



# REGISTRATION HANDBOOK

2026-2027



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# INFORMATION FOR FRESHMAN COURSES

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All freshmen are required to take a P.E. class. This is a co-ed class for 9<sup>th</sup> graders. This is an introductory course to physical fitness and the students are exposed to a variety of activities to raise their fitness level and to prepare for them for the California State Physical Fitness test in the spring.

In addition, each student is required to take the following courses:

**Computer literacy**-Students will be introduced to Google Applications, Microsoft Office, basic computer functions, network functions, word processing, spreadsheets, presentations, CIPA requirements and basic programming.

**Ethnic Studies**-This course aims to educate students to be politically, socially and economically conscious about their personal connections to local and global histories.

Students will be randomly assigned to take one course in the fall semester and one course in the spring semester.

# AGRICULTURE

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## **INTRODUCTION TO AGRICULTURE SCIENCE(P)**

GRADE LEVEL: 9

DURATION: Year

CREDIT: One year of the life science requirement for graduation and meets one year of UC/CSU “D” requirement & one year of CTE credit.

**Course Description:** This course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with the 2<sup>nd</sup> year Ag Biology class to meet UC requirements and Next Generation Science Standards. It has been designed to provide students with a unique perspective of agriculture and its impact on American society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA). 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 and community service involvement. The Introduction to Agriculture course is designed to be both academically challenging and demanding. Students will be expected to not only acquire scientific knowledge around agriculture, but also organize, evaluate, predict, problem solve, and apply this knowledge. The student must be able to read and comprehend a variety of materials, demonstrate written skills that convey ideas in written and visual form; speak with clarity, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual cultural differences, and demonstrate the ability to work collaboratively.

## **AG BIOLOGY (P)**

GRADE LEVEL: 9

DURATION: Year

CREDIT: One year of the life science requirement for graduation and meets one year of UC/CSU “D” requirement & one year of CTE credit.

**Course Description:** The course emphasizes detailed knowledge of molecular and cellular aspects of living things, structure and function of plants and animals, genetics, plant and animal diversity and the principles of classification, ecological relationships and animal behavior. The agriculture department centers their teaching on a “learn-by-doing” philosophy, so students will get to apply what they are learning through hands-on projects and lessons in the greenhouse and school farm. Students are required to participate in the FFA group and attend events outside of the school day.

## **AG AND SOIL CHEMISTRY (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Completed Ag Biology.*

DURATION: Year

CREDIT: One year of the physical science requirement for graduation, one year of the UC/CSU "D" requirement & one year of CTE credit.

**Course description:** This hands-on, lab based 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. Using knowledge of scientific protocols as well as course content, students will develop an understanding of the connection between chemistry and agriculture, specifically soil science, throughout the duration of this course. Students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Students will be exposed to careers in the soils and horticulture industries. Students in this course are automatically members of the FFA and participation in FFA

activities and supervised agricultural experience programs and community service will be a graded component of the course therefore participation is mandatory.

### **AG AND SOIL CHEMISTRY (P) (DE)**

GRADE LEVEL: 10-12

***PREREQUISITE: C or better in Ag Bio (P), and a grade of "B" or better in Alg 1 and a C or better in fall semester Ag Soil***

DURATION: Year

CREDIT: One year of the physical science requirement for graduation, one year of the UC/CSU "D" requirement & one year of CTE credit.

**Course description:** This year long lab science course is designed for the college bound student who is interested in careers in Agriculture or Applied Sciences. The 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. Using knowledge of scientific protocols as well as course content, students will develop an Agri-science research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agri-science research 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, based on scientific protocol. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. 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.

### **AG SYSTEMS MANAGEMENT (P)**

GRADE LEVEL: 11-12

***PREREQUISITE: C or better in Ag Bio and Ag & Soil Chemistry***

DURATION: Year

CREDIT: One year of the science requirement for graduation, one year of the UC/CSU "D" requirement & one year of CTE credit.

**Course description:** This class is the third in a rigorous 3-year Ag Science Pathway that 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. 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.

### **ANIMAL SCIENCE (P)**

GRADE LEVEL: 10-12

DURATION: Year

CREDIT: One year of high school science requirement for graduation, the UC/CSU "G" elective & one year of CTE credit.

**Course Description:** An in-depth study of beef, dairy cattle, sheep, swine and horses will be completed. The areas of emphasis will be animal health and nutrition, anatomy and physiology of farm animals, judging and selection, feeds and feeding, breeding programs and marketing of livestock. The areas

covered will be reinforced by hands-on experience at the school farm and completion of projects through the Supervised Occupational Experience Program.

### **EQUINE SCIENCE (P)**

GRADE LEVEL: 10-12

DURATION: Year

CREDIT: Meets one year of high school science requirement for graduation, the UC/CSU “G” elective & one year of CTE credit.

**Course Description:** The course will cover the history of the horse, breed types, anatomy and physiology of horses, nutrition, parasites and diseases. Equine Science will also focus on industry, animal behavior, and basic veterinary procedure. Guest lectures, veterinarians, vector control officials, and animal health technicians will also be provided to add knowledge of current practices that are implemented in the equine industry. FFA and Supervised Agricultural Experience Programs are required components of this class.

### **VET TECH (P)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *Animal Science or Ag Bio recommended*

DURATION: Year

CREDIT: Meets one year of high school science requirement for graduation, meets the UC/CSU “G” requirement & one year of CTE credit.

**Course Description:** This course covers orientation to the animal care and veterinary medicine fields including the following topics: Career research and job seeking skills; Work ethic/etiquette; Safety and universal health precautions; Medical terminology; Animal behavior, handling and restraint; Animal anatomy and physiology; Nutrition; Microbiology and parasite identification; Pathology; Common surgical procedures; Lab procedures; Vaccine types and administration.

### **FLORAL DESIGN (P)**

GRADE LEVEL: 10-12

DURATION: Year

CREDIT: Meets the fine arts requirement for high school graduation, the UC/CSU “F” requirement & one year of CTE credit.

**Course Description:** Floral Design is an introductory course on the production of commercial floral arrangements, corsages, and products. The history and principles of floral design will be covered. Students will construct various floral products including arrangements, corsages, holiday, party, and wedding work. An overview of the floral industry includes flower and plant care; sales and business techniques will be presented. Students will develop a portfolio and resume to use when applying for employment in the floral industry. This course meets the fine arts requirement for high school graduation.

### **ADVANCED FLORAL DESIGN (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *B or better in Floral Design and application*

DURATION: Year

CREDIT: Meets the fine arts requirement for high school graduation, the UC/CSU “G” requirement & one year of CTE credit.

**Course Description:** This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floral industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price and market floral designs; and preserve floral materials as students run the Red

Bluff High School Floral Shop. Students will help with budgeting, inventory, supply orders, and customer orders. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. During the spring semester, students will be placed in the community in order to gain real-world work experience in the floral industry. Students will automatically become members of the FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course.

### **FARM CLASS**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: CTE Elective

**Course Description:** This course includes the care and management of animals kept at the school farm including breeding, feeding, weighing and marketing. This will also include maintenance of buildings, fences and equipment. The operation and maintenance of farm tractors and equipment are covered. Students should plan to be involved in FFA activities, including attendance at monthly FFA meetings. This course includes the care and management of the school farm facilities, focusing on the olive orchard and animals kept at the school farm. The operation and maintenance of farm tractors and equipment are covered. Students are actively involved in FFA, SAE and community service as part of their grade.

### **AG LEADERSHIP (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *With approval*

DURATION: Year

CREDIT: CTE Elective and meets the UC/CSU "G" requirement.

**Course Description:** The course is designed to acquaint the student with the theories and principles of personal and servant leadership development and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements of group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, etiquette, and gratitude. Because of the nature of this class, student time is not limited to only classroom experiences. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

### **AG MECHANICS I (P)**

GRADE LEVEL: 9-10

DURATION: Year

CREDIT: One year of the CTE credit.

**Course Description:** The student will build projects designed to teach safe and proper use of common hand tools and power tools. Other areas covered will be tool identification, wood and metal projects, forge works, sharpening of tools and plumbing.

### **AG MECHANICS II (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Complete Ag Mechanics I or successful completion of a shop class*

DURATION: Year

CREDIT: One year of CTE credit.

**Course Description:** The course is a beginning welding class and the content includes the study of all phases of the welding process with electric arc, acetylene and metal inert gas (MIG) welding as related to agricultural structures and industry.

**AG MECHANICS III (P)**

GRADE LEVEL: 11-12

***PREREQUISITE: Complete Ag Mechanics II***

DURATION: Year

CREDIT: Meets the fine arts requirement for high school graduation, the UC/CSU "F" requirement & one year of CTE credit.

**Course Description:** Advanced welding methods and metal fabrication.

**AG MECHANICS IV (P)**

GRADE LEVEL: 11-12

***PREREQUISITE: Complete Ag Mechanics III***

DURATION: Year

CREDIT: Meets the fine arts requirement for high school graduation, the UC/CSU "F" requirement & one year of CTE credit.

**Course Description:** Advanced metal fabrication.

# BUSINESS

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## **EXPLORING COMPUTER SCIENCE (P)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets the UC/CSU “G” elective, Dual Enrolled with Shasta College & one year of CTE credit.

**Course Description** All students who take ECS will be taught technology tools that will help them be successful as a student. Students will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, robotics, game design or connecting technology with the physical world. Through project based collaborative assignments, the course will provide students with hands-on use of software applications while studying computer concepts such as accessing and transmitting information in a networked or cloud-based environment ECS introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Teamwork will be emphasized. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

## **GRAPHIC PRODUCTION (P)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets fine art requirement for graduation, the UC/CSU “F” requirement & one year of CTE credit.

**Course Description:** Students will be introduced to the principles, skills, and techniques used for computer graphics through hands-on computer-based projects using the Adobe Creative Suite group of programs, which includes Illustrator, Photoshop, InDesign, Flash, Fireworks, and Pixel Bender. In addition, other internet-based programs and portable apps will be explored. Combining creative skills with computer skills, students will complete project-based multi-media publications, including a culminating final design portfolio. Students who successfully complete Computer Graphics will be prepared to contribute immediately in the collaborative and team-based RBHS classes of Bluffer and Yearbook.

## **ADVANCED GRAPHIC PRODUCTION (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Students must earn a C or better in Graphic Production.*

DURATION: Year

CREDIT: Meets fine art requirement for graduation, the UC/CSU “F” requirement & one year of CTE credit.

**Course Description:** Students will use Adobe Creative Cloud software along with other digital design software to create designs for print. Students will take designs and print to t-shirt using embroidery machines, heat press transfers, and vinyl stickers. Students will work in the school’s print shop to produce digital designs and materials for class curriculum, school clubs, and extracurricular activities.

**PERSONAL FINANCE Fall only (Not available 26/27)**

GRADE LEVEL: 12

DURATION: Semester

CREDIT: Meets CTE credit.

**Course Description:** This course is designed to provide students with the information and decision-making tools needed for planning and implementing a successful lifelong financial plan. Topics will include budgeting, debt management, savings and other investment vehicles, taxes, insurance, and retirement planning. This course may be offered in a distance education format. This course is a dual enrolled course with Shasta Community College. (CSU transferable).

**INTRODUCTION TO BUSINESS (DE Optional) (Not available 26/27)**

GRADE LEVEL: 12

DURATION: Semester

CREDIT: Meets CTE credit.

**Course Description:** A survey course for both business and non-business majors covering the different disciplines (finance, management, and marketing) of business. The course also covers the complexities of the competitive business world and includes additional disciplines such as international business, forms of business ownership, social responsibility and ethics, and entrepreneurship. Designed to provide students with familiarity with basic principles and practices of contemporary business, knowledge of business terminology, and an understanding of how business works within the U.S. economic system. Due to its introductory nature, it is recommended that this course be taken as a first business course. Students will also receive an introduction to online learning through the Canvas LMS.

# CHILD DEVELOPMENT

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## **CHILD DEVELOPMENT (P)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets the UC/CSU "G" requirement and one year of CTE credit.

**Course Description:** In this class students will study the growth and development of infant, toddler, and young children. They will learn what a child needs to grow to their optimum potential and what can have a detrimental effect on a child's development. They will learn about developmental theories, nutritional needs of young children, ages and stages of development. Students will have opportunities to interact with young children through projects they will create and activities they will provide your young children. The students in this class will become positive role models for young children. This course is a prerequisite for the Child Care Occupations course. Students must pass Child Development with a C or better to move on to Child Care Occupations.

## **CHILD CARE OCCUPATIONS (P) with a dual enrollment option**

GRADE LEL: 11-12

***PREREQUISITE: Completed Child Development and can provide your own transportation and application.***

DURATION: 1 year, 2 periods per day preferred, but can be 1 period per day for 2 years.

CREDIT: Meets the UC/CSU "G" requirement and one year of CTE credit.

