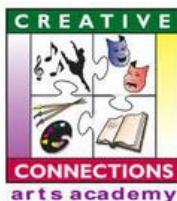




CATALOG

2026 - 2027



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TWIN RIVERS UNIFIED SCHOOL DISTRICT

2026-2027 Official Catalog

Publication Date: February 1, 2026

Disclaimer

Every effort has been made to ensure that what is stated in this catalog is accurate. The courses and programs we offer, together with other information contained in this online catalog, are subject to change without notice by the administration of Twin Rivers Unified School District for reasons related to student enrollment or for any other reason, at the discretion of the district. The district further reserves the right to add, amend, or repeal any of their rules, regulations, policies, and procedures. Additional information can be found on the Twin Rivers Unified School District website or high school websites.

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TRUSD Superintendent's Message

Dear Students and Parents,

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

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

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

Sincerely,



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

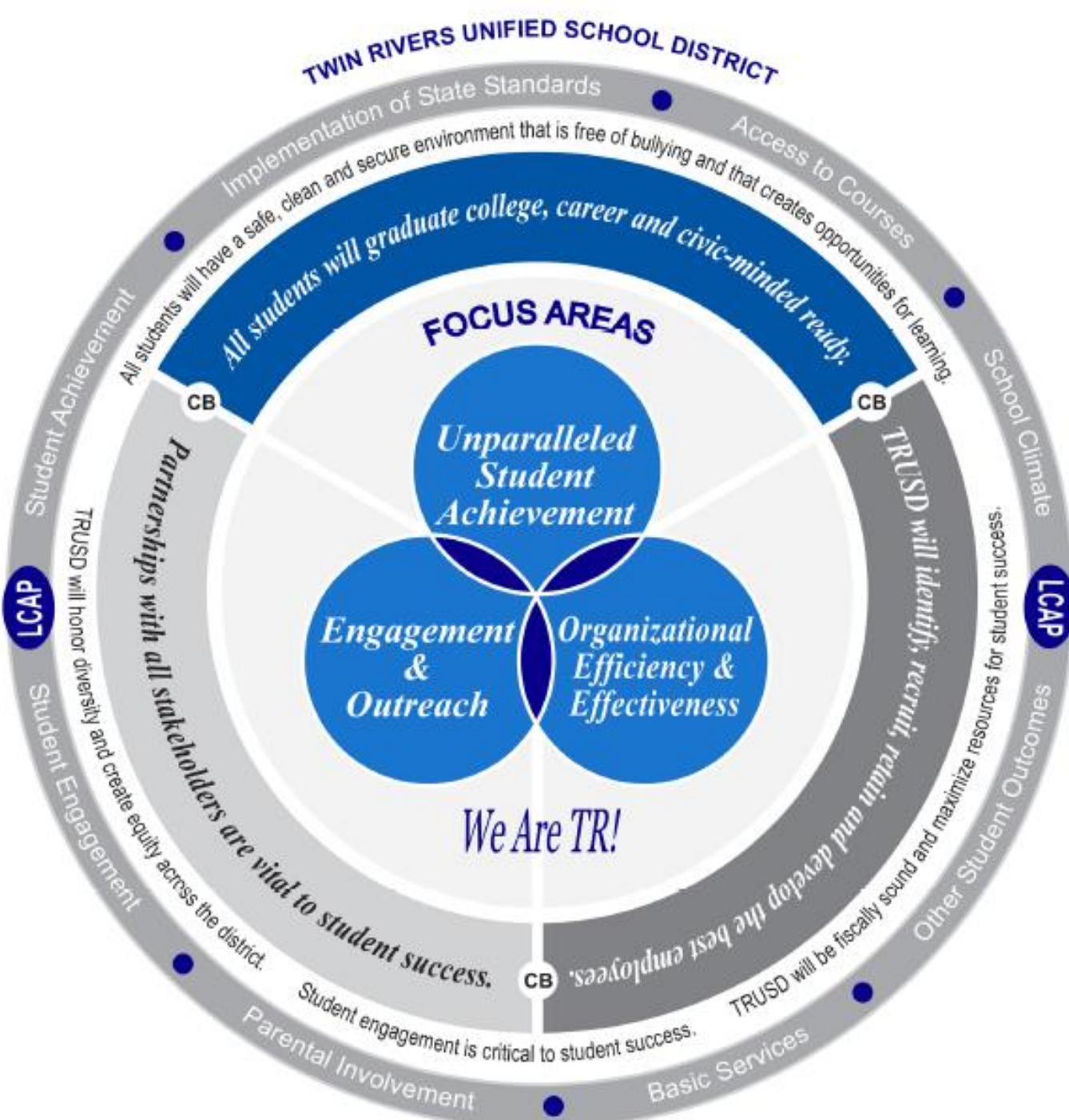
www.trusd.net



Superintendent Dr. Steve Martinez

Board Adopted Core Beliefs

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



CB: TRUSD Core Beliefs

LCAP: California Local Control Accountability Plan / Eight State Priorities



Twin Rivers Unified School District Nondiscrimination Statement

Twin Rivers Unified School District programs, activities and practices shall be free from discrimination, harassment, intimidation and bullying based on actual or perceived race, color, ancestry, national origin, immigration status, ethnicity, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression or affiliation with the Boy Scouts of America and other designated youth groups; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

If you believe you have been subjected to discrimination, harassment, intimidation or bullying, you should immediately contact the school site principal or the following Twin Rivers District Office Staff at Twin Rivers Unified School District 5115 Dudley Blvd. McClellan, CA 95652: Jim Davis, Director, Title IX Coordinator, Jim.Davis@trusd.net (916) 566-1600 ext. 32203; Travis Burke, Exec. Director, Equity Compliance Officer & 504 Coordinator, Travis.Burke@trusd.net (916) 566-1600 ext. 32239; Rudy Puente, Director, ADA & Title II Coordinator, Rudy.Puente@trusd.net (916) 566-1600 ext. 33115, or Gina Carreón, Chief Human Resources Official, Gina.Carreon@trusd.net at (916) 566-1736.

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 2026-2027 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.

Parents,

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

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

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

والدينو،
كه تاسو د دي لارښود په کارولو کي مرستي ته اړتیا لري، مهرباني وکړي د خپل ماشوم مشاور سره د ملاقات وخت ونیسي. ژباري د غوښتنې په صورت کي شتون لري.

والدين،
اگر برای استفاده از این راهنمای کمک نیاز دارید، لطفاً با مشاور مکتب / مدرسه فرزندتان وقت ملاقات بگیرید.
خدمات ترجمانی بر اساس درخواست و نیازمندی شما فراهم خواهد گردید.

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. **Kev Tsis Lees Paub:** Tsis muaj txhua hoob kawm nyob hauv txhua lub tsev kawm ntawv thiab nyob rau txhua lub semesters. Nug koj tus me nyuam lub tsev kawm ntawv seb muaj hoob kawm twg nyob rau lub semester tom ntej no. **Отказ от ответственности:** Не все предлагаемые предметы доступны в каждой школе и в каждом семестре. О наличии конкретных предметов на предстоящий семестр обращайтесь в школу вашего ребенка.

District Directory

BOARD OF TRUSTEES

Christine Jefferson, President
 Rebecca Sandoval, Vice President
 Sascha Vogt, Clerk
 Michael Baker, Trustee
 Basim Elkarra, Trustee
 Stacey E. Bastian, Trustee
 Sharon Reichelt, Trustee

DISTRICT OFFICE

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

BOARD MEETINGS

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

ADMINISTRATION

Dr. Steve Martinez, Superintendent

ADMINISTRATIVE SERVICES

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

INSTRUCTIONAL SERVICES

Marci Bernard, *Associate Superintendent, School Leadership*
 Marlisa Rodriguez, *Executive Director, Elementary*
 Cynthia Andrews, *Executive Director, K-8 and Charters*
 Megan Simmons, *Executive Director, Secondary*
 Johann Rubia, *Interim Executive Director, Special Education and SELPA*

COMPREHENSIVE HIGH SCHOOLS

Foothill High School
 Principal Tim Trokey
 5000 McCloud Drive
 Sacramento, CA 95842
 916-566-3445

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

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

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

CHARTER/ALTERNATIVE HIGH SCHOOLS

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

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

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

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

Graduation Requirements

Course Requirements

(TRUSD BP 6146.1

Student Handbook Page 7

English - 40 Credits

(*Education Code 51225.3*)

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

Mathematics - 30 Credits

(*Education Code 51225.3*)

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

Science - 20 Credits

(*Education Code 51225.3*)

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

Social Studies - 30 Credits

(*Education Code 51225.3*)

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

Visual/Performing Arts/Foreign Language - 10 Credits

(*Education Code 51225.3*)

- Two semesters in Visual and Performing Arts or Foreign Language

Physical Education - 20 credits

(*Education Code 51225.3*)

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

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

Health - 5 credits

- One semester of Health class

Electives - 65 credits

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

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

Testing

CAASPP PROGRAM

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

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

SMARTER BALANCED TESTS

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

CAST

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

EAP

Each spring, all grade eleven students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. Grade 11 students will receive feedback regarding their preparedness for college by participating in the Early Assessment Program (EAP) through the SBAC Exam. 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 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. Each spring, all English Learners are assessed on the Summative ELPAC until they are reclassified as Fluent English Proficient (RFEP). Depending on the receipt of Summative ELPAC results, the District will notify parents of assessment results within 30 days or up to two weeks after the start of the new school year. 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 Proficiency Program

The California Proficiency Program is a program established by California law. (Education Code 48412) The HiSET Proficiency provides students with the opportunity to take the HiSET language arts and mathematics subtests, which assess their proficiency in the standards taught up to the 12th grade level. Upon successfully passing each of the three subtests, eligible students will be awarded a California Certificate of Proficiency, which holds the same legal equivalent as a California-issued high school diploma.

Upon receiving CPP Official Score Report and exiting high school, individuals become eligible to take the remaining two subtests of the HiSET for high school equivalency (Science and Social Studies) to obtain a California High School Equivalency Certificate, which is recognized nationally and internationally. This certificate can open more opportunities than a California Certificate of Proficiency alone.

You may take HiSET 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.

