schools)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** Alg/Integrated Math **UC/CSU**

**a-g:** C: Mathematics

**Prerequisite:** Algebra 1/Integrated Math 1 **Course**

**Description:** This course employs math concepts to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement are solved by applying the relevant mathematics.

## AP Calculus AB

**343AB5** (FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics

**Prerequisite:** Pre-Calculus

**Course Description:** Students will explore the key concepts, methods, and applications of single-variable calculus including functions, graphs, limits, derivatives, integrals, and the Fundamental Theorem of Calculus. Students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. The use of technology will help students solve problems, experiment, interpret results, and support conclusions. The course prepares students to take the Advanced Placement Calculus AB examination.

## AP Calculus BC

**343BC5** (GUHS, RLHS)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics

**Prerequisite:** Pre-Calculus

**Course Description:** Students will explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus such as parametric, polar and vector functions, and series. Students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. The use of technology will help students solve problems, experiment, interpret results, and support your conclusions. The course prepares students to take the Advanced Placement Calculus BC examination.

## AP Precalculus

**343005** (GUHS)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics

**Prerequisite:** Integrated Math 3 or Integrated Math 3 Honors

**Course Description:** AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values- the domain-to a set of output values-the range-such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the 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. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.



# Course Descriptions – Mathematics

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## AP Statistics

**343003** (CCAA, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** Students will learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will develop analytical and critical thinking skills as you learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. Related applications to psychology, social science, natural science, business, and engineering will be explored. The course prepares students to take the Advanced Placement Statistics examination.

## Integrated Math 1

**311001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** None

**Course Description:** Integrated Mathematics 1 is the first of a three course sequence that formalizes and extends the mathematics that students learned in the middle grades. CCSS for mathematics has been organized into coherent units to help students see the connections and real applications of the different areas of mathematics. Integrated Mathematics 1 deepens and extends understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Units within the course include standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability, and present them in an interconnected and coherent sequence. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Integrated Math 2

**321001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 1

**Course Description:** Integrated Mathematics 2 is the second of a three course sequence that formalizes and extends the mathematics that students learned in the middle grades. CCSS for mathematics has been organized into coherent units to help students see the connections and real applications of the different areas of mathematics. Integrated Mathematics 2 focuses on quadratic expressions, equations and functions, and on comparing the characteristics and behavior of these expressions, equations, and functions to those of linear and exponential relationships from Mathematics I. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real world problem situations.

## Integrated Math 2 Honors

**322001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 1

**Course Description:** Honors Integrated Mathematics 2 is the second of a three course sequence that formalizes and extends mathematics to prepare students for Advanced Placement courses after Honors Integrated Math 3.

## Integrated Math 3

**331001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** Integrated Mathematics 3 is the third of a three course sequence that extends the mathematics learned in earlier grades. Students completing Integrated Mathematics 3 will be prepared for a fourth year college preparatory math course. CCSS for mathematics has been organized into coherent units to help students see the connections and real applications of the different areas of mathematics. Integrated Mathematics 3 focuses on extending knowledge of polynomials that culminates in the Fundamental Theorem of Algebra. Students learn that arithmetic of rational expressions

## Course Descriptions – Mathematics

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has the same rules as the arithmetic of rational numbers. Students synthesize what they learned about a variety of function families and extend work with exponential functions to use of logarithms. They explore the effects of transformations on graphs of diverse functions. Students develop the Laws of Sines and Cosines in order to find missing measures of general triangles. Trigonometry applied beyond the right triangle builds to the idea of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. Students relate to different types of data, probability distributions, and different ways of collecting data from previous courses. Students extend their understanding of modeling in the context of functions, parameters and domains of functions. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real world problem situations.

### Integrated Math 3 Honors

**332001** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** The Honors Integrated Mathematics pathway is designed for students who have shown they are ready for an advanced course sequence that includes Plus Standards as well as Pre-Calculus Standards. In addition to topics taught in Integrated Mathematics 3, this honors course presents more extensive work in trigonometric functions and identities, inverse functions and representations of functions. Students completing Honors Integrated Mathematics 3 will be prepared for AP Calculus. CCSS for mathematics has been organized into coherent units to help students see the connections and real applications of the different areas of mathematics. Integrated Mathematics 3 focuses on extending knowledge of polynomials that culminates in the Fundamental Theorem of Algebra. Students learn arithmetic of rational expressions have the same rules as the arithmetic of rational numbers. Students synthesize what they learned about a variety of function families and extend work with exponential functions to use of logarithms. They explore the effects of transformations on graphs of diverse functions. Students develop the Laws of Sines and Cosines in order to find missing measures of general triangles. Trigonometry applied beyond the right

triangle builds to the idea of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. Students relate to different types of data, probability distributions, and different ways of collecting data from previous courses. Students extend their understanding of modeling in the context of functions, parameters and domains of functions. The Mathematical Practice Standards apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real world problem situations.

### Pre-Calculus

**341005** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and other advanced courses. The course brings a measure of closure to some topics first brought up in earlier courses, such as Integrated Math II. The functional viewpoint is emphasized in this course. Key concepts include mathematical induction, the roots of polynomials, conic sections, and limits. The trigonometry involves using the techniques previously learned from the study of algebra and geometry. Further study in trigonometric functions will also include the ability to prove basic identities.

### Pre-Calculus Honors

**342004** (GUHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Math UC/CSU a-g: C: Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and other advanced courses. The course brings a measure of closure to some topics first brought up in earlier courses, such as Integrated Math II. The functional viewpoint is emphasized in this course. Key concepts include mathematical induction, the roots of polynomials, conic sections and limits. The trigonometry involves using the techniques previously learned from the study of algebra and geometry. Further study in trigonometric functions will also include the ability to prove basic identities. The Honors section of this course expands the depth and complexity of the content.

# Course Descriptions – Mathematics

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## Statistics

**341003** (FHS, GUHS, PHS, RLHS)

**Grades:** 12 **Duration:** Year (10 credits)

**HS Grad Req:** Math **UC/CSU a-g:** C Mathematics

**Prerequisite:** Integrated Math 2

**Course Description:** This course will introduce basic concepts of probability and statistics. It will include an analysis of data probability, distributions tests of hypothesis estimation regression, and correlation and analysis of variance. Related applications to psychology, social science, natural science, business, and engineering will be explored.

## Course Descriptions – Social Science

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### Social Science

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
American Government	241004	X	X	X	X	X	X	X	X
AP African American Studies	233011			X					
AP European History	223009		X	X	X				
AP Government and Politics	243004		X	X	X			X	
AP Human Geography	213007			X					
AP Macroeconomics	243003		X	X	X			X	
AP US History	233002		X	X	X			X	
AP World History	223001			X				X	
Economics	241003	X	X	X	X	X	X	X	X
Geography	211007			X					
Psychology	231005						X	X	X
Race and Social Justice	231SJ2	X	X	X					X
Sociology	231006							X	X
US History	231002	X	X	X	X	X	X	X	X
World History	221001	X	X	X	X	X	X	X	X

# Course Descriptions – Social Science

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## American Government

**241004** (All Schools)

**Grades:** 9-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Govern **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** 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.

## AP African American Studies

**233011** (GUHS)

**Grades:** 9-12 **Duration:** Semester (5 credits)

**HS Grad Req:** History/Social Science

**UC/CSU a-g:** G: Electives **Prerequisite:** None

**Course Description:** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

## AP European History

**223009** (FHS, GUHS, HHS)

**Grades:** 10 **Duration:** Year (10 credits)

**HS Grad Req:** W. History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** The study of European history since 1450 introduces students to cultural, economic, political, religious, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (1) an understanding of some of the principle themes in modern European History, (2) an ability to analyze historical evidence and historical interpretation, and (3) an ability to express historical understanding in writing. \*All students enrolled in AP Social Science classes are expected to take the AP Exam for the course.

## AP Government and Politics

**243004** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Govern **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** The AP United States Government & Politics course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. 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. \*All students enrolled in AP Social Science classes are expected to take the AP Exam for the course.

## AP Human Geography

**213007** (GUHS)

**Grades:** 9-12 **Duration:** Semester (5 credits) **HS**

**Grad Req:** Electives **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** AP Human Geography (APHG) introduces students to the systematic study of the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will make use of spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in applying their science and practices. APHG allows students the opportunity to learn about world population issues, political border disputes, and international conflicts. In addition, students study about cultural traditions around the world, including world religions, ethnicities, and the origins and diffusions of languages. Students will study both rural land use and urban spaces including agricultural practices, economic development, energy use, industrialization, and city planning. APHG prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by a one-semester introductory level college course. Students must be able to draw upon factual knowledge in order to exercise analytic skills intelligently. Solid reading and writing skills, along with a willingness to devote time to independent reading, homework, and study are necessary to succeed.

# Course Descriptions – Social Science

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## AP Macroeconomics

**243003** (FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Econ **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**Course Description:** AP Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. There is particular emphasis placed on the study of national income and price determination. Macroeconomics describes the financial environment we all live in as well as the impact of government decisions on both the individual and the business community. \*All students enrolled in AP Social Science classes are expected to take the AP Exam for the course.

## AP United States History

**233002** (FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** US History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials from the pre-Columbian era to the present. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. The AP United States History course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. \*All students enrolled in AP Social Science classes are expected to take the AP Exam for the course.

## AP World History

**223001** (GUHS, RLHS)

**Grades:** 10 **Duration:** Year (10 credits)

**HS Grad Req:** W. History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts and interaction with different types of human societies. This understanding is advanced through a combination

of selective, factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, form an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. \*All students enrolled in AP Social Science classes are expected to take the AP Exam for the course.

## Economics

**241003** (All Schools)

**Grades:** 11-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Econ **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**Course Description:** This course enables students to function more effectively in our economy as participating citizens, productive workers, and informed consumers. Through simulation activities, group and individual projects, as well as lecture and discussion, students learn economic reasoning skills and decision making. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods.

## Geography

**211007** (GUHS)

**Grades:** 9-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Geography includes the study of the Earth's physical features, as well as the ways in which humans interact with and alter the world around them. Each major region of the world will be studied. The course will emphasize developing critical reading and writing skills, as well as map interpretation. The World Geography course will prepare students for future consideration in such social science courses as Advanced Placement (AP) World History and AP United States History.

# Course Descriptions – Social Science

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## Psychology

**231005** (RLHS)

**Grades:** 10-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Electives **UC/CSU a-g:** G:

Electives **Prerequisite:** None

**Course Description:** This course is an introduction to the field of psychology with an emphasis on mental health. Units of study include: theories and controversies in current practice in the field, quackery and rip-offs, defensive behaviors, inferiority complexes, neurotic personalities, peer groups, generation gap, dating, sexual adjustment, popularity, suicide, drug usage, severe mental illness/psychosis, and current treatments. Student-centered activities and goals are determined under the direction and supervision of the teacher. This course is designed to be paired with Sociology.

## Race and Social Justice

**231SJ2** (CCAA, GUHS, PHS, VNHS)

**Grades:** 10-12 **Duration:** Year (10 credits)

**HS Grad Req:** U.S. History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course is designed to meet the standards by viewing U.S. History through various perspectives. This course looks at the role different races, minorities, and ethnicities played in history. For example, rather than simply discussing the effect of the Great Depression on Americans in general, we will look at the case of the Scottsboro Boys, and how it related to the social effects and politics of the Great Depression. Students will be trained to design and complete a group research project. This project will take a historical issue in race relations and apply it to a contemporary event or issue in students' lives.

## Sociology

**231006** (RLHS)

**Grades:** 11-12 **Duration:** Semester (5 credits)

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**Course Description:** Students are introduced to the science of sociology, its famous founders, and modern schools of thought. Topics include cultural conformity, group dynamics, anti-social and criminal behavior, and social phenomena such as family dynamics, gender bias, discrimination, and social stratification.

## US History 11

**231002** (All Schools)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** U.S. History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** U.S. History focuses on our nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. Students will learn about the major turning points in American history throughout the latter half of the 19th century and 20th century. Students will examine the major political, social, economic, technological, and cultural developments throughout this time period up to the present day. They consider the major social problems of our time and trace their causes in historical events. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

## World History 10

**221001** (All Schools)

**Grades:** 10 **Duration:** Year (10 credits)

**HS Grad Req:** W. History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** Students in grade 10 study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. 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.

