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November 2021

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 (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

www.twinriversusd.org

Board of Trustees

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

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.
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 2021-2022 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), Rudy Puente, at 916-566-1620 or rudy.puente@twinriversusd.org.

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.

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. Ren Tsis Lees Paub: Tsis muaix txhua txhua hoob kwam nyob hauv txhua lub tsev kwam ntawv thiab nyob rau txhua txhua lub semesters. Nog kaj tus me nyuam lub tsev kwam ntawv seb muaix hoob kwam 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
- Bob Bastian, Trustee
- Linda Fowler, J.D., Trustee
- Rebecca Sandoval, Trustee

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

### BOARD MEETINGS
- 6:30 PM on the 2nd and 4th Tuesdays 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
- Dr. Kristen Coates, 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
- Dr. Brett Taylor, Executive Director, Secondary
- Kathleen Walker, Executive Director, Special Education and SELPA

### COMPREHENSIVE HIGH SCHOOLS
- **Foothill High School**
  - Principal: Heather King
  - Address: 5000 McCloud Drive
  - Phone: 916-566-3445

- **Grant Union High School**
  - Principal: Darris Hinson
  - Address: 1400 Grand Avenue
  - Phone: 916-566-3450

- **Highlands High School**
  - Principal: Darryl Hawthorne
  - Address: 6601 Guthrie Way
  - Phone: 916-566-3465

- **Rio Linda High School**
  - Principal: Paul Orlando
  - Address: 6309 Dry Creek Road
  - Phone: 916-566-2725

### CHARTER/ALTERNATIVE HIGH SCHOOLS
- **Creative Connections Arts Academy**
  - Principal: Brian Emerson
  - Address: 6444 Walerga Road North Highlands, CA 95660
  - Phone: 916-566-3470

- **Keema School for Independent Study**
  - Principal: Robert Pope
  - Address: 1281 North Avenue
  - Phone: 916-566-3410

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

- **Vista Nueva High School**
  - Principal: Bob Wilkerson
  - Address: 2035 North Avenue
  - Phone: 916-566-2750
**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)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td>Visual/Performing Arts or Foreign Language</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>65</td>
</tr>
</tbody>
</table>

**Total Required Credits**  

220
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

<table>
<thead>
<tr>
<th></th>
<th>Grades 3-8, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts/Literacy</td>
<td>Grades 3-8, 11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grades 3-8, 11</td>
</tr>
</tbody>
</table>

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.
**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 10th grade at the year-end of the semester during which the next regular administration will be conducted.

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

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**District Testing Calendar**

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

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.
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 9th and 10th 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)
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.
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.

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.
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).
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.

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.

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.
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.

### CTE Pathways

#### Career Technical Education
#### Pathway Course Sequencing 2022-2023

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<thead>
<tr>
<th>School Program</th>
<th>Career Pathway</th>
<th>Courses</th>
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15
# CTE Pathways

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AC = CA Partnership Academy course  DE= Dual Enrolled course
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, as they are covered in Bylaw 200 in the CIF constitution.

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. 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 and your counselor for further information.
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/](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](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](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