<https://hiset.org/california-proficiency/>

Academic Policies

Credit Guidelines (TRUSD BP 6146.1)

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

Pass (Grade of P) (TRUSD AR 5121)

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

Progress Reports (P) and Report Cards (RC)

Four report cards are issued per semester - at approximately 5 weeks (P), 9 weeks (RC), 14 weeks (P), and 18 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, Dual Enrollment and Honors courses). Courses that receive an extra grade point are 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 receive an extra grade point when calculating student GPA. Many universities will also grant an additional grade point for a passing grade in approved honors level class (“+”) when computing its grade point average for admission review. The University of California policy states that they allow up to eight honors/AP courses to receive the extra grade point when calculating GPA's for UC/ CSU admissions. 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. Honors sections of other selected classes are offered at school sites to 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 Dual Enrollment 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 a Dual Enrollment 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. 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.

College courses will receive an extra grade point for GPA calculation similar to Honors and AP courses.

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

(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, the following information should be included: specify the school attended, the amount and level of credit requested; transcript or other documents showing course completion. The amount of credit sought should equal at least one semester's work and the principal or designee will then determine that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. (BP 6146.11 and *Education Code 51243-51245*)



Mandatory Interim Student Records Folders

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

Programs

Advanced Placement (AP)

AP courses are offered at Creative Connections Arts Academy, 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 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 accelerated 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 may be subject to a test fee which is charged by the College Board. Reduced fee applications, due to financial hardship, are available in the counselors' office.

Alternative Education

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

- Keema School for Independent Study
- Pacific Career and Technology High School
- Vista Nueva High School

For information on attendance criteria, please see your counselor.

Twin Rivers Adult School

Twin Rivers Adult School provides academic and vocational opportunities including:

- **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 Sacramento State University

Articulation is the process of evaluating courses to determine whether coursework completed at a high school meets the requirements at a 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 a college and career readiness elective designed to prepare students for eligibility and success in four-year colleges and universities. The course targets students in the academic middle—those with the desire and potential to attend college but who may need additional support to reach their goals. Students develop advanced critical thinking, literacy, communication, and organizational skills through rigorous application of the AVID methodologies of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

Through structured tutorials, students learn to ask higher-level questions, engage in Socratic discussions, and support each other's academic growth. The curriculum includes preparation for college entrance exams (SAT/ACT), college application processes, financial aid navigation, and scholarship opportunities. Students engage in college visits, guest speaker presentations, and career exploration activities that help them make informed decisions about their postsecondary paths. AVID students develop leadership skills through peer tutoring, classroom presentations, and school-wide initiatives. The course emphasizes building a college-going identity.

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.

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 River's 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 while engaging educators in professional development focused on integrated and designated ELD that is asset-oriented and responsive to students' needs, enabling them to better support the academic, social, and linguistic growth 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 establishing functioning English Learner Advisory Committees (ELAC), creating a welcoming environment for English Learners and their families, and facilitating the District English Learner Advisory Committee (DELAC).

CTE Pathways

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.

Online Credit Recovery

Students who are in need of additional academic opportunities to meet TRUSD's high school graduation requirements can participate in the Online Credit Recovery. For more details, please contact your child's counselor.

Seal of Biliteracy

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

Seal of Civic Engagement

Twin Rivers Unified School District awards the State Seal of Civic Engagement in accordance with criteria developed by the California Department of Education. The State Seal of Civic Engagement (SSCE) is an opportunity to enable all students, particularly those from marginalized communities, to have relevant, rigorous, and engaging learning opportunities. Such opportunities would enable students to understand that each student matters and belongs in our democratic society and that they have the right and responsibility to make the world, and their community, a better place. The California State Board of Education (SBE) now awards the SSCE to all California students who demonstrate excellence in civics education through civic participation and an

understanding of the United States Constitution, the California Constitution, and the democratic system of government. It takes the form of a gold seal affixed to the high school diploma of qualified students and is notated on their high school transcripts.

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 and related services for students who are found eligible under the Individuals with Disabilities Education Act (IDEA) and California Education Code. Students are provided standards-based instruction aligned to the California Common Core State Standards and other applicable state standards, in accordance with the Individualized Education Program (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 multidisciplinary IEP team following a comprehensive evaluation. The frequency, duration, and type of special education, related services, and supports are determined by the IEP team based on the individual needs of each student. Students with disabilities are educated with their nondisabled peers to the maximum extent appropriate, and special education services are provided in the least restrictive environment (LRE) consistent with each student's IEP.

Specialized Academic Instruction (Small Group and Individualized Settings)

Specialized Academic Instruction (SAI) is provided to students whose IEPs indicate the need for specially designed instruction in order to make progress in the general education curriculum. SAI may be delivered in a variety of instructional settings, including small group and individualized formats, based on each student's needs.

Instruction aligns with the California Frameworks and grade-level standards and may include targeted support in academic skills, organization, study strategies, functional academics, daily living skills, and social-emotional development to increase student independence and access to learning.

SAI may also include instruction in community-based and real-world settings, such as travel training and functional application of skills (e.g., money management, accessing community resources, workplace readiness), when aligned to a student's IEP goals. The specific setting, frequency, and duration of instruction are determined by the IEP team.

Related Services

Related services are available for students who are determined eligible through the IEP process.

Related services support a student's access to and benefit from special education and are provided based on individual student need as determined by the IEP team.

Examples of related services may include, but are not limited to:

- Speech and language therapy
- Occupational therapy
- Counseling and mental health services
- School nursing and health services
- Specialized Vision and Orientation and mobility services

Adult Transition Program (Ages 18-22)

Provides transition services and experiences to students ages 18–22 who remain eligible for special education under IDEA and California Education Code and who have completed high school through a Certificate of Completion or an Alternative Diploma.

The program focuses on the development of daily living skills, personal and social skills, and occupational and vocational skills aligned to each student's IEP and postsecondary transition goals.

Students practice skills for independent living and regularly participate in instructionally supported community-based activities. They also engage in increasingly independent career exploration, employment, and vocational training experiences with local businesses and organizations.

The overall goal is for students to develop the skills needed to participate in adult life, including employment, education, and community involvement, with varying levels of support. Individual job sites and transition activities are selected based on each student's IEP goals, aptitudes, and interests.



CTE Pathways

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

Pathway Course Sequencing 2026-2027

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

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

AC = CA Partnership Academy course

DE= Dual Enrolled course

Academic Policies for Co-Curricular & Extracurricular Participation

CIF/High School Eligibility

Eligibility for participation in interscholastic athletics and other co-curricular activities shall be determined in accordance with California Education Code, CIF Bylaws, and Twin Rivers Unified School District policies. These standards shall be applied uniformly to all students.

Grade Point Average (GPA):

A student must have earned a minimum 2.0 grade point average (GPA) in all enrolled classes during the immediately preceding grading period in order to be eligible to participate in co-curricular and extracurricular activities.

Probation

A student who does not meet the minimum 2.0 GPA requirement can apply for academic probation for the current grading period, provided the student complies with the school's assigned academic support and/or tutorial assistance program.

Loss of Eligibility

A student who fails to achieve at least a 2.0 GPA during the probationary grading period shall be ineligible to participate in co-curricular and extracurricular activities during the subsequent grading period.

Eligibility Determination Timeline

Schools shall declare students eligible, ineligible, or on probation on the same designated day following the close of each grading period. This date shall allow sufficient time for the accurate issuance of grades and calculation of GPAs and shall be applied consistently to all students.

Summer School/Online Credit Recovery (OCR):

Grades earned in summer school may be combined with grades from the final grading period of the previous school year to calculate eligibility for the first grading period of the subsequent school year. Courses completed through Online Credit Recovery (OCR) shall be applied to the corresponding semester GPA in accordance with district policy.

Transfer Students:

Twin Rivers Unified School District and its high schools are members of the California Interscholastic Federation (CIF), the governing body for high school athletics. Eligibility for transfer students shall be determined in accordance with CIF Bylaw 200, as outlined in the CIF Constitution and Bylaws. CIF transfer rules and eligibility requirements are available at www.cifstate.org.

NCAA Eligibility

Students who plan to enroll in college as freshmen and wish to participate in NCAA Division I or Division II athletics must be certified by the NCAA Eligibility Center. The Eligibility Center ensures consistent interpretation of NCAA initial eligibility requirements across all member institutions.

Responsibility for understanding and completing NCAA eligibility requirements rests with the student and parent/guardian, with support from the high school counseling staff. Students are strongly encouraged to begin this process during the spring of their junior year.

To be certified by the NCAA Eligibility Center, a prospective student-athlete must submit:

1. A completed NCAA registration and student release form, along with the required registration fee or approved fee waiver;
2. An official transcript sent directly from each high school attended;
3. Official ACT or SAT scores sent directly from the testing agency to the NCAA Eligibility Center.

Minimum NCAA Initial Eligibility Requirements include:

- Graduation from high school;
- Completion of a minimum of 16 NCAA-approved core courses;
- Achievement of the required minimum GPA in core courses;
- Submission of a qualifying ACT or SAT score.

Additional information is available at www.ncaa.org or through the school counseling office.

College and Career Testing

Standardized Tests

Standardized tests provide useful information for post-secondary admissions officers, career counselors, academic advisors, and students.

Post-secondary admissions officers use ACT, SAT I and SAT all scores, along with the high school academic record, to predict college admission.

Career counselors use interest inventories, aptitude batteries, and working-style assessments. Academic advisors use test data to assist students with the selection of courses and majors.

Students obtain objective information for good decision-making.

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

College Entrance Exams

American College Test (ACT)

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

Preliminary Scholastic Aptitude Test (PSAT)

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

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

Scholastic Aptitude Test (SAT)

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

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

Additional information for college admission tests is available in the counseling office.