## Sciences and Health

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Anatomy and Physiology	431005			X				X	
AP Biology	443002	X	X		X			X	
AP Chemistry	433002			X				X	
AP Environmental Science	443004		X	X					
AP Physics C: Mechanics	4430C1			X				X	
AP Physics 1	443003		X	X				X	
AP Physics 2	443005							X	
Chemistry in the Earth System	421003	X	X	X	X			X	
Chemistry in the Earth System Honors	422005								
Health Science	611001	X	X	X	X	X	X	X	
Physics of the Universe	441004	X	X	X	X			X	
Physics of the Universe Honors	421004				X				
The Living Earth	411001	X	X	X	X	X	X	X	X
<b>Project Lead The Way</b>									
Intro to English & Design	721007				X			X	
Principles of Engineering	731007				X			X	

### Project Lead the Way (PLTW)

*\*PLTW pathways are open to all students; however, students must take a sequence of courses to participate in these classes. Please see your child's counselor if you are interested in taking these courses.*



## Course Descriptions – Sciences and Health

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### **Anatomy and Physiology**

**431005** (GUHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Biology

**Course Description:** Anatomy and Physiology provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body. Laboratory activities reinforce concepts and principles presented in the course.

### **AP Biology**

**443002** (FHS, HHS, RLHS, CCAA, GUHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Bio, Chemistry Recommended

**Course Description:** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

### **AP Chemistry**

**433002** (GUHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Integrated Math 1/Alg 1

**Course Description:** The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

### **AP Environmental Science**

**443004** (GUHS, FHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Biology and One Phy. Science

**Course Description:** 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 of the natural world. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **LABORATORY REQUIREMENT:** Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible. All students enrolled in this course are expected to take the Advanced Placement Environmental Science examination. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

### **AP Physics C: Mechanics**

**4430C1** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Integrated Math 2

**Course Description:** AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. **LABORATORY REQUIREMENT:** This course includes a hands-on laboratory component comparable to a semester-long introductory college level physics laboratory. Students should spend a minimum of 20 percent of instructional time engaged in hands-on laboratory work. All students enrolled in this course are expected to take the Advanced Placement Physics C: Mechanics examination. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

# Course Descriptions – Sciences and Health

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## AP Physics 1

**443003** (GUHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Integrated Math 2

**Course Description:** AP Physics 1 is an algebra-based, introductory college level physics course. Students cultivate their understanding of physics through inquiry-based investigations. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work. All students enrolled in this course are expected to take the Advanced Placement Physics 1 examination. Students who pass the AP exam have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

## AP Physics 2

**443005** (RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** AP Physics 1

**Course Description:** AP Physics 2 is an algebra-based introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum atomic and nuclear physics. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. All students enrolled in this course are expected to take the Advanced Placement Physics 2 examination.

## Chemistry in the Earth System

**421003** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Science **UC/CSU a-g:** D: Lab Science, Physical Science

**Prerequisite:** Integrated Math 1, Living Earth

**Course Description:** Students will investigate the formation of the first elements and their transformation to heavier elements and will use this knowledge to explore the structure of an atom and patterns in the periodic table. Students will investigate the forces that hold matter together and how society uses its understanding of elements and molecules to develop useful materials. Students will explore the interactions of atoms and molecules as illustrated by chemical reactions, explore the factors that drive chemical and physical changes based on their understanding of elements and materials science. They will examine connections between matter and energy into and out of chemical systems, extending the concept to the movement of energy through Earth's systems and ways humans may control these moments.

## Chemistry in the Earth System Honors

**422005**

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Science **UC/CSU a-g:** D: Lab Science, Physical Science

**Prerequisite:** Integrate Math 1, Living Earth

**Course Description:** In the honors course, increased rigor in the science, application of mathematics and work expected of students to complete independently will be increased. Students will investigate the formation of the first elements and their transformation to heavier elements and will use this knowledge to explore the structure of an atom and patterns in the periodic table. Students will investigate the forces that hold matter together and how society uses its understanding of elements and molecules to develop useful materials. Students will explore the interactions of atoms and molecules as illustrated by chemical reactions, explore the factors that drive chemical and physical changes based on their understanding of elements and materials science. They will examine connections between matter and energy into and out of chemical systems, extending the concept to the movement of energy through Earth's systems and ways humans may control these moments.

# Course Descriptions – Sciences and Health

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## Health Science

**611001** (All Schools)

**Grades:** 9-12 **Duration:** Semester

**HS Grad Req:** Health **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Health Science is a graduation requirement. This course is also designed to meet the state requirement of providing HIV/AIDS prevention information that is complete, medically accurate, and free of bias. From state and board-approved curriculum, students will obtain accurate information to develop health literacy and lifelong positive attitudes and behaviors related to their personal health. Study will also include community health; mental, emotional and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health.

## Physics of the Universe

**441004** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Science

**Prerequisite:** Integrated Math 1

**Course Description:** In Physics of the Universe, students will study the underlying causes and effects of forces on Earth and in the Universe, including: Gravitational, Contact, Magnetic, Nuclear and Electrostatic forces. Students will investigate the nature of energy and matter and their conservation. They will have the opportunity to study the formation of the geophysics features of Earth and Cosmic Evolution. They will examine the collection of evidence supporting physical models. Students will also examine the principles of waves, and how we use waves in information technology, including information storage and transfer. Students will work on projects which demonstrate students' mastery of course, regularly conduct experimental investigations, and participate in engineering practices.

## Physics of the Universe Honors

**421004** (All Schools)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Lab Science

**Prerequisite:** Integrated Math 1, Integrated Math 2

**Course Description:** Physics of the Universe Honors is a rigorous laboratory-based college preparatory course that establishes a deep understanding of the fundamental laws that govern the universe. The course is divided into coherent instructional segments centered on concepts of force and motion, Newton's laws, gravitation, electrostatic and other forces, energy conversion and renewable energy, nuclear processes and earth history, waves and electromagnetism, and stars and the origin of the universe. Honors level students are expected to both apply equations appropriately and fully explain what they mean. Each semester of the course ends with a comprehensive culmination project through which students demonstrate understanding of physics concepts and practice planning and carrying out their own authentic investigations. Physics of the Universe AB Honors meets the District Graduation requirement for physical science.

## The Living Earth

**411001** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Lab Sci

**Course Description:** The Living Earth is a college preparatory, lab science class. In this class, students deepen their understanding of biological core ideas and study the influence of current and past Earth systems on organisms. The course covers six major units: Ecosystems, History of Earth, Evolution, Inheritance, Structure Function and Growth, and Ecosystem Stability and Climate Change. Inquiry-driven laboratory exercises are an integral part of the curriculum.

## Course Descriptions – Languages Other Than English

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### Languages Other Than English (LOTE)

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
AP French	811003						X	
AP Spanish Language	833001		X	X	X		X	
AP Spanish Literature	843001			X			X	
French 1	811003						X	
French 2	821003						X	
French 3	831003						X	
Hmong 1 NS	811004			X			X	
Hmong 2 NS	821004			X			X	
Hmong 3 NS	831004			X			X	
Spanish 1	811001	X	X	X	X	X	X	X
Spanish 2	821001	X	X	X	X	X	X	X
Spanish 3	831001	X	X	X	X		X	
Spanish 4	841001			X			X	
Spanish 1 NS	811002		X	X			X	
Spanish 2 NS	821002		X	X			X	

# Course Descriptions – Languages Other Than English

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## AP French

**811003** (RLHS)

**Grades:** 11-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** French 3

**Course Description:** The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

## AP Spanish Language

**833001** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Spanish 3 or Spanish NS 2

**Course Description:** The AP Spanish Language and Culture course emphasizes communication. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## AP Spanish Literature

**843001** (GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

**Course Description:** The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

## French 1

**811003** (RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

**Course Description:** Students will understand, speak, read and write French. French will be used with daily class routine. Lessons center on familiar situations, meeting people, friends, school, family, etc. A study of the various aspects of the French culture will be included.

## French 2

**821003** (RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** French 1

**Course Description:** Students will improve their communication through dialogues, oral presentations and group activities. French II is taught in French. Increased emphasis will be placed on comprehension, expression, reading, and writing. A continued study of the French culture is included.

# Course Descriptions – Languages Other Than English

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## French 3

**831003** (RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** French 2

**Course Description:** The goal of the course is to communicate well in French. Communication skills are further developed. Students work on projects individually and in groups. Greater emphasis is placed on history, culture, and literature in the language.

## Hmong 1 Native Speaker

**811004** (GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

**Course Description:** Hmong 1 NS is tailored to students whose primary language is Hmong. Vocabulary and grammatical structures will be presented through thematic units with an emphasis on oral, listening, reading, and writing expressions. Students will develop an appreciation for the Hmong culture and its influence throughout the world.

## Hmong 2 Native Speaker

**821004** (GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Hmong 1 NS

**Course Description:** Hmong 2 is an introduction to the language. Vocabulary and grammatical structures will be presented through thematic units with an emphasis on oral, listening, reading, and writing expressions. Students will develop an appreciation for the Hmong culture and its influence throughout the world.

## Hmong 3 Native Speaker

**831004** (GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Hmong 2 NS

**Course Description:** This class will expand on concepts learned in Hmong 3 for Native Speakers. It will continue to focus on the specific necessities of the Hmong speaking student with respect to accents, orthography, grammar, literature, cultures, and geography of the Hmong Speaking regions around the world.

## Spanish 1

**811001** (CCAA, FHS, HHS, GUHS, PHS, RLHS, VNHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

**Course Description:** This course focuses on communication in Spanish by speaking, reading, writing, and understanding written and spoken Spanish. Students will study the countries and cultures where Spanish is spoken and will make comparisons and connections with their own. The course will be conducted primarily in Spanish. Homework is assigned daily. Credits may be used toward the Creative Connections Arts Academy Charter High School World Language graduation requirement and for UC and CSU language other than English admission requirements.

## Spanish 1 Native Speaker

**811002** (FHS, GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

**Course Description:** This course is designed for students who speak and listen to Spanish at home; they can produce the language and understand oral and written instructions in Spanish. Students will be taught reading and writing skills. The class will focus on the specific necessities of the Spanish-speaking student with respect to accents, orthography, grammar, literature, cultures, and geography of the Spanish-speaking countries.

## Spanish 2

**821001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Spanish 1

**Course Description:** Designed for college preparatory students. The major emphasis of these courses is to continue to develop personal communication skills in the target language. Students will have additional opportunities to increase their abilities in the areas of: speaking, listening, comprehension, reading and writing. Curriculum includes: continued emphasis on speaking the language, the study of expanded thematic vocabulary, expressing simple past actions, short writing assignments, and reading authentic materials. Students will increase their cross-cultural understanding.

# Course Descriptions – Languages Other Than English

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## Spanish 2 Native Speaker

**821002** (FHS, GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Spanish 1 NS or Teacher Approval

**Course Description:** Designed for college preparatory students. The major emphasis of these courses is to continue to develop personal communication skills in the target language. Students will have additional opportunities to increase their abilities in the areas of: speaking, listening, comprehension, and reading and writing. Curriculum includes: continued emphasis on speaking the language, the study of expanded thematic vocabulary, expressing simple past actions, short writing assignments, and reading authentic materials. Students will increase their cross cultural understanding.

## Spanish 3

**831001** (FHS, GUHS, HHS, RLHS, CCAA)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** Spanish 2

**Course Description:** This course expands on the content of Spanish 2. Students will learn to form and use verbs in the preterite, imperfect, present, subjunctive, future, conditional, progressive and perfect tenses; read, translate, and show understanding of literature, and use verbs like *gustar*, *sabar*, and *conocer*; learn about and to appreciate the culture and contributions of the Spanish-speaking world, the structure of the Spanish language, phrases, expressions and approximately 1,000 vocabulary words.

## Spanish 4

**841001** (GUHS, RLHS)

**Grades:** 9-12 **Duration:** Year (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU: a-g:** E: LOTE

**Prerequisite:** Spanish 3

**Course Description:** This course expands on the content in Spanish 3. Students will learn to form and use verbs in the preterite, imperfect, present, subjunctive, future, conditional, progressive and perfect tenses; read, translate, and show understanding of literature, and use verbs like *gustar*, *sabar*, and *conocer*; learn about and to appreciate the culture and contributions of the Spanish-speaking world, the structure of the Spanish language, phrases, expressions and approximately 1,000 vocabulary words.

