

ROCKLIN HIGH SCHOOL
ACADEMIC PLANNING GUIDE
2026 - 2027

The Rocklin Unified School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, agenetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Director of Secondary School Programs or Director of Personnel Services at (916) 624-2428 or by email at titleixcoordinator@rocklinusd.org.

In accordance with the Supreme Court's decision in *Mahmoud v. Taylor* (2025), families may opt-out of certain instructional content and may learn more about that option by visiting the Educational Services page on the Rocklin Unified School District website at rocklinusd.org.

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ROCKLIN HIGH SCHOOL
Academic Planning Guide and Schedule of Courses
2026 – 2027

General Overview of the Learning Process at Rocklin High School

The system of education at Rocklin High School is driven by performance based standards as mandated by the State of California and the Rocklin Unified School District. Standards are not new to education; educators have always had goals and expected levels of achievement for students. At Rocklin High School, we go beyond expectations by requiring all students to master the learning associated with a common set of standards. In support of this philosophy, the curriculum, instruction, assessment and reporting to parents is designed accordingly.

Students will demonstrate mastery of the content standards through assessments and course work aligned with California Department of Education state standards and district standards. The grade reporting system is used to communicate a student's progress towards mastery. By requiring students to meet academic standards, a graduate will have the skills and knowledge needed for success in whatever post-high school avenues are chosen.

GRADUATION REQUIREMENTS

A minimum of 250 credits including the following required subjects must be earned in grades 9 – 12 in order to meet graduation requirements:

Subject Area	Credits	Years
Language Arts Communication	40	4
Mathematics*	30	3
Science	30	3
Social Studies	35	3.5
Physical Education	30	3
Visual & Performing Arts	10	1
Career Technical Education	10	1
Health	5	0.5
World Language	10	1
Electives	50	

*Must complete mathematics through Integrated Math 2.

Rocklin High School Academic Outcomes:

1. The Rocklin High School graduate has the ability to read, comprehend, critically analyze, and organize written materials.

2. The Rocklin High School graduate communicates effectively in written and spoken language.
3. The Rocklin High School graduate has knowledge of contemporary and historical issues and applies appropriate social studies concepts and research methods to the study of these issues.
4. The Rocklin High School graduate knows and applies physical and life sciences.
5. The Rocklin High School graduate will possess and demonstrate a knowledge and application of mathematics.
6. The Rocklin High School graduate demonstrates visual and performing arts skills.
7. The Rocklin High School graduate knows and uses applied science.
8. The Rocklin High School graduate has knowledge and applies a world language.
9. The Rocklin High School graduate knows and applies the fitness component principles.
10. The Rocklin High School graduate will possess and demonstrate health skills and knowledge.
11. The Rocklin High School graduate knows and uses current tools, technical systems, and library/learning resources.
12. The Rocklin High School graduate has an understanding of environmental issues.
13. The Rocklin High School graduate knows his/her career interests, aptitudes, and employment opportunities.
14. The Rocklin High School graduate listens actively, solves problems, thinks creatively, makes decisions, demonstrates initiative, and self directs his/her learning.
15. The Rocklin High School graduate demonstrates confidence, respect for oneself and others, responsibility, punctuality, participates in extracurricular activities, and performs community service.

Community Service: Students must complete **25 hours** of community service by the end of JUNIOR YEAR. Community service hours can be completed for any non-profit organization through clubs, athletic teams, or individually throughout the year. Refer to the Counseling tab on the RHS website for available opportunities. All RHS students are required to meet this graduation requirement to earn their diploma. **Please note that students that have not completed the required 25 hours by the end of junior year will not be eligible to receive a RHS senior parking permit.**

Early Graduation: Rocklin Unified School District believes that a high school education consists of a full four-year program. However, should a student wish to graduate early, he or she may meet with the counselor during their sophomore year to discuss the feasibility of early graduation.

Transfer<https://www.rocklinusd.org/Parents/InterIntra-District-Transfer-Attendance-Permits/index.html> **Policy:**

INTRADISTRICT: Students wishing to move between Rocklin High School and Whitney High School must complete an INTRADISTRICT TRANSFER REQUEST. Students requesting a transfer will be considered by the administration on an availability basis. Students must be on-track for graduation and maintain good attendance and discipline records in order to maintain Intradistrict transfer. Students residing within RUSD boundaries and wishing to return to their school of residence may request a transfer in the fall and must be on track for

graduation. Additional information can be found at:

<https://www.rocklinusd.org/Parents/InterIntra-Attendance-Permits/index.html>

INTERDISTRICT: Students wishing to transfer into a RUSD high school must complete an INTERDISTRICT TRANSFER REQUEST. Students requesting a transfer will be considered by the administration on an availability basis. Students and parents must meet with administration prior to acceptance to a RUSD high school in order to review the student's academic progress, attendance, discipline, and credits toward graduation. Transfer agreements must be renewed annually and students must be on-track for graduation and maintain good attendance and discipline records in order to maintain enrollment. Additional information can be found at:

<https://www.rocklinusd.org/Parents/InterIntra-Attendance-Permits/index.html>

CLASS CHANGE POLICIES

Drop/Add Policy: The Counseling Department makes every effort to match student needs with available classes. The Counseling Department provides each student ample opportunity to complete their course requests through the Aeries Student Portal and conducts individual meetings to confirm course requests with a counselor. **There should be no reason for a schedule change unless there is an error on the student's schedule.**

Scheduling Errors will receive immediate attention by the Counseling Department. The following are considered scheduling errors:

1. Missing a course(s) needed for graduation.
2. Blank/missing a class period (does not include "early/late" arrival for seniors).
3. Student has not met the prerequisite for a course.

The Counseling Department **WILL NOT** consider schedule changes for the following reasons:

1. To be with friends
2. To change teachers
3. Athletics
4. Early/late arrival adjustments
5. Employment

The Counseling Department will correct scheduling errors as quickly as possible. **Each student must stay in his/her classes until he/she has been notified that the schedule has been changed and/or the change is reflected in the Aeries Student Portal. Teachers will notify the Counseling Department if a student is inappropriately placed in a course.**

ADVANCED PLACEMENT(AP)/HONORS(H)/ADVANCED COURSES

Advanced Placement/Honors/Advanced courses are provided for the highly motivated academic student who meets the prerequisites to enroll. Weighted grades are earned with a passing grade in an Honors or Advanced Placement (AP) course. Students who do not meet the prerequisite may speak directly with the teacher to discuss the possibility of enrolling in the course. Students should plan carefully when taking Honors and AP courses. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course

per night). Please consider this information when selecting classes. Students requesting to enroll in an AP course will be required to complete an AP Contract including student and parent signature outlining expectations for the course.

Advanced Placement exams are administered in May. Students are subject to an exam fee if they choose to take the AP exam. Many colleges award credit and/or advanced placement for demonstrated subject area proficiency (to research a specific college's policy, please visit <https://apscore.collegeboard.org/creditandplacement/search-credit-policies>). Students will decide whether or not to take exams and order their exams by October 15, 2026. Please note that a \$40.00/exam cancellation fee will be assessed for any exam order canceled after November 15, 2026.

GRADE LEVEL PLACEMENT DESIGNATION

The following list represents: A) the recommended number of credits students should have completed by the time they enter each respective school year, and B) the number of credits which reflect when a student would be considered deficient in credits.

<u>Grade Level</u>	<u>Recommended Minimum</u>	<u>Deficient</u>
	<i>Number of Credits</i>	<i>Number of Credits</i>
10	60	45 or less
11	140	120 or less
12	220	170 or less

While students can make up for a deficiency in credits, it becomes increasingly difficult as they get farther behind. In order to not jeopardize graduation, students should stay as close as possible to the recommended credit totals listed above.