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	<ul style="list-style-type: none"> • Develop a four-year plan • Take Integrated Math 1 or Integrated Math 2, 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. Use college website to schedule tours and find additional information. • Participate in academic enrichment programs
Grade 10	<ul style="list-style-type: none"> • Review your freshman and sophomore grade class schedule in your four 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 • Over the summer, prepare for the SAT or ACT by using Khan Academy and reading books and manuals with testing tips and sample questions
Grade 11	<ul style="list-style-type: none"> • Use Aeries and CaliforniaColleges.edu 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, take 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. It also serves as the National Merit Qualifying Test for juniors. • In the spring, prepare for and 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 • Continue visiting the colleges that interest you and continue to update your resume • In the spring, take the SAT and/or ACT. Khan Academy and/or books and manuals can be used to prepare. • Complete NCAA Clearinghouse initial eligibility application (athletes only)
Grade 12	<ul style="list-style-type: none"> • Continue to use Aeries and CaliforniaColleges.edu, 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, create your FSA ID and submit your FAFSA by the priority deadline (usually March 2). You will need your parents tax information from the prior year. See your counselor for more information. • Pay special attention to deadlines - mark them on your personal calendar - and apply early. • In October or November, submit your CSU applications • In November, submit your UC applications • December is a critical time for private colleges, early-consideration applications, and merit scholarships • In the spring, wait for your college acceptances and financial aid offers. See your counselor for help interpreting your financial aid offers. • By May 1, complete your intent to enroll and make your commitment deposit to the college or university you plan to attend

UC/CSU A-G Requirements

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

Subject Area	Years Required
a. History/Social Science 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.	2 years
b. English 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.	4 years
c. Mathematics Three years of college-preparatory mathematics (four years are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.	3 years (4 years recommended)
d. Science Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer science, engineering and applied science courses can be used in area D as an additional science (i.e., third year and beyond).	2 years (3 years recommended)
e. Language Other Than English (LOTE) 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.	2 years (3 years recommended)
f. Visual and Performing Arts (VAPA) Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).	1 year
g. College Preparatory Elective 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.)	1 year

CEEB Codes

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

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

TRUSD A-G Approved Courses from 2025-2026

See [Official A-G List](#) for most up to date list

A. History/Social Studies (2 years)

Agricultural Government
American Government
AP European History*
AP Government and Politics*
AP United States History*
AP World History*
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
ERWC (Expository Reading and Writing)

C. Mathematics (3 years)

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

D. Lab Sciences (2 years)

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

E. Languages Other Than English (2 years)

AP Spanish Language and Culture*
AP Spanish Literature and Culture*
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
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
Journalism
Psychology
Small Business Entrepreneurship
Sociology

California Higher Education Opportunities

Community College	
Institutions	Admission Requirements
<ul style="list-style-type: none"> • 116 statewide • School Examples: American River College, Sacramento City College, Sierra College • Length: Two years • Course Work: Career and job-entry majors • Transfer credits to four-yeareducational institutions • Degrees or Certificates: Vocational Certificates, Associate of Arts (AA) and Associate of Science (AS) • Costs (Tuition and Books): Varies based upon budget factors 	<ul style="list-style-type: none"> • Core Subject Requirements: There are no subject requirements • Grade Point Average (GPA): There is no minimum GPA requirement • Educational Background: You must be at least 18 years old or a high school graduate • Assessments: Placement tests for English and mathematics

California State University	
Institutions	Admission Requirements
<ul style="list-style-type: none"> • 23 statewide, accepting the top one-third of graduates • School Examples: CSU Sacramento, CSU Chico, CSU East Bay, Cal Poly • Length: Four years with Graduate Programs • Course Work: Pre-professional training • Various majors • Degrees or Certificates: Bachelor of Arts (BA) and Bachelor of Science (BS). Various Masters degrees • Teaching credentials • Costs (Tuition and Books): Varies based upon budget factors 	<ul style="list-style-type: none"> • Core Subject Requirements: These requirements are the same as the University of California. See UC core subject requirements • 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 • Educational Background: Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements • Assessments: American College Test (ACT) Scholastic Assessment Test (SAT: Reasoning)

California Higher Education Opportunities

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

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

TRUSD High School Education 4-Year Plan

	For TRUSD Diploma	For UC/CSU & TRUSD Diploma
Core Subject Area	Credit Requirements	Credit Requirements
English	4 Years	4 Years
Mathematics	3 Years	3 Years through Integrated Math 3
Science	2 Years	2 Years
History/Social Science	3 Years	3 Years
Health	1 Semester	1 Semester
Physical Education	2 Years	2 Years
VAPA/Foreign Language	1 Year of a Fine Art 2 Years of a Foreign Language	1 Year of a Fine Art 2 Years of a Foreign Language
Electives	65 Credits	65 Credits
Technology Requirement	Embedded in Core Curriculum	Embedded in Core Curriculum
Core Required Credits	220 Credits	220 Credits

Example of 4-Year TRUSD High School Graduate					
Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	ELA 9	ELA 10	English 11	ERWC	40
Mathematics	Integrated Math 1	Integrated Math 2	Integrated Math 3		30
Science	The Living Earth	Chemistry in the Earth's System			20
Social Science		World History	U.S. History	American Gov Economics	30
Fine Art/For Lang	One year of Foreign Language or a Fine Art course				10
Health	1 semester of Health to be taken any time during the 4 years				5
Ethnic Studies	1 semester of Ethnic Studies to be taken any time during the 4 years				5
Physical Education	PE Course 1	PE Course 2			20
Electives	60 credits of elective courses				60
Total Credits Needed					220

Example of 4-Year Plan UC/CSU & TRUSD High School Graduate					
Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	ELA 9	ELA 10	ELA 11/AP	ELA 12/AP	40
Mathematics	Integrated Math 1	Integrated Math 2 H	Integrated Math 3 H	AP Calculus	40
Science	The Living Earth	Chemistry in the Earth's System	Physics of the Universe		30
Social Science		World History	U.S. History/AP	Am Gov/Econ/AP	30
Foreign Language	For Language Year 1	For Language Year 2	For Language Year 3		30
Fine Art	One year during the four years				10
Health	One semester during the four years				5
Ethnic Studies	1 semester of Ethnic Studies to be taken any time during the 4 years				5
Physical Education	PE Course 1	PE Course 2			20
Electives	30 additional credits taken over the four years				30
Total Possible Credits					240 Credits

TRUSD Student Education Planning Guides

Aeries Academic Plan

High school is the chance to explore areas of academic and co-curricular interest. Twin Rivers uses the Aeries Academic Plan for students and their parents to build and monitor a four-year academic plan online. Students and parents will work hand in hand with their counselor to ensure that each student is on track to achieve their post-secondary goals. Please contact your counseling department for login and general information.

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

Notes/Comments

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

Notes/Comments

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

Notes/Comments

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

Notes/Comments

Resources

Applying for College & Financial Aid

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

www.csumentor.com

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 on-line applications.

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

[PIQ Support](#)

Tips on writing your answers to UC personal insight questions.

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

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

Applying for Community College & Financial Aid

Los Rios Community College
<https://losrios.edu/>

American River College
<https://arc.losrios.edu/>

Folsom Lake College
<https://flc.losrios.edu/>

Sacramento City College
<https://scc.losrios.edu/>

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

A community college website focusing on financial aid
<https://icangotocollege.com/>

NCAA eligibility information for student athletes
<https://web3.ncaa.org/ecwr3/>

Community colleges outside the area Independent California universities or private colleges
<https://aiccu.edu/>

Other Important Resources

Your High School Counseling and Career Center

Creative Connections Arts Academy
(916) 566-3470

Foothill High School
(916) 566-3445

Grant Union High School
(916) 566-3450

Highlands High School
(916) 566-3465

Keema School for Independent Study
(916) 566-3410

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

Rio Linda High School
(916) 566-2725

Vista Nueva High School
(916) 566-2750

English

AP English Language and Composition**133001** (CCAA, FHS, GUHS, RLHS)**Grades: 11** **Duration:** Year (10 credits)**HS Grad Req:** English **UC/CSU a-g:** B: English**Prerequisite:** None

Course Description: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

AP English Literature**143001** (FHS, GUHS, RLHS)**Grades: 12** **Duration:** Year (10 credits)**HS Grad Req:** English **UC/CSU a-g:** B: English**Prerequisite:** None

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

English 9**111001** (All Schools)**Grades: 9-12** **Duration:** Year (10 credits)**HS Grad Req:** English **UC/CSU a-g:** B: English**Prerequisite:** None

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

English 9 Honors**112001** (CCAA, FHS, GUHS, RLHS)**Grades: 9-12** **Duration:** Year (10 credits)**HS Grad Req:** English **UC/CSU a-g:** B: English**Prerequisite:** None

Course Description: English 9 H 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 H 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 AP courses at the 11th and 12th grade levels. This is a rigorous course that will require substantial amounts of reading, writing, critical thinking, speaking, and homework, in addition to the standards-based instruction of the regular English 9 course.

English 10**121001** (All Schools)**Grades: 9-12** **Duration:** Year (10 credits)**HS Grad Req:** English **UC/CSU a-g:** B: English**Prerequisite:** None

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

English 10 Honors**122001** (FHS, GUHS, 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

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.

Expository Reading & Writing**14ERWC** (All Schools)**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

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

Academic English Language Development (ELD)**114009** (offered 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. The Academic ELD course will provide English Learners (ELs) with a safe learning environment that builds language and reading skills along with content knowledge. This course is specifically designed to build and improve literacy skills. Students will be immersed into different literary genres which will increase their academic vocabulary. Students will not only learn academic and language skills but they will become culturally competent/responsive skillful scholars effective communicators and competitive in a Global Community.

English Language Development (ELD) 1A**114003** (offerings based on enrollment)**Grades:** 9-12 **Duration:** Year (10 credits) **HS****Grad Req:** N/A **UC/CSU a-g:** N/A**Prerequisite:** None

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

English Language Development (ELD) 1B**114004** (offerings based on enrollment)**Grades:** 9-12 **Duration:** Year (10 credits)**HS Grad Req:** 1 year of English **UC/CSU a-g:** N/A**Prerequisite:** None

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

English Language Development (ELD) 1**114005** (offerings based on enrollment)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** N/A **UC/CSU a-g:** N/A**Prerequisite:** None

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

Mathematics

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Adv Algebra w/Financial App	341002	X	X	X	X	X	X	X	X
AP Calculus AB	343AB5		X	X	X			X	
AP Calculus BC	343BC5		X	X				X	
AP Computer Science	611038		X						
AP Precalculus	343005			X					
AP Statistics	343003		X	X	X			X	
Integrated Math 1	311001	X	X	X	X	X	X	X	X
Integrated Math 2	321001	X	X	X	X	X	X	X	X
Integrated Math 2 Honors	322001		X	X	X			X	
Integrated Math 3	331001	X	X	X	X	X	X	X	X
Integrated Math 3 Honors	332001		X	X	X			X	
Pre-Calculus	341005	X	X	X	X			X	
Statistics	341003			X	X			X	

Advanced Algebra with Financial Applications**341002** (All Schools)**Grades:** 11-12 **Duration:** Year (10 credits)**HS Grad Req:** 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:** C Pre-Calculus**Course Description:** AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The course prepares students to take the Advanced Placement Calculus AB examination.**AP Calculus BC****343BC5** (FHS, GUHS, RLHS)**Grades:** 11-12 **Duration:** Year (10 credits)**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics**Prerequisite:** Pre-Calculus**Course Description:** AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The course prepares students to take the Advanced Placement Calculus BC examination.**AP Computer Science****343BC5** (FHS)**Grades:** 11-12 **Duration:** Year (10 credits)**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics**Prerequisite:** Pre-Calculus**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.