## Course Descriptions – Visual and Performing Arts

### Visual and Performing Arts (VAPA)

COURSE	CODE	CAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
3D Design	511010			X	X			X	
3D Design Advanced	521010			X					
AP Art & Design	513001		X		X			X	
Art Advanced	531001	X	X	X	X	X	X	X	X
Art Beginning	511001	X	X	X	X	X	X	X	X
Art Intermediate	521001	X	X	X	X	X	X	X	X
Band Beginning	511005	X	X	X	X			X	
Band Concert	521005	X	X	X	X			X	
Band Jazz	531005			X					
Band Symphonic	541005		X					X	
Ceramics Advanced	531002		X	X	X		X		
Ceramics Beginning	511002		X	X	X		X		
Ceramics Intermediate	521002		X	X	X		X		
Choir	511004	X	X	X	X		X	X	X
Choir Advanced	531004	X	X	X	X			X	
Dance 1	511009	X	X						
Dance 2	521009	X	X						
Drama Beginning	511003	X		X	X			X	
Drama Intermediate	521003	X		X	X			X	
Drama Advanced	531003	X		X	X			X	
Guitar Advanced	521008	X	X		X		X	X	X
Guitar Beginning	511008	X	X		X		X	X	X
Guitar Intermediate	531008	X	X		X		X	X	X
Mariachi Ensemble	541010		X						
Non-Traditional Music Ensembles	541001		X		X			X	
Piano Advanced	531006	X	X					X	
Piano Beginning	511006	X	X					X	
Piano Intermediate	521006	X	X					X	
Vocal Jazz 1	515007							X	
Vocal Jazz 2	521007							X	



# Course Descriptions – Visual and Performing Arts

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## 3-Dimensional Design

**511010** (All Schools)

**Grades:** 9-12

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** The studio focus will be on creating and presenting artwork with 3-dimensional media. Students will refine skills and sculptural processes while beginning to develop their own artistic style in the media arts. Students will deepen their societal, cultural, and historical knowledge of the arts by analyzing, interpreting, and relating that knowledge and personal experiences when making artistic works. Studio projects will require students to work at an independent and mature level and will culminate in a portfolio of their artwork.

## 3D Design Advanced

**521010** (GUHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** 3D Design

**Course Description:** This intermediate course is designed for students who wish to continue their studies of the visual arts at a more advanced level and builds on the 3D Design I course. The studio focus will continue to be on 3-dimensional media, allowing students to continue to refine skills and art techniques while developing their own artistic style. Students will continue to deepen their historical and cultural knowledge of the arts. Studio projects will require students to work at a more independent and mature level and will culminate in a portfolio of their artistic work that may be used in AP Studio Art or postsecondary admission.

## AP Studio Art

**513001** (HHS, RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Advanced Art

**Course Description:** This advanced course is designed for students who are seriously interested in the practical experience of art and builds on the Advanced Art and/or Advanced Ceramics course. The studio focus will follow the College Board's AP Studio Art portfolio standards for performance in the visual arts. The course will address three major concerns that are constants in art: (1) the student's ability to recognize quality in her or his work, (2) the

student's concentration on a sustained investigation of a particular visual interest or problem, and (3) a range of approaches to the formal, technical, and expressive means of the artist. Students may choose to submit their portfolio of work for evaluation by the College Board as an AP Studio Portfolio in Drawing or 2D Design to earn college credit and/or advanced placement.

## Art Beginning

**511001** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** During this foundation course in the visual arts, students will develop artistic and critical thinking skills through a wide array of creative and fine arts processes. Based on the National Core Arts Standards and the CA Frameworks for the Visual and Performing Arts, students will create and present original art works using 2-dimensional and 3-dimensional media, both traditional and emerging. Students will respond to artistic work created by others to interpret meaning and connect ideas within their societal, cultural, and historical contexts. As part of their study, students will develop their individual artistic portfolio and sketchbook.

## Art Intermediate

**521001** (All Schools)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Art Beg 9-12

**Course Description:** This course is designed for students who wish to continue their studies of the visual arts at a more in-depth level and builds on the Beginning Art course. The studio focus will be on creating and presenting artwork with 2-dimensional media, both traditional and emerging. Students will continue to refine skills and art techniques while beginning to develop their own artistic style. Students will deepen their societal, cultural, and historical knowledge of the arts by analyzing, interpreting, and relating that knowledge and personal experiences when making artistic works. Studio projects will require students to work at a more independent and mature level and will culminate in a portfolio of their artwork and sketchbook.

# Course Descriptions – Visual and Performing Arts

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## Art Advanced

**531001** (All Schools)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Intermediate Art

**Course Description:** This course is designed for students who wish to continue their studies of the visual arts at a more in-depth level and build on the Art course. The studio focus will be on creating and presenting artwork with 2-dimensional media, both traditional and emerging. Students will continue to refine skills and art techniques while beginning to develop their own artistic style. Students will deepen their societal, cultural, and historical knowledge of the arts by analyzing, interpreting, and relating that knowledge and personal experiences when making artistic works. Studio projects will require students to work at a more independent and mature level and will culminate in a portfolio of their artwork and sketchbook.

## Band Beginning 9-12

**511005** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This course serves as a prerequisite to the Concert Band. Playing in parts is introduced and is employed in music from .5-1.0 in difficulty. Emphasis is placed on learning to read music, tone production, phrasing, breath control, articulation, reading, the fundamentals of music theory, and concert performance.

## Band Concert 9-12

**521005** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Beg Band or Teacher Approval

**Course Description:** This course is an intermediate instrumental music ensemble and requires the permission of the instructor to enter the class. This course serves as a prerequisite to the Symphonic Band. Grade 2-3 literature will be used in this course. Emphasis will be placed on intonation, continued studies in reading music, balance/blend, tone production, articulation, and developing techniques. Performance in festivals and other public performances are required for successful completion of this course.

## Band Jazz

**531005** (GUHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** N/A **Prerequisite:** Teacher Approval

**Course Description:** This course is designed to train the musician in all styles of jazz music. The objectives of the course are to establish the highest degree of technique, musicianship, and ensemble playing possible. Jazz band is a performing group. Students in this ensemble are required to perform many times throughout the year. This includes several music festivals, recording, and music tours. Attendance is required.

## Band Symphonic 9-12

**541005** (FHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Concert Band or Teacher Approval

**Course Description:** The symphonic band studies compositions of various types ranging from grade 2-4. The band participates in a variety of activities such as sporting events, concerts, parades, etc., and attendance at these performances is required. The basic aims of the course are to develop better musicianship and intelligent understanding of music, and to improve the technical proficiency of the individual student. Students in this ensemble are required to perform many times throughout the year. This includes several music festivals, recording, and music tours. Attendance is required.

## Ceramics Beginning

**511002** (FHS, GUHS, HHS, PHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This is an introductory course designed to cover 3-dimensional design using clay as the medium. Students will learn how to use appropriate tools and techniques to produce variations of basic pinch, coil, slab, thrown, or sculptured forms. Clay preparation, construction, surface design, and firing will be explored. Students will understand the relationship between the history of ceramic forms and media.

# Course Descriptions – Visual and Performing Arts

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## Ceramics Intermediate

**521002** (FHS, GUHS, HHS, PHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Ceramics Beginning

**Course Description:** This intermediate course is designed for students who wish to continue their studies of the visual arts and builds on the Beginning Ceramics course. The studio focus will continue to be on the medium of clay, allowing students to continue to refine skills and art techniques while developing their own artistic style. Students will continue to deepen their historical and cultural knowledge of the arts. Studio projects will require students to work at a more independent and mature level.

## Ceramics Advanced

**531002** (FHS, GUHS, HHS, PHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Intermediate Ceramics

**Course Description:** This advanced course is designed for students who wish to continue their studies of the visual arts at a more advanced level and builds on the Intermediate Ceramics course. The studio focus will continue to be on the medium of clay, allowing students to continue to refine skills and art techniques while developing their own artistic style. Students will continue to deepen their historical and cultural knowledge of the arts. Studio projects will require students to work at a more independent and mature level and will culminate in a portfolio of their artistic work that may be used in AP Studio Art or post-secondary admission.

## Choir

**511004** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This is an entry-level choir and is open to anyone interested in learning to sing. This course serves as a prerequisite to Advanced Choir. It offers study in the performance of vocal music at the beginning levels. Emphasis is placed on learning to read music, tone production, breath control, phrasing, diction, fundamentals of music theory, and cultural values of music. Music studied will be of easy to medium easy (grade level 0.25 through grade level 1.5). Many style periods will be explored. Concert performance and attendance is required.

## Choir Advanced

**531004** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Choir or Teacher Approval

**Course Description:** Choir Advanced offers study in the performance of vocal music at the intermediate levels. Emphasis is placed on continuing to learn to read music, tone production, breath control, phrasing, diction, fundamentals of music theory, and the students' appreciation of the aesthetic and cultural values of music. Music studied will be of easy to medium easy (grade level 1.0 through grade level 2.5). Many style periods will be explored. Students will be required to perform at both school concerts and music festivals throughout the year.

## Dance 1

**511009** (CCAA, FHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This course is an introduction to dance where students learn foundational skills in dance technique, choreography, and performance. Students will gain knowledge of ballet, jazz, modern and cultural dance techniques. Study of dance includes dance history, movement concepts, and dance terminology. Students have opportunities to perform in class and on stage, gaining experience in stage production and dance etiquette.

## Dance 2

**521009** (CCAA, FHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Dance 1

**Course Description:** This is an advanced level course for the serious dance student who is possibly interested in a performing career. Students will learn different dances from various choreographers giving them a much needed versatility. The student must demonstrate a proficiency in dance technique and the ability to work as a performer in various styles from classical and modern.

# Course Descriptions – Visual and Performing Arts

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## Drama Beginning

**511003** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-10 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This course is designed to help the beginning student acquire a proficiency in stage performance, an appreciation for and ability to analyze stage and screen plays, and an understanding of the history of drama, TV, and film and how they reflect and impact human cultures and civilization.

## Drama Intermediate

**521003** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Drama Beginning

**Course Description:** This course is designed to help the continuing student acquire a proficiency in stage performance, an appreciation for and ability to analyze stage and screen plays, and an understanding of the history of drama, TV, and film and how they reflect and impact human cultures and civilization.

## Drama Advanced

**531003** (FHS, RLHS, GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Drama Beginning, Drama Intermediate

**Course Description:** This course is designed to help the advanced student develop proficiency in stage performance, an appreciation for and ability to analyze stage and screen plays, and an understanding of the history of drama, TV, and film, and how they reflect and impact human cultures and civilization.

## Guitar Beginning

**511008** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This is an elective course offering beginning instruction for the acoustic guitar. Students will learn how to read music, music fundamentals, guitar notation, sing simple melodies while playing accompaniment, open chords, power chords, movable chords, accompaniment techniques, and a variety of playing techniques and styles including both the pick and finger styles.

The course also includes in-class performances (solo and small ensemble) and two research papers (one each semester). Students must provide their own acoustic guitar.

## Guitar Advanced

**521008** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Guitar Intermediate or Teacher Approval

**Course Description:** This is an elective course offering additional instruction for the acoustic guitar. Students will learn how to read music, music fundamentals, guitar notation, sing simple melodies while playing accompaniment, open chords, power chords, moveable chords, accompaniment techniques, and a variety of playing techniques and styles including both the pick and finger styles. The course also includes in-class performances (solo and small ensemble) and two research papers (one each semester). Students must provide their own acoustic guitar.

## Guitar Intermediate

**531008** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Guitar Beginning or Teacher Approval

**Course Description:** This is an elective course offering additional instruction for the acoustic guitar. Students will learn how to read music fundamentals guitar notation sing simple melodies while playing accompaniment open chords power chords moveable chords accompaniment techniques and a variety of playing techniques and styles including both the pick and finger styles. The course also includes in class performances (solo and small ensemble) and two research papers (one each semester). Students must provide their own acoustic guitar.

## Mariachi Ensembles

**541010** (FHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This is an introductory course designed to assist students with developing and enhancing professional musicianship skills through the study of music composed expressly for Mariachi Ensembles. The ability to learn an instrument (Violin, Trumpet, Guitar, Vihuela, Guitaron) and sing with basic technical proficiency and aesthetic sensitivity. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Ranchera, Huapango, and Son.

# Course Descriptions – Visual and Performing Arts

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## Non-Traditional Music Ensembles

**541001** (All Schools)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** In Non-Traditional Music Ensembles, students from the guitar, band and choir programs, and students that audition into the class, can learn how to perform in small ensembles that address the growing trends in our music world today. Music students will be able to expand their knowledge and technique by being a part of smaller ensembles. This course is designed to provide continuing and more challenging musical instruction to new and existing music students. Students will learn how to apply their previous musical ability and knowledge in more contemporary ensembles. The course will present a strong emphasis on live performance, improvising, song writing, composing, arranging, and a hands-on approach in the recording arts.