**Course Description:** Do you like working with kids? Do you think you would like to be a teacher or an aide in a preschool or elementary school? Do you hope to open your own home day care? If the answer is yes, this class is a must for you. It is also geared to students interested in careers related to young children including social services, developmental disabilities specialist, or pediatric nurse/pediatrician. After the first 8 weeks of in-class preparation, each student gets on-the-job training at a school or childcare facility. Community classrooms include infant through pre-kindergarten day care, kindergarten, and elementary classrooms. Three days per week are spent working at the field site placement and 1 day per week is in the classroom. Class time includes careers related to this field of study, safety in the workplace, first aid/CPR certification, mandated reporting trainings and guidance techniques for young children, as well as a wide variety of hands-on creative art, music, language and science/nature activities. Each student will complete a personal professional portfolio including a cover letter, resume and job application  
Prerequisite: Must be a junior or senior and have passed Child Development with a C or better.

# ENGLISH

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## **ADVANCED ENGLISH 9 (P)**

GRADE LEVEL: 9

***PREREQUISITE: Teacher Recommendation***

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** This course is designed for students capable of accelerated learning. Grammar, literature, vocabulary, and composition skills required for advanced placement preparatory classes are taught. The course teaches reading skills necessary for responding to novels, short stories, plays, poetry, and informational reading.

## **ENGLISH 9 (P)**

GRADE LEVEL: 9

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** This language arts course covers reading skills necessary in responding to novels, short stories, plays, poetry, and informational reading. Reading rate and comprehension are emphasized according to student need. This course also teaches vocabulary. The fundamentals of expository writing are taught; the emphasis of writing will be on eight writing processes and a review of basic grammatical concepts necessary for editing.

## **ADVANCED ENGLISH 10 (P)**

GRADE LEVEL: 10

***PREREQUISITE: Teacher Recommendation or B or better in previous English class***

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** This course is designed to prepare students for AP Language and Composition. Reading, writing, vocabulary, listening and speaking skills are reinforced. Emphasis is placed on literary analysis and developing expository reading and writing skills. A considerable amount of outside independent reading is assigned. In addition, this course addresses the standards for the CAHSEE and SAT tests.

## **ENGLISH 10 (P)**

GRADE LEVEL: 10

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** This language arts class reviews and reinforces reading, writing, vocabulary, listening, and speaking skills. Reading rate and comprehension are stressed according to student need. Emphasis is placed on expository writing as well as practical written communication.

### **AP ENGLISH LANGUAGE AND COMPOSITION (H)**

GRADE LEVEL: 11

**PREREQUISITE:** *B or better in Adv. English 10 or an A in English 10 (P) and required summer reading*

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their reading and writing should make students aware of interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of this class is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal life.

### **ENGLISH 11 (P)**

GRADE LEVEL: 11

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** This is a reading and writing course designed to prepare students to successfully interpret and evaluate various genres of American and British literature. Time in class is spent in reviewing selective grammatical concepts, vocabulary, figurative language, technical and essay-writing formats. The course is designed for the student who will be attending a community college, four-year college or university. The class will provide practical help for those taking college entrance tests. The literature focus of the course is writings of twentieth century America.

### **AP ENGLISH LITERATURE AND COMPOSITION (H)**

GRADE LEVEL: 12

**PREREQUISITE:** *Students must have maintained a B average throughout their high school English classes AND either passed AP Lang with a C or better or English 11(P) with a B or better*

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** The AP course in AP Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts students deepen their understanding of the methods writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading in the course is both wide and deep. Students read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning and analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation. In anticipation of taking the AP English Literature exam, students will generate essays whose quality must be of the highest caliber and obey conventions of literary analysis and prose style analysis, while using literary vocabulary and following writing conventions recommended by the Modern Language Association.

## **ENGLISH C1000 COLLEGE COMPOSITION (DE)**

GRADE LEVEL: 12

***PREREQUISITE: B or better in English 11 (P) or a C in AP English Language***

DURATION: Semester

CREDIT: One year of the English requirement for graduation and meets one year of the “B” requirement for entry into a UC or CSU and counts as one semester of transferrable community college English credit.

**COURSE DESCRIPTION:** This course develops the reading, critical thinking, and writing skills necessary for academic success, emphasizing expository and argumentative writing as well as research and documentation skills. As a transferable course, it presupposes that students already have a substantial grasp of grammar, syntax, and organization, and that their writing is reasonably free from errors. A research paper is required for successful completion of the course. There is a 6000-word minimum (counting Final Drafts only). Students will write a number of essays—totaling at least 6,000 final-draft words—for different audiences and purposes, using a variety of rhetorical strategies. While students’ experience and observation may be included, writing assignments will emphasize responding to and/or incorporating other texts;

Students will write at least one argumentative essay that advocates a position;

Students will write a clear, logically-organized research paper of at least 5 pages, incorporating a minimum of 6 sources, documenting those sources according to current MLA guidelines. You must show competency in these five areas: quotation and summary integration; MLA manuscript format; MLA citation conventions; conventions of written English; and development of the thesis and argument.

**Students must complete, at a C level or better, the research paper and all essays to earn credit for this class.**

## **ENGLISH 1B LITERATURE & COMPOSITION (DE)**

GRADE LEVEL: 12

***PREREQUISITE: Students must have maintained a B average throughout their high school English classes AND passed the AP Language Exam with a 3 or better or English C1000 with a C or better.***

DURATION: Semester

CREDIT: One year of the English requirement for graduation and meets one year of the “B” requirement for entry into a UC or CSU and counts as one semester of transferrable community college English credit.

**COURSE DESCRIPTION:** This course emphasizes the development of critical thinking and writing skills through close study of the major genres of literature: poetry, drama, short story and novel. Students receive further instruction and practice in analytical writing, developing arguments about literary works and the critical reception of those works. Upon successful completion of the course the student will be able to: Use critical reading strategies to examine and evaluate the major genres of literature--short stories, poems, plays, and the novel--beyond merely reacting positively or negatively to the text, Use the conventions of academic writing to compose polished, persuasive papers on literature, analytical in nature, that are essentially free of usage errors and stylistic awkwardness, Reason inductively by drawing inferences from the literary text, using textual evidence to support those inferences, and building from inferences to the recognition of organizing themes and ideas about which claims may be made, Reason deductively by moving from premises to arrive at critical assessments of specific literary works, Recognize fallacious reasoning, including but not limited to the standard critical thinking fallacies, in critical responses to literature, Identify, analyze, and write about conventional elements of literary prose and poetry, Identify, analyze, and write about different levels of literary meaning, Use a number of critical/theoretical perspectives to examine literary texts and develop claims about those texts, Identify bias and assumptions that underpin some assessments of literature, recognizing how these can narrow or tailor meaning to serve purposes outside the text.

There is a 5,000-word minimum (counting Final Drafts only). In conjunction with the study of critical thinking and literary works, students will write a sequence of analytical essays, totaling at least 5,000 to 6,000 final-draft words.

**Students must complete, at a C level or better, the research paper and all essays to earn credit for this class.**

## **EXPOSITORY READING AND WRITING COURSE (ERWC) (P)**

GRADE LEVEL: 12

**PREREQUISITE:** *Recommended for students who score “conditionally ready” on their CAASPP test*

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** Students develop proficiency in expository, analytical and argumentative reading and writing. The cornerstone of the course presents a scaffold process for helping students read, comprehend and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing.

## **ENGLISH ELECTIVES**

### **BEGINNING JOURNALISM (P)**

GRADE LEVEL: 9-10

DURATION: Year

CREDIT: Meets the UC/CSU “G” requirement & one year of CTE elective credit.

**COURSE DESCRIPTION:** This course prepares students for work in journalism and/or fields related to journalism. Students will learn how to structure and write articles in multiple genres; how to gather, evaluate, and organize information related to news production; how to conduct interviews; and how to work closely with classmates for extended periods of time. Students will also learn the basics of photography and information design. Writing skills will be heavily emphasized.

### **ADVANCED JOURNALISM (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *With approval & must have a B or better in prior English classes*

DURATION: Year

CREDIT: Meets the UC/CSU “G” requirement & one year of CTE elective credit.

**Course Description:** This course publishes the school newspaper, The Bluffer, on a bi-weekly basis. Students must demonstrate skills in the usage of programs such as InDesign, Photoshop and Word. The class also emphasizes collaboration in which students will develop skills in planning, organizing, and meeting deadlines.

### **YEARBOOK (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Must complete application/teacher approval*

DURATION: Semester or Year

CREDIT: Meets one year of visual and performing arts requirement for graduation, meets the UC/CSU “F” requirement & one year of CTE credit.

**Course Description:** The Annual is a technology driven class designed to produce the Red Bluff High School Year- book, Dictum Est. Through leadership of Editors, students will plan content and theme for the year's book. Students will use desktop publishing programs such as eDesign. Students will be responsible for designing pages which will include copy writing and photo manipulation. Students will meet all publishing deadlines and work well with their team members throughout the year.

# ENGLISH LANGUAGE DEVELOPMENT

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## **BRIDGING ELD (P)**

GRADE LEVEL: 9-12

***PREREQUISITE:*** *Students must be English learners at the intermediate-advanced levels of English language development*

DURATION: Year

CREDIT: One year of the English requirement for graduation and meets one year of the UC/CSU “B” requirement.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Bridging ELD, an advanced-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes their academic language success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This six-unit course aligned with the CCSS is focused on informational texts, classic, and contemporary literature. In each unit, students will be learning new vocabulary, keywords, academic and literary words as well as focusing on grammar. We will include a focus on word study and we will be learning and applying a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking as we go through each and every unit. Students will learn to respond to and analyze texts that will in turn allow them to further develop and be able to communicate their comprehension. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready

## **EMERGING ELD**

GRADE LEVEL: 9-12

***PREREQUISITE:*** *Students must be English learners at the beginning or early intermediate level of English language development*

DURATION: Year

CREDIT: One year of the English requirement for graduation.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, students will be developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Emerging ELD, a beginning-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes their academic language success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This six-unit course aligned with the CCSS prepares them for the next levels of ELD, which are Expanding/Bridging ELD. In these courses, they are able to focus more on informational texts, classic and contemporary literature. Students will learn to respond to and analyze texts

that will in turn allow them to further develop and be able to communicate their comprehension. In each unit, students will be learning new vocabulary, keywords, academic and literary words, applying learning strategies, as well as focusing on grammar. We will include a focus on word study and we will be learning and applying a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking as we go through each and every unit. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready.

### **EXPANDING ELD**

GRADE LEVEL: 9-12

***PREREQUISITE: Students must be English learners at the early intermediate or intermediate levels of English language development***

DURATION: Year

CREDIT: One year of the English requirement for graduation.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Expanding ELD, an intermediate-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes their academic language success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This six-unit course aligned with the CCSS is focused on informational texts, classic and contemporary literature. In each unit, students will be learning new vocabulary, keywords, academic and literary words as well as focusing on grammar. We will include a focus on word study and learning and applying a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking as we go through each and every unit. Students will learn to respond to and analyze texts that will in turn allow them to further develop and be able to communicate their comprehension. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready.

# HEALTH SCIENCE & MEDICAL TECHNOLOGIES

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## INTRODUCTION TO MEDICAL CAREERS (P)

GRADE LEVEL: 10-12

DURATION: Year long

CREDIT: Meets the UC/CSU “G” requirement and one year of CTE credit.

**Course Description:** This course provides students the opportunity to explore careers in health care while gaining an understanding of the language of medicine through the study of basic word structures and anatomical, pathological, and operative terms used within the body systems. Instruction includes history of health care, study and exposure to health careers, career planning, terminology, ethics, wellness vs. illness, and safety. This course will also guide the students to a Health Career CTE class that provides entrance level job skills. Integrated throughout the course are Career Technical Education standards, which include communication, ethics and interpersonal skills, critical thinking and problem solving, safety, technology, and other employment skills.

## MEDICAL ASSISTANT

GRADE LEVEL: 1 2

**ADVISORY:** *You must be 18 years of age to take the exam to earn your MA certification.*

DURATION: Year

CREDIT: Meets one year of CTE credit.

**Course Description:** This will be an online course for students who are interested in a career as a medical assistant. To complete the course by the end of the year, students will need to keep up with the online coursework in the classroom and should expect to have homework as well. The teacher will act as a facilitator to help students through the process, but all work will be done, turned in, and graded through an online medical assisting course. Students must pass the course with a 70% or better in order to take the exam to earn their MA certification.

## THERAPEUTIC SERVICES (P)

GRADE LEVEL: 1 1 -12

**ADVISORY:** *It is strongly encouraged that you have completed AP Bio or Anatomy/Physiology (P) or will be taking one of these classes concurrently.*

DURATION: Year (two periods per day)

CREDIT: Meets the UC/CSU “G” requirement and one year of CTE credit.

**Course Description:** This class is designed to prepare students for an advanced education in healthcare or to prepare them for an entry level profession in the field. Areas of study include: Education requirements for various healthcare careers, CPR and First Aid certification and training, musculoskeletal conditions, wound care and biohazard protocol, body systems, musculoskeletal anatomy and injuries, treatment of musculoskeletal injuries, therapeutic modalities, exercise science, nutrition, and general employment skills. During the second semester, students are placed in a “community classroom” jobsite where they will learn and work in a healthcare setting here in Red Bluff. Students will be able apply for a position in physical therapy, chiropractic, medical office, fire department or health club.