AP Precalculus**343005** (GUHS)**Grades:** 11-12 **Duration:** Year (10 credits)**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics**Prerequisite:** Integrated Math 3**Course Description:** AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.**AP Statistics****343003** (FHS, GUHS, HHS, RLHS)**Grades:** 9-12 **Duration:** Year (10 credits)**HS Grad Req:** Math **UC/CSU a-g:** C: Mathematics**Prerequisite:** Integrated Math 3**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 have been organized into coherent units to help students see the connections and real applications of the different areas

of mathematics. Integrated Mathematics 1 deepens and extends understanding of linear relationships in part by contrasting them with exponential phenomena and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Units within the course include standards from the conceptual categories of Number and Quantity Algebra Functions Geometry and Statistics and Probability and present them in an interconnected and coherent sequence. The Mathematical Practice Standards apply throughout each unit and together with the content standards prescribe that students experience mathematics as a coherent useful and logical subject that makes use of their ability to make sense of problem situations

Integrated Math 2

321001 (All Schools)

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

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

Prerequisite: Integrated Math 1

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

Integrated Math 2 Honors

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

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

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

Prerequisite: Integrated Math 1

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

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 have been organized into coherent units to help students see the connections and real applications of the different areas of mathematics.

Integrated Math 3 Honors

332001 (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: 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 have been organized into coherent units to help students see the connections and real applications of the different areas of mathematics.

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 3

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.

Statistics

341003 (GUHS, HHS, RLHS)

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

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

Prerequisite: Integrated Math 3

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.

Social Science

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
American Government	241004	X	X	X	X	X	X	X	X
AP African American Studies	233011			X					
AP European History	223009			X					
AP Government and Politics	243004		X	X				X	
AP Human Geography	213007			X					
AP Macroeconomics	243003		X	X				X	
AP US History	233002		X	X				X	
AP World History	223001			X				X	
Economics	241003	X	X	X	X	X	X	X	X
Ethnic Studies	211001	X	X	X	X	X	X	X	X
Psychology	231005							X	
Race and Social Justice	231SJ2	X	X	X					X
Sociology	231006							X	
US History	231002	X	X	X	X	X	X	X	X
US History Honors	232002				X				
World History	221001	X	X	X	X	X	X	X	X
World History Honors	222001		X						

American Government**241004** (All Schools)**Grades:** 9-12 **Duration:** Semester (5 credits)**HS Grad Req:** Government **UC/CSU a-g:** A: History**Prerequisite:** None

Course Description: Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government.

AP African American Studies**233011** (GUHS)**Grades:** 9-12 **Duration:** Semester (5 credits) **HS Grad****Req:** US History **UC/CSU a-g:** A: US History**Prerequisite:** None

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

AP European History**223009** (GUHS)**Grades:** 10 **Duration:** Year (10 credits)**HS Grad Req:** W. History **UC/CSU a-g:** A: World History**Prerequisite:** None

Course Description: Students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

AP Government and Politics**243004** (FHS, GUHS, RLHS)**Grades:** 9-12 **Duration:** Semester (5 credits)**HS Grad Req:** Government **UC/CSU a-g:** A: History**Prerequisite:** None

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

AP Human Geography**213007** (GUHS)**Grades:** 9-12 **Duration:** Semester (5 credits)**HS Grad Req:** Electives **UC/CSU a-g:** A: World History**Prerequisite:** None

Course Description: This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. The course is equivalent to an introductory college-level course in human geography.

AP Macroeconomics**243003** (FHS, GUHS, RLHS)**Grades:** 11-12 **Duration:** Semester (5 credits)**HS Grad Req:** Economics **UC/CSU a-g:** G: Elective**Prerequisite:** None

Course Description: This course is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics.

AP United States History**233002 (FHS, GUHS, RLHS)****Grades: 11-12 Duration: Year (10 credits)****HS Grad Req: US History UC/CSU a-g: A:US History****Prerequisite: None**

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

AP World History**223001 (GUHS, RLHS)****Grades: 10 Duration: Year (10 credits)****HS Grad Req: W. History UC/CSU a-g: A:World History****Prerequisite: None**

Course Description: In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Economics**241003 (All Schools)****Grades: 11-12 Duration: Semester (5 credits) HS Grad****Req: Economics UC/CSU a-g: G: Elective****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.

Psychology**231005 (RLHS)****Grades: 10-12 Duration: Semester (5 credits)****HS Grad Req: Electives UC/CSU a-g: G: Elective****Prerequisite: None**

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

Race and Social Justice**231SJ2 (CCAA, GUHS, PHS, VNHS)****Grades: 10-12 Duration: Year (10 credits)****HS Grad Req: U.S. History UC/CSU a-g: A: History****Prerequisite: None**

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

Sociology**231006 (RLHS)****Grades: 11-12 Duration:** Semester (5 credits)**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**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.

US History 11 H**232002 (HHS)****Grades: 11-12 Duration:** Year (10 credits)**HS Grad Req:** U.S. History **UC/CSU a-g:** A: History**Prerequisite:** World History

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. Honors designation is in district only.

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.

World History 10 H**222001 (FHS)****Grades: 10 Duration:** Year (10 credits)**HS Grad Req:** W. History **UC/CSU a-g:** A: History**Prerequisite:** None

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

Sciences and Health

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Anatomy and Physiology	431005		X	X	X			X	
AP Biology	443002	X	X	X				X	
AP Chemistry	433002		X					X	
AP Environmental Science	443004	X		X					
AP Physics C: Mechanics	4430C1			X				X	
AP Physics 1	443003		X	X				X	
AP Physics 2	443005							X	
Chemistry in the Earth System	421003	X	X	X	X	X	X	X	X
Chemistry in the Earth System Honors	422005		X		X				
Forensics Science	431004		X				X		X
Health Science	611001	X	X	X	X	X	X	X	X
Physics of the Universe	441004	X	X	X	X			X	
Physics of the Universe Honors	421004							X	
The Living Earth	411001	X	X	X	X	X	X	X	X
The Living Earth Honors	421001		X		X			X	

Anatomy and Physiology**431005** (FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Science**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, GUHS, RLHS, CCAA)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Science**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** (FHS, RLHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Science**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, CCAA)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Life Sci **UC/CSU a-g:** D: Science**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, RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Phy. Sci **UC/CSU a-g:** D: Science**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: Science**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: Science**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 (All Schools)****Grades: 10-12 Duration: Year****HS Grad Req:** Phy. Science **UC/CSU a-g:** D: 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 (FHS, HHS)****Grades: 10-12 Duration: Year****HS Grad Req:** Phy. Science **UC/CSU a-g:** D: Science, Physical Science**Prerequisite:** Integrate Math 1, Living Earth

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

Forensics Science**431004 (FHS, PHS, VNHS)****Grades: 11-12 Duration: Year****HS Grad Req:** Life Science **UC/CSU a-g:** D Science**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.

Health Science**611001** (All Schools)**Grades:** 9-12 **Duration:** Semester**HS Grad Req:** Health UC/CSU a-g: N/A**Prerequisite:** None

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

Physics of the Universe**441004** (All Schools)**Grades:** 9-12 **Duration:** Year (10 credits)**HS Grad Req:** Phy. Sci UC/CSU a-g: D: Science**Prerequisite:** Integrated Math 1

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

Physics of the Universe Honors**421004** (RLHS)**Grades:** 9-12 **Duration:** Year (10 credits)**HS Grad Req:** Phy. Sci UC/CSU a-g: D: 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.

The Living Earth**411001** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Life Sci UC/CSU a-g: D: Science

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.

The Living Earth Honors**421001** (FHS, HHS, RLHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Life Sci UC/CSU a-g: D: Science

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)

COURSE	CODE	CCAA	FHS	GUHS	HHS	PHS	RLHS	VNHS
Hmong 1 NS	811004			X			X	
Hmong 2 NS	821004			X			X	
Hmong 3 NS	831004			X			X	
Spanish 1	811001	X	X	X	X	X	X	X
Spanish 2	821001	X	X	X	X	X	X	X
Spanish 3	831001	X	X	X	X		X	
Spanish 4	841001			X			X	
Spanish 1 NS	811002		X	X			X	
Spanish 2 NS	821002		X	X			X	
AP Spanish Language	833001		X	X	X		X	
AP Spanish Literature	843001			X			X	

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 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 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 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.

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 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.

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 & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The 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 engages students in an exploration of culture in both contemporary and historical contexts. 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)

Visual and Performing Arts (VAPA)

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
3D Design	511010		X	X					
3D Design Advanced	521010			X					
AP Drawing	543001	X	X		X			X	
AP Studio Art: 2-D Design	513002	X	X		X			X	
AP Studio Art: 3-D Art Design	543002		X		X			X	
Art Advanced	531001	X	X	X	X	X	X	X	X
Art Beginning	511001	X	X	X	X	X	X	X	X
Art Intermediate	521001	X	X	X	X	X	X	X	X
Band Beginning	511005	X	X	X	X			X	
Band Concert	521005		X	X	X			X	
Band Jazz	531005	X		X					
Band Symphonic	541005		X					X	
Ceramics Advanced	531002		X	X	X		X		
Ceramics Beginning	511002		X	X	X		X		
Ceramics Intermediate	521002		X	X	X		X		
Choir	511004	X	X	X	X		X	X	X
Choir Advanced	531004	X	X	X	X			X	
Dance 1	511009	X	X						
Dance 2	521009	X	X						
Drama Beginning	511003	X		X	X			X	
Drama Intermediate	521003	X		X	X			X	
Drama Advanced	531003	X		X	X			X	
Guitar Advanced	521008	X	X		X		X	X	X
Guitar Beginning	511008	X	X		X		X	X	X
Guitar Intermediate	531008	X	X		X		X	X	X
Mariachi Ensemble	541010		X						
Non-Traditional Music Ensembles	541001		X		X			X	
Piano Advanced	531006	X	X					X	
Piano Beginning	511006	X	X					X	
Piano Intermediate	521006	X	X					X	
Vocal Jazz 1	515007							X	
Vocal Jazz 2	521007							X	
Yearbook	611019		X	X	X			X	

3-Dimensional Design**511010** (FHS, GUHS)**Grades:** 9-12**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** None

Course Description: The focus will be on creating and presenting artwork with 3-d 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. 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: Visual Arts**Prerequisite:** 3D Design

Course Description: This 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: 2-D Design**513002** (CCAA, FHS, HHS, RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** Advanced Art

Course Description: You'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D art and design skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others.