Students may attend summer school and/or night school to make up credit deficiencies. Please note that night school courses do not meet four year college eligibility requirements. See your counselor for more information.

GRADING POLICIES

Grades are maintained and readily available online for students, parents, and teachers to monitor and discuss student achievement. Three options are available:

Grades can be checked on the school's website at www.schoology.com. To set up a new account, parents need an activation code which they can access from the RHS front office. Please email Mindi Deimer at mdeimer@rocklinusd.org for instructions with your activation code.

Semester Report Cards are available to view through the Aeries Parent & Student portals approximately one week after the end of each semester (fall semester report cards will be available after the return from winter break). A school messenger will go out once they are available. These grades carry final credit, are considered permanent grades, and become part of the official school record (transcript) for each student.

Grading System:

		<u>Weighted*</u>
A = Distinguished	A = 4.0	A = 5.0
B = Commendable	B = 3.0	B = 4.0
C = Proficient (Mastery)	C = 2.0	C = 3.0
NC = Failure to achieve minimum standards		

A grade of NM (Not Mastered) during the semester indicates failure to achieve minimum standards. If not corrected, the NM can result in a semester grade of NC.

Please review the **Overview of the Learning Process at Rocklin High School** section of this booklet regarding our philosophy on learning.

Process for Appealing a grade on a Report Card: A student who believes he/she has received a grade considered in error should contact the instructor as soon as possible to check the accuracy of the grade. If the instructor agrees with the student that the grade is in error, the instructor will submit a grade change form to the Registrar's Office for the student. If the instructor disagrees with the student, the student may appeal the grade. The appeal should be in the form of a letter to the principal, explaining why the student disagrees with the grade.

Repeat Policy: Students who fail to meet minimum expectations for a course required for graduation (semester NC) must repeat the course during summer school and/or night school.

**Weighted grades are earned with a passing grade in an Honors or Advanced Placement (AP) course.*

TRANSCRIPTS

Official transcripts for colleges/universities, scholarships, NCAA, and/or NAIA need to be requested online at

<https://rhs.rocklinusd.org/Students--Families/Student-Resources/RegistrarTranscript/>

All colleges/universities you are applying to need to be entered into your SCOIR account under the "Applied" section of your SCOIR account and you need to fill out the Google Request Form. NOTE: Please request transcripts at least one week before any deadlines.

ACADEMIC RECOGNITION

California Scholarship Federation (CSF):

1. Previous semester grades determine membership.
2. Application deadline will be announced at the beginning of each semester. An application fee must be submitted with the application.
3. Semester grades and CSF points are: A=3, B=1, C=0 (AP/Honors A=4, B=2, up to a maximum of 2 extra points per semester).
4. List two or more courses from List I. Seniors may use all List II courses. No CSF points are granted for PE, Student Service, or repeated courses. Students must not have any grade lower than a "C".
5. Ten (10) CSF points must be earned in five courses including at least four (4) points from List I and seven (7) points from List I and II combined.

List I: All UC certified courses
List II: All other academic courses
List III: All other courses except PE and Student Service

6. Applications and additional help may be obtained from the Adviser.
7. To be considered an active member, CSF members must participate in at least two CSF club community service projects per semester and attend club meetings.

CSF chapter membership is earned each semester during high school. Membership is not automatic and an application must be completed each semester during the stated filing period.

A lifetime member is a CSF member who has earned membership during six (6) of their eight semesters of high school. They need to be an active member both semesters senior year.

National Honor Society: Membership in the National Honor Society is by invitation.

Sophomores, juniors, and seniors who maintain a minimum cumulative 3.5 grade point average and have completed 150 hours of community service by the application date are invited to fill out an application to join this prestigious national organization. Selection is based on four areas: scholarship, leadership, service, and character. An annual candlelight induction ceremony is held in the spring. Membership is confirmed in the spring if all expectations have been met. In addition to maintaining a 3.5 grade point average, members must participate in society service projects and maintain good character.

COLLEGE ENTRANCE EXAMINATIONS **SAT and ACT**

Since COVID-19, some universities have become “test optional” however there are still some four year universities that require either the SAT or ACT for admission. Schools are making this decision independently and often on a year-to-year basis, so it is crucial to research the policy at each school for the applicable application year. Students are highly encouraged to research admission requirements as policies from school to school can vary with admission requirements and/or recommendations. We still recommend that students study for and take either the SAT or ACT so that they have the opportunity to apply to a wide range of schools. Colleges will typically accept either score.

PSAT: The Preliminary Scholastic Aptitude Test and National Merit Qualifying Test (PSAT/NMSQT) is offered to sophomores and juniors (Juniors get priority registration). The PSAT student score report offers a skill assessment that students can utilize to identify their levels of proficiency in each of the reasoning skill areas and then work on improving them before entering college or taking the SAT. Juniors taking the PSAT are also taking the National Merit Qualifying Test. For juniors, the test can determine their initial eligibility or entry into scholarship competitions.

SAT: The SAT is a digital test and includes the following sections: Evidence Based Reading and Writing and Math worth a maximum of 800 points each.

ACT: The ACT includes the following sections: English, Reading, Mathematics with an optional science and writing section. Although the writing portion is optional, students are encouraged to take it because many colleges require or accept the writing scores.

Registering For the Exams:

Registration for the SAT is available at www.collegeboard.org. Registration for the ACT is available at www.actstudent.org and students should select a test site as close to their home as possible to cut down on test day stress.

Preparing For the Exams:

Rocklin High School offers several test prep options including both in class and online as well as unofficial practice exams throughout the school year. Information on prep programs and practice tests can be found on the College & Career Center website at <https://rhs.rocklinusd.org/Academics/Counseling-Services/College-and-Career-Center/College-Resources/>

Both the SAT and ACT websites also contain study material and practice test questions.

Note: College entrance exams are not required for entrance to community colleges but in some cases, SAT or ACT scores may be used in lieu of placement exams.

HIGHER EDUCATION ADMISSION REQUIREMENTS

Types of schools: There are several types of schools for higher learning in California: Community Colleges, California State University system, University of California system, private and independent colleges and universities, and vocational schools.

There are also thousands of out-of-state schools available for higher learning. However, RHS does not monitor each school's minimum entrance requirements. RHS Counselors and the College and Career Center will be happy to assist any student interested in pursuing information on schools outside of California.

Each year Rocklin High School hosts a regional college fair as well as school day visits from several college admission representatives. Workshops for college bound students which address the various aspects of the admission process are also available for students and parents throughout the year.

College Search and Planning:

Every Rocklin High School student is given a SCOIR (pronounced like "score") student account as well as a California College Guidance Initiative (CCGI) student account where they can research many college and career options in one place.

SCOIR: Students have received an invitation through their @rocklinusd.org email address to activate their SCOIR account (students must set up their account through this email link in order to be linked correctly to Rocklin High School). Once the student activates their account through the link they can log in to their SCOIR account at <https://scoir.com>.

California College Guidance Initiative (CCGI): Students will go to Californiacolleges.edu and “Signup with Google” using their school gmail account. Students needing assistance with either program should visit their Counselor.

Community Colleges: Community College admission is open to any person who has a high school diploma or has passed the GED or state proficiency exam or is 18 years of age. There are no subject, GPA, or entrance exam requirements for admission to California Community Colleges. Examples of local community colleges include Sierra College, Sacramento City College, and American River College. Sierra College allows high school students to take courses through the Academic Enrichment Program. Students interested in this program should visit the Sierra College website for more information.