**HEALTHCARE OCCUPATIONS (P)**

GRADE LEVEL: 12

***PREREQUISTE:*** *Application and completion of AP Bio or Anatomy or taking these classes concurrently.*

DURATION: Year (two periods per day)

CREDIT: Meets the UC/CSU “G” requirement and one year of CTE credit.

**Course Description:** The CTE Health Occupations program gives students the opportunity to participate in an on-site Community Classroom experience in a local hospital, professional medical or dental office, or skilled nursing facility to observe/learn entry-level skills necessary for employment in their specific field of career interest. Students will receive valuable hands-on experiences that will teach them how to deliver safe, effective, quality healthcare. Students will gain the knowledge and skills to make informed career choices in the healthcare field and will be provided an opportunity to become certified in CPR and First Aid.

# INDUSTRIAL ARTS

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## **EXPLORING COMPUTER SCIENCE (ECS)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets the UC/CSU “G” requirement & one year of CTE credit.

**Course Description** All students who take ECS will be taught technology tools that will help them be successful as a student. Students will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, robotics, game design or connecting technology with the physical world. Through project based collaborative assignments, the course will provide students with hands-on use of software applications while studying computer concepts such as accessing and transmitting information in a networked or cloud based environment ECS introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Teamwork will be emphasized. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

## **COMPUTER SCIENCE PRINCIPLES (CSP) (P) (DE)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *Teacher recommendation.*

DURATION: Year

CREDIT: Dual enrolled with Shasta College, meets the UC/CSU “G” requirement & one year of CTE credit.

**Course Description:** Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, robotics/automation and game design. The course curriculum is a College Board-approved implementation of AP Computer Science Principles. The course is Dual Enrolled with Shasta College course CIS 076.

## **AP COMPUTER SCIENCE A (AP CSA) (H)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Completion of Computer Science Principles (CSP) or instructor pre-approval. Need to be in Geometry or higher.*

DURATION: Year

CREDIT: Dual enrolled with Shasta College or you may choose the AP option, meets the UC/CSU advanced math requirement & one year of CTE credit.

**Course Description:** CSA focuses on further developing computational thinking skills through the medium of Java™ Programming Language and Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. The course curriculum is a College Board approved implementation of AP Computer Science A.

### **COMPUTER SCIENCE EQUIPMENT SPECIALIST**

Grade Level 12

**Prerequisite:** “B” or better in the course in which student is assisting with equipment and final approval by instructor.

Duration: Year

Credit: Elective, one year of CTE credit.

**Course Description:** This course selection provides the student the opportunity to set up equipment, organize supplies and tools, and perform regular maintenance on equipment. The student will manage projects that need to be produced on the machines. They will run various errands between CS classes and the office. They will work between different CS teachers during the selected period.

### **ADVANCED ROBOTICS (P) (DE)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *Passed CSP or AP CSA with a C or better*

**CREDIT:** Dual enrolled with Shasta College, meets the UC/CSU “G” requirement & one year of CTE credit.

**Course Description:** This capstone course will consist of the students designing, building and programming of Vex robots. Student teams will be competing in the Nor-Cal Vex Robotics Competition League. Class time will be dedicated to strategizing, building, programming and practicing for the competitions. Students will work collaboratively and use the Engineering Design Process that uses a series of steps to design a solution for problem solving. The second semester class will engage and challenge students to explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students will develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

### **AUTO, METALS & WOOD SHOP**

#### **AUTO 1**

GRADE LEVEL: 10-12

DURATION: Year

CREDIT: One year of CTE credit.

**Course Description:** The automotive service class provides basic life skills for current and future student drivers and vehicle owners. These life skills will help you as a consumer throughout the course of vehicle ownership to better understand vehicle systems and the industry as a whole. The course provides training and the necessary skills, knowledge, and hands-on experiences for basic maintenance and repair of personal vehicles. Graduates of this program should have basic knowledge to diagnose service, repair and adjust on various automotive systems using current industry-level test equipment, resources and tools.

#### **AUTO 2**

GRADE LEVEL: 10-12

**Recommended:** *16 years of age or older*

DURATION: Year (2 periods per day)

CREDIT: One year of CTE credit.

**Course Description:** The automotive service class provides basic life skills for current and future student drivers and vehicle owners. These life skills will help you as a consumer throughout the course of vehicle ownership to better understand vehicle systems and the industry as a whole. The course provides training and the necessary skills, knowledge, and hands-on experiences for entry-level apprenticeship employment in the Automotive Repair and Transportation careers. Graduates of this program should have sufficient knowledge to diagnose service, repair and adjust on various automotive systems using current industry-level test equipment, resources, and tools. An emphasis is placed on electrical, electronics, and computer-based skills.

### **AUTOMOTIVE TECHNICIAN**

GRADE LEVEL: 11-12

*Prerequisite: 16 years of age or older and a grade of "C" or better in Auto 2.*

DURATION: Year (2 periods per day)

CREDIT: One year of CTE credit.

**Course Description:** The Automotive Community Classroom is designed to provide an off-campus work environment for students to acquire skills, knowledge, and abilities in entry-level apprenticeship employment in the Automotive Repair and Transportation careers. Students will spend two hours per day four days each week working in a local automotive business within the community, providing the student with a "real world" work experience setting. The class is offered after lunch during periods 5-6 for experienced automotive students. This class also offers students local employment opportunities in the automotive transportation industry. Most community classroom students are hired by their employers as paid employees by the start of the second semester. Certain restrictions apply.

### **INTRODUCTION TO MANUFACTURING (DE)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Dual enrolled with Shasta College & meets one year of CTE credit.

**Course Description:** This course will introduce students to the manufacturing practices used in industry today. Students will be introduced to be work place safety, safety compliance requirements, and hazard communication; basic employment skills such as critical thinking, effective work place communication, and self-presentation; effects on the work place of drug abuse and harassment; introduction to identification, chemical composition, physical properties and certifications of metals; introduction to hand tool identification, proper usage, and SAE/Metric sizes; introduction to micrometer, dial caliper, and other inspection tooling; introduction to drill press, belt sander, sheet metal sheers, sheet metal brakes, manual mill, and manual lathe; introduction to CNC G-Coding, CNC brake press operation, CNC mill operation, and CNC lathe operation; introduction to lifting and rigging. Students will work in the shop, receive lectures on course content, and complete classroom/homework assignments.

### **ADVANCED SPECIALIZED MACHINE FORMING**

GRADE LEVEL: 11-12

DURATION: Year

CREDIT: CTE credit.

**Course Description:** This course will build on student's skills gained in the Introduction to Manufacturing or other entry level courses by developing competency in operation of the manual mills, manual lathes, sheet metal layout, manual sheet metal forming, CNC mills, CNC lathes, and CNC Brake Press. Students will complete projects that involve all aspects of the machining and forming environment as well as assembly, inspection and testing. Classroom completions will include skills-based demonstrations and project performance as well as state, regional and national based competitions that may result in scholarship and grants. Students will work in the shop, receive lectures on course content, complete classroom/homework assignments and work with Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) programs. Successful students will earn a Certificate of Competency as well as possible NIMS industry-based certification.

### **CNC MACHINING AND FORMING PROFICIENCY**

GRADE LEVEL: 11-12

**PRE-REQUISITE:** Completed Adv. Machining with a C or better.

DURATION: Year

CREDIT: One year of CTE credit.

**Course Description:** This course will refine students' skills gained in Advanced Machining and Forming Technology course by developing proficiency in operation of the manual mills, manual lathes, sheet metal layout, manual sheet metal forming, CNC mills, CNC lathes, and CNC Brake Press. Students will complete projects in a production-based environment with rigorous inspection and testing controls. Classroom, regional, state and national completions will include skills-based demonstrations and project performance. Students will work in the shop, receive lectures on course content, complete classroom/homework assignments and work with Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) programs. Successful level 3 students will earn a Certificate of Proficiency, successful level 4 students will earn a Certificate of Proficiency, a Certificate of Competency in CAD/CAM and Manufacturing Shop Management as well as possible MIMS industry-based certification, scholarship, grants, and internship placements.

### **INTRODUCTION TO BUILDING & CONSTRUCTION (P)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets the UC/CSU "G" requirement & one year of CTE credit.

**Course Description:** This course is intended to be an introductory course focusing on the foundational skills needed in the construction trades and is required for enrollment in advanced career and technical education courses in the Building and Construction Trades Sector. It will include the study of safety, career opportunities, hand and power tools, planning and design, applicable mathematics, blueprint reading, component nomenclature, trade vocabulary, residential and commercial construction standards, construction manufacturing standards, and specialized skills. Competencies related to each standard in the sector are taught.

### **RESIDENTIAL & COMMERCIAL CONSTRUCTION (P)**

GRADE LEVEL: 10-12

**Prerequisite:** *Introduction to Building & Construction*

DURATION: Year

CREDIT: Meets the UC/CSU "G" requirement & one year of CTE credit.

**Course Description:** This course provides individuals with the intermediate skills and information specific to the residential and commercial construction industry. It comprises the study of fasteners and hardware, finishes and coatings, materials, installation techniques, new and emerging technologies, mapping and surveying, levels and transits, foundations and floors, walls and partitions, roof systems, electrical wiring,

interior and exterior finishes, floor coverings, metal construction, heating and cooling, plumbing, concrete and brick masonry, insulation, glazing, maintenance, and landscaping.

### **CONSTRUCTION TECHNOLOGY (P)**

GRADE LEVEL: 11-12

DURATION: Year

CREDIT: Meets the UC/CSU “G” requirement & one year of CTE credit.

**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 as well as management and production practices in current use in the construction industry.

## **LANGUAGE OTHER THAN ENGLISH**

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### **SPANISH I (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *9th graders must have 3.0 GPA and be concurrently enrolled in Integrated Math 1 or English 9 (P). Grades 10-12: Recommended C or better in a college prep English class.*

DURATION: Year

CREDIT: Meets one year of the visual and performing arts or foreign language graduation requirement. Also meets one year of the “E” requirement for entry into a UC or CSU.

**Course Description:** This introductory course presents language and expressions to fulfill basic needs, with a focus on building initial vocabulary and present tense communication. Students will also be exposed to common cultural practices of the Hispanic culture.

### **ADVANCED SPANISH II (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Recommended B- or better in Spanish 1 or placement by department assessment.*

DURATION: Year

**Course Description:** This fast-paced course is designed for the highly motivated student who would like to pursue Spanish studies beyond the second year into Spanish 3 Honors and/or AP Spanish. Grammar and vocabulary will be covered in more depth, as well as familiarity with some grammatical concepts which

are not taught in the standard Spanish II curriculum. Students will continue to expand their Spanish knowledge, abilities and cultural understanding through reading, writing, oral conversations, games and short plays. This course covers the present tense in more detail and also introduces and thoroughly practices multiple past tenses.

### **SPANISH II (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *C or better in Spanish I or placement by department assessment. 9th graders must have 3.0 GPA and be concurrently enrolled in Integrated Math 1 or English 9 (P).*

DURATION: Year

CREDIT: Meets one year of the visual and performing arts or foreign language graduation requirement. Also meets one year of the “E” requirement for entry into a UC or CSU.

**Course Description:** This college prep class will continue to expand upon the concepts and vocabulary learned in Spanish 1 through reading, writing, oral conversations, listening and games. This course covers the present tense in more detail and introduces and thoroughly practices past tense communication. This course fulfills the minimum two-year requirement for CSU/UC entrance.

### **ADVANCED SPANISH III Honors (H)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *C or better in Advanced Spanish II, teacher recommendation or placement by department assessment. 9th graders must have 3.0 GPA and be concurrently enrolled in Integrated Math 1 or English 9 (P).*

DURATION: Year

CREDIT: Meets one year of the visual and performing arts or foreign language graduation requirement. Also meets one year of the “E” requirement for entry into a UC or CSU.

**Course Description:** This fast-paced course is designed for the highly motivated student and expands all language skills of the student: listening, speaking, reading and writing, with an increased focus on student production of oral and written language. All previously studied tenses are examined in further detail and extended, and future actions are introduced. The three moods of Spanish (indicative, imperative and subjunctive) are the main grammatical focus of this class and the cultures of Spanish-speaking countries are studied more explicitly through literature, art, poetry, music and dance. This course is taught almost exclusively in Spanish and is the prerequisite for AP Spanish Language and Culture.

### **SPANISH III (P)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *C or better in Spanish II or placement by department assessment. 9th graders must have 3.0 GPA and be concurrently enrolled in Integrated Math 1 or English 9 (P).*

DURATION: Year

CREDIT: Meets one year of the visual and performing arts or foreign language graduation requirement. Also meets one year of the “E” requirement for entry into a UC or CSU.