AP Drawing**513001** (CCAA, FHS, HHS, RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** Advanced Art

Course Description: In AP Drawing, you'll use the skills

you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others.

AP Studio Art: 3-D Art Design**543002** (CCAA, FHS, HHS, RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** Advanced Art

Course Description: In AP 3-D Art and Design, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D art and design skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others.

Art Beginning**511001** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** None

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

Art Intermediate**521001** (All Schools)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**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: Visual Arts

Prerequisite: Intermediate Art

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

Band Beginning 9-12

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

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

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

Prerequisite: None

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

Band Concert 9-12

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

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

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

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:** F: Music

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: Music

Prerequisite: Concert Band or Teacher Approval

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

Ceramics Beginning

511002 (FHS, GUHS, HHS, PHS)

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

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

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

Ceramics Intermediate**521002** (FHS, GUHS, HHS, PHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts t**Prerequisite:** Ceramics Beginning

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

Ceramics Advanced**531002** (FHS, GUHS, HHS, PHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** Intermediate Ceramics

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

Choir**511004** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** None

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

Choir Advanced**531004** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** Choir or Teacher Approval

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

Dance 1**511009** (CCAA, FHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Dance**Prerequisite:** None

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

Dance 2**521009** (CCAA, FHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Dance**Prerequisite:** Dance 1

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

Drama Beginning**511003** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 9-10 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Theater**Prerequisite:** None

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

Drama Intermediate**521003** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Theater**Prerequisite:** Drama Beginning

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

Drama Advanced**531003** (FHS, RLHS, GUHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Theater**Prerequisite:** Drama Beginning, Drama Intermediate

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

Guitar Beginning**511008** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** None

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

Guitar Advanced**521008** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** Guitar Intermediate or Teacher Approval

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

Guitar Intermediate**531008** (All Schools)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** Guitar Beginning or Teacher Approval

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

Mariachi Ensembles**541010** (FHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** None

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

Non-Traditional Music Ensembles**541001** (All Schools)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**Prerequisite:** None

Course Description: In this course, students can learn how to perform in small ensembles that address the growing trends in our music world today. 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 previous musical ability and knowledge in more contemporary ensembles. The course presents a strong emphasis on live performance, improvising, song writing, composing, arranging, and a hands-on approach in the recording arts.

Piano Beginning**511006** (CCAA, FHS, RLHS)**Grades:** 7-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**Prerequisite:** None

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

Piano Intermediate**521006** (CCAA, FHS, RLHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**Prerequisite:** Beg Piano

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

Piano Advanced**531006** (CCAA, FHS, RLHS)**Grades:** 10-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**Prerequisite:** Piano Beginning or Teacher Approval

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

Vocal Jazz 1**515007** (RLHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**Prerequisite:** None

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

Vocal Jazz 2**521007** (RLHS)**Grades:** 9-12 **Duration:** Year**HS Grad Req:** Fine Art UC/CSU a-g: F: Music**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.

Yearbook**611019** (FHS, GUHS, HHS, RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Art UC/CSU a-g: F: Interd. Art**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

Physical Education

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
P.E. Advanced	921003							X	
P.E. Course 1	911001	X	X	X	X	X	X	X	X
P.E. Course 2	921001	X	X	X	X	X	X	X	X
P.E. 3C In & Dual	931001				X				
P.E. 3 Weight Training	921004		X	X	X			X	
P.E. 3 Yoga	921002			X					

PE Advanced**921003 (RLHS)****Grades: 9-12 Duration: Year****HS Grad Req: P.E. UC/CSU a-g: N/A****Prerequisite: None**

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

PE Course 1**911001 (All Schools)****Grades: 9-12 Duration: Year****HS Grad Req: P.E. UC/CSU a-g: N/A****Prerequisite: None**

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

PE Course 2**921001 (All Schools)****Grades: 10-12 Duration: Year****HS Grad Req: P.E. UC/CSU a-g: N/A****Prerequisite: P.E. Course 1**

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

PEC3 Individual & Dual**921001 (HHS)****Grades: 10-12 Duration: Year****HS Grad Req: P.E. UC/CSU a-g: N/A****Prerequisite: P.E. Course 1**

Course Description: Advanced Sports 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, lifting, and stretching techniques. This course will also focus on Olympic Auxiliary Lifts, Plyometric and Speed Training.

PEC3 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.

PEC3 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

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Adv Digital Media	731014		X		X				
Adv Multimedia Sound Production	731008			X					
Adv Theatre	531003			X					
Adv TV and Video Production	531703							X	
Agricultural Econ & Bus	731001			X					
Agricultural Leadership	741024							X	
Agriscience Systems Management	741008							X	
ARC DESGN 303	711008				X				
ARC DESGN 304	711009				X				
ARC DESGN 302	721015				X				
ARC DESGN 328	721025				X				
ARC DESGN 325	731045				X				
ARC DESGN 495	731046				X				
Art and History of Floral Design	521702							X	
Beginning Ag Mechanics	721004							X	
Beginning Animation	521011		X						
Beg TV and Video Production	521703							X	
Biology & Sustainable Agr	411AG1							X	
Biomedical Science	711002		X						
Business and American Gov	714016			X					
Business Concepts	731037								X
Business Economics & Finance	731015			X					
Business Mathematics	741037								X
Business Tech & Finance	721010			X					
CA Natural Resources	741001			X					
Catering Production	741012		X					X	
Chemistry & Agriscience	421AG3							X	
Career Choices Y	731030			X	X				
Child Development	731005	X	X		X		X	X	

Career Technical Education cont.

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
Computer Science Principles	731026			X					
Construction 1	721016		X						X
Construction 2	731016		X						X
Criminal Justice Academy 1	711022			X					
Culinary 1	721012		X					X	
Digital Media	521714	X	X	X	X			X	
Early Childhood Education	741006	X	X		X		X	X	
Environmental Horticulture	711001			X					
Exploring Computer Science	721026			X					
Farm to Fork	741007							X	
Floral Design	731002							X	
Game Design 1	521723				X				
Game Design 2	731023				X				
Health Sports Careers	731021			X					
Intermediate Ag Mechanics	731004							X	
Intermediate Animation	521012		X						
Intro to Architectural Design	711003				X				
Intro to Agriscience	731043							X	
Landscape & Environmental Design	521701			X					
Law Enforcement 1	721022			X					
Law Enforcement 2	731022			X					
Law Enforcement 3	741022			X					
Marketing & Merchandising	721011			X					
Multimedia Sound Production	721008			X					
Science for Sustainable Ag	731036							X	
Small Business	731011			X					
Sports Academy 2	731020			X					
Sports Academy 3	741020			X					
Sports Medicine 1	721020			X					
Sports Medicine 2	731024		X						
Sports Medicine/Kinesiology	721021		X						
Theatre Production	721003			X					
Work Exp Education, CTE	731027		X	X	X			X	

Advanced Digital Media**731014** (CCAA, FHS, HHS)**Grades: 11-12 Duration: Year****HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**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.

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

Advanced Theatre**531003** (GUHS)**Grades: 11-12 Duration: Year****HS Grade Req:** Fine Art **UC/CSU a-g:** F: Theater**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.

Advanced TV and Video Production**531703** (RLHS)**Grades: 11-12 Duration: Year****HS Grad Req:** Fine Art **UC/CSU a-g:** F: Interd. Art**Prerequisite:** Beg. 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.

Agricultural Business**731001** (GUHS)**Grades: 12 Duration: Year****HS Grad Req:** Economics **UC/CSU a-g:** G: Elective**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.

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.

Agriscience Systems Management**741008 (RLHS)****Grades:** 9-12 **Duration:** Year**HS Grad Req:** Phys Science **UC/CSU a-g:** D: Science**Prerequisite:** None**CTE Pathway (level):** Ag Academy (Capstone)

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 FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Introduction to Computer Aided Drafting and Design - Drafting Tools**DESGN 303****721023 (HHS)****Grades:** 10-11 **Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** None**CTE Pathway (level):** Green Diesel (concentrator)

Course Description: This course covers the fundamentals of AutoCAD, a design and drafting software used to create a wide variety of technical drawings. It includes work with drawing, editing, and presentation tools that are used to create shapes and geometry as part of the design and drafting process. DESGN 303 & DESGN 304 equivalent to DESGN 301.

Introduction To Applied Computer Aided Drafting and Design - Drafting Standards**DESGN 304****721024 (HHS)****Grades:** 10-11 **Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** ARC Diesel Preventive Maintenance**CTE Pathway (level):** Green Diesel (concentrator)

Course Description: This course covers the use of fundamentals tools of computer aided drafting and design as they are applied to creating industry standard drawings for the architectural, civil, and mechanical disciplines. It includes the use of layer, style, page, and plot managers. In addition, this course

covers a variety of object and sheet organization, file management, and presentation tools. Students will further develop their drawing and editing skills that were learned in DESGN 303.

Technical Documentation with CADD**DESGN 302****721023 (HHS)****Grades:** 10-11 **Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** None**CTE Pathway (level):** Green Diesel (concentrator)

Course Description: This course emphasizes using various electronic graphical media software to create standardized technical documentation for mechanical, civil and architectural. A wide range of methods are used to create, print and save 2D, 3D, orthographic, and isometric presentations in a wide variety of output formats using AutoCAD as the primary tool. Section views for mechanical and architectural applications are covered, as well as a variety of drawing and file management topics.

Architectural Modeling and Design**DESGN 325****731025 (HHS)****Grades:** 11-12 **Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** ARC Diesel Electrical Systems**CTE Pathway (level):** Green Diesel (capstone)

Course Description: This course covers concepts and applications of 3-D graphic design using various visualization, modeling, and Building Information Modeling (BIM) programs, such as AutoCAD, SketchUp and Revit. Topics include the procedures and techniques for producing architectural models and associated technical documentation and presentation.

Engineering Modeling and Design**DESGN 328****731025 (HHS)****Grades:** 11-12 **Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** ARC Diesel Electrical Systems**CTE Pathway (level):** Green Diesel (capstone)

Course Description: This course covers the concepts and applications of three-dimensional graphic design using various visualization, modeling, and Building Information Modeling (BIM) programs, such as AutoCAD, SketchUp, and Revit MEP. Topics include the procedures and techniques for producing surface models, solid models, and their associated technical documentation/presentation components as well as their application to civil engineering, mechanical engineering and green technology.

Independent Studies in Design Technology**DESGN 495****731025 (HHS)****Grades: 11-12 Duration:** Semester**HS Grad Req:** Electives **UC/CSU a-g:** Dual Enrolled**Prerequisite:** ARC Diesel Electrical Systems**CTE Pathway (level):** Green Diesel (capstone)**Course Description:** Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation.

Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.

Art and History of Floral Design**521702 (RLHS)****Grades: 11-12 Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** Floral Design**CTE Pathway (level):** Floral Design (capstone)

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

Beginning Agricultural Mechanics**721004 (RLHS)****Grades: 9-11 Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Interd. Art**Prerequisite:** None**CTE Pathway (level):** Ag. Mechanics (concentrator)

Course Description: The Beginning Agriculture Mechanics course provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic electricity, cold metalwork, basic plumbing, masonry, rope work, basic woodworking skills, safety, tool identification, and measurement. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Beginning Animation**521011 (FHS)****Grades: 9-11 Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Interd. Art**Prerequisite:** None**CTE Pathway (level):** Animation (concentrator)

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

Beginning TV and Video Production**521703 (RLHS)****Grades: 9-11 Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Visual Arts**Prerequisite:** None**CTE Pathway (level):** Television and Video Production (concentrator)

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

Biology and Sustainable Agriculture**411AG1 (RLHS)****Grades: 9 Duration:** Year**HS Grad Req:** Physical Science **US/CSU a-g:** D: Science**Prerequisite:** None**CTE Pathway (level):** Agriscience Academy

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

Biomedical Science**711002 (FHS)****Grades:** 9-10 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** D: Lab**Prerequisite:** None**CTE Pathway (level):** Sports Medicine (introductory)

Course Description: This 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: Elective**Prerequisite:** Business Technology and Finance (capstone)

Course Description: This course 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: Elective**Prerequisite:** None**CTE Pathway (level):** Business Management (concentrator)

Course Description: This 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: Elective**Prerequisite:** Business Technology and Finance (capstone)

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

Business Mathematics**741037 (VNHS)****Grades:** 11-12 **Duration:** Year**HS Grade Req:** Electives **UC/CSU a-g:** G: Elective**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.

Catering Production

741012 (FHS, RLHS)

Grades: 11-12 Duration: Year

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

Prerequisite: Culinary 1

CTE Pathway (level): Culinary Arts (capstone)

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

Chemistry and Agriscience

421AG3 (RLHS)

Grades: 10 Duration: Year

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

Prerequisite: Biology & Sustainable Agriculture or Agriculture Exploration

CTE Pathway (level): Ag. Academy (intro)

Course Description: This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. 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.

Career Choices Y

711025 (HHS, GUHS)

Grades: 9-10 Duration: Year

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

Prerequisite: None

Course Description: Career Choices is a yearlong interdisciplinary curriculum that engages students and teachers in an interactive learning process helping them develop the knowledge skills and attitudes needed to successfully. This course facilitates the in-depth exploration of three fundamental questions: 1. Who am I? 2. What do I want? 3. How do I get it?

Child Development**731005** (CCAA, FHS, HHS, PHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G**Prerequisite:** Early Childhood Education**CTE Pathway (level):** Early Childhood Education (capstone)

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

Computer Science Principles**731026** (GUHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** C**Prerequisite:** Exploring Computer Science**CTE Pathway (level):** Computer Science (capstone)

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

in order to become active and informed citizens in a global and technologically-driven society.

Construction 1**721016** (FHS, VNHS)**Grades:** 10-11 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G**Prerequisite:** None**CTE Pathway (level):** Construction (concentrator)

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

Construction 2**731016** (FHS, VNHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G**Prerequisite:** Construction 1**CTE Pathway (level):** Construction (capstone)

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

Criminal Justice Academy 1**711022** (GUHS)**Grades:** 9 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** None**CTE Pathway (level):** Criminal Justice Academy

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. Community service is required.

Culinary 1**721012** (FHS, RLHS)**Grades:** 10-11 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G**Prerequisite:** None**CTE Pathway (level):** Culinary Arts (concentrator)

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

Digital Media**521714** (CCAA, FHS, HHS)**Grades:** 10-11 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Interd. Art**Prerequisite:** None**CTE Pathway (level):** Digital Media (concentrator)

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

Early Childhood Education**741006** (FHS, GUHS, HHS, PHS)**Grades:** 9-11 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G**Prerequisite:** None**CTE Pathway (level):** Early Childhood Education (concentrator)

Course Description: This course is a yearlong class designed to prepare students for work in a variety of instructional areas that involve working with children including preschool/day care and primary grades. This course will focus on child development from birth to age nine in physical, cognitive and social-emotional domains. Students will learn and apply theoretical knowledge and developmentally appropriate practices in the classroom and in internships. Students will gain insights in health and safety, nutrition, positive guidance, learning theories, cultural diversity, child abuse, classroom management and curriculum activities. Students will explore the competencies and

characteristics of a successful early childhood education program and will participate in the implementation of lesson plan activities that span developmental domains and curriculum areas of literacy, math, social studies, science, music/movement, nutrition, storytelling and dramatic play.

Environmental Horticulture**711001** (GUHS)**Grades:** 10 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** None**CTE Pathway (level):** GEO Academy (introductory)

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

Exploring Computer Science**721026** (GUHS)**Grades:** 10-11 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** None**CTE Pathway (level):** Computer Science (concentrator)

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

Floral Design**731002** (RLHS)**Grades:** 10-11 **Duration:** Year**HS Grad Req:** Fine Art **UC/CSU a-g:** F: Fine Art**Prerequisite:** None**CTE Pathway (level):** Floral Design (concentrator)

Course Description: Floral Design provides an introduction to artistic and creative perception. Students are introduced to the elements and principles of visual art design. Students will research and study floral trends to understand and develop an appreciation for floral design with historical and cultural, formal and casual, ceremonial and traditional,

including an understanding that floral designs are affected by society, culture, history, politics, and economic influence.

Game Design 1

521723 (HHS)

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

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

Prerequisite: None

CTE Pathway (level): Game Design (concentrator)

Course Description: This course will introduce foundational game design skills that students will utilize in future classes. Students will learn basic design philosophies and apply them through iterative design projects. Students will develop, test and alter game mechanics and full games. Students will design analogue games (Card, Board and Dice) in order to master game design principles. Students will also learn to prototype games for later use as design documents for digital games. Students will also learn how to develop and create game play 3D environments and learn basic/advanced coding.

Game Design 2

731023 (HHS)

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

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

Prerequisite: Game Design 1

CTE Pathway (level): Game Design (capstone)

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

Health Sports Career

731021 (GUHS)

Grades: 9 **Duration:** Year

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

Prerequisite: None

CTE Pathway (level): Sports Health Academy

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

range of education and career options, and make reasoned and researched goals for their future.

Intermediate Animation

521012 (FHS)

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

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

Prerequisite: Beginning Animation

CTE Pathway: Animation (capstone)

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

Intermediate Agricultural Mechanics

731004 (RLHS)

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

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

Prerequisite: Beginning Agricultural Mechanics

CTE Pathway (level): Agricultural Mechanics (capstone)

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

Landscape and Environmental Design

521701 (GUHS)

Grades: 11 **Duration:** Year

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

Prerequisite: Environmental Horticulture

CTE Pathway (level): GEO Academy (concentrator)

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

Law Enforcement 1**721022 (GUHS)****Grades: 10 Duration: Year****HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** Criminal Justice 1 preferred, but not required**CTE Pathway (level):** Criminal Justice Academy (introductory)

Course Description: The purpose of this class is to introduce the student to the various positions in the area of Law Enforcement and other legal professions and the areas of support needed to maintain particular office or agency. This course provides students with skills to help pass oral interviews as related to entry-level positions in these fields. The criminal justice system is covered from the arrest of the suspect through final adjudication. The student will learn the importance of the U.S. Constitution as well as our state laws.

Law Enforcement 2**731022 (GUHS)****Grades: 11 Duration: Year****HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** Law Enforcement 1**CTE Pathway (level):** Criminal Justice Academy (concentrator)

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

Law Enforcement 3**741022 (GUHS)****Grades: 12 Duration: Year****HS Grade Req:** Electives **UC/CSU a-g:** G**Prerequisite:** Law Enforcement 2**CTE Pathway:** Criminal Justice Academy (capstone)

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

Department, Department of Justice, and District Attorney's Office may be called upon to speak on various subjects related to criminal and civil law

Marketing & Merchandising**721011 (GUHS)****Grades: 10-11 Duration: Year****HS Grade Req:** Electives **UC/CSU a-g:** G**Prerequisite:** None**CTE Pathway:** Entrepreneurship (concentrator course)

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

Multimedia Sound Production**721008 (GUHS)****Grades: 11-12 Duration: Year****HS Grad Req:** Fine Art **UC/CSU a-g:** F: Music**Prerequisite:** None**CTE Pathway (level):** Multimedia Production (concentrator)

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

Science for Sustainable Agriculture**731036 (RLHS)****Grades: 11-12 Duration: Year****HS Grad Req:** Science UC/CSU a-g: D: Science**Prerequisite:** Chemistry and Agriculture**CTE Pathway (level):** Agriscience Academy: Farm to Fork (concentrator)

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

Small Business Entrepreneurship**731011 (GUHS)****Grades: 11-12 Duration: Year****HS Grade Req:** Electives UC/CSU a-g: G: Elective**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: Pending G: Elective**Prerequisite:** Sports Medicine 1**CTE Pathway:** Sports Health Academy (concentrator)

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

Sports Academy 3**741020 (GUHS)****Grades: 12 Duration: Year****HS Grad Req:** Electives UC/CSU a-g: Pending G: Elective**Prerequisite:** Sports Academy 2**CTE Pathway:** Sports Health Academy (capstone)

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

Sports Medicine 1**721020 (GUHS)****Grades: 10 Duration: Year****HS Grad Req:** Electives UC/CSU a-g: G: Elective**Prerequisite:** None**CTE Pathway:** Sports Health Academy (introductory)

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

Sports Medicine 2**731024 (FHS)****Grades: 11-12 Duration: Year****HS Grad Req:** Electives **UC/CSU a-g:** D**Prerequisite:** Sports Medicine/Kinesiology**CTE Pathway:** Sports Medicine (capstone)

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

Sports Medicine/Kinesiology**721021 (FHS)****Grades: 10 -11 Duration: Year****HS Grade Req:** Electives **UC/CSU a-g:** D: Science**Prerequisite:** Biomedical Science**CTE Pathway:** Sport Medicine (concentrator course)

Course Description: This course takes an interdisciplinary approach to the study of human movement that can lead to an understanding of the health and exercise professions. An overview of career opportunities in teaching, coaching, allied health, and fitness professions will be covered. Emphasis is on the practical application of these concepts as practitioners in sports medicine, exercise science, and movement-oriented careers. This class meets the content standards for Health Science and is a prerequisite to Sports Medicine 2.