Private Colleges and Universities: Students wishing to attend a private college or university should consult the college website for specific requirements. Counselors and the College & Career Center can assist in this process. Examples of private colleges include University of the Pacific, Stanford, Pepperdine, and Notre Dame. For additional information on private colleges within the state of California, please visit www.aiccu.edu.

California State University (CSU): Students must have a high school diploma, a qualifying eligibility index and must have completed the courses in the Comprehensive pattern of college preparatory subject requirements with a grade of “C” or better (see minimum entrance requirements chart below). The eligibility index will use applicants’ high school GPA as the primary factor in the formula, but will incorporate secondary factors. These factors may include completion of college preparatory coursework beyond the minimum requirements, school context, and other student attributes or activities like extracurriculars, community engagement or first-generation status. Grade point average is based on grades earned in college approved courses during your final three years of high school and weighted points for each “C” or better grade in approved Honors and/or AP courses. There are twenty-three (23) CSU campuses with a wide range of majors leading to a B.S. or B.A. degree. Examples of CSU colleges include Sacramento, Cal Poly Humboldt, San Diego, Monterey Bay, Long Beach, and Fullerton. For additional information, please visit <https://www2.calstate.edu>.

University of California (UC): The University of California is one university with nine campuses throughout the state. Examples include UC Davis, UC Santa Barbara, and UC Berkeley. To qualify for entrance, students must have a high school diploma or a California Proficiency Certificate. Students must follow a university preparatory program and must earn a grade of “C” or better in the required courses listed on page 13. Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system. Entrance GPA and requirements vary greatly depending on the major area of study and the campus selected. For additional information, please visit www.universityofcalifornia.edu.

Important Note: Approximately the top nine percent (9%) of the junior class who meet the minimum eligibility standards and who satisfy the A-G requirements are guaranteed acceptance at a University of California campus through the Eligibility in the Local Context (ELC) program. As of this year, the guaranteed campus is UC Merced. After submitting a UC application, students can return to the *My UC Application* page to see whether or not they have been designated as being in the top nine percent of the class.

For a side by side comparison of freshman admission requirements please visit:
[CSU-UC Comparison of Minimum Freshman Admissions Requirements](#)

Technical and Business Schools: These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. The California Department of Education's definition of Career Technical Education (CTE), which is embodied in the vision statement contained in Career Technical Education Framework for California Public Schools Grades Seven Through Twelve (2007), is as follows: Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. The internet address for the portion of the CDE website where pupils can learn more about CTE is <http://www.cde.ca.gov/ci/ct/>.

Apprenticeship Programs: The state of California offers a variety of Apprenticeship Programs. Qualifications/requirements are as follows:

- Applicants must be at least 18 years of age.
- Applicants must be physically able to do work performed in the trade.
- Applicants must have a high school diploma, high school proficiency certificate, or GED.
- Applicants should be able to read, write, and speak the English language in order to comprehend instructions and safety.

Additional information regarding Apprenticeship Programs can be found at www.calapprenticeship.org.

Example of Recommended Program for University of California, California State University, and some Independent Four-Year Colleges:

	9th Grade	10th Grade	11th Grade	12th Grade
<u>Language Arts</u>	Language Arts I Language Arts I Adv.	Language Arts II Language Arts II Honors	Language Arts III AP English Language	Expository Read/Writing Language Arts IV AP English Literature
<u>Mathematics</u>	Integrated Math I Integrated Math II	Integrated Math II Integrated Math II/III Integrated Math III	Integrated Math III Math Analysis Pre-Calc/Trig Honors AP Statistics	Math Analysis Pre-Calc/Trig Honors AP Statistics AP Calculus AB AP Calculus BC
<u>Social Studies</u>	Geography	World History AP World History	US History AP US History DE US History	Govt/Econ AP Microeconomics AP Government
<u>Science</u> (One year physical and one year life science)	Biology	Chemistry EST II Geology Human Body Systems Physics/Honors AP Physics I	Anatomy/Physiology H Chemistry EST II EST III Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environ. Science AP Physics I AP Physics II	Anatomy/Physiology H Chemistry EST III Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environ. Science AP Physics I AP Physics II AP Physics C: Mech AP Physics C: E&M
<u>World Language</u>	American Sign Lang I Spanish I Spanish II	American Sign Lang II Spanish II Spanish III Spanish III Honors	American Sign Lang III Spanish III Spanish III Honors Spanish IV Honors	Intermediate Spanish Spanish IV Honors
<u>Visual & Performing Arts</u>	Intro courses in: Art Ceramics Choir Dance Journalism Music Photography Publications Theater Video Production	Intro/Intermediate courses in: Art Ceramics Choir Dance Journalism Music Photography Photojournalism Publications Theater Video Production	Advanced courses in: Art Ceramics Choir Dance Journalism Music Photography Photojournalism Publications Theater Video Production	Advanced courses in: Art Ceramics Choir Dance Journalism Music Photography Photojournalism Publications Theater Video Production
<u>Electives</u>	* May be fulfilled by additional college prep courses taken in any A-G category on the following UC approved A-G course list.			

Rocklin High School “a-g” Approved Course List

A - HISTORY/SOCIAL STUDIES	F - VISUAL & PERFORMING ARTS CONTINUED
World History	Ceramics III
Advanced Placement World History	Ceramics IV
US History	Chamber Choir
Advanced Placement US History	Commercial Music: Recording Arts
Advanced Placement Government*	Concert Band
B - ENGLISH	Concert Choir
Language Arts I	Advanced Women's Ensemble
Language Arts I Advanced	Dance I
Language Arts II	Dance II
Language Arts II Honors	Dance III
Language Arts III	Dance IV
Advanced Placement English Language & Composition	Guitar Lab
Expository Reading & Writing	Intro to Publications Design & Multimedia
Language Arts IV	Men's Chorale
Advanced Placement English Literature & Composition	Photography I
C - MATHEMATICS	Photography II
Integrated Math I	Photography III
Integrated Math II	Photography IV
Integrated Math III	Photography IV Honors
Math Analysis	Photojournalism I
Pre-Calculus/Trigonometry Honors	Photojournalism I Honors
Advanced Placement Computer Science A	Photojournalism II
Advanced Placement Statistics	Piano Lab
Advanced Placement Calculus AB	Publications Design III/IV Honors
Advanced Placement Calculus BC	String Orchestra
D - LABORATORY SCIENCE	String Orchestra Honors (<i>pending UC approval</i>)
Anatomy & Physiology Honors	Symphonic Band
Biology	Technical Theatre
Chemistry	Theatre Arts I
Engineering Support Technologies II	Theatre Arts II/III
Engineering Support Technologies III	Theatre Arts IV
Geology	Wind Ensemble Honors
Human Body Systems	Video Production
Marine Biology	G - ELECTIVE
Medical Interventions	Advanced Placement Microeconomics*
Physics	Advanced Placement Psychology
Physics Honors	Child & Adolescent Development I
Advanced Placement Biology	Cybersecurity
Advanced Placement Chemistry	Digital Media Production Management
Advanced Placement Computer Science Principles	Engineering Support Technologies I
Advanced Placement Environmental Science	Exploring Computer Science
Advanced Placement Physics I	Government/Economics
Advanced Placement Physics II	Information for Technology Essentials I
Advanced Placement Physics C: Mechanics	Information for Technology Essentials II
Advanced Placement Physics C: E&M	Introduction to Business
E - WORLD LANGUAGE (LOTE)	Journalism I
American Sign Language I	Journalism II
American Sign Language II	Journalism III/IV
American Sign Language III	Personal Business and Finance
Spanish I	Positive Psychology
Spanish II	Principles of Teaching

Spanish III	Principles of Teaching Internship
Spanish III Honors	Psychology
Spanish IV Honors	Publications Production II
Intermediate Spanish	Publications Production III/IV
F - VISUAL & PERFORMING ARTS	Software Development & Game Design
Advanced Placement Music Theory	Speech & Debate
Art I	Sports Medicine I
Art II	Sports Medicine II
Art III	Sports Medicine III
Art IV	Sports Psychology (<i>pending UC approval</i>)
Ceramics I	Technology Leadership
Ceramics II	Video Production II

ALTERNATIVE EDUCATION

Rocklin Unified School District offers several alternatives for students and adults to complete their education. These programs are designed to assist individuals in earning a high school diploma or to prepare for the General Education Diploma (GED).