**Course Description:** This course expands all language skills of the student: listening, speaking, reading and writing, with an increased focus on student oral and written skills. All previously studied tenses are examined in further detail and extended, and future actions are introduced. The three moods of Spanish (indicative, imperative and subjunctive) are the main grammatical focus of this class and the cultures of Spanish-speaking countries are studied more explicitly through literature, art, poetry, music and dance. This course is taught mostly in Spanish.

### **AP SPANISH LANGUAGE AND CULTURE (P)**

GRADE LEVEL: 11-12

***PREREQUISITE: B- or better in Advanced Spanish III (H) and/or teacher recommendation or placement by department assessment.***

**DURATION:** Year

**CREDIT:** Meets one year of the visual and performing arts or foreign language graduation requirement. Also meets one year of the “E” requirement for entry into a UC or CSU.

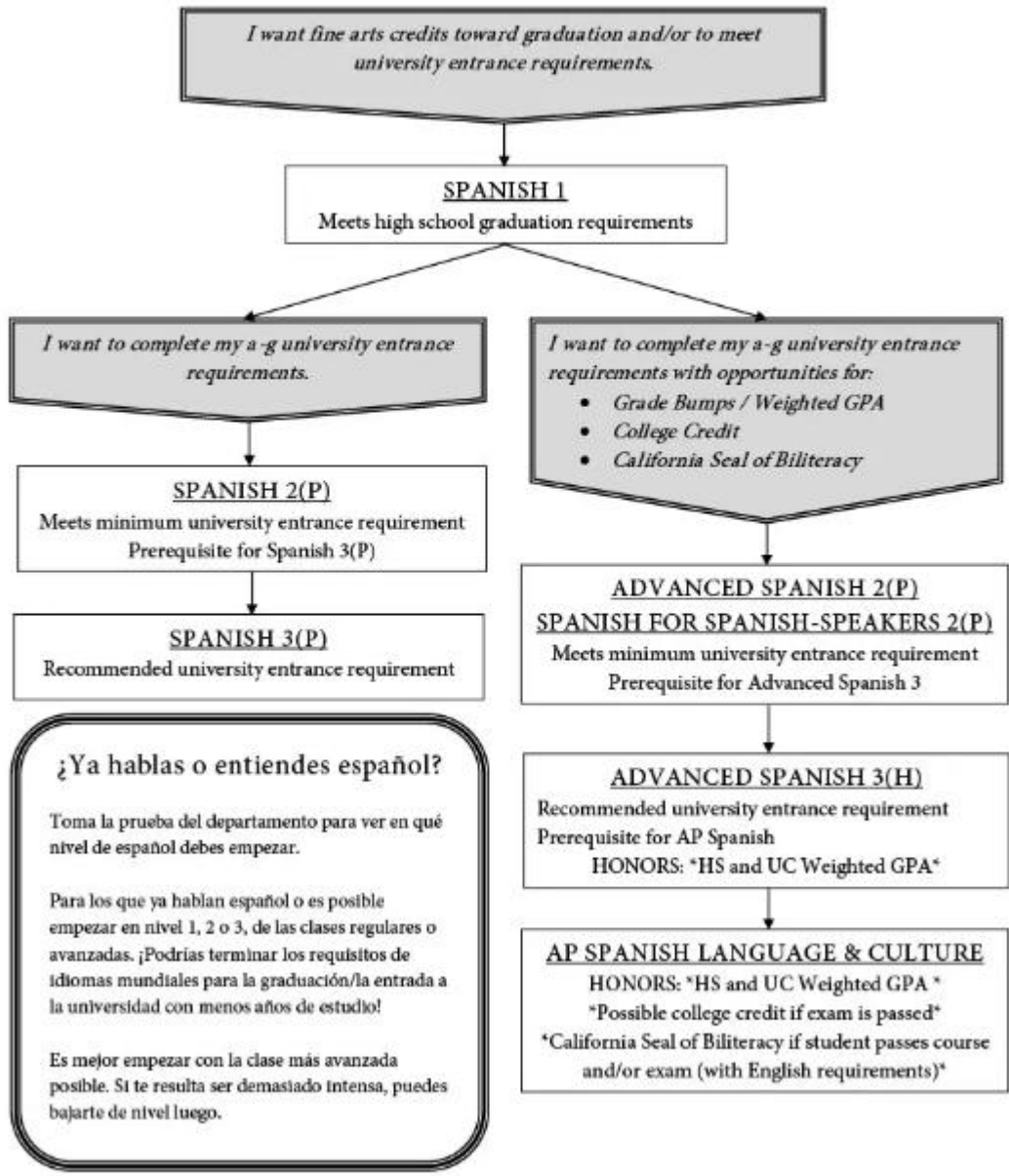
**Course Description:** The AP Spanish Language and Culture course prepares students for the exam of the same name. It is a college level class that intensely practices interpretive, interpersonal and presentational communication in all modalities (listening, speaking, reading and writing). Language, content and culture are integrated into the study of various themes including: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. This class is taught exclusively in Spanish and students are expected to communicate in Spanish only during class as well.

**\*Students who complete the four-year language study program with a B average or better and/or who pass the AP Spanish Language and Culture Exam with a score of 3 or higher, may be eligible to receive a *Seal of Biliteracy* from the state of California on their diploma. Some English requirements also apply. \***



# RBHS SPANISH PROGRAM OPTIONS

*Besides the fact that bilingualism is beautiful, why do I want to take Spanish?*



# MATH

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## **PRE-ALGEBRA**

GRADE LEVEL: 9-11

DURATION: Year

CREDIT: One year of the math requirement for graduation.

**Course Description:** This course explores the mathematical concepts that are foundational for success in algebra including algebraic expressions, integers, equations, decimals, fractions, ratios, proportions, percentages, area, volume, and probability.

## **ALGEBRA I (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *C or better in Grade 8 math, or teacher recommendation*

DURATION: Year

CREDIT: One year of the math requirement for graduation and meets one year of the UC/CSU “C” requirement.

**Course Description:** Algebra 1 topics include recognizing and developing patterns using tables, graphs, and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operation on algebraic expressions, and apply mathematical properties to algebraic equations. Students problem solve using equations, graphs, and tables and investigate linear and exponential relationships, including comparing and contrasting options and decision making using algebraic models. Introductory instruction in the area of data analysis will include data distributions, frequency tables, the normal distribution, and linear regression.

## **GEOMETRY (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *C or better in Integrated Math I or Algebra I course*

DURATION: Year

CREDIT: One year of the math requirement for graduation and meets one year of the UC/CSU “C” requirement.

**Course Description:** Geometry topics include transformations, congruent figures, properties of triangles, proofs, trigonometry, properties of circles, volume of solids and behavior to those of linear and exponential relationships from Algebra 1. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Geometry is limited to quadratic expressions and functions, and some work with absolute value, step, and functions that are piecewise defined. In Geometry, instructional time will focus on five critical areas: (1) congruent shapes (2) rules of lines, angles and triangles (3) proofs of quadrilateral’s and triangles (4) properties of circles and (5) establishing criteria for similarity of triangles based on dilations and proportional reasoning. This course will use a scientific calculator such as the TI-34 or Casio fx-300MS and the TI-84 Plus graphing calculator.

## **ALGEBRA II (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *C or better in Geometry*

DURATION: Year

CREDIT: One year of the math requirement for graduation and meets one year of the UC/CSU “C” requirement.

**Course Description:** The course offers a complete review of the ideas generally taught in Algebra I in greater detail and is designed to prepare the student for enrollment in the state college or university system. Since this is a college preparatory course, the class will be assigned an extensive amount of homework to be completed independently outside of class.

### **AP CALCULUS (H)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *C or better in Math Analysis*

DURATION: Year

CREDIT: One semester of the math requirement for graduation and meets one year of the UC/CSU “C” requirement.

**Course Description:** This is an honors Advanced Placement course designed to prepare the student for the College Board Advanced Placement examination. A discovery approach will be used to cover all the traditional topics in first year calculus.

### **MATH 14 (DE) INTRODUCTION TO STATISTICS**

GRADE LEVEL: 12

**PREREQUISITE:** *B or better in Algebra II*

DURATION: Semester

CREDIT: Dual enrolled with Shasta College, one year of the math requirement for graduation, and meets one year of the UC/CSU “C” requirement.

**Course Description:** An introductory course in statistics with a support component that is designed to help the student who needs additional support to be successful. It will show the role of modern statistical methods in the process of decision making. Concepts are introduced by example rather than by rigorous mathematical theory. The following topics will be covered: measures of central tendency and dispersion, regression and correlation, probability, sampling distributions including the normal, t, and CHI-square, and statistical inference using confidence intervals and hypotheses testing.

### **MATH ANALYSIS (DE) (H)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *C or better in Algebra II*

DURATION: Year

CREDIT: Dual enrolled with Shasta College, one year of the math requirement for graduation and meets one year of the UC/CSU “C” requirement.

**Course Description:** This class is designed for the advanced math student who plans to attend a college or university and is math/science oriented.

### **PROBABILITY (P)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *C or better in Geometry, Algebra 2, or teacher recommendation*

DURATION: Semester

CREDIT: One semester of the math requirement for graduation and meets an additional year of the UC/CSU “C” requirement.

**Course Description:** Random processes can be described mathematically by using probability. Probability uses a list or description of the possible outcomes, each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability. The course also includes an introduction to expected value.

**STATISTICS (P)**

GRADE LEVEL: 11-12

***PREREQUISITE: C or better in Geometry, Algebra 2, or teacher recommendation***

DURATION: Semester

CREDIT: One semester of the math requirement for graduation and meets an additional year of the UC/CSU “C” requirement.

**Course Description:** Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account. Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. The course also includes an introduction to hypothesis testing.

# PHYSICAL EDUCATION

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The Physical Education at Red Buff Union High school covers four areas: Fitness activities and assessment, Games & Lifetime sports, Personal Fitness Lab, and Teamwork and Social Skills. During the 18 weeks, the students will learn about physical fitness, be exposed to a variety of different activities and games, some familiar and some new, and work hard to raise their fitness levels.

Students will participate in a daily exercise program designed to improve their fitness levels. Students will assess their present level of fitness, set goals, and work toward reaching their goals.

Students will participate in a personal fitness lab where they will learn about exercise science, nutrition, stress management techniques, and consumer awareness as it relates to fitness. Students will become more aware of what fitness is and why it is very important to maintain a healthy lifestyle, and will learn how to design a fitness plan that can be really used. Students will have the opportunity to become leaders and members of a team, and learn how function in a cooperative group setting.

## **P.E. Policy**

- Freshman P.E. is required of all students for graduation.
- A student that has not passed the Physical Fitness test, but has a B- or higher in their previous Physical Education class **and has instructor approval**, can enroll in Strength and Conditioning or Regular Physical Education only.
- Extracurricular sports cannot be used for credit during the freshman year.
- For the second-year requirement, beginning in the 10<sup>th</sup> grade, the school board may waive up to 10 P.E. credits for students who have passed the State Physical Fitness Test and do one of the following:
  - A. complete one year of dance
  - B. participate and complete two seasons of a RBHS sport
  - C. complete 2 years of band

## **FROSH PHYSICAL EDUCATION**

GRADE LEVEL: 9

DURATION: Year

CREDIT: Physical Education

**Course Description:** Students will be expected to develop skills and characteristics as defined by the six National Physical Education Standards. This course is designed to give students an introduction to physical fitness and to expose them to a variety of different activities designed to raise their fitness levels to perform the best of their ability in the State Physical education testing protocol. These activities may include but not be limited to: Dance, Weight Training, Plyometrics, Agility Training, Personal Fitness design, Nutrition, Aerobics, Badminton, Basketball, Conditioning, Flag Football, Physical Fitnessgram, Soccer, Speedball, Softball, Swimming, Tennis, Frisbee Golf, Ultimate Frisbee, Volleyball, Volley Tennis, Volley Softball, Self Defense, Mat Games, Yoga, Line Dancing, Lip Sync, Pickle ball, Floor Hockey, Bocce Ball, Rugby, and Speedminton.

## **PHYSICAL EDUCATION**

GRADE LEVEL: 10-12

DURATION: Year

CREDIT: Physical Education

**Course Description:** Students will be expected to develop skills and characteristics as defined by the six National Physical Education Standards. This course is designed to continue to give students information on physical fitness and to expose them to a variety of different activities designed to raise their fitness levels. These activities may include: Dance, Weight Training, Plyometrics, Agility Training, Personal Fitness design, Nutrition, Aerobics, Badminton, Basketball, Conditioning, Flag Football, Physical Fitnessgram, Soccer, Speedball, Softball, Swimming, Tennis, Frisbee Golf, Ultimate Frisbee, Volleyball, Volley Tennis, Volley Softball, Self Defense, Mat Games, Yoga, Line Dancing, Lip Sync, Pickle ball, Floor Hockey, Bocce Ball, Rugby, and Speedminton.