Theatre Production**721003 (GUHS)****Grades: 10-11 Duration: Year****HS Grade Req:** Electives **UC/CSU a-g:** F: Visual Art**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 (All Schools)****Grades: 11-12 Duration: Year****HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**Prerequisite:** Must be enrolled in CTE Pathway

Course Description: This 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 while on an identified internship within their chosen career sector and with the approval of their career technical education teacher/coordinator. This 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

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
AFJROTC	611012				X				
AFJROTC 2	611013				X				
AFJROTC 3	611014				X				
AFJROTC 4	641000				X				
Aide: Counselor, Teacher, Librarian, Office Clerk	611007		X	X	X			X	X
AP Psychology	233005			X				X	
Arm JROTC LET 1	611029			X			X	X	
JROTC LET 2	611030			X			X	X	
JROTC LET 3	611031			X			X	X	
JROTC LET 4	611032			X			X	X	
AVID 9	611002		X	X	X			X	
AVID 10	621002		X	X	X			X	
AVID 11	631002		X	X	X			X	
AVID 12	641003		X		X				
AVID Seminar	641002			X				X	
Journalism	611008							X	
Student Leadership	611016		X	X				X	X
Tutor	631036							X	
Work Experience	631027		X	X	X			X	
Yearbook	611019		X	X			X	X	X

AFJROTC (1, 2, 3, 4)**611012, 611013, 611014, 641000 (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.

AP Psychology**233005 (GUHS, RLHS)****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**611029 (GUHS, RLHS, PHS))****Grades:** 9-12 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** G: Elective**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.

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: Elective**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.

Journalism**611008** (RLHS)**Grades:** 11-12 **Duration:** Year**HS Grad Req:** Electives **UC/CSU a-g:** B: English**Prerequisite:** None**Course Description:**

Journalism students should be willing and able to work and cooperate with other students. In addition journalism students should be willing to brainstorm ideas for the school newspaper meet prearranged article deadlines and have an interest in on-line research. Students will receive instruction and will be assessed in the following areas: how to use the Internet for on-line research journalistic technique and integrity advertising marketing desktop publishing newspaper layout and career awareness.

Tutor**631036** (RLHS)**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.

Student Leadership**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:** G: Elective**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

American River College – General Education Courses

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
ANTH 300: Biological Anthropology	648009	X	X	X	X			X	
ANTH 301: Biological Anthropology Laboratory	648010	X	X	X	X			X	
ASTR 300: Introduction to Astronomy	648011	X	X	X	X			X	
DEAF 310: American Sign Language I	648015	X	X	X	X			X	
DEAF 312: American Sign Language II	648016	X	X	X	X			X	
ECON 302: Principles of Macroeconomics	648021	X	X	X	X			X	
ENGL C1000: Academic Reading and Writing	C14000	X	X	X	X			X	
ENGL C1001: Writing and Critical Thinking	C14001	X	X	X	X			X	
ETHNS 300: Introduction to Ethnic Studies	248015	X	X	X	X			X	
GEOG 300: Physical Geography: Exploring Earth's Environmental Systems	648020	X	X	X	X			X	
HCD 310: College Success	648001				X				
HEED 300: Health Science	648003	X	X	X	X			X	
HIST 307: History of World Civilizations (to 1500)	648006	X	X	X	X			X	
HIST 308: History of World Civilizations (1500 to Present)	648005	X	X	X	X			X	
HIST 310: History of the United States (to 1877)	248000	X	X	X	X			X	
HIST 311									
MUFHL 308: Introduction to Music: Rock & Roll	548001	X	X	X	X			X	
MUFHL 330: World Music	548001	X	X	X	X			X	
NATR 300: Introduction to Natural Resource Conservation and Policy		X	X	X	X			X	
NUTRI 300: Nutrition	648002	X	X	X	X			X	
POLS C1000: American Government and Politics	C24000	X	X	X	X			X	
PSYC C1000: Introduction to Psychology	C24001	X	X	X	X			X	
SJS 300: Introduction to Social Justice Studies	248003	X	X	X	X			X	
SOC 300: Introductory Sociology	238006	X	X	X	X			X	
SPAN 401: Elementary Spanish I	648004	X	X	X	X			X	
SPAN 402: Elementary Spanish II	648014	X	X	X	X			X	
STAT C1000: Introduction to Statistics	C34000	X	X	X	X			X	
TAFILM 300: Introduction to Film	548003	X	X	X	X			X	

Green Diesel Pathway

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
DCDT 101: Diesel Preventative Maintenance	721023				X				
DCDT 140: Diesel Electrical Systems	721024				X				
DCDT 110: Diesel Engine Repair	731025				X				
DCDT 130: Diesel Brake Systems	731038				X				

Architectural Design Pathway

COURSE	CODE	CCAA	FHS	GUHS	HHS	KHS	PHS	RLHS	VNHS
DESIGN 303: Introduction to Computer Aided Drafting and Design - Drafting Tools	711008				X				
DESIGN 304: Introduction to Applied Computer Aided Drafting and Design - Drafting Standards	711009				X				
DESIGN 302: Technical Documentation with CADD	721015				X				
DESIGN 325: Architectural Modeling and Design	731045				X				
DESIGN 328: Engineering Modeling and Design	721025				X				
DESIGN 495: Independent Studies in Design Technology	731025				X				

American River College (ARC) distance learning Dual 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.

Biological Anthropology**ANTH 300****648009** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Semester (10 credits)**HS Grade Req:** Life Science **UC/CSU a-g:** D Science**Prerequisite:** None

Course Description: This course covers the concepts, methods, and theory of biological evolution and its application to the human species. There is a specific focus on molecular, Mendelian, and population genetics as well as on the mechanisms of evolution primatology, paleoanthropology, biocultural adaptations, human variation, and current bioethical issues. The philosophy of science and the scientific method serve as foundations to this course.

Biological Anthropology Laboratory**ANTH 301****648015** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Semester (10 credits)**HS Grade Req:** Life Science **UC/CSU a-g:** D Science**Prerequisite:** None

Course Description: This introductory laboratory course provides opportunities to become familiar with the scientific methods of biological anthropology by investigating topics in laboratory and field situations. Topics covered in the course include the scientific method, sources of biological variation and forces of evolution, human osteology, human variation, taxonomy and comparative osteology of the primates, and the fossil evidence for human evolution. Field trips may be required.

Introduction to Astronomy**ASTR 300****648011** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Semester (10 credits)**HS Grade Req:** Physical Science **UC/CSU a-g:** D Science**Prerequisite:** None

Course Description: This course covers topics in modern planetary and stellar astronomy, such as dwarf, jovian, terrestrial, and extrasolar planets and the life cycle of stars, black holes, and supernovae. It also includes topics on cosmology and galactic astronomy, such as dark matter, dark energy, the Big Bang, and the expansion of the Universe.

American Sign Language I**DEAF 310****648015** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Semester (10 credits)**HS Grade Req:** Foreign Language **UC/CSU a-g:** E: LOTE**Prerequisite:** None

Course Description: This is the first course in a series of five courses in American Sign Language (ASL). The instructional activities are based on an immersion approach, in which the learners develop language

competency in source and target language. It focuses on non-speech communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers.

American Sign Language II**DEAF 312****648016** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 10-12 **Duration:** Semester (10 credits)**HS Grade Req:** Foreign Language **UC/CSU a-g:** E: LOTE**Prerequisite:** DEAF 310

Course Description: This is the second in a series of five courses in American Sign Language (ASL). The emphasis is on nonverbal communication. Topics include grammatical features such as adjective descriptors, differentiation between cardinal/ordinal numbers, contrastive structure, temporal aspect markers and temporal sequencing, conversational skills, narrative skills, and discussions with peers.

Principles of Macroeconomics**ECON 302****648021** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 9-12 **Duration:** Semester (10 credits)**HS Grade Req:** Economics **UC/CSU a-g:** G: Elective**Prerequisite:** None

Course Description: This course is an introduction to macroeconomics. It is concerned with the economic well-being of the national economy. Topics include supply, demand, aggregate supply, aggregate demand, equilibrium, money, banking, taxation, inflation, employment, and economic growth

Academic Reading and Writing**ENGL C1000****C14000** (CCAA, FHS, GUHS, HHS, RLHS)**Grades:** 11-12 **Duration:** Semester (10 credits)**HS Grade Req:** English **UC/CSU a-g:** B: English**Prerequisite:** Cumulative GPA of 2.6

Course Description: In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Students develop audience awareness, individual writing voices, and synthesis and critical thinking skills essential for successful completion of a college program through a variety of written assignments (5000 words). The course emphasizes workshop, collaboration, and reflection on the writer's process.

Critical Thinking and Writing**ENGL C1001****C14001** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 12 Duration:** Semester (10 credits)**HS Grade Req:** English **UC/CSU a-g:** B: English**Prerequisite:** ENGL C1000 or Passing AP Score

Course Description: In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000. Students examine methods by which people are persuaded to think, believe, and/or act by exploring the relationship between language and logic. Students also identify cognitive biases and common fallacies of language and thought in order to craft traditional and/or multimodal arguments in context of current social, economic, political, and environmental discourse. This course includes writing a minimum of 5,000 words.

Introduction to Ethnic Studies**ETHNS 300****248015** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10-12 Duration:** Semester (10 credits)**HS Grade Req:** Ethnic Studies **UC/CSU a-g:** G: Elective**Prerequisite:** None

Course Description: This course introduces the diverse institutional, cultural, and historical issues relating to the past and present life circumstances and intersectional identities of the four core Ethnic populations of Asian Americans, Chicana/o Americans, African Americans, and Native/Indigenous Americans within the United States.

Physical Geography: Exploring Earth's Environmental Systems**GEOG 300****648020** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 9-12 Duration:** Semester (10 credits)**HS Grade Req:** Physical Science **UC/CSU a-g:** G Electives**Prerequisite:** None

Course Description: This course explores the processes and interrelationships which shape Earth's natural landscapes. Key topics include solar energy balance, weather and climate, water resources, landforms, natural hazards, soil, and vegetation. Relevant application of these concepts is used to explain the evolving relationship between humans and Earth's natural systems. Field trips may be required to relate course content to the real world.

College Success**HCD 310****648001** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 9-12 Duration:** Semester (10 credits)**HS Grade Req:** Elective **UC/CSU a-g:** G: Elective**Prerequisite:** None

Course Description: This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills, including their influences upon contemporary life.

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.