| Grade 9 | • Develop a four-year plan in “My 4-Year Plan”  
• Take Integrated Math 1 or Geometry, and a world language  
• Maintain A’s and B’s in all subjects, and do at least one hour of homework each night  
• Form a study group with friends who also plan to go to college, and study together often  
• 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  
• 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  
• Participate in academic enrichment programs |
| Grade 10 | • 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  
• Maintain A’s and B’s and do at least one to two hours of homework every night. Update your personal resume file  
• Continue to visit local community colleges, state universities, or independent schools. In October, take the PSAT  
• Continue to participate in academic enrichment programs |
| Grade 11 | • 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  
• 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  
• Some students may want to repeat the PSAT as this serves as the National Merit Qualifying Test for juniors  
• In the spring, register to take the Advanced Placement (AP) exams if you are taking AP subjects  
• Do some research and create a file on colleges that appeal to you  
• Begin visiting the colleges that interest you and continue to update your resume  
• Consider taking the SAT subject area tests that will be completed in your junior year  
• Over the summer, prepare for the SAT or ACT by using Khan Academy and reading books and manuals with testing tips and sample questions  
• Complete NCAA Clearinghouse initial eligibility application (athletes) |
| Grade 12 | • 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  
• Check frequently with your counselor or career center director for information about scholarships  
• In early September, register for the SAT and ACT  
• In October, apply for your FAFSA PIN number  
• 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”  
• 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  
• In October or November, file your CSU applications  
• In November, file your UC applications  
• December is a critical time for private colleges, early-consideration applications, and merit scholarships  
• In January, complete the Free Application for Federal Student Aid (FAFSA) online  
• In January, remind your parents to prepare their income tax statement early enough to photocopy for colleges where you will apply for financial aid  
• In the spring, wait for your acceptance letter/email - you may also hear about financial aid and scholarship eligibility about this same time  
• By May 1, mail/email your commitment deposit check to the college or university you plan to attend |
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:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Years Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. History/Social Science</strong></td>
<td>2 years</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>b. English</strong></td>
<td>4 years</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>c. Mathematics</strong></td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>d. Laboratory Science</strong></td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>e. Language Other Than English (LOTE)</strong></td>
<td>2 years (3 years recommended)</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>f. Visual and Performing Arts (VAPA)</strong></td>
<td>1 year</td>
</tr>
<tr>
<td>Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).</td>
<td></td>
</tr>
<tr>
<td><strong>g. College Preparatory Elective</strong></td>
<td>1 year</td>
</tr>
<tr>
<td>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.)</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>School Name</th>
<th>CEEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Connections Arts Academy</td>
<td>054565</td>
</tr>
<tr>
<td>Foothill High School</td>
<td>052131</td>
</tr>
<tr>
<td>Grant Union High School</td>
<td>050740</td>
</tr>
<tr>
<td>Highlands High School</td>
<td>052132</td>
</tr>
<tr>
<td>Keema School for Independent Study</td>
<td>052801</td>
</tr>
<tr>
<td>Pacific Career &amp; Technology High School</td>
<td>054792</td>
</tr>
<tr>
<td>Rio Linda Senior High School</td>
<td>052643</td>
</tr>
<tr>
<td>Vista Nueva High School</td>
<td>052738</td>
</tr>
</tbody>
</table>
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
   - 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 H*
   - 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
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 Educational Opportunities

### Community College

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of: Approximately 107 statewide</td>
<td>• Core Subject Requirements: There are no subject requirements</td>
</tr>
<tr>
<td>• School Examples: American River College, Sacramento City College, Sierra College</td>
<td>• Grade Point Average (GPA): There is no minimum GPA requirement</td>
</tr>
<tr>
<td>• Length: Two years</td>
<td>• Educational Background: You must be at least 18 years old or a high school graduate</td>
</tr>
<tr>
<td>• Course Work: Career and job-entry majors</td>
<td>• Assessments: Placement tests for English and mathematics</td>
</tr>
<tr>
<td>• Transfer credits to four year educational institutions</td>
<td></td>
</tr>
<tr>
<td>• Degrees or Certificates: Vocational Certificates, Associate of Arts (AA) and Associate of Science (AS)</td>
<td></td>
</tr>
<tr>
<td>• Costs (Tuition and Books): Varies based upon budget factors</td>
<td></td>
</tr>
</tbody>
</table>

### California State University

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of: 23 statewide, accepting the top one-third of graduates</td>
<td>• Core Subject Requirements: These requirements are the same as the University of California. See UC core subject requirements</td>
</tr>
<tr>
<td>• School Examples: CSU Sacramento, CSU Chico, CSU East Bay, Cal Poly</td>
<td>• 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</td>
</tr>
<tr>
<td>• Length: Four years with Graduate Programs</td>
<td>• Educational Background: Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements</td>
</tr>
<tr>
<td>• Course Work: Pre-professional training</td>
<td>• Assessments: American College Test (ACT) Scholastic Assessment Test (SAT:Reasoning)</td>
</tr>
<tr>
<td>• Various majors</td>
<td></td>
</tr>
<tr>
<td>• Degrees or Certificates: Bachelor of Arts (BA) and Bachelor of Science (BS). Various Masters degrees</td>
<td></td>
</tr>
<tr>
<td>• Teaching credentials</td>
<td></td>
</tr>
<tr>
<td>• Costs (Tuition and Books): Varies based upon budget factors</td>
<td></td>
</tr>
</tbody>
</table>
## California Higher Education Opportunities