## **STRENGTH AND CONDITIONING**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Instructor approval for all grades. 10-12<sup>th</sup> graders need a grade of a B- or better in prior P.E. class. 9<sup>th</sup> graders—if space is available, priority is given to the students who participated in the summer Strength and Conditioning program and/or are participating on a sports team.*

DURATION: Semester

CREDIT: Physical Education

**Course Description:** Students will be expected to develop skills and characteristics as defined by the six National Physical Education Standards. The focus of Strength and Conditioning class will include safety, technique and program design. The conditioning component will include a variety of methods to enhance speed and endurance fitness. All freshmen enrolled in a regular Physical Education class, who have participated in a summer Strength and Conditioning program and are on a Red Bluff High School fall athletic team, will be given the opportunity to switch into Strength and Conditioning from Physical Education if offered during their Physical Education period, and space is available. Student will be introduced to National Strength and Conditional Association principles that incorporate injury prevention exercises, sound technique, and safe participation. If student is not meeting Strength & Conditioning standards the student will be moved back to regular Physical Education. If a student is moved back into regular Physical Education, then regular Physical Education students will have an opportunity for joining the Strength and Conditioning class at the grading period. The rigorous weekly activity will prepare the frosh students to excel on the State Physical Education testing protocol.

## **SPORTS PERFORMANCE**

GRADE LEVEL: 10-12

**PREREQUISITE:** *MUST BE ON A SCHOOL ATHLETIC TEAM. Cannot have quit or been dismissed by any athletic team in previous seasons. Instructor and coach approval for all grades. 10-12<sup>th</sup> graders need a grade of a B+ or better in prior P.E. class. 9<sup>th</sup> graders will be considered if space is available and priority is given to the 9<sup>th</sup> graders who participated in the summer Strength and Conditioning program.*

DURATION: Semester

CREDIT: Physical Education

**Course Description:** Students will be expected to develop skills and characteristics as defined by National Strength and Conditioning Association and American School of Sports Medicine. The focus of Athletic Performance class will include safety, technique and program design for pre-season, in-season and post-season sport specific periodization. The conditioning component will include a variety of methods to enhance speed and endurance fitness in relation to a specific sport. All freshmen enrolled in a regular Physical Education class, who have participated in a summer Strength and Conditioning program and are on a Red Bluff High School fall athletic team, will be given the opportunity to switch into Sports Performance from Physical Education if offered during their Physical Education period, and space is

available and signed off on by coaches and staff. Students will be introduced to National Strength and Conditioning Association principles that incorporate injury prevention exercises, sound technique, and safe participation. If a student is not meeting Strength and Conditioning standards, the student will be moved back to regular Physical Education. If a student is moved back into regular Physical Education, then prospective athletes will have an opportunity for joining the Sports Performance class at the grading period. The rigorous weekly activity will prepare the frosh students to excel on the playing field as well as meet state requirements for physical education.

# SCIENCE

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## **ENVIRONMENTAL SCIENCE (P)** 9<sup>th</sup> grade course

GRADE LEVEL: 9

DURATION: Year

CREDIT: One year of the life science requirement for graduation and meets one year of the UC/CSU "D" requirement.

**Course Description:** Students will participate in a hands-on, cooperative learning environment to study the themes of biodiversity, resources, and pollution. These units will include: Ecosystems, Human Populations, Renewable Resources, Energy, Pollution, and the Sustainable Future. This course will use environmental issues of Tehama County and Northern California to keep the subject matter relative and close to home, while preparing students for a changing career world filled with potential jobs in the environmental field.

## **PHYSICAL EARTH SCIENCE (P)**

GRADE LEVEL: 10

DURATION: Year

CREDIT: One year of the physical science requirement for graduation and meets the UC/CSU "D" requirement.

**Course Description:** Students will participate in a hands-on, discovery-based learning lab. Students will use the basis of Physics and Chemistry to study the world of Earth Science. Students will learn through demonstrations, labs, projects and discussions along with cooperative learning opportunities. Teaching will emphasize STEM concepts and students will be prepared to enter college or career with a basic understanding of the physical world including basic Physics and Chemistry as it relates to Earth and its place in the universe.

## **CHEMISTRY HONORS (H)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *B or better in Environmental Science (P) and concurrent enrollment in Geometry (or have earned a C prior)*

DURATION: Year

CREDIT: One year of the physical science requirement for graduation and meets one year of the UC/CSU "D" requirement.

**Course Description:** Honors Chemistry is a fast-paced, rigorous course that challenges students to apply chemistry knowledge to predict chemical phenomena, design experiments, and provide solutions to complex problems, while incorporating more sophisticated calculations that require higher levels of math proficiency and problem-solving reasoning skills than our Chemistry course alone. Students in Honors NGSS Chemistry will develop critical thinking skills, essential laboratory skills, an understanding of how models are used in science, and specific scientific knowledge guided by the California High School NGSS Framework.

## **BIOLOGICAL SCIENCE (P)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *C or better in Physical Earth (P) or completion of Chemistry Honors (H)*

DURATION: Year

CREDIT: One year of the life science requirement for graduation and meets one year of the UC/CSU "D" requirement.

**Course Description:** The class is designed to prepare the high school student for meeting the 4-year university entrance requirements and to enable the student to take Advanced Placement Biology in their

junior or senior year. The course covers topics related to molecular and cellular aspects of living things, structure and function of plants and animals, genetics, plant and animal diversity and the principles of evolution, ecological relationships and human physiology. This course will include hands on labs that emphasize science as a process. The course is designed around the principles of Next Generation Science Standards and Common Core Literacy.

### **AP BIOLOGY (H)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *Successful completion of Chemistry Honors (H) with a B or higher.*

DURATION: Year

CREDIT: One year of the life science requirement for graduation and meets one year of the UC/CSU “D” requirement.

**Course Description:** The AP Biology course is a fast paced, challenging, and fun year long course designed to be the equivalent of a two-semester introductory college course. Success in this course will depend on your study skills, reading and writing abilities, motivation and maturity. AP BIOLOGY differs significantly from the usual first high school course in biology with respect to the kind of textbook used, range and depth of topics covered, laboratory work done by students, and time and effort required of the students. The course provides an opportunity for students to take the Advanced Placement Biology Examination. Many colleges give credit for introductory biology to applicants with a qualifying score.

### **ANATOMY AND PHYSIOLOGY (P)**

GRADE LEVEL: 12<sup>th</sup> grade (or it can be taken concurrently with a biology course in 11<sup>th</sup> grade).

**PREREQUISITE:** *B or better in Physical Earth (P) or completion of Chemistry Honors (H) with a C or higher.*

DURATION: Year

CREDIT: One year of life science requirement and meets the UC/CSU “D” requirement.

**Course Description:** This course has been designed for students who plan to matriculate to a pre-medical, nursing, physical therapy, kinesiology, sports medicine, exercise physiology, veterinary sciences or any career in the medical field. Anatomy and Physiology includes an intensive coverage of the body as an integrated whole. It will provide information about the structure and function of all of the body organ systems that make up the human body. The students will be reintroduced to basic lab techniques and will be given many opportunities to practice them throughout the course

### **AP PHYSICS (H)**

GRADE LEVEL: 12

**PREREQUISITE:** *Successful completion of Alg 2 and Chem Honors (H) or AP Biology with a C or higher.*

DURATION: Year

CREDIT: Meets one year of physical science requirement for graduation as well as the UC/CSU “D” requirement.

**Course Description:** The physics course explores the physical nature and phenomena of the world using mathematics. The course is taught through discovery-based learning, labs, demonstrations, and dialogue. The primary topics of the course are motion, forces, energy, power, planetary motion, relativity, sound, light and electrical circuits. The topics of thermodynamics, electricity, and magnetism will also be explored. This course will be taken concurrently with the college prep physics course. Additional coursework will be done independently through the online program at an accelerated pace.

## **PHYSICS**

GRADE LEVEL: 12

**PREREQUISITE:** *Completion of Physical Science (P) or Chem Honors (H) with a C or higher.*

DURATION: Year

CREDIT: Meets one year of physical science requirement for graduation as well as the UC/CSU “D” requirement.

**Course Description:** The physics course explores in detail the physical nature and phenomena of the world around you. The course is taught through discovery-based learning, labs, demonstrations and dialogue. Your success in this course will depend on your study skills, motivation, perseverance, and your ability to think about the world around you. The primary topics of the course are motion, forces, energy, power, planetary motion, relativity, sound, light, and electrical circuits. The topics of thermodynamics, electricity, and magnetism will also be explored. This course is designed as preparation for any student headed to college.

## **SCIENCE ELECTIVES**

### **NASA ASTROBIOLOGY INTERNSHIP YEAR 1 (P)**

GRADE LEVEL: 11-12

**PREREQUISITE:** *B or better in Chemistry and application.*

DURATION: Year

CREDIT: Meets the UC/CSU “G” requirement & one year of CTE credit.

**Course Description:** NASA Astrobiology Interns will study chemistry, biology, and geology and how they are specifically related to the hydrothermal systems found in Lassen Volcanic National Park. Students will work closely with scientists from NASA Ames Research Center and Park Rangers from Lassen Volcanic National Park to gather samples, develop a hypothesis and then conduct experimentation to test their hypothesis. Upon completion, students will be responsible for writing a thesis paper and giving a public presentation detailing their findings.

### **NASA ASTROBIOLOGY INTERNSHIP YEAR 2**

GRADE LEVEL: 12

**PREREQUISITE:** *Successful completion of NASA 1 and application.*

DURATION: Year

CREDIT: CTE

**Course Description:** Second-year NASA Astrobiology Interns will continue their study of chemistry, biology, and geology of the hydrothermal systems found in Lassen Volcanic National Park along with taking on a leadership role for first-year interns. Having developed a close, working relationship with scientists from NASA Ames Research Center and Park Rangers from Lassen Volcanic National Park, second year interns will be responsible for coordinating, along with the teaching of field research skills, to a team of first-year interns. As team leaders, they will organize their team to gather samples, develop a hypothesis and then conduct experimentation to test their hypothesis. Upon completion, second-year interns will also be responsible for writing a thesis paper and giving a public presentation detailing their findings.

### **SCIENCE LABORATORY ASSISTANT**

GRADE LEVEL: 11-12

***PREREQUISITE: "B" or better in the course in which student is a Lab assistant with final approval by instructor.***

DURATION: Year

CREDIT: Elective

**Course Description:** This course selection provides the student the opportunity to set up laboratory equipment, to organize supplies for the science class, to assist students in a lab/classroom setting, and to perform clerical duties. The lab assistant may also be asked to run various errands between class and office, and to perform various tasks as directed by the instructor. Given the lab assistant is directly connected to a specific science course, they can expect to complete tasks for multiple teachers of that course.

# SOCIAL STUDIES

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## **WORLD CIVILIZATION: RENAISSANCE TO THE PRESENT (P)**

GRADE LEVEL: 10

DURATION: Year

CREDIT: Meets one year of social science requirement for graduation and one year of the UC/CSU “A” requirement.

**Course Description:** This course begins with a brief review of ancient civilizations and moves quickly through Greece, Rome, the Middle Ages and the Renaissance. The focus of the class then becomes the development of the modern world since the eighteenth century with special attention being paid to the expansion of the West, the growing interdependence of people and impact of geography on the shaping of world cultures and events.

## **WORLD HISTORY Dual Enrolled (H)**

GRADE LEVEL: 10

**PREREQUISITE:** *B or better in English 9 (P) and B or better in Ethnic Studies, highest weighted GPA/Class rank gets priority*

DURATION: Year

CREDIT: Dual enrolled with Shasta College, meets one year of social science requirement for graduation and one year of the UC/CSU “A” requirement.

**Course Description:** Dual Enrolled World History is a year-long course designed to create and develop an understanding of the historical global processes that have shaped mankind. How human societies interact and influence each other over time, and how developments in the past remain important to today’s society is a key emphasis in these classes. This course is a Dual Enrolled class through Shasta College. Students in the fall complete HIST 2 (prehistory to 1500 CE) and spring complete HIST 3 (1500 CE to Present). Understanding these are advanced courses, it is your responsibility to keep up with readings, assignments, and note taking since this is a college level-course. Many of these assignments will require you to adhere to a strict schedule of studying and will require you to work independently. Students can expect about 20 minutes of reading a day or about 1.5 hours of reading a week.

## **UNITED STATES HISTORY (P)**

GRADE LEVEL: 11

**PREREQUISITE:** *C or better in World Civ (P)*

DURATION: Year

CREDIT: Meets one year of U.S. History requirement for graduation and one year of the UC/CSU “A” requirement.

**Course Description:** College Preparatory U.S. History is a survey of the history of the United States from earliest times to the present. The course is designed for the university-bound student and the expectations are of college-level work. Students should be able to read above grade level and write at the minimum district standards for college-bound students. Independent research, writing, and the use of primary historical documents are an integral part of the course.

### **U.S. HISTORY 17A DUAL ENROLLED (H)**

GRADE LEVEL: 11

*PREREQUISITE: B or better in World Civ (P) and English 10 (P)*

DURATION: semester

CREDIT: Must pass 17A and 17B to meet one year of U.S. History requirement for graduation and meets one year of the UC/CSU "A" requirement.