## Piano Beginning

**511006** (CCAA, FHS, RLHS)

**Grades:** 7-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This course is designed to help the beginning and intermediate students acquire a proficiency in playing two-hand piano music ranging from simple to complex. Emphasis will be placed on note accuracy, correct rhythmic patterns, correct hand position and fingering, major chords, dynamics, and other theories necessary to complete the assignments.

## Piano Intermediate

**521006** (CCAA, FHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Beg Piano

**Course Description:** This course is designed to help beginning and intermediate students acquire a proficiency in playing two-handed piano music ranging from simple to complex. Students will also learn basic music theory necessary to complete their assignments.

## Piano Advanced

**531006** (CCAA, FHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Piano Beginning or Teacher Approval

**Course Description:** This course is designed for the piano student who is beyond the beginning level. Students will continue to develop the fundamental skills of reading music and applying these theories to playing the piano. Emphasis will be placed on note accuracy, correct rhythmic patterns, correct hand position and fingering, major chords, dynamics, expression, and other theories necessary to complete the assignments.

## Vocal Jazz 1

**515007** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This is the entry-level vocal jazz ensemble. The course is designed to train the vocalist in all styles of jazz music. The objectives of the course are to establish the highest degree of technique, musicianship, and ensemble singing possible. Musical styles will include swing, vocal jazz, and pop. Students in this ensemble are required to perform many times throughout the year. This includes several music festivals and music tours. Attendance is required.

## Vocal Jazz 2

**521007** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Vocal Jazz 1 or Teacher Approval

**Course Description:** This is the top vocal jazz ensemble. The course is designed to train the vocalist in all styles of jazz music. The objectives of the course are to establish the highest degree of technique, musicianship, and ensemble singing possible. Musical styles will include swing era, cool bop, hard bop, vocal jazz, pop, and new age jazz. Students in this ensemble are required to perform many times throughout the year. This includes several music festivals, recording, and music tours. Attendance is required.

## *Course Descriptions – Physical Education*

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### Physical Education

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
P.E. Advanced	921003							X	
P.E. Course 1	911001	X	X	X	X	X	X	X	X
P.E. Course 2	921001	X	X	X	X	X	X	X	X
P.E. 3 Weight Training	921004		X	X	X			X	
P.E. 3 Yoga	921002			X					

# Course Descriptions – Physical Education

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## PE Advanced

**921003** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** P.E. **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Advanced Physical Education is designed for Varsity athletes to further develop skills at a competitive level. Curriculum will focus on improving strength, movement, speed, agility, and quickness for various sport programs. Athletes will learn proper nutrition and lifting and stretching techniques.

## PE Course 1

**911001** (All Schools)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** P.E. **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Physical Education 1 is mandatory for all 9th grade students. This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective physical fitness. Units of instruction include: introduction to physical education, fitness (including fitness technology), individual and dual activities, rhythm/dance, and aquatics. All 9th grade students will be required to take the California State Mandated Physical Fitness Test(s).

## PE Course 2

**921001** (All Schools)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** P.E. **UC/CSU a-g:** N/A

**Prerequisite:** P.E. Course 1

**Course Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective physical fitness. Units of instruction involve providing an opportunity for more complex levels of in-depth study in the following areas: physical education and fitness (including fitness technology), team sports, combative/self-defense, and gymnastics/tumbling.

## PE 3 Weight Training

**921004** (FHS, HHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** P.E. **UC/CSU a-g:** N/A

**Prerequisite:** P.E. Course 1

**Course Description:** This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

## PE 3 Fundamentals of Yoga

**921002** (GUHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** P.E. **UC/CSU a-g:** N/A

**Prerequisite:** P.E. Course 1

**Course Description:** This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

## Course Descriptions – Career Tech Ed

### Career Technical Education

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Adv Digital Media	731014	X	X		X				
Adv Multimedia Sound Production	731008			X					
Adv Theatre	531003			X					
Adv TV and Video Production	531703							X	
Ag Business	731001			X					
Ag Exploration	731033							X	
Ag Leadership	741024							X	
ARC 3-Dimensional Graphics & Design	773101				X				
ARC Intro to CADD	721015				X				
ARC Intro to Materials of Construction	712002				X				
Art and History of Floral Design	521702							X	
Beginning Ag Mechanics	721004							X	
Beginning Animation	521011		X						
Beg TV and Video Production	521703							X	
Biology and Sustainable Ag	411AG1							X	
Biomedical Science	711002		X						
Business and American Gov	714016			X					
Business Concepts	731037								X
Business Economics & Finance	731015			X					
Business Mathematics	741037								X
Business Tech & Finance	721010			X					
CA Natural Resources	741001			X					
Career Choices (S)	711025			X				X	X
Career Choices (Y)	731020	X	X	X	X				
Catering Production	741012		X					X	
Chemistry and Agriscience	421AG2							X	



## Course Descriptions – Career Tech Ed

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### Career Technical Education

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Child Development	731005		X		X		X		
Computer Science Principles	731026			X					
Construction 1	721016		X						X
Construction 2	731016		X						X
Criminal Justice Academy 1	711022			X					
Culinary 1	721012		X					X	
Digital Media	521714	X	X	X	X			X	
Early Childhood Education	741006		X		X		X		
Environmental Horticulture	711001			X					
Exploring Computer Science	721026			X					
Farm to Fork	741007							X	
Floral Design	731002							X	
Game Design 1	521723				X				
Game Design 2	731023				X				
Health Sports Careers	711020			X					
Intermediate Ag Mechanics	731004							X	
Intermediate Animation	521012		X						
Landscape & Environmental Design	521701			X					
Law Enforcement 1	721022			X					
Law Enforcement 2	731022			X					
Law Enforcement 3	741022			X					
Marketing & Merchandising	721011							X	
Multimedia Sound Production	721008			X					
Science for Sustainable Ag	731036							X	
Small Business Entrepreneurship	731001							X	

## Career Technical Education

<b>COURSE</b>	<b>CODE</b>	<b>CCAA</b>	<b>FHS</b>	<b>GUHS</b>	<b>HHS</b>	<b>KHS</b>	<b>PHS</b>	<b>RLHS</b>	<b>VNHS</b>
Sports Academy 2	731020			X					
Sports Academy 3	741020			X					
Sports Medicine 1	721020			X					
Sports Medicine 2	731024		X						
Sports Medicine/Kinesiology	721021		X						
Theatre Production	721003			X					
Work Exp Education, CTE	731027		X	X	X			X	

# Course Descriptions – Career Tech Ed

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## Advanced Digital Media

**731014** (CCAA, FHS, HHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Digital Media 1

**CTE Pathway (level):** Digital Media (capstone)

**Course Description:** Digital Media provides training for individuals seeking an entry-level position in fields requiring computer graphic skills with an emphasis on multimedia. Students who successfully complete the course will have valuable skills in general illustration, digital imaging, web page design and implementation, 2D and 3D animation, and digital video editing. Students receive training with industry software programs. In addition, students are taught web page design skills utilizing raw HTML with Javascript implementation.

## Art and History of Floral Design

**521702** (RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Floral Design

**CTE Pathway (level):** Floral Design (capstone)

**Course Description:** This course provides the student with professional florist skills while building solid career experience in floral design, display and marketing. The student will learn proper care and handling of flowers, plants, and foliage, how to evaluate floral materials and arrangements, utilize floral tools, supplies and products, apply design principles to the floral medium, designs and preserve floral materials.

## Advanced TV and Video Production

**531703** (RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Beginning Television and Video Production

**CTE Pathway (level):** Television and Video Production (capstone)

**Course Description:** This course provides instruction and training for students interested in careers in the video, broadcast, and film production industries. Students experience both the creative and technical aspects of film making and video production in conjunction with learning about historical and contemporary traditions and conventions. Students will explore different aspects of the media and

entertainment industry as it relates to potential career selections. Students achieving competency in this course will be prepared to enter a film or broadcast journalism course of study at the college level or be prepared for entry-level employment in those fields.

## Advanced Theatre

**531003** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** F

**Prerequisite:** Theatre Production

**CTE Pathway:** Theatre (capstone)

**Course Description:** This CTE course will apply skills learned in theatrical performance to create project-based performances in theatre. Students will prepare audition or direction portfolios, learn business/ managerial skills, and develop a professional career plan. This is a class focused on theatrical performance, with student selection and direction of performance pieces playing a major part of the course of study.

## Agriculture Business

**731001** (GUHS)

**Grades:** 12 **Duration:** Year

**HS Grad Req:** Economics **UC/CSU a-g:** G

**Prerequisite:** Landscape Environment Design

**CTE Pathway (level):** GEO Academy (capstone)

**Course Description:** The course is designed for advanced study of agriculture business opportunities and economics for college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will maintain the Academy business that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses.

# Course Descriptions – Career Tech Ed

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## Agriculture Exploration

**731033** (RLHS)

**Grades:** 9 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway (level):** Agriscience Academy: Farm to Fork (preferred but not required)

**Course Description:** Agricultural Explorations is an intense introduction to variety of communications styles associated with agriculture with an emphasis on writing styles commonly used today in newspapers and magazines including feature writing, newswriting, and opinion writing. In addition, students will learn how to write with an understanding of audience and purpose, how to gather information from a variety of sources, how to analyze complex information and how to present it in an appropriate written, visual and/ or oral format depending on the objective. Students will also learn to deliver polished formal extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description.

## Agricultural Leadership

**741024** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** This course is designed to build effective leadership skills. Topics covered include: group effectiveness, communication, group dynamics, personal development, positive attitudes, listening, setting goals, organization, public speaking, and problem solving-decision making. This course is enriched with films, videotapes, books, guest speakers, and field trips.

## Beginning Agricultural Mechanics

**721004** (RLHS)

**Grades:** 9-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway (level):** Agricultural Mechanics (concentrator)

**Course Description:** The Beginning Agriculture Mechanics course provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics.

Instructional areas include basic electricity, cold metalwork, basic plumbing, masonry, rope work, basic woodworking skills, safety, tool identification, and measurement. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

## Beginning Animation

**521011** (FHS)

**Grades:** 9-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** F

**Prerequisite:** None

**CTE Pathway (level):** Animation (concentrator)

**Course Description:** This course introduces students to the fundamentals of animation and computer graphics. Students will learn basic concepts, methods, and techniques through hands-on experiences and projects directly related to the field of animation and computer graphics. The curriculum is geared toward individuals who wish to use and develop their creative expression skills, in conjunction with professional-level computer software techniques, to create multimedia art. This course is especially for students who are interested in fine art communication, film, drama, computer animation, and/or graphic design. Careers in art and animation will be explored.

## Intermediate Animation

**521012** (FHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Arts **UC/CSU a-g:** F

**Prerequisite:** Beginning Animation

**CTE Pathway:** Animation (capstone)

**Course Description:** Students will build on foundational artistic and technical animation skills learned from the introductory course with an emphasis on the principles of animation, developing draftsmanship, and professional production techniques. In addition, students will learn to create and maintain a portfolio that showcases their body of work. Students will explore career options and opportunities by examining the variety of jobs in the AME job sector. By the end of this course, students will have successfully completed multiple individual and group projects and will work on larger productions in the capstone course.

# Course Descriptions – Career Tech Ed

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## Beginning TV and Video Production

**521703** (RLHS)

**Grades:** 9-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**CTE Pathway (level):** Television and Video Production (concentrator)

**Course Description:** This course explores the history and impact of television and video production on American and Global cultures. Students will study the principles of lighting angles and set designs. Students will also learn the functions and operation of electronic photography, videotaping, editing, video making, etc.

## Biology and Sustainable Agriculture

**411AG1** (RLHS)

**Grades:** 9 **Duration:** Year

**HS Grad Req:** Physical Science **US/CSU a-g:** D: Lab

**Prerequisite:** None

**CTE Pathway (level):** Agriscience Academy: Farm to Fork (preferred but not required)

**Course Description:** This is a one-year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The courses organized into four major sections or units. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

## Biomedical Science

**711002** (FHS)

**Grades:** 9-10 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** D: Lab

**Prerequisite:** None

**CTE Pathway (level):** Sports Medicine (introductory)

**Course Description:** The Biomedical Science (BMS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body

systems. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

## Business and American Government

**714016** (GUHS)

**Grades:** 12 **Duration:** Semester (5 credits)

**HS Grad Req:** Am Gov **UC/CSU a-g:** G

**Prerequisite:** Business Technology and Finance (capstone)

**Course Description:** The twelfth grade course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political power at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Business and Finance Industry. This course meets the American government graduation requirement and is the capstone course taken during the same academic year as Business Economics and Finance.