### University of California

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of:</strong> 10 undergraduate statewide accepting the top 9% of graduates</td>
<td>Core Subject Requirements:</td>
</tr>
<tr>
<td><strong>School Examples:</strong> Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz</td>
<td>- History/Social Science (a) - 2 years to include World History, US History and/or ½ year of Government/Economics</td>
</tr>
<tr>
<td><strong>Length:</strong> Four years with Graduate and Professional Programs</td>
<td>- English (b) - 4 years of college preparatory</td>
</tr>
<tr>
<td><strong>Course Work:</strong> Pre-professional training</td>
<td>- Mathematics (c) - 3 years through Integrated Math 3 (4 years recommended)</td>
</tr>
<tr>
<td><strong>Various majors</strong></td>
<td>- Science (d) - 2 years of lab science to include 2 of 3 disciplines of biology, chemistry or physics</td>
</tr>
<tr>
<td><strong>Degrees:</strong> Bachelor of Arts (BA) and Bachelor of Science (BS), various Masters degrees, various Doctorate degrees. At some universities, teaching credentials</td>
<td>- Foreign Language (e) - 2 years of the same language (3 years recommended)</td>
</tr>
<tr>
<td><strong>Costs (Tuition and Books): Varies based upon budget factors</strong></td>
<td>- Visual/Performing Arts (f) - 1 year of college preparatory</td>
</tr>
<tr>
<td></td>
<td>- Electives (g) - 1 year from one of the above areas</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td>- Educational Background: Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements</td>
</tr>
<tr>
<td></td>
<td>- Assessments: American College Test (ACT) Scholastic Aptitude Test (SAT: Reasoning) Scholastic Aptitude Test (SAT: Subject Area Test - may be recommended)</td>
</tr>
</tbody>
</table>

### Private College and Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of:</strong> Approximately 125 statewide</td>
<td>Admission requirements vary by college or university. Usually students have met or exceeded the UC core subject requirements and assessment requirements</td>
</tr>
<tr>
<td><strong>School Examples:</strong> St. Mary’s College, University of Southern California (USC), Stanford University, William Jessup</td>
<td><strong>Length:</strong> Four+ years</td>
</tr>
<tr>
<td><strong>Course Work:</strong> Curriculum, programs, and professional programs vary according to the size or specialty of the college/university</td>
<td></td>
</tr>
<tr>
<td><strong>Degrees:</strong> BA/BS, but may offer up to a doctorate</td>
<td></td>
</tr>
<tr>
<td><strong>Costs (Tuition and Books): Approximately $15,000 - $50,000 per year</strong></td>
<td></td>
</tr>
</tbody>
</table>
### TRUSD High School Education 4-Year Plan

<table>
<thead>
<tr>
<th>Core Subject Area</th>
<th>For TRUSD Diploma</th>
<th>Credit Requirements</th>
<th>For UC/CSU &amp; TRUSD Diploma</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>4 Years</td>
<td>4 Years</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>3 Years</td>
<td>3 Years through Integrated Math 3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>2 Years</td>
<td>2 Years</td>
<td></td>
</tr>
<tr>
<td>History/Social Science</td>
<td></td>
<td>3 Years</td>
<td>3 Years</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td>1 Semester</td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>2 Years</td>
<td>2 Years</td>
<td></td>
</tr>
<tr>
<td>VAPA/Foreign Language</td>
<td></td>
<td>1 Year of a Fine Art</td>
<td>2 Years of a Foreign Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Years of a Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>65 Credits</td>
<td>65 Credits</td>
<td></td>
</tr>
<tr>
<td>Technology Requirement</td>
<td></td>
<td>Embedded in Core Curriculum</td>
<td>Embedded in Core Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