Victory High School (VHS) is a WASC accredited and recognized by the State of California as a Model Continuation School. VHS provides students 16 years old in 11th or 12th grade, a smaller academic setting, with a teacher to student ratio of no greater than 1:20. The staff focuses on student-centered instruction that provides pathways for a diverse student population to acquire the knowledge content of the RUSD adopted curriculum. The staff continually assesses the personal and academic needs of students and makes appropriate adjustments. Students earn credit through a time on task model which emphasizes regular attendance and positive participation. A diploma from Victory High School is a WASC accredited diploma, providing students access to all community colleges, most private colleges, trade schools and access to the military. In addition to academics, students at Victory High have access to a variety of social and community activities including our ASB Program, multiple Community Service Clubs such as Interact; our Rotary based club as well as other extra-curricular activities. The program offers a curriculum that is personalized and contains work experience components as well. In order to graduate from Victory High School, students must earn 200 credits in specified areas. Please note: this program does not meet the UC/CSU A-G eligibility requirements.

Students interested in attending this program must meet with their school counselor first. Please visit our website (vhs.rocklinusd.org) for further information.

Rocklin Alternative Education Center (RAEC)

Rocklin Alternative Education Center is Rocklin Unified School District's Independent Study option, offering California State Standards Based Curriculum for students in grades 7-12. RAEC offers both an A-G (250 credit graduation requirement) and a non A-G (200 credit graduation requirement) pathway. Enrollment is open to all students within Rocklin Unified. The RAEC curriculum is consistent with the RUSD adopted curriculum, and instruction is tailored to meet the individual needs of its students. High School students will receive one hour per week of instruction utilizing Edgenuity online curriculum and/or RUSD curriculum. The remainder of the

week, students work independently and online as instructed by their respective teacher. All student assessment is supervised by fully credentialed teachers.

Classwork/homework completion is required each weekday at approximately 75 minutes per subject, per day. Completion of classwork and homework demonstrates daily attendance. High school credits are issued at 2.5 per quarter, similar to the comprehensive sites. As with any educational program, parents play an integral part; providing homework instruction and support, monitoring student progress and work completion, and maintaining communication.

Students interested in attending this program should meet with their school counselor first. Additional information can be found on the school website at raec.rocklinusd.org

STUDENT ACTIVITIES

<http://rhs.rocklinusd.org/Activities/index.html>

Basic Requirements for Participation in Student Activities: Rocklin High School offers an extensive extracurricular activity program. It is the intent of this program to offer the students the opportunity to develop skills and talents in a healthy and constructive way outside the normal classroom setting. Involvement in extracurricular activities places a student in the role as a representative of RHS. Rocklin High School expects him/her to maintain high moral, ethical, health and academic standards. Please visit the above school website to view a list of current activities available.

ATHLETICS

<http://rhs.rocklinusd.org/Athletics/index.html>

FALL	WINTER	SPRING
Boys & Girls Water Polo	Boys & Girls Basketball	Baseball
Cheerleading	Cheerleading	Boys Golf
Boys & Girls Cross Country	Dance	Boys & Girls Lacrosse
Dance	Wrestling	Boys & Girls Swimming
Girls Flag Football	Boys Soccer	Boys Tennis
Football	Girls Soccer	Boys & Girls Track
Girls Golf		Girls Beach Volleyball
Girls Tennis		Boys Volleyball
Girls Volleyball		Softball
		Stunt

NCAA Initial Eligibility Requirements: High school athletes who plan to participate in NCAA

Division I or II college athletic teams need to be aware of the specific NCAA Eligibility requirements. It is the student's responsibility to verify that high school courses taken meet the NCAA core course requirements. Please note: NCAA requirements are not the same as the CSU or UC requirements. Find complete information at www.ncaaeligibilitycenter.org.

CAREER TECHNICAL EDUCATION (CTE)

<https://rhs.rocklinusd.org/Academics/Career-Technical-Education>

Career Technical Education – Scope & Sequence

Career Technical Education (CTE) courses are designed to offer students the opportunity to explore the general field of CTE. Students may advance into production courses following a variety of paths. For detailed options, see your counselor.

<u>9th Grade (*can also be taken in 10th – 12th)</u>	<u>10th – 12th Grade</u>
Childhood and Adolescent Development* Cybersecurity* Dance I* Dance II*, III*, IV* (by audition) Engineering Support Technologies I* Exploring Computer Science* Introduction to Business* Introduction to Pub Design & Multimedia* Journalism I* Photography I* Sports Medicine I* Video Production*	Accounting AP Computer Science Principles AP Computer Science A Dance II, III, IV (by audition) Engineering Support Technologies II Engineering Support Technologies III Entrepreneurship Information Technology Essentials Journalism II Journalism III/IV Digital Media Production Management Photography II Photography III Photography IV Photography IV Honors Photojournalism Photojournalism Honors Photojournalism II Principles of Teaching Principles of Teaching Internship Publications Production II Publications Design III/IV Honors Software Development and Game Design Sports Medicine I Sports Medicine II Sports Medicine III Technology Leadership Video Production II Video Production III Video Production IV

The following courses meet the RHS CTE graduation requirement (10 credits):

CTE CAREER PATHWAY: Childhood Development & Education		
Intro Course	Concentrator Course	Capstone Course
Child & Adolescent Development I	Principles of Teaching	Principles of Teaching Internship
Website: Education Pathway Website Link		

CHILD AND ADOLESCENT DEVELOPMENT

Grade Level: 9 – 12

Prerequisite: None

Course Preview Video: https://youtu.be/1a_9HDKQ3cs

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Childhood and Adolescent Development is a Career Technical Education (CTE) course, which provides students the opportunity to study the physical, cognitive, language, social, and emotional developmental stages of children from conception through adolescence. Students may study topics such as brain development, families and parenting, prenatal development, developmental milestones from birth through adolescence, health and safety issues, guidance and discipline, cultural diversity, child care, education, children with special needs, and career decisions. This course integrates the California Career Technical Education Model Curriculum Standards, which are aligned to the Common Core State Standards. Instruction reinforces core skills in reading, writing, speaking, listening, and mathematics. Course instruction emphasizes career ready behaviors in communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and employability skills.

PRINCIPLES OF TEACHING

Grade Level: 10 – 12

Prerequisite: Child and Adolescent Development I *OR* teacher approval.

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Principles of Teaching provides students with the history of major learning theories, trends in education, the sociology of education, and principles of teaching and learning. The course will cover an overview of the teaching profession, school governance, growth and development, classroom management, principles of effective teaching, and curriculum. All students are required to observe and/or participate in a variety of classroom settings at various grade levels. The course prepares students for entry into college or university teacher training programs. This course integrates CTE Model Curriculum Standards aligned to Common Core. Core instruction emphasizes behaviors in communication, ethics, interpersonal/team skills, and critical thinking.