**Course Description:** This course covers the period from the colonization of the American Continent to Reconstruction. This is not be a course based on memorizing facts or dates, but instead is an opportunity to interact with history and sources for an enhanced understanding. The first section of the class examines a pre-European, Native inhabited continent. As Europeans begin to arrive in the Americas we investigate what brought them here, what motivation they had, and how they interacted with Natives. We then look into how England became the dominant shareholder of American land, and what that ultimately meant for all who inhabited the continent. Section two begins with the Revolutionary War. We explore the American Revolution from various perspectives. We then investigate how our nation was constructed, and what different political views shaped the making of the Constitution that we know today. This leads us to the early American Republic which we will observe as it is sectionalized between northern and southern politics and ultimately led us to the Civil War. The third section of the class examines the Civil War; how it was fought, who fought it, and how the Union won the war. The class then investigates the implementation and eventual failure of Reconstruction in the former Confederate states

### **U.S. HISTORY 17B DUAL ENROLLED (H)**

GRADE LEVEL: 11

*PREREQUISITE: B or better in World Civ (P) and English 10 (P) and passed 17A with a C or better*

DURATION: semester

CREDIT: Must pass 17A and 17B to meet one year of U.S. History requirement for graduation and meets one year of the UC/CSU "A" requirement.

**Course Description:** This course is a survey of the history of the United States from the end of Reconstruction to the present day. The course will begin with the rise of industrialization, urbanization and immigration, and the attitudes and politics of the late 1800's. A large focus of this course will be the expansion of the U.S. into international affairs. This examination of the evolution of U.S. foreign policy will begin with the Spanish American War, both World Wars, the Cold War, and will ultimately lead us into current U.S. policies. In addition, we will investigate social and political phenomena within the U.S. such as the Great Depression, U.S during the Sixties, the Watergate scandal, and the Reagan Revolution, leading to a fuller understanding of our country's political and social makeup today. This course satisfies the CSU requirement for US History (US-1). This course may be offered in a distance education format.

### **AP US History (H)**

GRADE LEVEL: 11

*PREREQUISITE: B or better in World Civ (P) and English 10 (P)*

DURATION: semester

CREDIT: Meets one year of the UC/CSU "A" requirement.

**Course Description:** AP United States History course is an **advanced college-level** class requiring that students develop historical thinking skills by using appropriate analytical skills and a variety of written and visual primary and secondary sources to evaluate selective factual knowledge and make conclusions. *The major difference between a regular high school history course and an AP college-level history course is the greater amount of reading and the depth of focus that is found in the course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context.* Students will learn to craft plausible, persuasive historical arguments with clear, comprehensive and analytical theses and

support them with relevant historical evidence. They will describe, analyze, and evaluate the arguments of others using the available evidence within their respective contexts/circumstances considering their respective bias or point-of-view. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century.

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America's history, economic trends and the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. This course, unlike the regular college preparatory class, will emphasize these events and trends through significant outside reading. Students applying to enter the AP U.S. History class will have to prove completion/comprehension of several summer readings related to the previously mentioned topics.

### **AMERICAN GOVERNMENT (P)**

GRADE LEVEL: 12

***PREREQUISITE: C or better in U.S. History (P)***

DURATION: Fall Semester Only

CREDIT: Meets 5 credit requirement for graduation and meets part of the UC/CSU "A" requirement.

**Course Description:** The idea of democracy is compared to other systems of governmental power distribution. The U.S. Constitution is studied and its historical roots are explored. The evaluation of Constitutional power and interpretation are examined in detail. The structure and function of the central government are examined through the use of the news, textbook, supplemental readings and research. Time is spent tracing the development of a more tolerant civil rights stance by the formal governing bodies and the impact this has had on society. The schools of thought on constitutional interpretation are examined. The evolution of various methods of using political power is explored.

### **AMERICAN GOVERNMENT HONORS (H)**

GRADE LEVEL: 12

***PREREQUISITE: B or better in U.S. History (P)***

DURATION: Fall Semester Only

CREDIT: Meets 5 credit requirement for graduation and meets part of the UC/CSU "A" requirement.

**Course Description:** The idea of democracy is compared to other systems of governmental power distribution. The U.S. Constitution is studied and its historical roots are explored. The evaluation of Constitutional power and interpretation are examined in detail. The structure and function of the central government are examined through the use of the news, textbook, supplemental readings and research. Time is spent tracing the development of a more tolerant civil rights stance by the formal governing bodies and the impact this has had on society. The schools of thought on constitutional interpretation are examined. The evolution of various methods of using political power is explored. In addition, this class expands on the powers and roles of state and local government with an emphasis on civic engagement/involvement.

### **AP MACROECONOMICS (H)**

GRADE LEVEL: 12

**PREREQUISITE:** *C- or higher in Alg II; B or higher in fall Amer. Govt. class w/approval from Am. Govt. teacher, and required reading/writing assignment due in fall semester.*

DURATION: Spring Semester Only

CREDIT: Meets 5 credit requirement for graduation and meets a semester of the UC/CSU “G” requirement.

**Course Description:** AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade.

### **ECONOMICS IN THEORY AND PRACTICE (P)**

GRADE LEVEL: 12

**PREREQUISITE:** *C or better in American Govt. (P)*

DURATION: Spring Semester Only

CREDIT: Meets 5 credit requirement for graduation and meets part of the UC/CSU “G” requirement.

**Course Description:** This course is an introduction to basic economic theories and concepts and a practical application of those concepts to personal economics. Included topics are the economic systems; the national economy; the banking system; microeconomics; personal money management; finding a place to live. This enriched course will involve a greater emphasis on theory than will the non-college preparatory class. It will include additional writing assignments and considerable outside reading assignments.

### **SOCIAL SCIENCE ELECTIVES**

#### **PSYCHOLOGY (P)**

GRADE LEVEL: 11-12

DURATION: Semester or Year

CREDIT: Can be used to meet one year of social science requirement for graduation and one year of the UC/CSU “G” requirement.

**Course Description:** This course provides the student the opportunity to study human behavior. Class discussions center on the biological and environmental variables which affect behavior.

# VISUAL & PERFORMING ARTS

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## **ART I (P)**

GRADE LEVEL: 9-12

PREREQUISITE: None

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU "F" requirement.

**Course Description:** Art I provides a basic foundation of drawing skills, techniques, vocabulary and expression. All students explore an artist with an in-depth written report embellished with an artistic reflection. All students are required to demonstrate practical skills and a stronger appreciation through project and written assignments. In the second semester, students continue to build drawing skills, more advanced techniques, vocabulary and expression. Color theory, painting and portfolio building are emphasized. All students explore an art period with an in-depth written report. All students will demonstrate personal imagination and expression skills with a "project of choice" course final piece. All students must pass the vocabulary final exam.

## **Art II (P)**

GRADE LEVEL: 10-12

PREREQUISITE: Successful completion of Art I and is required before taking Art III.

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and one year of the UC/CSU "F" requirement.

**Course Description:** This course continues to develop the student's drawing, painting and 3-D techniques learned in the "Art I" course. Students will focus on how to create art compositions using principles of design as they are introduced to a variety of drawing, painting and three-dimensional techniques. The course will review the elements of art and color theory. Using art vocabulary that is introduced in the course, students will gain the ability to describe, analyze, interpret, and judge works of art. Students will study past and contemporary artists and trends through discussions and student research projects. The students will also maintain a sketchbook which is composed of visual ideas, notes, short assignments and various drawing techniques.

## **ART III (P)**

GRADE LEVEL: 10-12

PREREQUISITE: Successful completion of Art III.

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and one year of the UC/CSU "F" requirement.

**Course Description:** Art 3 builds upon the foundational concepts surveyed during Art 1,2. Art students produce art at mastery level, referencing Art history, contemporary art, thematic concepts, and compositional development. Students acquire mastery level development of drawing, painting technique, and compositional knowledge. Students continue to experiment with a survey of materials and art techniques. Art students are provided with opportunities to show their art throughout local community art shows and submit to art contests. Completion of the course includes development of a portfolio. Art students present a body of work with a focus and writing. The final capstone art project is presented as an art show for the community.

### **STUDIO ARTS I (P)**

GRADE LEVEL: 9-12

PREREQUISITE: None

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU "F" requirement.

**Course Description:** is an introductory course that builds a foundation in visual arts through hands-on, process-driven practice. Students explore fundamental elements of art and principles of design while working with printmaking methods, mixed media, and experimental techniques in both two- and three-dimensional formats. Emphasis is placed on exploration, material investigation, critical thinking, and creative problem-solving, encouraging students to develop a personal artistic voice within a supportive studio community.

### **STUDIO ARTS II (P)**

GRADE LEVEL: 10-12

PREREQUISITE: C or better in Studio Arts I or Art I

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU "F" requirement.

**Course Description:** Students will refine creative, technical, and conceptual skills with an emphasis on printmaking, mixed media, and process-driven art practices. Students will explore career pathways related to fine art, public art, print studios, illustration, photography, and arts education, including gallery operations, curation, museum practices, and community-based arts work. Through hands-on exploration of digital and physical processes, students will create, document, and exhibit original artworks. Students will curate and install exhibitions, price and market original work, and produce artwork for public audiences or clients while engaging in iterative, process-focused development. Pathway completers will develop a professional portfolio and understand how printmaking and mixed media skills apply to professional, collaborative, and exhibition-based environments.

### **ECO ART**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation.

**Course Description:** Eco Art is a course that addresses the environmental crisis in a number of creative ways. This class will help students realize their social and environmental impact on the earth. Creative projects will focus on weaving social responsibility into the making of art. Students will learn how to keep items out of landfills and appreciate how found and recycled items can be made into art. Along with the collection of materials for up-cycling and the creation of new works of art, students will reflect upon what they have created.

### **DANCE I & II (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *None for Dance I. \*Audition required for Dance II 9<sup>th</sup> graders can only take Dance II or higher.*

DURATION: Year

CREDIT: Meets one year of physical education requirement or one year of visual performing arts requirement for graduation. Also meets the UC/CSU "F" requirement.

**Course Description:** Dance I & II provide a beginning/ intermediate level dance arts experience. The courses cover fundamentals of dance movement, experience in various common dance styles and skills building. These courses will culminate in a yearly dance show.

### **DANCE III (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *Audition*

DURATION: Year

CREDIT: Meets one year of physical education requirement or one year of visual performing arts requirement for graduation. Also meets the UC/CSU “F” requirement.

**Course Description:** Dance III will include advanced techniques and styles of performance dance. The group will be performing at school recitals and serve as a service performance group for school and community activities.

### **THEATER ARTS I (P)**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** Beginning Theatre Performance students explore the art of acting, following the Stanislavski System of Acting. Students will create characters, write scenes and/or monologues, learn to self and per critique using Theatre Vocabulary, as well as model audience etiquette. Students will perform scenes. This is a performance-oriented class. All students perform on stage.

### **THEATER ARTS II (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Teacher approval/audition*

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** A natural progression from Beginning Theatre Performance, students in this course explore in depth techniques for the stage: acting, voice and diction; improvisation as part of the rehearsal process; directing, writing, as well as the process of stage productions. Students study the standard literature contained within the content standards. This is a performance-oriented class.

### **BEGINNING CHOIR (P)**

GRADE LEVEL: 9-12

**PREREQUISITE:** *None*

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** An entry-level course to the vocal music program, the Beginning Chorus provides any student with the opportunity to learn vocal production and part singing skills. The group will be presenting concerts and each student is responsible for the preparation and presentation of solo and small ensemble projects.

### **CONCERT CHOIR (P)**

GRADE LEVEL: 10-12

**PREREQUISITE:** *Audition only*

DURATION: Year

**CREDIT:** Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** Concert choir is one of the prime vocal performing groups. It is responsible for concert work as well as school/community service performances. The course content covers a complete variety of vocal literature of all levels of difficulty. This class participates and travels as a Victorian Caroler Ensemble around the holiday season and a Renaissance Ensemble in the spring.

### **SHOW CHOIR (P)**

**GRADE LEVEL:** 9-12

**PREREQUISITE:** *Audition and/or instructor’s approval*

**DURATION:** Year

**CREDIT:** Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** Show Choir is an exciting performance group. Students are given an opportunity to choreograph all of their numbers. This class performs in the winter concert and the spring highlights concert as well as school/community performances. The group performs selected popular music from all time periods and genres for their concerts and competitions. Teamwork is an important part in this course.

### **GUITAR (P)**

**GRADE LEVEL:** 9-12

**DURATION:** Year

**CREDIT:** Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** This course is designed to introduce the student to the guitar. Students will learn the basics of guitar performance, introduced to the history of the instrument, learn fundamentals of music theory, and develop the ability to judge the qualities and merits of musical composition and performance.

### **GUITAR II (P)**

**GRADE LEVEL:** 10-12

**PREREQUISITE:** *Successful completion of Guitar I.*

**DURATION:** Year

**CREDIT:** Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** This course is a continuation of Guitar I. Students should have taken Guitar I or have prior approval from the instructor. Guitar II will further develop guitar skills in chords, reading sheet music, fingerstyle, and music theory, and build a stronger foundation in musicianship. Students will explore various styles of music, including Blues, Rock, Mariachi, and Pop.