#### Core Required Credits

**220 Credits**

### Example of 4-Year TRUSD High School Graduate

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ELA 9</td>
<td>ELA 10</td>
<td>English 11</td>
<td>ERWC</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Integrated Math 1</td>
<td>Integrated Math 2</td>
<td>Integrated Math 3</td>
<td>AP Calculus</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>The Living Earth</td>
<td>Chemistry in the Earth’s System</td>
<td>Physics of the Universe</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>World History</td>
<td>U.S. History</td>
<td>American Gov/Economics</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Fine Art/For Lang</td>
<td>One year of Foreign Language or a Fine Art course</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>One semester of Health to be taken any time during the 4 years</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE Course 1</td>
<td>PE Course 2</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>65 credits of elective courses</td>
<td></td>
<td></td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Needed**

**220 Credits**

### Example of 4-Year Plan UC/CSU & TRUSD High School Graduate

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ELA 9</td>
<td>ELA 10</td>
<td>ELA 11/AP</td>
<td>ELA 12/AP</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Integrated Math 1</td>
<td>Integrated Math 2</td>
<td>Integrated Math 3</td>
<td>AP Calculus</td>
<td>40</td>
</tr>
<tr>
<td>Science</td>
<td>The Living Earth</td>
<td>Chemistry in the Earth’s System</td>
<td>Physics of the Universe</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>World History</td>
<td>U.S. History</td>
<td>Amer Gov/Econ/AP</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>For Language Year 1</td>
<td>For Language Year 2</td>
<td>For Language Year 3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Fine Art</td>
<td>One year during the four years</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Health</td>
<td>One semester during the four years</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE Course 1</td>
<td>PE Course 2</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>35 additional credits taken over the four years</td>
<td></td>
<td></td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

**Total Possible Credits**

**240 Credits**

---

26
**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.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subject</td>
<td>Core Subject</td>
</tr>
<tr>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Health/Intro Class</td>
<td>World History 10</td>
</tr>
<tr>
<td>PE Course 1</td>
<td>PE Course 2</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Elective</td>
<td>VAPA or For Language</td>
</tr>
</tbody>
</table>

**Notes/Comments**

Notes/Comments

Notes/Comments

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subject</td>
<td>Core Subject</td>
</tr>
<tr>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Government/Economics</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Mathematics/Elective</td>
</tr>
<tr>
<td>VAPA or For Lang</td>
<td>VAPA or For Language</td>
</tr>
<tr>
<td>Advanced Science</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Notes/Comments**

Notes/Comments

Notes/Comments
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
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
Admission requirements, Scholarship opportunities, dates and deadlines, information on each campus, and online applications.

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

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
Information on applying for federal and state financial aid. Obtain an online Federal Student Aid (FSA) ID at: https://fsaid.ed.gov/npas/index.htm

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://icanaffordcollege.com/

NCAA eligibility information for student athletes

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
## English

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Course Descriptions – English

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

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 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 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

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.
# 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 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) 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

**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.
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Course Descriptions – Mathematics

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 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.
Course Descriptions – Mathematics

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 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.
Course Descriptions – Mathematics

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. The Honors section of this course expands the depth and complexity of the content.

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.

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.
## 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 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 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.

AP US 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 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.
Course Descriptions – Social Science

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.

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.
Course Descriptions – Social Science

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.
### Course Descriptions – Sciences and Health

#### Sciences and Health

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**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.*
**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.
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: Integrated 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.
Health Science

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

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

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.
## Languages Other Than English (LOTE)

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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.
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.
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, saber, 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, saber, 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.
## Visual and Performing Arts (VAPA)

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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 (HHS)
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.
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, 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, 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 (HHS, FHS, GUHS)
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

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)
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 (CCAA, FHS, HHS, GUHS, RLHS, VNHS)
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 (CCAA, FHS, HHS, GUHS, RLHS, VNHS)
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)
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)
Grades: 9-12 Duration: Year
HS Grad Req: Fine Art UC/CSU a-g: F: Fine Art
Prerequisite: None
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.
**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.