PRINCIPLES OF TEACHING INTERNSHIP

Grade Level: 11 – 12

Prerequisite:

- **Principles of Teaching - Completed at Rocklin High School and passing with a B- or better.**
- **Eligible students must have a 2.5 cumulative grade point average and maintain a 93% attendance rate throughout high school w/no more than 5 tardies per year.**
- **DUAL ENROLLMENT/Spring Semester: Sierra College EDU 10 (4 Units) includes lab hours component.**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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For one class period a day, the junior or senior year of high school, students work alongside an elementary school teacher in their classroom at a local elementary school. Since students are responsible for their own transportation to and from the school, they will have input as to school location, grade level, and mentor teacher. This course is the internship component to Principles of Teaching giving students the opportunity to apply and practice the knowledge learned the year prior. The objective is to gain knowledge, understanding, and pedagogy of a live education environment while having the support system of a mentor teacher. Student's will be actively engaged in student activities, field trips, leading lessons, and bonding with the class for the entirety of the school year.

CTE CAREER PATHWAY: BUSINESS & FINANCE - BUSINESS MANAGEMENT		
Intro Course	Concentrator Course	Capstone Course
Intro to Business	Accounting	Entrepreneurship

INTRODUCTION TO BUSINESS

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This course gives a broad and general overview of the business world. Through interactive project-based learning and extensive use of technology, students will study real world topics like entrepreneurship, marketing, economics, and money. Students will also have the opportunity to hear from real world business professionals via live presentations and video. This course develops practical and real world knowledge that prepares students for further advanced business education, a future career in business, and to be well prepared consumers.

ACCOUNTING

Grade Level: 10 – 12

Prerequisite: Completion of Introduction to Business course or teacher approval.

Requirements Met:	RHS CTE OR 3rd year RHS Mathematics Elective
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Accounting is the “language of business”. This course will cover fundamental accounting principles and prepare students for future college business majors/minors such as business administration, accounting, marketing, international business management, etc. The course will offer practical training to enable students to hold bookkeeping or account clerk positions.

Concepts covered will include basic financial accounting principles, recording and keeping financial data, financial statements, the accounting cycle and setting up accounting systems. finish the course with a firm understanding of how to make data driven business decisions.

ENTREPRENEURSHIP

Grade Level: 10 – 12

Prerequisite: Introduction to Business & Accounting or approval of instructor; can be repeated for year 4.

Requirements Met:	RHS CTE
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This course focuses on developing skills in evaluating, articulating, refining, and pitching a new product or service offering, either as a new business idea or as an improvement to an existing business. The course will examine the steps and process of starting a new business from the logistics of establishing the business, supply chain planning, initial financing, building a management team, and forecasting. Students will have the opportunity to develop their own business idea from inception through prototyping and pitching to investors.

CTE CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES – COMPUTER SCIENCE		
Intro Course	Concentrator Course	Capstone Course
Exploring Computer Science CyberSecurity I	Info Tech Essentials Software Development and Game Design AP Comp Sci Principles	Technology Leadership AP Computer Science A

EXPLORING COMPUTER SCIENCE

Grade Level: 9 – 12

Prerequisite: None

Voluntary Class Contribution

Course Preview Video: <https://youtu.be/c7s6pLFfKLg>

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Exploring Computer Science is an introduction to the world of computer science, problem solving, and web design that aligns with many career pathways, including Information Technology, Engineering and Design, and Arts, Media and Entertainment. The course consists of six exploratory units – Introduction to Computing (Hardware and Software), Human Computer Interaction (Internet and Artificial Intelligence), Problem Solving (Computational Thinking and Algorithms), Programming (using Scratch and Python), Web Design, and Robotics (Parallax). Course material will show how computing enables innovation in multiple career paths and will cover ethical and social issues as well. Through a career research project, students will identify and explore many of the lucrative and high-demand jobs throughout the world of technology. Computing is involved in virtually every field of study, career, and aspect of society. Whatever you plan to study in college or pursue as a career, you will need the knowledge and skills found in this course.

CYBERSECURITY

Grade Level: 9 – 12

Prerequisite: None

Recommended: Experience with some aspect of Computer Science

Dual Enrollment Course: Sierra College/IT Fundamentals/IT 0090 (1.5 units)

Course Preview Video: <https://youtu.be/HpdYSj7pHk0>

Requirements Met:	RHS CTE	UC/CSU Approved “G” Sierra College Dual Enrollment Course
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CyberSecurity I is an advanced class that prepares students for a career in network administration and information technology support services with a focus on cybersecurity. The course is intended for students who have already had some exposure to different aspects of Computer Science. The course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry-recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response, and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of information systems for students preparing for careers in Cybersecurity and Information and Communications Technology.

INFORMATION TECHNOLOGY ESSENTIALS (RIOT)

Grade Level: 10– 12

Prerequisites: Successful completion of Exploring Computer Science or CyberSecurity I

Dual Enrollment Course: Sierra College/Info & Comm Essentials/IT 0100 (4 units)

Requirements Met:	RHS CTE	UC/CSU Approved “G” Sierra College Dual Enrollment Course
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The Rocklin Institute of Technology (RIOT) program (course name “IT Essentials”) is a student-run business and technology organization that provides technical services to RHS staff, students, the district, and the community. RIOT Level I students will learn how to set goals, take initiative, manage time and projects, work in teams, work with clients, and evaluate their own progress and performance. Students will apply for positions in one of the following RIOT groups, which are directed by student managers: Cybersecurity, IT Support, Robotics, and Web Development. Guest speakers and trainers from local tech companies will help enhance and support this business environment as students serve the RHS campus. Students will have an opportunity to work on the IT Fundamentals Curriculum as well.

SOFTWARE DEVELOPMENT AND GAME DESIGN

Grade Level: 10 – 12

Prerequisite: Exploring Computer Science, CyberSecurity I, or AP Computer Science

Principles

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Game Design prepares students for a career in the computer science industry with an emphasis on electronic entertainment. The course includes a series of units that provide hands-on knowledge and skills development in game theory, the game design cycle, storyboarding, game elements and interface (storytelling, world creation, controls, etc), coding, software testing, and

quality assurance. The concept of “play” within our culture is studied and how the culture of gaming has changed over time. Students will learn to code using the C# programming language and to work together as teams with specific roles to complete projects within a determined work cycle. In addition, students will research career opportunities in the electronic entertainment industry.

TECHNOLOGY LEADERSHIP (RIOT Managers & Game Design Leaders)

Grade Level: 11 – 12

Prerequisites: Exploring Computer Science, CyberSecurity I, IT Essentials. Students may be eligible for an interview through a teacher recommendation if they have not completed Exploring Computer Science, CyberSecurity I, IT Essentials, or Game Design. Students must talk with Mr. Werner prior to requesting this course.

Requirements Met:	RHS CTE	UC/CSU Approved “G”
<p>This course is for returning students (usually Managers and Leaders) who are continuing with the RIOT program or the Game Design Program. Embedded within those two programs, Tech Leadership students will manage the program through leadership positions in one or more of the RIOT functional groups, or sit with and support teams in the Game Design classroom. Student managers, who must first complete the RIOT course, will lead a RIOT group by setting and achieving goals, training students, leading and evaluating students, engaging with customers (RHS staff and students), and managing projects. For Game Design, the Leaders will help guide the designers through individual projects, and then help oversee the development of their end of year project. Other requirements will include the study of leadership theory, including reading outside textbooks, writing formal reports and case studies, developing evaluations and goals, communicating effectively, problem-solving, maintaining integrity, and thinking critically. Students will need to spend extra hours working after school. Student leaders may receive training from local tech industry partners, specifically in leadership and management principles, including project management, goal setting, evaluating employees, customer engagement, time management, public speaking, and conducting effective meetings. If students are seeking to be leaders or managers in any business (not just technology), this course will provide ample opportunity to develop management skills in a real-world environment through the actual conducting of a business organization on campus.</p>		

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grade Level: 10 – 12

Prerequisite: Completion of Integrated Math 1 with a minimum of a “B” grade.