## Business Concepts

**731037** (VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Int

**Prerequisite:** None

**CTE Pathway (level):** Business Management (concentrator)

**Course Description:** Business Concepts is the introductory course for the Business Management pathway. Students taking this course are introduced to basic economic principles and business practices, including business management and operations, entrepreneurship, marketing, and finances. Career opportunities and preparation; financial management, and technological applications are also covered. There is an overarching emphasis on today's interconnected global economy throughout. Coursework and assignments provide hands-on and real-world learning experiences, as well as research and writing opportunities.

# Course Descriptions – Career Tech Ed

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## Business Economics and Finance

**731015** (GUHS)

**Grades:** 12 **Duration:** Semester (5 Credits)

**HS Grad Req:** Econ **UC/CSU a-g:** G

**Prerequisite:** Business Technology and Finance (capstone)

**Course Description:** This course is designed to help students develop a basic understanding of economic principles and fundamental operations of economic structures, including the American free enterprise system with an emphasis on business ownership and entrepreneurship. It develops their economic literacy and teaches them how economics relates to their everyday life and actions. Through service-learning and hands-on projects, students will develop financial and entrepreneurship skills that provide a basis for a possible career path in business. This course meets the Economics requirement and is the capstone course taken during the same academic year as Business and American Government.

## Business Mathematics

**741037** (VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** G: Int

**Prerequisite:** Business Concepts

**CTE Pathway (level):** Business Management (capstone)

**Course Description:** Business Math is part of the Business Management pathway and focuses on mathematical skills used in various aspects of business. The practical applications of mathematics are studied using real world situations. Commercial organizations use mathematics in accounting, inventory management, marketing, sales forecasting, and financial analysis. In this course you will develop skills that will prepare you to organize, understand, and calculate with numbers so that you can make good decisions in the business world.

## Business Technology and Finance

**721010** (GUHS)

**Grades:** 10-11 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** C

**Prerequisite:** None

**CTE Pathway (level):** Business (concentrator)

**Course Description:** This course provides an in-depth, hands-on introduction to business technology used for business communication. Topics include the operating system and communication through digital documents, presentations, data computation and presentation, as well as how we represent ourselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails as well as written and oral reports for a variety of business situations.

## CA Natural Resources

**741001** (GUHS)

**Grades:** 12 **Duration:** Year

**HS Grad Req:** Physical Science **UC/CSU a-g:** G: Lab

**Prerequisite:** Landscape and Environmental Design

**CTE Pathway (level):** GEO Academy (capstone)

**Course Description:** Through scientific data collection, direct hands-on learning, and studying of the complex relationship of humans and their use of resources, students will understand how we are connected to the environment, use resources, and determine ways to better utilize the finite resources we have. Students will engage in scientific data collection, experimental design, scientific writing and statistical analysis to gain an intimate understanding of the resources and opportunities California has to offer. Students will gain an understanding of the use and distribution of natural resources of California. They will study the exploration, acquisition, refining and distribution of natural resources. Furthermore, students will understand how the laws, both federal and state, affect what resources are available for private and corporate use as well as why some resources are or are not economically viable. Finally, students will complete scientific studies, do experimentation to test student-developed hypotheses, gather qualitative and quantitative data, and write research studies on land management practices.

# Course Descriptions – Career Tech Ed

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## Career Choices

**711025** (All Schools)

**Grades:** 9-10 **Duration:** Semester/Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**Course Description:** Career Choices is an interdisciplinary curriculum that engages students and teachers in an interactive learning process. This will help students develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future.

## Catering Production

**741012** (FHS, RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Culinary 1

**CTE Pathway (level):** Culinary Arts (capstone)

**Course Description:** A capstone course that prepares individuals with the skills, attitudes and knowledge needed for employment in food and beverage production and preparation occupations. Instruction includes such topics as customer relations, industry awareness, sanitation and food handling, nutrition, and standardized recipes. Students develop skills to select and use proper equipment, supplies and procedures to produce a variety of food products to be sold or served, plan menus and arrange for equipment, decorations, entertainment, transportation, and storage of food.

## Chemistry and Agriscience

**421AG2** (RLHS)

**Grades:** 10 **Duration:** Year

**HS Grad Req:** Physical Science **UC/CSU a-g:** D: Lab

**Prerequisite:** Biology & Sustainable Agriculture or Agriculture Exploration

**CTE Pathway (level):** Agriscience Academy: Farm to Fork (intro)

**Course Description:** This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal productions. Students will develop an Agriscience research program to be conducted throughout the first semester of the course. Each student will investigate and test an Agriscience research question by formulating a scientific question

related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, and based on scientific protocol.

## Child Development

**731005** (FHS, HHS, PHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Early Childhood Education

**CTE Pathway (level):** Early Childhood Education (capstone)

**Course Description:** Child Development is a course in which students gain and apply theoretical knowledge of the developmental stages of children from the prenatal period through age seven as determined by heredity, society, and personal human interaction with application for child guidance. Students examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate the influences of heredity, family, society, and culture on child development. Students also assess the evolving needs of children and apply theory and research to recommend appropriate responses to those needs. Students explore the responsibilities of parenting an infant by participating in a program in which infant simulators are individually utilized. Other studies include foods and nutritional practices, health and safety issues, positive guidance techniques, and developmentally appropriate practices and learning activities

# Course Descriptions – Career Tech Ed

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## Computer Science Principles

**731026** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** C

**Prerequisite:** Exploring Computer Science

**CTE Pathway (level):** Computer Science

(capstone)

**Course Description:** Computer Science Principles (CS Principles) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The main goal of the CS Principles course is to provide students a foundation in computer science concepts and practices so that students learn to reason using computational thinking and critical thinking skills. This course will engage students in the problem-solving and creative aspects of the field by creating products that involve the computational process the same way real-world professionals do. By applying the content and skills emphasized in the course, namely, problem-solving, abstraction, the use of and analysis of data, algorithmic thinking, creativity, programming, the effects of the Internet, and global impacts of computing, students will engage in rigorous instruction in order to become active and informed citizens in a global and technologically-driven society.

## Construction 1

**721016** (FHS, VNHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway (level):** Construction (concentrator)

**Course Description:** This course is an introduction to the building materials, components, methods, and sequences in residential construction. It is designed to give students basic, entry-level skills in construction and related trades along with an overview of career opportunities available. Emphasis is placed on safety and proper use of both hand and power tools. This course provides students the experience of participating in the building of a shed along with various woodworking skill building projects.

## Construction 2

**731016** (FHS, VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Construction 1

**CTE Pathway (level):** Construction (capstone)

**Course Description:** This course is comprehensive, building upon foundational skills learned in an introductory class. The course will focus on all aspects of the building process, including site layout/survey foundations, masonry, floor systems, framing, roofing, exterior finishing, electrical, HVAC, waste systems, and plumbing. The course introduces advanced construction concepts and practices in current use in the construction industry.

## Criminal Justice Academy 1

**711022** (GUHS)

**Grades:** 9 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**CTE Pathway (level):** Criminal Justice Academy (preferred but not required)

**Course Description:** Criminal Justice Academy 1 is the beginning course in the four-year law enforcement/protective service series. This course introduces students to the many different kinds of jobs available in the protective services fields. This introductory course will place emphasis on historical influences, fundamental duties, obligations, and ethics inherent in a career in any of the law careers. Computer literacy and keyboarding skills will also be taught. Community service is required.

## Culinary 1

**721012** (FHS, RLHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway (level):** Culinary Arts (concentrator)

**Course Description:** This course prepares students with food production, preparation, customer service, and teamwork skills for employment. The Culinary Arts program effectively prepares students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or transition to post-secondary education programs. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving, and selling of quality food and food products.



# Course Descriptions – Career Tech Ed

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## Digital Media

**521714** (CCAA, FHS, HHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**CTE Pathway (level):** Digital Media (concentrator)

**Course Description:** This course explores the integration of digital media including computer graphics, video production, audio production, digital imaging, and animation. Students work on multimedia projects from concept (content gathering/research) to project completion (authoring/transmission) and focus on the media needed by small and large companies for marketing and corporate communication purposes. Students develop and demonstrate skill through the creation of multimedia productions and presentations on venues such as in portfolios, web productions, and live presentations.

## Early Childhood Education

**741006** (FHS, HHS, PHS)

**Grades:** 9-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway (level):** Early Childhood Education (concentrator)

**Course Description:** This course is a yearlong class designed to prepare students for work in a variety of instructional areas that involve working with children including preschool/day care and primary grades. This course will focus on child development from birth to age nine in physical, cognitive and social-emotional domains. Students will learn and apply theoretical knowledge and developmentally appropriate practices in the classroom and in internships. Students will gain insights in health and safety, nutrition, positive guidance, learning theories, cultural diversity, child abuse, classroom management and curriculum activities. Students will explore the competencies and characteristics of a successful early childhood education program and will participate in the implementation of lesson plan activities that span developmental domains and curriculum areas of literacy, math, social studies, science, music/movement, nutrition, storytelling and dramatic play.

## Environmental Horticulture

**711001** (GUHS)

**Grades:** 10 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**CTE Pathway (level):** GEO Academy (introductory)

**Course Description:** Environmental Horticulture is a course focused on the science and art of cultivating plants for human and environmental benefit and integrates scientific study with hands-on outdoor learning. This course includes the study of biological classification and plant identification, plant reproduction, plant physiology, plant pathology and entomology, plant use and installation, soil structure and function, plant names and classification, nutrition value of plants, and applications of biotechnology. Student will learn these subjects by participating in the school garden, the garden café, a plant research project, community service, and an environmental leadership project.

## Exploring Computer Science

**721026** (GUHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**CTE Pathway (level):** Computer Science (concentrator)

**Course Description:** This course will provide students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.

# Course Descriptions – Career Tech Ed

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## Farm to Fork

**741007** (RLHS)

**Grades:** 12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Science for Sustainable Agriculture

**CTE Pathway (level):** Agriscience Academy: Farm to Fork Academy (capstone)

**Course Description:** This Farm to Fork course is designed to help students learn about relationships between agriculture, food, science, nutrition, as well as preservation and packaging of food, environmental and farm management, food system economics, business development and entrepreneurship. Characteristics of food components will be studied as well as research and development will be conducted in order to create value-added food products. Students will also have the opportunity to discuss and become involved in the process of growing their own food to learn how to integrate healthy foods into their daily lives. This course is for students with an interest in growing their own food, nutrition and/or culinary arts, with the primary focus being the study and practice of Vegetable Crop Production and Food Safety.

## Floral Design

**731002** (RLHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**CTE Pathway (level):** Floral Design (concentrator)

**Course Description:** Floral Design provides an introduction to artistic and creative perception. Students are introduced to the elements and principles of visual art design. Students will research and study floral trends to understand and develop an appreciation for floral design with historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence.

## Game Design 1

**521723** (HHS)

**Grades:** 10-11 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**CTE Pathway (level):** Game Design (concentrator)

**Course Description:** This course will introduce foundational game design skills that students will utilize in future classes. Students will learn basic design philosophies and apply them through iterative design projects. Students will develop, test and alter game mechanics and full games. Students will design analogue games (Card, Board and Dice) in order to master game design principles. Students will also learn to prototype games for later use as design documents for digital games. Students will also learn how to develop and create

game play 3D environments and learn basic/advanced coding.

## Game Design 2

**731023** (HHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** Game Design 1

**CTE Pathway (level):** Game Design (capstone)

**Course Description:** This course will continue to build on the foundational game design skills that students acquired in previous classes. Students will learn advanced design philosophies and apply them through iterative design projects. Students will develop, test and alter game mechanics and full games. Students will design computer-generated games (2d, Side Scrolling, Top Down, RPG) in order to master advanced game design principles. Students will continue prototyping games for later use as design documents for digital game portfolios. Students will continue to develop and create game play 3D environments and learn basic/ advanced coding.

## Health Sports Career

**711020** (GUHS)

**Grades:** 9 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**CTE Pathway (level):** Sports Health Academy (preferred but not required)

**Course Description:** Health Sports Career is an interdisciplinary curriculum that engages students and teachers in an interactive learning process about the workforce opportunities within the sports and health industries. This course will help students develop the knowledge, skills, and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future.

## Intermediate Agricultural Mechanics

**731004** (RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Beginning Agricultural Mechanics

**CTE Pathway (level):** Agricultural Mechanics (capstone)

**Course Description:** Intermediate Agriculture Mechanics is a course designed to provide individualized instruction to students in developing welding skills, small engine repair and maintenance, and farm power. Students are required to create a project to exhibit at the local and regional fairs.