**Guitar Beginning**  
511008 (CCAA, FHS, RLHS, VNHS)  
**Grades:** 7-12  
**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.

**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.

**Guitar Advanced**  
521008 (CCAA, FHS, RLHS)  
**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, 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.

**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.
Non-Traditional Music Ensembles (RLHS)

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 Advanced

531006 (FHS, HHS, RLHS)
Grades: 10-12  Duration: Year
HS Grad Req: Fine Art  UC/CSU a-g: N/A
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.

Piano Beginning

511006 (FHS, GUHS, RLHS)
Grades: 7-12  Duration: Year
HS Grad Req: Fine Art  UC/CSU a-g: N/A
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 (GUHS)
Grades: 9-12  Duration: Year
HS Grad Req: Fine Art  UC/CSU a-g: N/A
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.

Vocal Jazz 1

515007 (RLHS)
Grades: 9-12  Duration: Year
HS Grad Req: Fine Art  UC/CSU a-g: N/A
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: N/A
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.
## Physical Education

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**PE Advanced**

*Course Code*: 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.

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**PE Course 1**

*Course Code*: 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).

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**PE Course 2**

*Course Code*: 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.

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**PE 3 Weight Training**

*Course Code*: 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.

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**PE 3 Fundamentals of Yoga**

*Course Code*: 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.
### Career Technical Education

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# Career Technical Education

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## Career Technical Education

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Course Descriptions – Career Tech Ed

Advanced Digital Media
731014 (CCAA, 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.

Architectural Design (1)
711003 (HHS)
Grades: 9-11 Duration: Semester
HS Grad Req: Electives UC/CSU a-g: F: Fine Art
Prerequisite: None
Course Description: Architectural Design combines aesthetic, environmental, and historical aspects of architectural design and building construction. The course emphasizes communicating design ideas through sketches, technical drawings, architectural guidelines. All designs will be concerned with form, balance, symmetry, and function. Each design will include presentation floor plans, exterior elevations, exterior and interior perspectives. Students will also present partial or complete designs with computer aided design (CAD) computer programs.

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): Agriscience (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.
Course Descriptions – Career Tech Ed

Agriculture Economics
731034 (RLHS)
Grades: 12 Duration: Semester
HS Grad Req: Econ UC/CSU a-g: N/A
Prerequisite: None
Course Description: This course will cover the basics of economic principles, decision-making, business organizations, financial institutions, the free enterprise system, and how these topics affect the agriculture industry. The goal of this course is to prepare students to enter the working world or the academic world with a working knowledge of how economic policies affect everyday life. Students will be expected to participate in work place learning experiences and individual leadership skill development activities. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records.

Agriculture Economics and Business
731001 (GUHS)
Grades: 12 Duration: Year
HS Grad Req: Economics UC/CSU a-g: N/A
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.

Agriculture Exploration
731033 (RLHS)
Grades: 10 Duration: Year
HS Grad Req: Electives UC/CSU a-g: G
Prerequisite: None
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.

Agriculture Government
731035 (RLHS)
Grades: 12 Duration: Semester
HS Grad Req: Govern UC/CSU a-g: A
Prerequisite: None
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 Agriculture Industry. Students will also be involved in Supervised Agricultural Experience projects and develop leadership skills through participation in the FFA program. This course meets the state government graduation requirement.
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 Agriculture Mechanics
721004 (RLHS)
Grades: 9-11 Duration: Year
HS Grad Req: Electives UC/CSU a-g: G
Prerequisite: None
CTE Pathway (level): Agriscience Academy (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 TV and Video Production
521703 (RLHS)
Grades: 10-11 Duration: Year
HS Grad Req: Electives UC/CSU a-g: N/A
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 Ag
411AG1 (RLHS)
Grades: 9 Duration: Year
HS Grad Req: Physical Science US/CSU a-g: D: Lab
Prerequisite: None
CTE Pathway (level): Agriscience
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.

Principals of Biomedical Science
711002 (FHS)
Grades: 9-12 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
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 Grade 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.