### **PERCUSSION**

**GRADE LEVEL:** 9-12

**DURATION:** Year

**CREDIT:** Meets one year of visual and performing arts requirement for graduation and meets the “F” requirement for entry into a UC or CSU.

**Course Description:** In this course, students will learn the fundamentals of percussion instruments such as mallets, auxiliary (shakers, maracas, cowbell, etc.), snare drum, and bass drum. In addition to learning the basics of percussion instruments, students will learn how to read sheet music and play in an ensemble. This is a beginner-friendly course, and no prior experience is required.

### **BEGINNING MARIACHI (P)**

GRADE LEVEL: 9-12

***PREREQUISITE:*** None

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** This class is for students new to music who want to gain experience playing one of the following instruments: guitar, guitarron, vihuela, trumpet, or violin. In this class, you will learn how to read and write music, play an instrument, perform simple songs and prepare for more advanced classes. This class is also the prerequisite for taking Advanced Mariachi. Students are able to provide their own instrument or one can be borrowed through the school. This course is great for all who are looking to learn an instrument or find a community who enjoys playing music.

### **ADVANCED MARIACHI (P)**

GRADE LEVEL: 10-12

***PREREQUISITE:*** Audition

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** This class is for students who have either met with or auditioned with Ms. West and is the course designed to follow beginning Mariachi. Students in this class will advance in their playing of the following instruments: violin, trumpet, vihuela, guitarron, and guitar, as well as the incorporation of vocalists. These students will hone their musical skills by performing in the community and traveling to different festivals throughout the year. Students are able to borrow instruments if they do not have one of their own. This class provides opportunities for leadership and further experiences in music, and is a great way to immerse yourself in a community of students that share interest in music

### **CONCERT BAND (P)**

GRADE LEVEL: 9-10

***PREREQUISITE:*** *Must be able to read music and play an instrument, or have approval from the band instructor.*

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** Concert Band is a fun and enriching ensemble ideal for those who strive for excellence in music making. Students will gain valuable knowledge in the fundamentals of technique, musicianship, and music analysis and theory through the study and performance of quality band literature. Students will also participate in marching events and will hone skills associated with proper marching form and function. Participation in after-school rehearsals and performances are a required part of this class.

### **ADVANCED CONCERT BAND (P)**

GRADE LEVEL: 10-12

***PREREQUISITE:*** Audition

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU “F” requirement.

**Course Description:** Concert Band is a fun and enriching ensemble ideal for those who strive for excellence in music making. Students will gain valuable knowledge in the fundamentals of technique, musicianship, and music analysis and theory through the study and performance of advanced quality band

literature. Students will also participate in marching events and will hone skills associated with proper marching form and function. Participation in after-school rehearsals and performances are a required part of this class.

### **JAZZ BAND (P)**

***PREREQUISITE:*** *Audition*

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation and meets the UC/CSU "F" requirement.

**Course Description:** Jazz Band is available to any wind or percussion player by audition. It is designed for the highly motivated music student with emphasis placed on furthering musicianship skills, learning theory, and improvisational techniques.

### **HUMANITIES THROUGH FILM**

GRADE LEVEL: 9-12

DURATION: Year

CREDIT: Meets one year of visual and performing arts requirement for graduation.

**Course Description:** This course introduces students to film history and visual analysis, tracing the medium's evolution from its origins to the present day. Students will explore the technical and artistic differences between various styles of filmmaking while gaining practical skills in screenwriting, directing, and production. The course concludes with a hands-on final project: the creation of an original short film or commercial.

# MISCELLANEOUS

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## HEALTHY LIVING

GRADE LEVEL: 9-10

DURATION: Year

CREDIT: Elective credit

**Course Description:** This course explores concepts of physical and emotional health. Through it, students will practice strategies to reduce stress, focus attention and set goals for physical and emotional well-being. They will develop the capacity to increase mind-body awareness through the use of relaxation techniques, mindfulness studies, journaling and exposure to information and research regarding the improvement of navigating everyday life. Students will develop short and long-term goals and study best practices for reaching them.

## LEADERSHIP 9&10 (P)

GRADE LEVEL: 9-10

**PREREQUISITE:** *Application*

DURATION: Year

CREDIT: Elective, meets the UC/CSU “G” requirement.

**Course Description:** Leadership is an important feature to the school. Students learn to both lead and get their peers involved in the various activities around our campus. We work in close conjunction with Student Government and we are each other’s major support system. The Senior Prom is the major vehicle to our success. Through this class we learn how to: plan and organize committees, make reports, work within the community, and in general, foster lifelong leaders in every walk of life.

## STUDENT GOVERNMENT (P)

GRADE LEVEL: 11-12

**PREREQUISITE:** *Elected to a Student Body or class office or application.*

DURATION: YEAR

CREDIT: Elective and meets the UC/CSU “G” requirement.

**Course Description:** This course is designed for the student interested in learning the basic concepts of democratic government; leadership skills, group processes, leadership practice and planning, and organization of student activities. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise, and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditure; and to develop an appreciation for law and order.

## SPARTAN SUCCESS

GRADE LEVEL: 11-12

DURATION: YEAR

CREDIT: Elective credit

**Course Description:** This class is designed to increase personal growth in academics, relationships, and leadership. Class time will be split between self-motivated academic lab time and direct instruction for personal growth. Throughout the course, you will be exposed to a variety of key concepts and strategies that will encourage a positive mindset. You will build skills to ensure success in high school as well as skills to help you in college, career, and life.

## **BROADCAST TECHNOLOGY I & II**

GRADE LEVEL: 10-12

***PREREQUISITE:*** *Consent of instructor*

DURATION: Year

CREDIT: CTE

**Course Description:** This elective technology class fuses together technology and audio communications. Students operate and maintain Red Bluff High School's FM radio station KRBH 107.7 as well as use of Adobe Audition 2.0 to manipulate a plethora of sounds into professional grade audio information and entertainment. Students will become proficient at media communications, voice recording, multi-track recording, editing and commercial quality standards. Students will produce a variety of files that will be distributed to local radio, including public service announcements, high school sports information, Red Bluff High School promotions, RBHS daily bulletin information and Radio Dramas.

## **FIREFIGHTING I (P)**

GRADE LEVEL: 11

DURATION: Year

CREDIT: CTE elective and meets the UC/CSU "G" requirement

**Course Description:** Firefighting I class enhances students' fundamental understanding of the fire service this first year course emphasizes career specific technical content while strengthening fundamental life skills based upon principles of the fire service. The objective is to equip the student for a successful transition into the workforce in any discipline. The curriculum is based upon IFSTA Firefighter I standards with applicable skill development in the skills lab. Topics taught include an introduction to fire technology, basic structural fire company operations, basic wildland firefighting practices, and firefighter safety and survival, and Emergency Medical Services (EMS). Upon completion, the student will become certified in ICS-100, 200, 700, and 800; CPR/First Aid with exposure to Emergency Medical Responder standards. Experienced full time, retired, and volunteer firefighters and other EMS disciplines will provide real-life guidance to equip the student for entry-level employment opportunities with government agencies and private sector providers such as the California Conservation Corps (CCC), CAL FIRE, US Forest Service, Firestorm, and city municipalities.

## **FIREFIGHTING II (P)**

GRADE LEVEL: 12

***PREREQUISITE:*** *Successful completion of Firefighting I and application process*

DURATION: Year long

CREDIT: CTE elective and meets the UC/CSU "G" requirement

**COURSE DESCRIPTION:** Firefighting 2 strengthens the knowledge base obtained in Fire Technology Careers 1. Further development in fire service principles and practices are expanded to include soft skills such as interpersonal communication, personal conduct, professional workplace standards, and career development such as resume preparation, interview techniques, and career sustainability. Hard skills with a lab component shall include Emergency Medical Responder (EMR), expanded wildland skills, and certifications in multiple industry specific courses. Priority hiring may be given to graduates through the California Conservation Corps with a two-year employment option: wage, benefits, and experience. Other government municipalities for employment shall include CAL FIRE, US Forest Service, and local volunteer fire departments, and private fire industry contract departments. Portions of this course will provide the successful student an opportunity to continue their daily individual development by working alongside with local fire professionals in the community classroom setting at local fire departments.

## **EMERGENCY MEDICAL TECHNICIAN (P)**

GRADE LEVEL: 12

DURATION: Year

CREDIT: CTE elective and meets the UC/CSU “G” requirement

**Course Description:** The course provides the student with an outline of the EMS system, introduces assessment skills, as well as provides pathophysiology of common neurological, respiratory, and cardiac related emergencies. An intensive course to assist the student with developing skill in recognition of symptoms of illness and injuries, and proper procedures in emergency care. The course is a training course for emergency medical technicians performing as ambulance attendants. It covers techniques of emergency medical care presently considered within the responsibilities of the emergency medical technician, and emphasizes the development of student skills in recognition of symptoms of illnesses and injuries and proper procedures of emergency care. Emphasis is placed on patient assessment, communication, ambulance operations, and patient care in accordance with the California State Emergency Medical Services Agencies. Upon successful completion of the course and the statewide written and skills examination, the student must make application through Northern California Emergency Medical Services, Inc. for certification.

## **COLLEGE CONNECTION**

GRADE LEVEL: 12

**PREREQUISITE:** *Selected by College Connection selection committee*

DURATION: Year

**Course Description:** The College Connection is an alternative education program conducted in partnership with Shasta College and participating high schools. The senior students selected will attend Shasta College on a daily basis, concurrently earning both high school and college credits. The students will be required to enroll in three high school courses: American Government/Economics with a companion study lab, and College Writing and Research, plus between six and twelve college units per semester. Students will be required to meet regularly with an advisor to ensure acceptable academic progress toward graduation. Because students are concurrently enrolled in both campuses, they belong to both. This allows the students to take advantage of counseling services, support services, libraries and intra-school activities at each school site.

# SPECIALIZED ACADEMIC COURSES

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*Students are placed in the following courses through the IEP process, utilizing multiple measures, to ensure the appropriateness and least restrictive environment. All courses are taught by a Special Educator and provide additional support through specially designed academic instruction to meet the needs of the student.*

## **English**

**English 9/10/11/12 Essentials** are specially designed courses to provide instruction in language skills and integrates reading, writing, speaking, and listening while emphasizing individual student progress. The course will engage students in learning the same English standards, principles, processes and skills as the corresponding core course however with a much heavier emphasis on guided practice and tutorial support as they improve their reading and writing skills. Students will engage in reading, analyzing and evaluating literary and non-fiction books, articles, essays, poems, and short stories with extra teacher support.

**English Foundations 9-** This class is designed to introduce students to foundational language arts skills, including reading, writing, speaking, and listening. The course provides individualized instruction and support tailored to meet the diverse needs of students with varying learning abilities and styles. It focuses on building reading comprehension, vocabulary, writing skills, and understanding literary concepts, while promoting social and communication skills. Through a combination of direct instruction, hands-on activities, and differentiated assignments, students will work to meet both state and individual academic goals.

**English Foundations 10-** This class is designed to build on the foundational language arts skills developed in English 1 while providing individualized instruction to meet the diverse needs of students with learning disabilities. The course focuses on developing reading comprehension, writing, critical thinking, and communication skills. Students will engage with both fiction and nonfiction texts, explore literary themes, and write essays and creative pieces. Emphasis will also be placed on improving vocabulary, grammar, and sentence structure. The course promotes inclusive learning strategies and offers tailored supports to ensure each student can succeed at their own pace.

**English Foundations 11-** This class is designed to continue the development of reading, writing, and communication skills at a more advanced level. This course emphasizes American literature, nonfiction texts, and the development of critical thinking and analytical skills. Students will explore key themes, literary elements, and historical contexts within American literature, while also enhancing their writing skills, including argumentative, analytical, and research-based writing. The course provides individualized instruction, support, and accommodations to help each student meet their learning goals and succeed in a high school English curriculum.

**English Foundations 12**-This class is designed to help seniors refine and master their reading, writing, speaking, and critical thinking skills. This course focuses on world literature, contemporary writing, and preparing students for postsecondary academic or career pursuits. Students will analyze classic and modern literature, engage in research-based writing, and refine communication skills needed for the real world. With a focus on individualized support and practical applications, the course prepares students for life beyond high school, whether in college, the workplace, or other adult responsibilities.

## **Math**

**Math Essentials**-a specially designed course designed to strengthen the basic computation skills that all students need as adults, and at the same time lay the foundation for future work in Integrated Math. Concepts covered include addition, subtraction, multiplication, and division of rational numbers (positive and negative); exponents, scientific notation, metrics, open sentences, solving equations, problem-solving, and estimating. Students will earn 10 math credits.