# Course Descriptions – Career Tech Ed

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## Intermediate Agricultural Mechanics

**731004** (RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Beginning Agricultural Mechanics

**CTE Pathway (level):** Agricultural Mechanics (capstone)

**Course Description:** Intermediate Agriculture Mechanics is a course designed to provide individualized instruction to students in developing welding skills, small engine repair and maintenance, and farm power. Students are required to create a project to exhibit at the local and regional fairs.

## Landscape and Environmental Design

**521701** (GUHS)

**Grades:** 11 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Environmental Horticulture

**CTE Pathway (level):** GEO Academy (concentrator)

**Course Description:** The purpose of this course is to introduce students to the field of landscape and environmental design. Projects range from community parks to the front and back yards of homes, from river habitat restoration to planning at the city scale. Students will develop an awareness of the interactive relationship between humans and how they shape their environment. Instruction will be given in the following areas: elements of design, the history of landscape architecture, plant identification, technical drafting, sketching, and computer design. They will explore future careers such as landscape architecture, environmental design, and engineering. Students will also utilize their knowledge and skills in a design project to beautify their school and community.

## Law Enforcement 1

**721022** (GUHS)

**Grades:** 10 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Criminal Justice 1 preferred, but not required

**CTE Pathway (level):** Criminal Justice Academy (introductory)

**Course Description:** The purpose of this class is to introduce the student to the various positions in the area of Law Enforcement and other legal professions and the areas of support needed to maintain particular office or agency. This course provides students with skills to help pass oral interviews as

related to entry-level positions in these fields. The criminal justice system is covered from the arrest of the suspect through final adjudication. The student will learn the importance of the U.S. Constitution as well as our state laws.

## Law Enforcement 2

**731022** (GUHS)

**Grades:** 11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Law Enforcement 1

**CTE Pathway (level):** Criminal Justice Academy (concentrator)

**Course Description:** This course examines the constitutional basis and framework of the U.S. legal system and gives students training in legal research and writing. Topics covered include legal history, federal and state court systems, and a survey of the U.S. legal tradition. Instruction also includes the evolution of civil rights from those recognized in early interpretations of the Constitution through the Civil War to the present day. Students read and analyze stimulating case studies, discuss landmark decisions, conduct legal research, and write opinion papers.

## Law Enforcement 3

**741022** (GUHS)

**Grades:** 12 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Law Enforcement 2

**CTE Pathway:** Criminal Justice Academy (capstone)

**Course Description:** In this course students examine how statutes and policies are developed to safeguard society. Includes an analysis of civil rights and liberties, and the ways courts and legislators deal with constitutional questions. The course also examines civil law and its application to everyday life. Instruction includes the evolution of civil rights from those recognized in early interpretations of the Constitution through the Civil War to the present day and fundamentals of legal research, writing, and citation. Guest speakers from the Sheriff's Department, Police Department, Department of Justice, and District Attorney's Office may be called upon to speak on various subjects related to criminal and civil law.

# Course Descriptions – Career Tech Ed

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## Marketing & Merchandising

**721011** (RLHS)

**Grades:** 10-11 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** None

**CTE Pathway:** Entrepreneurship (concentrator course)

**Course Description:** The course in marketing and merchandising is a hands-on course that is instrumental in the development of the on-campus business Knights Armor. Students will be expanding their business knowledge by incorporating various marketing techniques to build the business and develop a broader clientele. Students will also develop their teamwork skills and will learn various persuasive sales techniques that produce a proactive work environment. Topics include customer service, inventory control, merchandising strategies, promotion and pricing. The students will also work in developing soft skills through the incorporation of SkillsUSA Program of Work Career Essentials curriculum. This course has additional work hours required during lunches and various athletic events.

## Multimedia Sound Production

**721008** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music

**Prerequisite:** None

**CTE Pathway (level):** Multimedia Production (concentrator)

**Course Description:** This course will prepare you for a career in the sound engineering or recording industry and also provide invaluable experience for home-studio producers that aim at making the step in to recording bands and ensembles. Pro Tools is used throughout the course as a recording device but the course will concentrate on microphones working with musicians analogue and digital mixers the studio environment and practical recording.

## Advanced Multimedia Sound Production

**731008** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music

**Prerequisite:** Multimedia Sound Production

**CTE Pathway (level):** Multimedia Production (capstone)

**Course Description:** In this advanced recording class, students analyze advanced large-format console signal flow utilizing the different analog and digital consoles, explore sophisticated ensemble microphone techniques and applications, and revisit

and reinforce professional session protocol. Advanced drum micing, session flow, documentation, and microphone choice and comparisons are demonstrated.

## Science for Sustainable Agriculture

**731036** (RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Science **UC/CSU a-g:** D

**Prerequisite:** Chemistry and Agriculture

**CTE Pathway (level):** Agriscience Academy: Farm to Fork (concentrator)

**Course Description:** This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intra- curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

## Small Business Entrepreneurship

**731001** (RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** G

**Prerequisite:** Marketing and Merchandising

**CTE Pathway:** Entrepreneurship (capstone course)

**Course Description:** The course Small Business Management deals with the advanced levels of running and operating a business. The students of this course learn to implement higher management duties. These duties pertain to the on-campus business Knights Armor that has several different entities. The students also are responsible for ordering, purchasing, inventorying, and monitoring the business accounting. Other areas of development are shipping/receiving, customer service, loss prevention, risk management, and personnel management. The students will also work in developing soft employment skills through the incorporation of SkillsUSA Program of Work Career Essentials curriculum. This course has additional work hours required during lunches and various athletic events in a management capacity.

# Course Descriptions – Career Tech Ed

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## Sports Academy 2

**731020** (GUHS)

**Grades:** 11 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** Sports Medicine 1

**CTE Pathway:** Sports Health Academy (concentrator)

**Course Description:** In this intermediate course, you will explore skeletal, muscular, and integumentary systems, and kinesiology. In addition, you will be studying a wide range of rehabilitation techniques and care of common injuries in sports that include the following categories: athletic training, fitness training certification, CPR/first aid certification, job seeking/general workplace skills, sports media (GSPN), entrepreneurship, and event management.

## Sports Academy 3

**741020** (GUHS)

**Grades:** 12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** Sports Academy 2

**CTE Pathway:** Sports Health Academy (capstone)

**Course Description:** In this advanced course, you will explore internship opportunities and managing events in sports medicine, sports media, and sports management. In addition, you will be studying ethical principles and concepts in media, medicine, and management in sports include the following categories: leadership skills, moral issues in sports marketing, fitness training recertification, CPR/first aid recertification, job seeking/general workshop skills, entrepreneurship, financial management, and sports media.

## Sports Medicine 1

**721020** (GUHS)

**Grades:** 10 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**CTE Pathway:** Sports Health Academy (introductory)

**Course Description:** Students will learn the fundamentals and skills necessary in the field of physical medicine. Instruction includes basic anatomy and physiology, treatment and care of athletic injuries, immediate and temporary care of injuries, nutrition, sport psychology, clinic/office management practice, procedures, standards, and ethics. In addition, students will learn about the possible career pathways within sports medicine.

## Sports Medicine 2

**731024** (FHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** D

**Prerequisite:** Sports Medicine/Kinesiology

**CTE Pathway:** Sports Medicine (capstone)

**Course Description:** In this course, students will explore each of the human body systems. In addition, for each body system students will study a wide range of health care aspects that include the following categories: human body systems pathologies, medical terminology, health care careers, public health, fitness training certification, coaching, CPR/first aid certification, medical insurance, sports media, and sports management. This course offers internship opportunities with various high school sports teams.

## Sports Medicine/Kinesiology

**721021** (FHS)

**Grades:** 10 -11 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** D: Lab Sci

**Prerequisite:** Biomedical Science

**CTE Pathway:** Sport Medicine (concentrator course)

**Course Description:** This course takes an interdisciplinary approach to the study of human movement that can lead to an understanding of the health and exercise professions. An overview of career opportunities in teaching, coaching, allied health, and fitness professions will be covered. Emphasis is on the practical application of these concepts as practitioners in sports medicine, exercise science, and movement-oriented careers. This class meets the content standards for Health Science and is a prerequisite to Sports Medicine 2.

## Theatre Production

**721003** (GUHS)

**Grades:** 10-11 **Duration:** Year

**HS Grade Req:** Electives **UC/CSU a-g:** F

**Prerequisite:** None

**CTE Pathway:** Theatre (concentrator)

**Course Description:** This CTE course introduces the variety of careers in professional theatre. Students will study a range of professional models from Broadway to regional to community theatre to identify established practices and basic competencies required to create professional theatre. This course culminates with a performance in front of a live audience. Students who successfully audition are cast as an actor in the fall and/or spring theatre production.

## *Course Descriptions – Career Tech Ed*

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### **Work Experience Education, CTE**

**731027** (All Schools)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** Must be enrolled in CTE Pathway

**Course Description:** The Career Technical Work Experience Education (CTWEE) course is designed to support students in the various career-connected academies and pathways in TRUSD. Students enrolled in either concentrator or capstone courses are eligible for the CTWEE course while on an identified internship within their chosen career sector and with the approval of their career technical education teacher/ coordinator. The CTWEE course provides additional opportunities for students to research and develop a plan in their chosen area of interest as it reinforces and extends the skills learned through a combination of related classroom instruction in WEE and supervised, paid employment in the occupation or industry sector for which they have begun preparation.

## Course Descriptions – Electives

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### Electives

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Academic Decathlon	610018							X	
AFJROTC	611012				X				
Aide: Counselor, Teacher, Librarian, Office Clerk	611007		X	X	X			X	X
Anthropology	231008			X				X	
AP Computer Science A	611038			X					
AP Psychology	233005			X					
JROTC Army	611011							X	
JROTC PRG	611010			X					
AVID 9	611002		X	X	X			X	
AVID 10	621002		X	X	X			X	
AVID 11	631002		X	X	X			X	
AVID 12	641003		X		X			X	
Career and Life Management	611004		X				X		X
Foothill Seminar	611009		X						
Forensics Science	431004			X					
Intro to Business	248012	X	X	X	X			X	
Intro to Social Justice Studies	248003	X	X	X	X			X	
Mediated Communication	848007	X	X	X	X			X	
Newspaper Journalism	611008		X				X	X	
Peer Tutor	651002			X	X				
Public Speaking Beg	611020			X					
Public Speaking Advanced	611037			X					
Student Leadership	611016		X	X				X	X
Work Experience	631027		X	X	X			X	
Yearbook	611019		X	X			X	X	X

## Course Descriptions – Electives

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### Academic Decathlon

**610018** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** The Academic Decathlon is a ten-event scholastic competition for teams of high school students. Each high school enters a team of nine students: 3 “A” or Honor students, 3 “B” or Scholastic students, and 3 “C” or Varsity students. Students compete in an annual event held by the Sacramento Office of Education (SCOE) by taking examinations in the categories of Economics, Art, Music, Math, Science, English and Literature, Interview, Speech, Essay, and Super-quiz. In this class students learn valuable study skills, and enhance their knowledge of other curricular offerings. Students should be self-starters, independent learners and highly motivated in order to successfully compete at this level.

### AFJROTC

**611012** (HHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Each period of ROTC is designed as an Aerospace Science Class (AS) 1-4. This program is a high school program to build better and more productive citizens. Students will learn and earn respect from their peers, leadership skills, responsibility, self-reliance, patriotism, time management, and what it means to be part of a team.

### Aide: Counselor, Teacher, Librarian

**611007** (FHS, GUHS, HHS, RLHS, VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Students in this course are assigned to assist a teacher, counselor, librarian, or office clerk. Students are trained in a variety of skills and responsibilities to assist the work in their aide assignment. Students must possess a willingness to work, follow directions, be punctual, and exhibit self-discipline and initiative.

### Anthropology

**231008** (GUHS, RLHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**Course Description:** Anthropology is defined as the science and study of mankind and is a major field of study at universities all over the world. This course emphasizes the study of mankind as a whole, use of comparative methods, and the development of the concepts of culture. The study overlaps all of the social sciences and many of the biological sciences. Course topics include archaeology, courtship, marriage and family, physical evolution, origin of racial types and race relations, religions of mankind, the supernatural, the dawn of civilization, and the human life cycle – birth to death.

### AP Computer Science A

**611038** (GUHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Mathematics, Computer Science

**Prerequisite:** None

**Course Description:** AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.



# Course Descriptions – Electives

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## AP Psychology

**233005** (GUHS)

**Grades:** 10-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** Pending

**Prerequisite:** None

**Course Description:** 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 basis of behavior, sensation and perception, testing and individual differences, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology.