History of World Civilizations (To 1500)**HIST 307****648006** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10 Duration:** Semester (10 credits)**HS Grade Req:** World History **UC/CSU a-g:** A: History**Prerequisite:** None

Course Description: This course surveys world civilizations from antiquity to the 1500s, with a particular emphasis on the dynamic interaction and comparison of diverse peoples, ethnicities, and cultures.

History of World Civilizations (1500-Present)**HIST 308****648005** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10 Duration:** Semester (10 credits)**HS Grade Req:** World History **UC/CSU a-g:** A: History**Prerequisite:** None

Course Description: This course is a survey of world history from the 16th century to the present, with particular emphasis on the increased integration of peoples and cultures as the result of the continuing process of globalization. racism, nationalism, imperialism, and constitutional government.

History of the United States (To 1877)**HIST 310****248000 (CCAA, FHS, GUHS, HHS, RLHS)****Grades: 11 Duration: Semester (10 credits)****HS Grade Req: US History UC/CSU a-g: A: History****Prerequisite: None**

Course Description: This course is a survey of United States history from its European, African, and Native American backgrounds to 1877. It examines the origin and development of many of this nation's political, social, economic, and intellectual institutions including their influences upon contemporary American life.

History of the United States (1865-Present)**HIST 311****248001 (CCAA, FHS, GUHS, HHS, RLHS)****Grades: 11 Duration: Semester (10 credits)****HS Grade Req: US History UC/CSU a-g: A: History****Prerequisite: None**

Course Description: This course is a survey of United States History from 1865 to the present. It also analyzes many of America's political, social, economic, and intellectual institutions, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs.

Introduction to Music: Rock & Roll**MUFHL 308****548002 (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.

World Music**MUFHL 330****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 is an introduction to folk, dance, ceremonial, and popular music from around the world. Guided listening presentations show how traditional forms and styles have led to the urban, professional music popular in many countries today known as "World Beat." It addresses concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues. It compares the music of the Americas, Africa, Asia, India, Europe, and the Middle East. No previous musical experience is required.

Introduction to Natural Resource Conservation and Policy**NATR 300****TBD (CCAA, FHS, GUHS, HHS, RLHS)****Grades: 12 Duration: Semester (10 credits)****HS Grade Req: Life Science UC/CSU a-g: G Elective****Prerequisite: None**

Course Description: This course provides a survey of concepts, issues, management approaches, laws and regulations relevant to Earth's natural resources, such as soils, water, wildlife, fisheries, rangelands, and forests, with a focus on their sustainable management and conservation. It integrates over-exploitation, pollution, land use, and waste issues throughout the course, and explores principles, problems, and potential solutions in the context of ecology, economics, and ethics. This course stresses critical thinking, the scientific method and ecological dynamics as it deals with past, present, and future natural resource issues. Major themes include sustainability and global environmental problems as well as environmental laws and policies. Field labs may be required.

Nutrition**NUTRI 300****648002 (CCAA, FHS, GUHS, HHS, RLHS)****Grades: 12 Duration: Semester (10 credits)****HS Grade Req: Elective 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.

American Government and Politics**POLS C1000****C24000 (CCAA, FHS, GUHS, HHS, RLHS)****Grades: 12 Duration: Semester (10 credits)****HS Grade Req: Government UC/CSU a-g: A: History****Prerequisite: None**

Course Description: This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology

Introduction to Psychology**PSYC C1000****C24001** (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 is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

Intro to Social Justice Studies**SJS 300****248003** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10-12 Duration:** Semester**HS Grad Req:** Elective **UC/CSU a-g:** G: Elective

10 HS Credits and 3 college semester units

Prerequisite: None

Course Description: This interdisciplinary course introduces students to the theoretical and practical foundations of social justice and the social processes that create and resist oppression. It covers the sociology, history, and psychology of oppressions based upon race, ethnicity, class, gender, sexuality, and other group identities in the United States and the corresponding social justice movements for liberation. It investigates how creating and undoing asymmetrical power relations are linked to social structures, institutional processes, and culture. Additionally, it provides a basis for a better understanding of socioeconomic, political, and cultural conditions of key social groups in the United States. Topics include theoretical foundations of social justice and oppression, history and politics of group identity, culture and ideologies, forms of oppression, privilege, and forms of resistance.

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. It includes the study of institutions, culture, social organization, group interaction, social stratification, economy, politics, social movements, and urbanization.

Elementary Spanish**SPAN 401****648004** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10-12 Duration:** Semester (10 credits)**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE**Prerequisite:** None

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

Elementary Spanish**SPAN 402****648014** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 10-12 Duration:** Semester (10 credits)**HS Grad Req:** Foreign Language **UC/CSU a-g:** E: LOTE**Prerequisite:** SPAN 401 or 2 years of HS Spanish

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

Introduction to Statistics**STAT C1000****C34000** (CCAA, FHS, GUHS, HHS, RLHS)**Grades: 12 Duration:** Semester (10 credits)**HS Grade Req:** Math **UC/CSU a-g:** C: Math**Prerequisite:** Cumulative GPA 3.0+

Course Description: This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Statistical analysis using a statistical software package such as, but not limited to, StatCrunch, R, SAS, SPSS, EXCEL, Minitab, Desmos, and/or graphing calculators is required.

Introduction to Film**TAFILM 300****548003** (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 explores the artistic, business, and social elements of film. It examines components of film making, such as acting, directing, cinematography, writing, and editing. Films are analyzed to evaluate film making techniques and the impact of cinematic art and entertainment on society.

Green Diesel Pathway

Diesel Preventive Maintenance

DCDT 101

721023 (HHS)

Grades: 10-11 **Duration:** Semester

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

Prerequisite: None

CTE Pathway (level): Green Diesel (concentrator)

Course Description: This course presents theoretical and practical training for entry-level diesel technicians. It covers the basic diesel diagnosis and service procedures used in diesel shops. Projects performed in a diesel shop environment provide hands-on experience with industry shop tools. Topics include shop service operations that meet the diesel industry standards, safety, electrical, and other general diesel procedures.

Diesel Electrical Systems

DCDT 140

721024 (HHS)

Grades: 10-11 **Duration:** Semester

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

Prerequisite: ARC Diesel Preventive Maintenance

CTE Pathway (level): Green Diesel (concentrator)

Course Description: This course covers the principles, operation, and diagnosis of diesel electrical systems. Topics include fundamentals of electricity, electrical circuits, battery operation, fundamentals of magnetism, charging systems, starting systems, and electrical schematics.

Diesel Engine Repair

DCDT 110

731025 (HHS)

Grades: 11-12 **Duration:** Semester

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

Prerequisite: ARC Diesel Electrical Systems

CTE Pathway (level): Green Diesel (capstone)

Course Description: This course covers the principles, operation, and diagnosis of diesel engines. Topics include basic engine operation and construction, parts identification and location, engine disassembly procedures, engine diagnosis, engine repair and rebuilding procedures, and engine reassembly procedures.

ARC Diesel Brake Systems

DCDT 130

731038 (HHS)

Grades: 11-12 **Duration:** Semester

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

Prerequisite: ARC Diesel Engine Repair

CTE Pathway (level): Green Diesel (capstone)

Course Description: This course covers the theory, design, adjustment, and repair or overhaul of diesel brake systems and components. Topics include the proper operation of power and hand devices used in the servicing of diesel brake systems and components

Architectural Design Pathway

Introduction to Computer Aided Drafting and Design - Drafting Tools

DESGN 303

721023 (HHS)

Grades: 10-11 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: None

CTE Pathway (level): Green Diesel (concentrator)

Course Description: This course covers the fundamentals of AutoCAD, a design and drafting software used to create a wide variety of technical drawings. It includes work with drawing, editing, and presentation tools that are used to create shapes and geometry as part of the design and drafting process. This course plus DESGN 304 is equivalent to DESGN 301

Introduction To Applied Computer Aided Drafting and Design - Drafting Standards

DESGN 304

721024 (HHS)

Grades: 10-11 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: ARC Diesel Preventive Maintenance

CTE Pathway (level): Green Diesel (concentrator)

Course Description: This course covers the use of fundamental tools of computer aided drafting and design as they are applied to creating industry standard drawings for the architectural, civil, and mechanical disciplines. It includes the use of layer, style, page, and plot managers. In addition, this course covers a variety of object and sheet organization, file management, and presentation tools. Students will further develop their drawing and editing skills that were learned in DESGN 303.

Technical Documentation with CADD

DESGN 302

721023 (HHS)

Grades: 10-11 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: None

CTE Pathway (level): Green Diesel (concentrator)

Course Description: This course emphasizes using various electronic graphical media software to create standardized technical documentation for architectural, civil, and mechanical applications. A wide range of methods are used to create, print and save 2D, 3D, orthographic, and isometric presentations in a wide variety of output formats using AutoCAD as the primary tool. Section views for mechanical and architectural applications are covered, as well as a variety of drawing and file management topics.

Architectural Modeling and Design

DESGN 325

731025 (HHS)

Grades: 11-12 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: ARC Diesel Electrical Systems

CTE Pathway (level): Green Diesel (capstone)

Course Description: This course covers the concepts and applications of three-dimensional graphic design using various visualization, modeling, and Building Information Modeling (BIM) programs, such as AutoCAD, SketchUp and Revit. Topics include the procedures and techniques for producing architectural models and associated technical documentation and presentation. ARC Diesel Brake Systems.

Engineering Modeling and Design

DESGN 328

731025 (HHS)

Grades: 11-12 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: ARC Diesel Electrical Systems

CTE Pathway (level): Green Diesel (capstone)

Course Description: This course covers the concepts and applications of three-dimensional graphic design using various visualization, modeling, and Building Information Modeling (BIM) programs, such as AutoCAD, SketchUp, and Revit MEP. Topics include the procedures and techniques for producing surface models, solid models, and their associated technical documentation/presentation components as well as their application to civil engineering, mechanical engineering and green technology.

Independent Studies in Design Technology

DESGN 495

731025 (HHS)

Grades: 11-12 **Duration:** Semester

HS Grad Req: Electives UC/CSU a-g: Dual Enrolled

Prerequisite: ARC Diesel Electrical Systems

CTE Pathway (level): Green Diesel (capstone)

Course Description: Independent Study is an opportunity for the student to extend classroom experience in this subject, while working independently of a formal classroom situation. Independent study is an extension of work offered in a specific class in the college catalog. To be eligible for independent study, students must have completed the basic regular catalog course at American River College. They must also discuss the study with a professor in this subject and secure approval. Only one independent study for each catalog course will be allowed.