**Math Foundations** (9<sup>th</sup> and 10<sup>th</sup> grade)- This course is designed to help students develop essential math skills through real-life applications in daily life and the workplace. Aligned with the California State Standards for Mathematics, the course focuses on foundational concepts such as numbers, operations, algebra, geometry, and data analysis, while emphasizing practical skills in money management, time, and math vocabulary. Students will learn to manage finances by counting and using money, budgeting, and understanding prices. They will also apply math in workplace settings, such as tracking hours worked and reading schedules. The course uses hands-on learning, visual aids, and differentiated instruction to ensure all students can access the material, with a focus on building key math vocabulary and understanding time concepts, including reading clocks and managing time effectively. By the end of the course, students will gain practical, real-world math skills that enhance their academic success and promote independence in everyday activities.

**Algebra 1A Foundations**-This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. The Algebra course, covering Units 1 and 2, provides students with disabilities an accessible, supportive learning environment. Unit 1 focuses on interpreting data through plots like bar graphs and histograms, and summarizing data using mean and median. Students will also create and solve equations and inequalities, translating word problems into mathematical expressions. Unit 2 covers real numbers, including integers, rational, and irrational numbers, and their relationships. Students will learn to express real-world relationships as equations and solve problems using algebraic expressions. The course emphasizes personalized support, using technology, visual aids, and interactive activities to help students engage with and apply algebraic concepts.

**Algebra 1B Foundations**-This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31. This course is designed to support students

with disabilities in understanding key concepts in algebra, focusing on Unit 3: Functions and Creating Equations, and Unit 4: Numbers and Quantities. In Unit 3, students will learn to write and interpret functions that describe relationships between two quantities, understand and graph functions, and create and solve equations and inequalities in one variable, with an emphasis on real-life problem-solving. In Unit 4, students will explore how to use units of measurement to solve multi-step problems, understand measurable attributes like length, volume, and time, and learn to apply various units and measurement systems in practical contexts. Throughout both units, students will be provided with visual aids, hands-on activities, and personalized support to ensure comprehension and success. The course integrates technology and accessible resources, offering flexible learning strategies such as additional time, simplified instructions, and individualized guidance to promote confidence and mastery of algebraic concepts.

**Pre-Algebra Essentials**-This course is specially designed for students who have had exposure to, but not mastered a significant number of the middle school math content standards. It will include whole numbers and their operations, rational numbers and their operations, symbolic notation, equations and functions, the coordinate plane, graphing proportional relationships, and Algebra. The purpose of the course is to increase the needed skills and understanding of mathematics to be successful in Integrated Math 1.

**Algebra 1 Essentials**-The course is specially designed and builds competency in the following conceptual categories: Modeling, Functions, Number & Quantity, Algebra, Geometry and Statistics and Probability. It builds upon those concepts taught in a Common Core K-8 curriculum. The fundamental purpose of Math I is to formalize and extend students' understanding of Linear and Exponential Functions and their applications.

## Science

**Physical Earth Science Foundations (9<sup>th</sup> and 10<sup>th</sup> grade)**-This course is designed for 9th-10th grade students to explore the basics of Earth science, biology, water science, and chemistry. It is specially created for students with disabilities, using different teaching methods and tools to help all students succeed. Students will learn through hands-on activities, interactive lessons, and digital tools. The course helps students develop skills like observation, problem-solving, and critical thinking while making science fun and accessible for everyone. This course is designed to be interactive and accessible for all students, with extra support when needed. By following California State Standards, students will get a solid understanding of science, develop important skills, and be ready for more advanced science learning in the future.

**Biology Foundations (11<sup>th</sup> and 12<sup>th</sup> grade)**- This Biology course is designed for 11-12 grade students to support students with disabilities in understanding fundamental biological concepts through accessible and engaging instruction. It covers living organisms, cellular functions, and energy processes such as cellular respiration and photosynthesis. Students will explore cell structure, mitosis and meiosis, DNA replication, genetic variation, and evolution, along with topics like the immune system, disease defense mechanisms, and human genetics. To ensure accessibility, the course incorporates visual aids, hands-on learning, adaptive technologies, and

flexible assessments, making complex biological concepts more comprehensible through individualized support and interactive activities.

## **Social Studies**

**American Government Essentials-** This is a specially designed course regarding the background and meaning of the Constitution is explored along with the concepts of separation of powers, checks and balances and federalism. The details of governmental operation are studied including the duties of the President, the work of Congress, and the decision-making powers of the U.S. Supreme Court. Civil rights progress is explored as it pertains to race, sex, religion, ethnic groups and disabilities. Students have the opportunity to register to vote and voting responsibility is encouraged. There is heavy emphasis on current events.

**Economics Essentials-**This is a specially designed course introduction to basic economic theories and concepts and a practical application of those concepts and a practical application of those concepts to personal economics. Included topics are: the economic systems; the national economy; the banking system; microeconomics; personal money management.

**United States History Essentials-** U.S. History is a specially designed course that is a survey of United States history from colonial times to the present. It is designed to meet the California requirement in U.S. History and to give the student an understanding of the past and its relationship to the present. Students taking this course should be able to read at grade level or above.

**World Civilizations Essentials- RENAISSANCE TO THE PRESENT-**This specially designed course begins with a brief review of ancient civilizations and moves quickly through Greece, Rome, the Middle Ages and the Renaissance. The focus of the class then becomes the development of the modern world since the eighteenth century with special attention being paid to the expansion of the West, the growing interdependence of people and impact of geography on the shaping of world cultures and events.

**U.S. History Foundations-**US History Foundations is a required one-year course designed to help students with disabilities access core content aligned subject matter. This course reviews US History from the late nineteenth through twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. Skills such as reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California History-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

**American Government/Economic Foundations-**American Government Foundations is a required one-year course designed to help students with disabilities access core content aligned subject matter. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism. Additionally, this course introduces foundational economic principles, including supply and demand, market economies, fiscal policy and the role of government in regulating the

economy. Students will explore how government decisions impact economic systems and how economic factors influence governmental policies.

**Ethnic Studies Foundations**-Ethnic Studies Foundations is a required one-year course designed to help students with disabilities access core content aligned subject matter. This course explores the experiences, histories, and contributions of various ethnic groups, both in the United States and globally. Beginning with an examination of pre-colonial societies, the course covers key moments in the history of race, ethnicity, and identity, with an emphasis on how ethnic communities have shaped, and been shaped by, larger historical, political, and social forces. Students will investigate the impact of colonialism, migration, slavery, and the struggle for civil rights.

**World Civilization Foundations**-This is a required one-year course designed to help students with significant cognitive disabilities access core content aligned subject matter. This course begins with the foundations of ancient civilizations and covers a period of over 5,000 years of human history, exploring the development of societies, cultures, and global connections. It highlights the evolution of human ideas, innovations, and governance as people, products, knowledge and ideas spread across regions and continents. The course examines key themes such as the rise of civilizations, the development of trade routes, the spread of religions and the impact of empire-building and cultural exchange.

## **Other**

**Academic Success**-The Academic Success is a specially designed course that provides opportunities for students to strengthen the academic skills necessary at the high school level. This course will help students succeed in their required academic courses by providing additional instructional time and learning strategies for students who need extra assistance. Students will receive instruction by a Special Education teacher in time management, organizational skills, reading analysis, note taking, test taking, and other strategies to promote self-directed learners across the curriculum. Academic success classes may also provide opportunities for students to work on homework and supplemental assignments to practice their academic skills. This course is designed to assist students who have been identified as needing additional support and assistance in one of the following core subjects (English, math, social studies, and science).

**College/Career/Vocational (9893)**-The College, Career and Vocational Readiness course is designed to prepare students for success after high school, whether they are planning to attend college, enter the workforce, or pursue vocational training. The course focuses on career exploration, skills development, and planning for life beyond high school. Students will develop practical skills such as writing resumes, preparing for job interviews, understanding workplace expectations, and setting realistic academic and career goals. The course also explores different pathways for postsecondary education, including traditional college, trade schools, apprenticeships, and certifications. By the end of the course, students will have a better understanding of their career interests, a clearer plan for achieving their goals, and the confidence to take the next step in their academic and professional journeys.

**Career Exploration (9880)**-The Career Exploration course is designed to introduce high school students to various career fields, industries, and professional pathways. The course emphasizes self-assessment, career research, skill-building, and the development of a professional mindset. Students will explore a range of careers, including those in the fields of healthcare, business, technology, arts, trade, and public service, while gaining insight into the education and skills required for success in these fields. Through hands-on projects, career assessments, guest speakers, and real-world applications, students will begin to identify their interests and strengths and make informed decisions about their future career paths.

**College/Career Awareness (9610)**-This specially designed course is aimed at helping students achieve their post-high school goals. It is designed to assist all 11<sup>th</sup> and 12<sup>th</sup> grade students with their planning for post-secondary education and other opportunities. Students will learn and apply knowledge and skills they will need beyond high school including, living on their own, working, as well as personal budget and finance.

**Music Mindfulness**-This Music Appreciation course, designed for students with disabilities, offers an inclusive and accessible introduction to the world of music through a hands-on exploration of diverse instruments such as drums, violin, and guitar. Students will discover the history, cultural significance, and unique qualities of various musical genres. Through listening exercises, discussions, and interactive activities, students will learn to appreciate the foundational elements of music, such as rhythm, melody, harmony, and form.

The course will include opportunities for students to explore basic techniques on drums, violin, and guitar, offering them the chance to engage with these instruments in a fun, supportive, and adaptive environment. The course will also utilize accessible tools and technology to ensure that all students can fully participate, promoting self-expression, creativity, and confidence in their musical journey.

# PUPIL RIGHTS AND RESPONSIBILITIES

## –FREE EXPRESSION –

## PUBLICATIONS CODE

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- I. The process of educating students for responsible citizenship in a democratic society requires reasonable opportunity for them to exercise the rights of freedom of speech and expression in the context of the public-school environment. The purpose of this policy is to ensure the exercise of these rights with due regard to the rights of others and the need for reasonable restrictions in the operation of classes by the Red Bluff Union High School District. In order to provide this experience for students within the frame work of Education Code Section 48916, the Board established the following policies.
  
- II. Students have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, and other insignia, and the right of expression in official publications.
  - A. CIRCULATION OF PETITIONS, CIRCULARS, NEWSPAPERS, AND OTHER PRINTED MATTER NOT SPONSORED BY THE SCHOOL DISTRICT  
Students shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter subject to the following specific limitations.
    1. TIME - The time of distribution shall be limited to the hours before school begins, during the lunch hour, and after school is dismissed.
    2. MANNER - The manner of distribution shall be such that:
      - (a) Coercion is not used to induce students to accept the printed matter or to sign petitions.
      - (b) Funds or donations are not collected for the material distributed.
      - (c) Materials are not left undistributed or stacked for pick-up while unattended at any place in the school or on school grounds.
  
  - B. BUTTONS, BADGES, AND OTHER INSIGNIA OR SYMBOLIC EXPRESSION  
Students will be permitted to wear buttons, badges, and other insignia as a form of expression, subject to the prohibitions set forth in Section III, A, B, C, D, & E.
  
  - C BULLITEN BOARDS  
Students shall be provided a bulletin board for use in posting student materials on campus, subject to the prohibitions set forth in Section III, A, B, C, D, & E.
  
  - D. STUDENT PUBLICATIONS  
Student editors of official publications (material produced by students in the journalism, newspapers, yearbook, or writing class and distributed to the student body either free or for a fee) shall be responsible for assigning and editing of their publications' content subject to the prohibitions set forth in Section III, A, B, C, D, & E. However, in all school sponsored publications, advisors are charged with the responsibility of supervising all production by the student staff, and for maintaining professional standards of English and journalism. Advisors are further responsible for maintaining all provisions of this policy relating to school sponsored publications.
  
- III. In the exercise of the students' rights described above, no student shall distribute materials, wear buttons or other displays nor post notices or other materials which:

- A. Are obscene to minors, according to current legal definitions.
  - B. Are libelous or slanderous, according to current legal definitions.
  - C. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violations of lawful school regulations or of the substantial disruption of the orderly operation of the school.
  - D. Express or advocate racial, ethnic, or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on school premises or of the violation of lawful school regulations or of the substantial disruption of the orderly operation of the school.
  - E. Are distributed in violation of time, place and manner requirements.
- IV. There shall be no prior restraint of materials prepared for official school publications, except insofar as violated this policy.
- V. School officials shall show justification within 24 hours for any limitation of student expressions. Students may appeal a decision concerning this policy through the procedures established in the Student Welfare Com-plaint Procedures policy. Knowing violation of this policy by any student is sufficient cause for suitable disciplinary action to be taken.

# SCHEDULE PLANNING

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Directions:

1. Write the names and duration of any required courses for your grade level.  
(Your counselor will provide this information.)
  
2. Select and write the names of any elective courses that you wish to take.

NOTE: The order or sequence of your required and selected courses does NOT represent the final schedule on a period-by-period basis.

## FALL SEMESTER

## SPRING SEMESTER

COURSE TITLE]

DURATION

COURSE TITLE

DURATION

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

## ALTERNATIVES

## ALTERNATIVES

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