## Army JROTC LET 1

**611010** (GUHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** None

**Course Description:** JROTC helps you develop your leadership skills while gaining a greater appreciation for the privileges, rights, and responsibilities of citizenship. Not a typical high school class, JROTC is a student-led, activity oriented class that develops citizenship and responsibility using basic military values of loyalty, duty, responsibility, selfless service, honesty, integrity, and personal responsibility. It promotes academic achievement and teaches basic military concepts – applicable in both military and civilian careers. JROTC emphasizes community service, competition in academics and sports, and teamwork.

## Army JROTC LET 2, 3 & 4

**611011** (RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** JROTC helps you develop your leadership skills while gaining a greater appreciation for the privileges, rights, and responsibilities of citizenship. Not a typical high school class, JROTC is a student-led, activity oriented class that develops citizenship and responsibility using basic military values of loyalty, duty, responsibility, selfless service, honesty, integrity, and personal responsibility. It promotes academic achievement and teaches basic military concepts – applicable in both military and civilian careers. JROTC emphasizes community service, competition in academics and sports, and teamwork.

## AVID 9

**611002** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** AVID is a unique program designed to help students prepare for college. The curriculum follows the international AVID model and alternates between the four main AVID components: Writing, Strategies for Success, College and Careers, and Collaborative Tutorial.

## AVID 10

**621002** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** AVID 9

**Course Description:** AVID is a unique program designed to help students prepare for college. The curriculum follows the international AVID model and alternates between the four main AVID components: Writing, Strategies for Success, College and Careers, and Collaborative Tutorial.

# Course Descriptions – Electives

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## **AVID 11**

**631002** (FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** AVID 10

**Course Description:** AVID is a unique program designed to help students prepare for college. The curriculum follows the international AVID model and alternates between the four main AVID components: Writing, Strategies for Success, College and Careers, and Collaborative Tutorial.

## **AVID 12**

**641003** (FHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: Electives

**Prerequisite:** AVID 9, 10, & 11

**Course Description:** This is an advanced AVID course and will focus on college reading, writing, and speaking skills with very little review of basic study skills. Students are expected to take detailed notes in all of their classes and come to class prepared. Curriculum follows the international AVID model.

## **Career and Life Management**

**611004** (FHS, PHS, VNHS)

**Grades:** 9-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Students will learn about goal setting, employability/work skills, financial literacy, consumer education, and life management. Students will obtain skills in resume writing, interviewing, checking, credit management, consumer rights and responsibilities.

## **Foothill Seminar**

**611009** (FHS)

**Grades:** 9 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Welcome to FOOTHILL SEMINAR. This course is designed to provide assistance to freshman students as they begin their high school career. We will use the Career Choices curriculum to: identify individual strengths, work values, and work behavior styles. Explore personal goals, create an individual vision for success, and understand the value of education. Explore careers and career pathways, including post-secondary education (college and/or vocational-technical). Create an individual 10-Year Plan that students, parents, teachers, and counselors can use throughout high school and beyond. Study ideas, strategies, and stories relating to achieving success. In addition, we will provide support via individual and peer tutoring. Support the completion of a successful academic year.

## **Forensics Science**

**431004** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** College Prep Elective **UC/CSU a-g:** D

**Prerequisite:** Chemistry and Integrated Math 2

**Course Description:** This is an introductory course on forensic science. Legal as well as scientific terms and the uses for each are studied. How science is applied to the law will be covered. The identification of unknown samples through applicable scientific analyses is required. This course includes a broad series of lessons and activities that offer a variety of modalities for ultimate student engagement and content retention. Each unit contains a series of lessons that include introduction of content, demonstration of that content, and hands-on opportunity to practice that content.

# Course Descriptions – Electives

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## Intro to Business

### IBUS 300

248012 (FHS, HHS, RLHS, CCAA, GUHS)

**Grades:** 10-12 **Duration:** Semester

**HS Grad Req:** Econ **UC/CSU a-g:** Transferable

10 HS Credits and 3 college semester units

**Prerequisite:** None

**Course Description:** This course is a multidisciplinary exploration of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the US and a global society. This is a course taken through American River College.

## Intro to Social Justice Studies

### SJS 300

248003 (FHS, HHS, RLHS, CCAA, GUHS)

**Grades:** 10-12 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Transferable

10 HS Credits and 3 college semester units

**Prerequisite:** None

**Course Description:** An introduction to the theoretical and practical foundations of social justice and the social processes that create and resist oppression. It covers the sociology, history, and psychology of oppressions based upon race, ethnicity, class, gender, sexuality, and other group identities in the United States and the corresponding social justice movements for liberation. This is a course taken through American River College.

## Mediated Communication

### SPEECH 362

848007 (FHS, HHS, RLHS, CCAA, GUHS)

**Grades:** 10-12 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Transferable 10

HS Credits and 3 college semester units

**Prerequisite:** None

**Course Description:** This course focuses on the skills and concepts necessary to communicate effectively in the online environment. Topics include online group work and presentations, public speaking, interviewing, conference calls, and computer mediated interpersonal communication. Students will be expected to use their own video recording devices. This is a course taken through American River College.

## Newspaper Journalism

611008 (FHS, PHS, RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** In this course, students learn about newspaper production through publication of the school paper. The course offers instruction and practice in the following: copy writing and editing, proofreading, interviewing; writing feature stories, editorials, and human interest stories; critical reviews of plays, books, and motion pictures; headline writing; using Microsoft Word, PageMaker for page make-up; layout design; and business management, including advertising. Students will also demonstrate their ability to write well under pressure, gather information independently, organize it cooperatively, and work effectively with their peers. Students will learn to write in descriptive, narrative, expository, and persuasive styles. Students will learn terms of journalism and apply them in their writing and newspaper production: sentence coherence, economy, modification, balance, diction, rhetoric, unity, logical fallacy, syntax, voice, audience, tone, and style. Through extensive writing and rewriting, students will create a portfolio that exhibits mastery in all of these skills. Students will also study and critique college, high school, and professional newspapers as well as critique their own school newspaper with the goal of improving their production. Students will be evaluated for writing within deadlines, writing accuracy, reflection and improvement, portfolio, quizzes and tests.

## Course Descriptions – Electives

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### Peer Tutor

**651002** (GUHS, HHS)

**Grades:** 7-12 **Duration:** Year

**HS Grad:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** Under the supervision of the teacher, the tutor works with individual or small groups of students to improve motivation and academic performance. Students will receive in-service training in methodology, curriculum, materials, and equipment used in the classroom.

### Public Speaking Beginning

**611020** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: English

**Prerequisite:** None

**Course Description:** This course introduces students to the art of public speaking—the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage audiences with a topic, and deliver a message skillfully.

### Public Speaking Advanced

**611037** (GUHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** G: English

**Prerequisite:** Public Speaking Beginning

**Course Description:** Throughout the course, students rely on descriptive content and examples, including a generous distribution of audio, visual, and written speeches to illustrate the following topics and skills being discussed. In this unit, students explain classical and modern rhetorical devices. They recognize the influence of classical rhetoric in shaping Western thought. They analyze the ethical responsibilities that accompany freedom of speech. They develop and use listening skills to analyze and evaluate speeches. They apply knowledge and understanding of rhetoric to analyze speeches. They analyze how modern public address influences public opinion and policy in a democracy.

### Student Leadership

**Aide: Counselor, Teacher, Librarian,**

**611016** (FHS, GUHS, HHS, PSH, RLHS, VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** In a collaborative setting, students in this course acquire and refine leadership skills in accordance with the course standards published by the California Association of Directors of Activities and the California Association of Student Leaders. Such standards include skills in communication, business affairs/accounting, governmental procedure, community service, and personal/social development. Students will also develop and utilize cooperative skills in planning and executing campus-wide events for the student body and the surrounding community with the intent of fostering a positive campus culture and climate. Student will learn about the critical importance of communication, personal and social responsibilities, student government, service learning, and business aspects of student body organizations.

### Work Experience

**631027** (FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** An elective course for juniors and seniors who have a part-time job. A unique program that is designed to link the school curriculum (WE class) with the world of work. Students in the program earn high school credit by attending a weekly class that teaches job skills, work habits, and sensible and positive attitude, self-confidence, and job skills, which can be used to locate, secure, retain employment, and enhance your career development.

## Course Descriptions – Electives

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### **Yearbook**

**611019** (FHS, GUHS, PHS, RLHS, VNHS)

**Grades:** 11-12 **Duration:** Year

**HS Grad Req:** Electives **UC/CSU a-g:** N/A

**Prerequisite:** None

**Course Description:** This is a project-based course that leads to the creation of the school annual, a documentary of each year of a student's high school experience. It involves recording of events, individuals and ideas in a variety of formats. Students must demonstrate elements of journalism, art, photography, graphic design, text, business, graphic design and organization.

## Course Descriptions – Dual Enrollment

# American River College - Dual Enrollment

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
ARC 3-Dimensional Graphics & Design	711005				X				
ARC American Sign Language I	648015	X	X	X	X			X	
ARC American Sign Language II	648016	X	X	X	X			X	
ARC Architectural Design (2)	711004				X				
ARC College Success	648001				X				
ARC College Composition	148001	X	X	X	X			X	
ARC Adv. College Composition	148002	X	X	X	X			X	
ARC Diesel Brake Systems	731038				X				
ARC Diesel Electrical Systems	721024				X				
ARC Diesel Engine Repair	731025				X				
ARC Diesel Preventative Maintenance	721023				X				
ARC Elementary Spanish (SPAN 401)	648004	X	X	X	X			X	
ARC Elementary Spanish (SPAN 402)	648014	X	X	X	X			X	
ARC Engineering Modeling & Design	721025				X				
ARC Introduction to Ethnic Studies	248015	X	X	X	X			X	
ARC Health Science	648003	X	X	X	X			X	
ARC History of the United States (To 1877)	248000	X	X	X	X			X	
ARC History of the United States (1865-Present)	248001	X	X	X	X			X	
ARC History of World Civilizations (To 1500)	648006	X	X	X	X			X	
ARC History of World Civilizations (1500 to Present)	648005	X	X	X	X			X	
ARC Introduction to Computer Aided Drafting and Design (CADD)	721015				X				
ARC Introduction to Government: United States	248002	X	X	X	X			X	
ARC Introduction to Materials of Construction	711004				X				
ARC Introduction to Music: Rock and Roll	548001	X	X	X	X			X	

## American River College - Dual Enrollment

ARC Mediated Communication Experience	248014	X	X	X	X			X	
ARC Nutrition	648002	X	X	X	X			X	
ARC Introduction to Social Justice Studies	248003	X	X	X	X			X	
ARC General Principles (Psychology)	238005	X	X	X	X			X	
ARC Introductory Sociology	238006	X	X	X	X			X	
ARC Introduction to Probability & Statistics	338005	X	X	X	X			X	
ARC Technical Documentation with CADD	721015				X				

American River College (ARC) distance learning concurrent enrollment classes: These courses are semester long and students will receive 10 high school credits and 3 college credits for each course. The courses will be offered at Highlands High School, Rio Linda High School, Grant Union High School, Foothill High School and Creative Connection Arts Academy. These college credits are transferable to University of California (UC), California State University (CSU) and Community Colleges. These courses must be passed with a C or better to receive college credit.

# Course Descriptions – Dual Enrollment

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## ARC 3-Dimensional Graphics & Design

### DESGN 320

711005 (HHS)

**Grades:** 10 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Intro to CADD

**CTE Pathway (level):** Architectural Design (concentrator)

**Course Description:** This course is an introduction to the fundamentals of the design process for architecture and engineering. It includes the application of programming, environmental analysis, sustainable (green) considerations, code guidelines and restrictions, market analysis, and economic considerations on design projects. Technical design solutions with perspective graphics, mass modeling prototyping, and virtual concept computer modeling are also covered. The course also includes individual and team studio situations, presentations, and formal critiques.

## ARC American Sign Language I

### DEAF 310

648015 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester (10 credits)

**HS Grade Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** None

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

## ARC American Sign Language II

### DEAF 312

648016 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester (10 credits)

**HS Grade Req:** Foreign Language **UC/CSU a-g:** E: LOTE

**Prerequisite:** DEAF 310

**Course Description:** This is the second in a series of five courses in American Sign Language (ASL). The emphasis is on nonverbal communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers.