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/CSC 010, 3 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS CTE	UC/CSU Approved “G”
<p>AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation in Python. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers. Students may receive transferable CSUS</p>		

credit provided they meet the [ACE requirements](#). AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT COMPUTER SCIENCE A

Grade Level: 11 – 12

Prerequisite: Concurrent enrollment in Pre-Calculus/Trig Honors or higher math course

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/CSC 015, 3 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This course emphasizes object-oriented programming methodology in Java with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first semester college level course in computer science. It also includes the study of data structures, design, and abstraction. A student in this course should be comfortable with functions and the concepts found in the use of functional notation. It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#). For further questions, ask our [ThunderClass](#) GPT. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

CTE CAREER PATHWAY: MACHINE AND FORMING TECHNOLOGIES - ENGINEERING		
Intro Course	Concentrator Course	Capstone Course
Engineering Support Technologies	Engineering Support Technologies II	Engineering Support Tech III

ENGINEERING SUPPORT TECHNOLOGIES I

Grade Level: 9 – 12

Prerequisite: None

Voluntary Class Contribution

Course Preview Video: <https://youtu.be/G4a618Z0fFA>

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Take an idea from start to finish. Students will be introduced to some of the basic machinery that is used throughout the engineering field. This course is offered to students interested in exploring careers in the design, engineering, and manufacturing industries. It introduces basic technical drafting and computer aided manufacturing, including sketching, drafting, dimensioning, and 3D printing basic parts and projects.

ENGINEERING SUPPORT TECHNOLOGIES II

Grade Level: 10 – 12

Prerequisite: EST I or Instructor Approval

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS Science	UC/CSU Approved "D"
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This course is a must for future Engineers. Students will explore how engineers design systems and will continue to build on skills learned in Engineering Support Technologies I. Using prior knowledge of drafting, students will improve 3D modeling skills and will use hands-on learning to develop projects through welding and CNC Machining. The skills learned in this class can not only be used in engineering careers, but also in everyday life.

ENGINEERING SUPPORT TECHNOLOGIES III

Grade Level: 11 – 12

Prerequisite: EST I and II

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS Science OR 3rd year RHS Mathematics	UC/CSU Approved "D"
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The knowledge and skills students acquire throughout Engineering Support Technologies I & II come together in EST III as students identify an issue and then research, design, and test a solution. Students will ultimately present their solution to a panel of practicing engineers. Students apply the professional skills they have developed to document a design process, and they complete EST III ready to take on any post-secondary program or career.

JOURNALISM I

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS CTE	UC/CSU Approved "G"
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Beginning journalism students will learn all the fundamentals of today's reporting and media outlets. Students explore the larger world of today's mass communication by reporting for the web and exploring digital reporting through podcasting, digital video, and use of social media- Instagram, X, Tik Tok and Facebook. The applied technology course will cover journalistic writing in a variety of styles. In addition, students will explore magazine design and advertising. Students will be introduced to core skills in interviewing, reporting, and photography. Successful completion of Journalism I may lead to a position on a student media production staff and students may be given the opportunity to write for publication during this course.

JOURNALISM II

Grade Level: 10 – 12

Prerequisite: Journalism I, Graphic Communications I or Photography I

Requirements Met:	RHS CTE	UC/CSU Approved "G"
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Advanced journalism students will be primarily responsible for producing the school magazine The Flash and the Flash online in this technical and vocational education course. Led by student editors, the staff will determine content, design, photography, and edit the magazine and web page. Students will also learn and practice the role of social media such as Instagram, X, Tik Tok, and Facebook in today's journalism world. InDesign will be used along with graphics and digital imaging programs to prepare the magazine. Staff members will work on reporting for the web and multimedia projects on a regular basis. Journalism staff members will collaborate with other media courses to produce student communication in broadcast, social media, and on

the web. Students will also record podcast episodes that are a mixture of infotainment and deeper long format interviews.

JOURNALISM III/IV

Grade Level: 11 – 12

Prerequisite: Journalism II

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This course will allow Journalism II students the opportunity to hone their reporting, interviewing, editing, photography, and page design skills. Students will be given greater roles of responsibility and will be given the chance to demonstrate leadership skills as they assume important editorial positions. Staff members will also work on reporting for the web and multimedia projects. Admission to this technical and vocational education course requires instructor approval. Journalism staff members will collaborate with other student media classes to produce student communication in broadcast, print, social media, and on the web.

CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS - PHOTOGRAPHY		
Intro Course	Concentrator Course	Capstone Course
Photography I	Photography II	Photography III Photojournalism

PHOTOGRAPHY I

Grade Level: 9 – 12

Prerequisite: None

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Photography 1 is an introductory digital photography and vocational education course. Students will learn the fundamentals of digital photography, including camera functions, exposure, composition, and basic lighting. They will develop proficiency in Adobe Photoshop for image organization, basic editing, and creative manipulation, while exploring photography as a powerful medium for communication and self-expression. We will explore multiple genres of photography including still life, landscape, portraits and action. This year also introduces the concept of AI in image processing and its initial ethical considerations.

PHOTOGRAPHY II

Grade Level: 10 – 12

Prerequisite: Photo I

Dual Enrollment Course: Sierra College/Elementary Photography/PHOT60A (3 units)

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F” Sierra College Dual Enrollment Course
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Photography II is an advanced photography course. This technical and vocational education course will deepen students skills in field photography (product, event), mastering advanced Photoshop techniques like complex compositing, non-destructive editing, and ethical retouching.

They will then apply these images within a design context, using vector tools (Illustrator/Canva) to create compelling, message-driven visual communications. This year also includes the use of AI in image processing and creation.

PHOTOGRAPHY III

Grade Level: 11 – 12

Prerequisite: Photo I & II

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Photography III is an advanced photography course. This technical and vocational education course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This class operates as a dynamic design studio. Students will apply their advanced photography and continue to develop design skills to real-world or simulated client projects, focusing on the business aspects of a creative career. Students will also develop a professional digital portfolio. They will continue to leverage AI responsibly and effectively.

PHOTOGRAPHY IV

Grade Level: 12

Prerequisite: Photo I, II, & III

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Photography IV is an advanced photography course. This technical and vocational education course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography and design, working as a dynamic design studio. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. Students will continue to add to their professional portfolio. Student portfolios will be electronic. Students will apply their advanced photography and design skills to real-world or simulated client projects, focusing on the business aspects of a creative career. They will develop entrepreneurial skills, with a strong emphasis on leveraging AI responsibly and effectively.

PHOTOGRAPHY IV HONORS

Grade Level: 12

Prerequisite: Photo I, II, & III

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Photography IV Honors is a highly advanced honors level photography course. This course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography and design through a more rigorous curriculum. There will be a strong emphasis on the elements of art and principles of design. Students are expected to work independently in addition to collaboratively with other students as well as with the teacher to advance their skill and understanding both technically and conceptually. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. Honors photography students still develop mastery in concept, visual problem solving, composition, and execution. Students will be exposed to a wide variety of photographic techniques and concepts.