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
Course Description: This course is designed to help students develop a basic understanding of economic principles and fundamental operations of economics 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.

Career Choices
711025 (All Schools)
Grades: 9-10 Duration: 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 (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 US/SCU a-g: D: Lab
Prerequisite: Integrated Math 2 or Integrated Ag Science CTE Pathway (level): Agriscience Academy (introductory course)
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.
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): Information and Computer Technology (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.
Course Descriptions – Career Tech Ed

Culinary Arts 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.

Culinary Arts 2
731012 (FHS)
Grades: 11-12 Duration: Year
HS Grade Req: Electives UC/CSU a-g: N/A
Prerequisite: Culinary 1
CTE Pathway: Culinary Arts (capstone course)
Course Description: The course is the capstone for students interested in the restaurant, baking, and food services industry. Included are core content standards such as sanitation, food service operations, nutrition, food preparation, dining room and guest services, understanding products, and management concepts. The course will emphasize employability hard and soft skills.

Diesel Engine
731018 (HHS)
Grades: 11-12 Duration: Year
HS Grad Req: Electives UC/CSU a-g: Dual Enrolled
Prerequisite: Green Engine
CTE Pathway (level): Green Engine (capstone)
Course Description: This course provides students with knowledge and skills to diagnose, maintain, and repair diesel engines and related systems. Specific course topics may include principles underlying diesel engines, analyzing electrical circuits and systems, troubleshooting and repairing cooling systems, testing and repairing air conditioning charging systems, reading and interpreting service manuals, and identifying the principles and components of fuel injection systems; repair and replacement of water pumps, generators, governors, auxiliary and accompanying power units and controls; transmissions, drive lines and drive axles; brakes, tires, and wheels; steering and suspension systems; electrical and lighting systems; hydraulics and pneumatics; safety codes and regulations; and general shop skills, including brazing and welding.

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.

Digital Media Production
741014 (FHS)
Grades: 11-12 Duration: Year
HS Grad Req: Electives UC/CSU a-g: N/A
Prerequisite: Digital Media 1
CTE Pathway (level): Digital Media (capstone)
Course Description: Digital Media Production is a survey class that introduces students to electronic media production. The class covers music production and recording, digital photography and imaging, videography and film-making, web design, journalism, desktop publishing, music editing, and other electronic media. Digital media will provide basic concepts and tools of digital media. The class will feature several industry-standard applications including photo manipulations software such as Photoshop, video editing programs, and web design applications.
Early Childhood Development
741006 (PHS)
Grades: 11-12 Duration: Year
HS Grad Req: Electives UC/CSU a-g: N/A
Prerequisite: None
CTE Pathway (level): Early Childhood Education
Course Description: This course is a year-long 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. They 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. Students will engage in career readiness skills for teaching through mock interviews, creating portfolios, completing applications, working as teams, and demonstrating lesson planned activities. In order to prepare students for post-secondary options in the field, students are required to produce essays, oral presentations, and projects; to participate in discussions and projects; to plan, implement, and reflect on eleven (11) weekly story hours with corresponding thematic activities for 3-5 year old children from the community; to successfully complete and reflect on lab experiences in district preschool/classroom; and pass exams on a number of academic topics relating to education. In education. This interdisciplinary course integrates concepts from the social science, behavioral science, and biological science discipline and is based on currently accepted academic and career technical standards. Students will learn the principles of learning and teaching, apply educational related terminology, practice classroom management techniques, implement lesson plans, and create student assessments. This course include a work-based learning component in which students will work with learners in a variety of settings.

Electronics and Hydraulics
731031 (RLHS)
Grades: 11-12 Duration: Year
HS Grad Req: Electives UC/CSU a-g: Dual Enrolled
Prerequisite: None
CTE Pathway (level): Transportation (concentrator)
Course Description: This course covers the operation of diesel electrical systems such as electrical circuits, charging systems, and test instruments. This course provides an introduction to basic hydraulic principles and fundamentals. This course is a Dual Enrolled course with American River College. If passed, this course allows the student to be awarded eight college units, 4 units for DCDT 140 and 4 units for DCDT 120. Students must be 16 years of age and hold a 2.0 GPA. This course meets 2 of the six courses needed to complete the Diesel Technology Certificate Requirements at ARC.