## ARC Architectural Design (2)

711004 (HHS)

**Grades:** 9-11 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** F: Fine Art

**Prerequisite:** Architectural Design 1

**Course Description:** This is a year-long introductory course where students learn the fundamentals of architectural design. This includes the nature of space, form, volume, texture, rhythm, composition, and context. In addition, students learn the history of architecture design, architectural styles and related careers. Students will increase awareness of building form, both residential and commercial, and understand the relationship of the built environment with the people that occupy the space. Using knowledge gained through personal experience, instruction, and research, students will develop conceptual plans for a two-story house of their own design, following a program provided by a mythical client. Student designs will be completed using mediums such as pencils, charcoal, pen, and watercolor. The use of CAD software will facilitate the development of working drawings for their original house design, including plans, elevations, sections and details that conform to architectural document standards.



# Course Descriptions – Dual Enrollment

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## ARC College Success

### HCD 310

**648001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 9-12 **Duration:** Semester (10 credits)

**HS Grade Req:** Elective **UC/CSU a-g:** E: Elective

**Prerequisite:** None

**Course Description:** This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs.

## ARC College Composition

### ENGWR 300

**148001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** None

**Course Description:** This course emphasizes writing and includes reading, research, and critical thinking skills essential for successful completion of a college degree. It covers writing assignments, including expository and argumentative essays (6,000 words minimum for course) using MLA documentation and format. It also includes reading assignments selected from a variety of transfer-level texts of substantial length. *Note:* HS transcript evaluations required to verify minimum cumulative GPA of 2.60 and 12<sup>th</sup> grade status.

## ARC College Success

**648001** (HHS)

**Grades:** 9 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** None

**CTE Pathway:** Architectural Design (introductory)

**Course Description:** Students will build on foundational artistic and technical animation skills learned from the introductory course with an emphasis on the principles of animation, developing draftsmanship, and professional production techniques. In addition, students will learn to create and maintain a portfolio that

showcases their body of work. Students will explore career options and opportunities by examining the variety of jobs in the AME job sector. By the end of this course, students will have successfully completed multiple individual and group projects and will work on larger productions in the capstone course.

## ARC Advanced Composition and Critical Thinking

### ENGWR 302

**148002** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** English **UC/CSU a-g:** B: English

**Prerequisite:** ENGWR 300

**Course Description:** This course develops analytical skills through writing and discussion. It examines methods by which people are persuaded to think, believe, and act. It also includes analyses of arguments or expressions of opinions for their validity and soundness. Assigned readings include a variety of essays and a book-length text. *Note:* This course requires transcript evaluation to verify successful completion of ENGWR 300.

## ARC Diesel Brake Systems

### DCDT 130

**731038** (HHS)

**Grades:** 11-12 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Diesel Engine Repair

**CTE Pathway (level):** Green Diesel (capstone)

**Course Description:** This course covers the theory, design, adjustment, and repair or overhaul of diesel brake systems and components. Topics include the proper operation of power and hand devices used in the servicing of diesel brake systems and components.

# Course Descriptions – Dual Enrollment

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## ARC Diesel Electrical Systems

### DCDT 140

721024 (HHS)

**Grades:** 10-11 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Diesel Preventive Maintenance

**CTE Pathway (level):** Green Diesel (concentrator)

**Course Description:** This course covers the principles, operation, and diagnosis of diesel electrical systems. Topics include fundamentals of electricity, electrical circuits, battery operation, fundamentals of magnetism, charging systems, starting systems, and electrical schematics.

## ARC Diesel Engine Repair

### DCDT 110

731025 (HHS)

**Grades:** 11-12 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Diesel Electrical Systems

**CTE Pathway (level):** Green Diesel (capstone)

**Course Description:** This course covers the principles, operation, and diagnosis of diesel engines. Topics include basic engine operation and construction, parts identification and location, engine disassembly procedures, engine diagnosis, engine repair and rebuilding procedures, and engine reassembly procedures.

## ARC Diesel Preventive Maintenance

### DCDT 101

721023 (HHS)

**Grades:** 10-11 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** None

**CTE Pathway (level):** Green Diesel (concentrator)

**Course Description:** This course presents theoretical and practical training for entry-level diesel technicians. It covers the basic diesel diagnosis and service procedures used in diesel shops. Projects performed in a diesel shop environment provide hands-on experience with industry shop tools. Topics include shop service operations that meet the diesel industry standards, safety, electrical, and other general diesel procedures.

## ARC Elementary Spanish

### SPAN 401

648004 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** G: LOTE

**Prerequisite:** None

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

## ARC Elementary Spanish

### SPAN 402

648004 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester (10 credits)

**HS Grad Req:** Foreign Language **UC/CSU a-g:** G: LOTE

**Prerequisite:** SPAN 401

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

## ARC Engineering Modeling & Design

### DESGN 328

721025 (HHS)

**Grades:** 10 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Technical Documentation with CADD  
**CTE Pathway (level):** Architectural Design (concentrator)

**Course Description:** This course covers the concepts and applications of three-dimensional graphic design using various visualization, modeling, and Building Information Modeling (BIM) programs, such as AutoCAD, SketchUp, and Revit MEP. Topics include the procedures and techniques for producing surface models, solid models, and their associated technical documentation/presentation components as well as their application to civil engineering, mechanical engineering and green technology

# Course Descriptions – Dual Enrollment

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## **ARC Introduction to Ethnic Studies ETHNS 300**

**248015** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester (10 credits)

**HS Grade Req:** Health **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course introduces students to Ethnic Studies and the diverse institutional, cultural, and historical issues relating to the past and present life circumstances and intersectional identities of the four core Ethnic populations of Asian Americans, Chicana/o Americans, African Americans, and Native/Indigenous Americans within the United States.

## **ARC Health Science**

### **HEED 300**

**648003** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Health **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course focuses on factors that influence the health status of both the individual and the community. Topics include personal fitness, nutrition, sexuality, sexually transmitted disease, drug dependence, and as well as diseases related to lifestyle.

## **ARC History of the United States (To 1877)**

### **HIST 310**

**248000** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 11 **Duration:** Semester (10 credits)

**HS Grade Req:** US History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course is a survey of United States history from its European, African, and Native American backgrounds to 1877. It examines the origin and development of many of this nation's political, social, economic, and intellectual institutions including their influences upon contemporary American life.

## **ARC History of the United States (1865-Present)**

### **HIST 311**

**248001** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 11 **Duration:** Semester (10 credits)

**HS Grade Req:** US History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course is a survey of United States History from 1865 to the present. It also analyzes many of America's political, social, economic, and intellectual institutions, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs.

## **ARC History of World Civilizations (To 1500)**

### **HIST 307**

**648006** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10 **Duration:** Semester (10 credits)

**HS Grade Req:** World History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course surveys world civilizations from antiquity to the 1500s, with a particular emphasis on the dynamic interaction and comparison of diverse peoples, ethnicities, and cultures.

## **ARC History of World Civilizations (1500-Present)**

### **HIST 308**

**648003** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10 **Duration:** Semester (10 credits)

**HS Grade Req:** World History **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course is a survey of world history from the 16th century to the present, with particular emphasis on the increased integration of peoples and cultures as the result of the continuing process of globalization. racism, nationalism, imperialism, and constitutional government.

## Course Descriptions – Dual Enrollment

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### **ARC Introduction to Computer-Aided Drafting and Design (CADD)**

#### **DESGN 301**

721015 (HHS)

**Grades:** 10 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC Intro to Materials of Construction

**CTE Pathway:** Architectural Design (concentrator)

**Course Description:** This ARC course covers the fundamentals of AutoCAD, a design and drafting software used to create a wide variety of technical drawings. It includes engineering layout, site and landscape drawings, as well as drawings used in architecture and interior design such as floor and space plans, elevations, and details. This ARC course covers the fundamentals of AutoCAD, a design and drafting software used to create a wide variety of technical drawings. It includes engineering layout, site and landscape drawings, as well as drawings used in architecture and interior design such as floor and space plans, elevations, and details.

### **ARC Introduction to Government: United States**

#### **POLS 301**

248002 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Government **UC/CSU a-g:** A: History

**Prerequisite:** None

**Course Description:** This course analyzes the U.S. government's historic origins, philosophical and theoretical justification, federal structure, and constitutional structures. It studies the rights and liberties of individuals as articulated in the U.S. Constitution and federal court decisions. It examines individual & group political behavior in voting, interest groups, political parties, and the media. It provides an analysis of contemporary problems and issues and looks at factors that shape politics and policy-making including diversity, political culture, political socialization, political ideologies, and public opinion.

### **ARC Intro to Materials of Construction DESGN 300**

711004 (HHS)

**Grades:** 9 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC College Success

**CTE Pathway:** Architectural Design (introductory)

**Course Description:** This course is a survey of the resources used in the architectural and engineering professions. It introduces construction materials and their properties and characteristics affecting construction processes. Environmental and sustainable materials, sustainable building certification, and rating systems are also covered.

### **ARC Introduction to Music: Rock and Roll MUFHL 308**

548001 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Fine Art **UC/CSU a-g:** F: Fine Art

**Prerequisite:** None

**Course Description:** This course examines social, political, cultural, and economic issues as they relate to the history of Rock & Roll music and includes guided listening and video presentations showing the evolution of Rock from its roots to current stylistic trends. No prior musical study required.

### **ARC Mediated Communication Experience COMM 362**

248014 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course focuses on the skills and concepts necessary to communicate effectively in the online environment. Topics include online group work and presentations, public speaking, interviewing, conference calls, and computer mediated interpersonal communication. Students will be expected to use their own video recording devices.

## Course Descriptions – Dual Enrollment

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### ARC Nutrition

#### NUTRI 300

648002 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Health **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course covers the essential nutrients and their functions, and the chemical compositions of foods and their use in the body. It includes discussion of the nutritional values of foods, current topics in nutrition, and nutritional needs throughout the life cycle.

### ARC Intro to Social Justice Studies

#### SJS 300

248003 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 10-12 **Duration:** Semester

**HS Grad Req:** US History **UC/CSU a-g:** Transferable  
10 HS Credits and 3 college semester units

**Prerequisite:** None

**Course Description:** This interdisciplinary course introduces students to the theoretical and practical foundations of social justice and the social processes that create and resist oppression. It covers the sociology, history, and psychology of oppressions based upon race, ethnicity, class, gender, sexuality, and other group identities in the United States and the corresponding social justice movements for liberation. It investigates how creating and undoing asymmetrical power relations are linked to social structures, institutional processes, and culture. Additionally, it provides a basis for a better understanding of socioeconomic, political, and cultural conditions of key social groups in the United States. Topics include theoretical foundations of social justice and oppression, history and politics of group identity, culture and ideologies, forms of oppression, privilege, and forms of resistance.

### ARC General Principles (Psychology)

#### PSYC 300

238005 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Semester (10 credits)

**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior.

### ARC Introductory Sociology

#### SOC 300

238006 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 11-12 **Duration:** Semester (10 credits)

**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective

**Prerequisite:** None

**Course Description:** This course examines principles and basic concepts in sociology and includes the study of institutions, culture, social organization, group interaction, social stratification, economy politics, social movements and urbanization.

### ARC Introduction to Probability and Statistics

#### STAT 300

338005 (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Math **UC/CSU a-g:** C: Math

**Prerequisite:** Passed IM2 in High School and have a GPA 3.0 or higher

**Course Description:** This course is an introduction to probability and statistics. Topics include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and Analysis of Variance (ANOVA). Applications use data from various disciplines including business, social sciences, psychology, life and health sciences, and education. Statistical analysis using a computer statistics package or graphing calculator is required.

## Course Descriptions – Dual Enrollment

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### **ARC Introductory Statistics for the Behavioral Sciences**

#### **PSYC 330**

**238007** (CCAA, FHS, GUHS, HHS, RLHS)

**Grades:** 12 **Duration:** Semester (10 credits)

**HS Grade Req:** Math **UC/CSU a-g:** C: Math

**Prerequisite:** Intermediate Algebra

**Course Description:** This course focuses upon the concepts and applications of descriptive and inferential

statistics in psychology and other behavioral sciences.

Topics include descriptive statistics, probability and sampling distributions, and statistical methods.

### **ARC Technical Documentation with CADD**

#### **DESGN 302**

**721015** (HHS)

**Grades:** 10 **Duration:** Semester

**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled

**Prerequisite:** ARC 3-Dimensional Graphics & Design CTE Pathway (level): Architectural Design (concentrator)

**Course Description:** This course emphasizes using various electronic graphical media software to create standardized technical documentation for architectural, civil, and mechanical applications. A wide range of methods are used to create, print and save 2D, 3D, orthographic, and isometric presentations in a wide variety of output formats using AutoCAD as the primary tool. Section views for mechanical and architectural applications are covered, as well as a variety of drawing and file management topics