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.

Education Careers
721005 (HHS)
Grades: 10 Duration: Year
HS Grade Req: Electives UC/CSU a-g: G: Electives
Prerequisite: None
CTE Pathway: Education (introductory)
Course Description: This course is designed to prepare students for careers in the field of education through the integration and development of core academic content. Students will also learn the professional norms, skills, and competencies related to careers
Course Descriptions – Career Tech Ed

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): Information and Communication Technology (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.

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): Agriscience (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 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.

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.

Green Engine
721018 (HHS, RLHS)
Grades: 10-11 Duration: Year
HS Grade Req: Electives UC/CSU a-g: Dual Enrolled
Prerequisite: None
CTE Pathway: Green Engine (concentrator)
Course Description: This course provides students with the knowledge and skills regarding various alternative fuel vehicles including, but not limited to, electric, fuel cell, hybrid/electric, hydrogen fuel, compressed natural gas, liquid natural gas, ethanol and methanol fuel vehicles. Environmental concerns, legislation, safety, applications, and their integrated systems from various manufacturers as well as the development of new technology will be discussed. Students develop critical thinking skills through a variety of multimodal, problem-solving techniques. Integrated content focuses on demystifying technology; increasing student literacy, confidence and competence in an age of rapidly advancing technology; providing students with the basis for making wise academic and career choices.
Course Descriptions – Career Tech Ed

Human Development
731005 (PHS)
Grades: 11 Duration: Year
HS Grad Req: Electives UC/CSU a-g: G: Electives
Prerequisite: Education Careers
CTE Pathway: Education (concentrator)
Course Description: This is a year-long course that provides students with a working knowledge of the life-cycle stages. This concentration course expands on the comprehensive core and prepares students to understand children’s physical, cognitive, emotional, and social growth and development, as well as provide for their care and guidance. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, child abuse and neglect, development of the child, adolescent, adult, and senior. This course provides a solid foundation for any career that involves working with people, including child and adult care and education.

Intermediate Agriculture Mechanics
731004 (RLHS)
Grades: 10-12 Duration: Year
HS Grad Req: Electives UC/CSU a-g: G
Prerequisite: Ag Mechanics Tech
CTE Pathway (level): Agriscience Academy (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.

Introduction to Business
611003 (RLHS)
Grades: 9-10 Duration: Semester
HS Grade Req: Electives UC/CSU a-g: N/A
Prerequisite: None
CTE Pathway (level): Entrepreneurship and Self-Employment (preferred but not required)
Course Description: This course is designed to introduce students to the world of work and living skills. Students will learn concepts that will prepare them for the world of work and life beyond high school. Areas of study include employability, career preparation, personal finance, business outlines, and starting up a fictitious business by developing a business plan. In addition, soft skills are developed through the incorporation of SkillsUSA Program of Work Career Essentials curriculum.

Introduction to Culinary Arts
711012 (RLHS)
Grades: 9-11 Duration: Semester
HS Grad Req: Electives UC/CSU a-g: N/A
Prerequisite: None
Course Description: Introduction to Culinary Arts is the first course in a program of study designed to provide training opportunities in the food service and hospitality industries. The course will concentrate on skills and attributes needed to fill entry-level culinary and food service positions. Instruction includes training in the fundamentals of basic food production, nutrition, sanitation, management, and services. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied to a culinary arts setting, and reading to gain information and to perform assignments and tasks as directed.

Introduction to Media
711014 (RLHS)
Grades: 10-12 Duration: Semester
HS Grad Req: Electives UC/CSU a-g: N/A
Prerequisite: None
Course Description: Introduction to Digital Media is a survey type class that explores print, audio, video and computer medias. Students will become familiar with the history, terminology and impact of each media as well as learning about the careers, job functions, ethics and techniques associated with each media.

Introduction to Teaching
741005 (HHS)
Grades: 12 Duration: Year
HS Grade Req: Electives UC/CSU a-g: G: Electives
Prerequisite: Human Development
CTE Pathway: Education (capstone)
Course Description: This course is modeled after the college/university course of the same name and is designed to fulfill the prerequisite for teacher education courses. Students will explore teaching as a profession and career, historical, and philosophical foundations for pre-K-12 education in America, contemporary educational issues, California’s content and performance standards and frameworks, and requirements for earning a teaching credential. Student will engage in 90 hours of supervised classroom field experience over the course of the year and will develop the skills to become a reflective future educator.
Kinesiology/Sports Medicine  
721021 (FHS)  
Grades: 10 - 11 Duration: Year  
HS Grade Req: Electives UC/CSU a-g: D: Lab Sci  
Prerequisite: None  
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.

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: N/A  
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 that 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: N/A  
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, and write opinion papers.

Law Enforcement 3  
741022 (GUHS)  
Grades: 12 Duration: Year  
HS Grad Req: Electives UC/CSU a-g: N/A  
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.
Marketing & Merchandising  
721011 (RLHS)  
**Grades:** 10-11  
**Duration:** Year  
**HS Grade Req:** Electives UC/CSU a-g: G  
**Prerequisite:** Intro to Business, preferred but not required  
**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.

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 miking, session flow, documentation, and microphone choice and comparisons are demonstrated.

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.

Science for Sustainable Agriculture  
731036 (RLHS)  
**Grades:** 11-12  
**Duration:** Year  
**HS Grad Req:** Science UC/CSU a-g: D  
**Prerequisite:** None  
**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.

Sports Academy 2
731020 (GUHS)
Grades: 11 Duration: Year
HS Grad Req: Electives UC/CSU a-g: N/A
Prerequisite: None
CTE Pathway: Sports Medicine (introductory)
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: Electives
Prerequisite: None
CTE Pathway: Sports Medicine or 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: 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.
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.

Work Experience Education, CTE
731027 (FHS, GUHS, HHS, RLHS)
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.
### Electives

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Course Descriptions – Electives

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

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**

**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:* G
*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

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 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

**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

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.
American River College - Dual Enrollment

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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

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.

ARC College Success HCD
310
648001 (CCAA, FHS, GUHS, HHS, RLHS)
Grades: 12 Duration: Semester (10 credits)
HS Grade Req: Electives UC/CSU a-g: G: Elective
Prerequisite: None
Course Description: This course covers the skills and knowledge necessary for college success, as well as personal issues 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.

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

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 offers study of literary texts with emphasis on analytical reading and writing. It covers principles of argument and analysis, such as reasoning inductively and deductively. Note: This course requires transcript evaluation to verify successful completion of ENGWR 300 (College Composition).

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 HIST 311
248001 (CCAA, FHS, GUHS, HHS, RLHS)
Grades: 12 Duration: Semester (10 credits) HS
HS Grade Req: U.S. History UC/CSU a-g: A: History
Prerequisite: None
Course Description: Surveys US history from its European, African, and Native American backgrounds to 1865, and examines the origins and development of US political, social, economic, and intellectual institutions and their influences on modern American life.

Note: HS transcript evaluations required to verify minimum cumulative GPA of 2.60 and 12th grade status.
ARC Intro to Musics: 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
SPEECH 362
848007 (CCAA, FHS, GUHS, HHS, RLHS)
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.

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 Business
IBUS 300
248012 (CCAA, FHS, GUHS, HHS, RLHS)
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.

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: 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.

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.
Course Descriptions – Dual Enrollment

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 Intro to Probability & Statistics
STAT 300
338005 (CCAA, FHS, GUHS, HHS, RLHS)
Grades: 12 Duration: Semester (10 credits)
HS Grade Req: Math UC/CSU a-g: C: Elective
Prerequisite: None
Course Description: Covers elementary principles and
applications of descriptive statistics, counting principles,
elementary probability principles and distributions,
estimate of parameters, hypothesis testing, linear
regression/correlation and Analysis of Variance. Note:
HS transcript evaluations required to verify minimum
cumulative GPA of 2.60 & 12th grade status.