Critical thinking and technical skills will be visited as the student works toward their own personal style. The student will produce a professional level portfolio as their culminating activity (28-30 prints).

PHOTOJOURNALISM I

Grade Level: 10 – 12

Prerequisite: None

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Students interested in telling stories through photography will be challenged by this career technical and vocational education course. Students will plan photo essays covering student life. The focus is on digital work in black and white and color which will be published in the yearbook, magazine, on the web and in multimedia projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions. Students should expect 10-20 hours of assignments per semester to photograph RHS events.

PHOTOJOURNALISM I HONORS

Grade Level: 10 – 12

Prerequisite: Must meet with teacher prior to placement in course.

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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Students interested in telling stories through photography and willing to challenge themselves will succeed in this Career Technical Education course. Students will plan photo essays covering student life. The focus is on digital work in black and white and color which will be published in the yearbook, magazine, on the web and in multimedia projects. Students will also prepare work for the RHS web page, broadcast, and for outside competitions. Honors students will complete a community service shoot each semester in which they take photos, process them and make them available to a non-profit, sport team, or business. This community service shoot takes 5-10 total hours. Additionally, Photojournalism 1 Honors students will create an in depth portfolio of their work during the year. Students should expect 10-20 hours of outside time photographing events each semester.

PHOTOJOURNALISM II

Grade Level: 11 – 12

Prerequisite: Photojournalism I

Voluntary Class Contribution

Requirements Met:	RHS CTE OR RHS VAPA	UC/CSU Approved “F”
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In this second year of photojournalism students will apply and extend skills learned in prior experiences in photography. Student photojournalists will continue photo essay work for publication, edit peer work, and study the history of photojournalism. Students will play a role in photo editing for RHS publications. Photojournalism II staff members will collaborate with other classes to produce student communication in broadcast, social media, and on the web.

CTE CAREER PATHWAY: DESIGN, VISUAL, AND MEDIA ARTS - PUBLICATIONS		
Intro Course	Concentrator Course	Capstone Course
Intro to Publication Design and Multimedia Photo 1	Publications Production II Photojournalism	Publication Design III/IV Photojournalism II Digital Media Production Mgt Publication Production III/IV

INTRO TO PUBLICATION DESIGN AND MULTIMEDIA

Grade Level: 9 – 11

Prerequisite: None

Course Preview Video: <https://youtu.be/bGTrYFA6-hw>

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Publications I students learn the variety of skills required for yearbook/magazine production in this CTE course. The focus will be on reporting and interviewing skills, concept development, design and Desktop Publishing skills, and basic photography. This technical and vocational education course is designed to lead students into greater participation in student media. Students should be independent workers comfortable in interviewing other students and adult staff members. Students will also cover all the fundamentals of print design in this UC approved elective course.

PUBLICATIONS PRODUCTION II

Grade Level: 10 – 12

Prerequisite: Graphic Communications I, Journalism I, Publication I, Photography I

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Advanced publications students will be primarily responsible for covering sports and student life for RHS journalism and yearbook in this CTE course. Led by student editors, the staff will edit the yearbook for publication by determining its content and design. Adobe InDesign will be used along with graphics and digital imaging programs to prepare the book for disk submission to the publishing company. Students will take photographs as well as write and design all copies on the computers throughout this technical and vocational education course. The publications courses are also involved in a wide variety of social media.

PUBLICATIONS DESIGN III/IV

Grade Level: 11 – 12

Prerequisite: Publications II

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Continuing publications students will be expected to fulfill a variety of leadership and management roles in producing the yearbook and other student media. While the role will be determined by interests, third and fourth year students will also be expected to peer coach, edit, plan, and produce sections of the yearbook. The publications courses are also involved in a wide variety of social media.

PUBLICATIONS DESIGN III/IV HONORS**Grade Level: 11 – 12****Prerequisite: Publications II; Teacher Approval**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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Continuing publications students will be expected to fulfill a variety of leadership and management roles in producing the yearbook and other student media. While the role will be determined by interests, third and fourth year students will also be expected to peer coach, edit, plan, and produce sections of the yearbook. The publications courses are also involved in a wide variety of social media. This course is designed for students who completed one year on the publications staff and are stepping into a leadership role. Prior approval of the instructor is required.

DIGITAL MEDIA PRODUCTION MANAGEMENT**Grade Level: 11 – 12****Prerequisite: Teacher Approval**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This technical and vocational education class is an independent study program for those students wishing to pursue a capstone leadership position in a production class of student media. It is embedded within a communications course and is designed to allow students to explore leadership roles. Requires teacher approval.

CTE CAREER PATHWAY: SPORTS MEDICINE		
Intro Course	Concentrator Course	Capstone Course
Sports Medicine I	Sports Medicine II	Sports Medicine III

SPORTS MEDICINE I**Grade Level: 9 – 11****Prerequisite: None****Voluntary Class Contribution**

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This introductory course is a problem-based, student-centered course that utilizes real world medical scenarios to introduce students to the field of health sciences and kinesiology. This course is designed for students to develop a general awareness of health careers and specific preparation for occupations such as, athletic training, physical therapy, EMT, etc. Instruction focuses on foundational aspects of sports medicine, covering a comprehensive range of topics including career exploration, ethical, legal, and medical terminology. Students gain a core understanding of anatomy and its application to common injuries, followed by hands-on training in taping, bracing & wrapping techniques. Additional critical components of the curriculum include covering basic components of sports psychology, sports nutrition, and foundational principles of strength training. Students are given the opportunity to guide their own learning through hands-on laboratory exercises, collaborative research assignments, and independent, problem-based discovery activities.

SPORTS MEDICINE II**Grade Level: 10 – 12****Prerequisite: Successful completed of Sports Medicine I with a "B" or better.****Voluntary Class Contribution**

Requirements Met:	RHS CTE	UC/CSU Approved "G"
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This concentrator course builds directly on the concepts taught in Sports Medicine I and advances student training to On-the-Field & Off-the-Field care. The course focuses specifically on acute care & emergency procedures and evaluation, introducing the skills necessary for immediate injury management and clinical assessment. Key learning objectives include performing the primary and secondary surveys for injury assessment, creating and implementing an emergency action plan (EAP), and obtaining American Red Cross Adult and Pediatric CPR/AED/First Aid certification. Students master emergency techniques such as splinting, equipment removal, and safe transportation of the Injured patient. A major component involves thorough injury evaluation using the H.O.P.S. method to diagnose and manage injuries across all body regions, including lower extremities, upper extremities, thorax & abdomen, and the head, face, eyes, ears, nose, and throat. The course also introduces the theory and use of therapeutic modalities and rehabilitation techniques.

SPORTS MEDICINE III**Grade Level: 11 – 12****Prerequisite: Completion of Sports Medicine II with a "B" or better.****Voluntary Class Contribution**

Requirements Met:	RHS CTE	UC/CSU Approved "G"
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This capstone course represents the culmination of the Sports Medicine pathway, offering a deep dive into the real-world application of skills acquired in Sports Medicine I and II. The curriculum is fundamentally structured around organizing and establishing an effective athletic health care system, covering essential administrative topics such as defining team roles, managing legal liability, and understanding insurance procedures. Student athletic trainers will assume full responsibility for applying their advanced knowledge through hands-on concepts like developing comprehensive injury prevention strategies—including designing fitness training and nutritional programs and ensuring proper equipment fitting. They will also master various techniques for treating and managing sport-related injuries, encompassing handling emergencies, providing wound care, performing advanced wrapping/taping, and offering psychological care. This requires in-depth recognition and management of specific injuries and conditions across the entire body, alongside an understanding of general medical conditions and other health concerns. This intensive experience demands that students take complete responsibility for daily operational tasks within the athletic training room, such as injury documentation and management, inventory control, and facility maintenance, thereby fully demonstrating their competency and readiness for a professional athletic health care setting.

CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS – VIDEO PRODUCTION		
Intro Course	Concentrator Course	Capstone Course
Video Production I	Video Production II	Video Production III or IV Sports Media

VIDEO PRODUCTION I

Grade Level: 9 – 12

Prerequisite: None

Voluntary Class Contribution

Course Preview Video: <https://youtu.be/KYKiDmbQZr4>

Requirements Met:	RHS CTE or VAPA	UC/CSU Approved “F”
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Video Production I is an introduction class designed to provide students with an artistic, creative and historical background in the fields of video, broadcasting, and film production. In addition, this course provides instruction and training in pre-production, production and post production phases of project development. Students will learn about video storytelling and have hands-on experience in making their own videos with both mobile technologies as well as cameras and video editing software. This class serves as a prerequisite for the CTE courses of Film and Broadcasting.

VIDEO PRODUCTION II

Grade Level: 10 – 12

Prerequisite: Video Production I

Voluntary Class Contribution

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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This intermediate course will expand upon the skills learned in Video Production I and demonstrate the two career fields which a video background can prepare them for; Film and Broadcast Journalism. Students will learn to write broadcast copy for the news, advanced video editing, producing segments for the school news show, and advanced filmmaking. This course is designed to instill knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application and analysis. Academic achievement, creative self -expression, social responsibility and life-long learning are nurtured. Students will be using industry standard cameras and software including the Adobe Creative Cloud.

VIDEO PRODUCTION III

Grade Level: 11 – 12

Prerequisite: Video Production I & II

Voluntary Class Contribution

Requirements Met:	RHS CTE
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This advanced course is designed to deepen cinematic knowledge and promote the exploration of visual storytelling. Students learn the various aspects of the pre-production, production, and post-production cycles as well as the various roles and responsibilities of the production team through hands-on application. Editing skills are honed utilizing Adobe Premiere Pro. Students will learn basic lighting, audio, green screen, and camera techniques. Academic achievement, creative self -expression, social responsibility and life-long learning are nurtured. Students will produce a short film to be showcased at our Rocklin Film Festival in the spring and are encouraged to produce work for entry into one of the digital media festivals going on each year. Students are encouraged in the development of a unique visual style as they build a portfolio of

work for college and career success. By overseeing the RHS “We Are Rocklin” news show and producing video content for various school programs , students will further develop their video production skills while being introduced to careers and vocational pathways in the news industry. This course provides solid foundational knowledge for students who intend to explore Communications, Broadcasting and Film Studies majors at the university level.

VIDEO PRODUCTION IV

Grade Level: 11 – 12

Prerequisite: Video Production III

Voluntary Class Contribution

Requirements Met:	RHS CTE
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This capstone course is designed for students who have an interest in communications, broadcasting or video production as a career or as a college major. This class will be responsible for producing a weekly news feature to be aired on the school's live morning news show. This class will focus on all aspects of live field and studio production. Students are encouraged to produce work for entry into one of the dozens of video production or digital media festivals going on each year. As part of their grade, all broadcasting students are expected to participate as a production crew member for school related events per semester. This course will also teach advanced skills important for students who go on to Communications or Broadcasting careers or as Communications or Film majors at the university level.

SPORTS MEDIA

Grade Level: 10 – 12

Prerequisite: Video Production I

Requirements Met:	RHS CTE
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The goal in this course is to create a weekly broadcast sports segment and live sports events reporting and coverage that are viewed by the entire student body as well as on the web for the community. Along with the production of these videos, students in this course will write and produce the sports stories and events throughout the entire year as well as manage the sports related social media accounts. This course builds around the journalism, video production, photography, and technical skills learned in the various CTE courses. Students will be divided into various teams based on their interests and talents. Due to the need to cover the sports at RHS, students will be required to attend several games throughout the year.

GENERAL ELECTIVES

The following courses meet the RHS elective requirement for graduation (50 credits).

ATHLETIC LEADERSHIP

Grade Level: 10 – 12

Prerequisite: Application available in Athletic Office

Requirements Met:	RHS Elective
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This course is primarily experience based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester. Students will use the skills learned in the *Character Strong* curriculum to build leadership skills personally and in others. The course will also develop and provide philanthropic avenues for students, who are both part of and not part of Athletic Service Leadership, to serve the athletic community of RHS and the Rocklin community as a whole.

ENGLISH LANGUAGE DEVELOPMENT

Grade Level: 9 – 12

Prerequisite: Recommendation into the ELD program

Requirements Met:	RHS Language Arts (one year) OR RHS Elective
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ELD class provides English language lessons from beginning to intermediate levels for speakers of other languages. Students are evaluated according to standards established by the state. Students practice reading, writing, listening, and speaking skills in a curriculum articulated with district middle schools. The class provides support to students for completing assignments and testing in their other academic areas.

ETHNIC STUDIES

Grade Level: 10 – 12

Prerequisite: None

Requirements Met:	RHS Elective
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The Ethnic Studies course is a year-long elective course open to all 10th-12th grade students. Ethnic studies is the interdisciplinary study of race, ethnicity and Indigeneity, with an emphasis on the experiences of people of color in the United States. Students will learn about the struggles and contributions of different groups and develop an understanding of the impact an individual's culture and identity have in shaping systems and change. Through this, students expand their perspectives, learn the value and strength in diversity, and can better see themselves — and their peers — as part of the story of the United States.

HISTORY THROUGH FILM

Grade Level: 11 – 12

Prerequisite: None

Requirements Met:	RHS Elective
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The purpose of this course is to help students develop the historical thinking skill of analysis and corroboration with media and historical documents. This course will examine the American

Experience through the analysis of major events and themes that occurred throughout the decades of the 20th century and today. Students will view films and participate in related research and study that will allow them to analyze and evaluate the historical accuracy of the film. Students will work to build connections between film and history through a 3 point framework including: Analyzing the film as a reflection of the time during which the film was made, analyzing the film as a philosophical or historical essay from the film maker's perspective, and analyzing the film to determine if it is a "window to the past" to discuss and determine the impact of this film on society today. In addition, students will watch, write about, discuss, and debate historical films based on the 3 point framework and compare them to other classroom materials. All films will be at or below a PG13 rating.

LEADERSHIP (ASB)

Grade Level: 9 – 12

Prerequisite: Application, interview, and selection process held in the spring

Requirements Met:	RHS Elective
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Students in this course develop leadership and teamwork skills in the process of running the campus extracurricular programs. Students are required to fulfill the time outside of the class according to the needs of their position.

LIBRARY AIDE

Grade Level: 11 – 12

Prerequisite: Library Approval Required

Requirements Met:	RHS Elective
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On a daily basis, students will be expected to perform the following tasks: re-shelve library books in proper Dewey sequence, assist at the front desk checking in/out library books and text books, help students locate books, straighten up library chairs, read library shelves to ensure books are in proper Dewey sequence, and occasional other duties assigned by the librarians. Semester grades will be determined on how well and accurately a student is able to carry out these tasks.

OFFICE AIDE

Grade Level: 11 – 12

Prerequisite: Application Required

Requirements Met:	RHS Elective
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Students wishing to be an office aide will be expected to perform a variety of office tasks which may include filing, classroom deliveries, alphabetizing, etc. Students must have good attendance, be in good academic standing, and be extremely responsible. Students working in the office must maintain confidentiality and take the initiative to be a self starter.

PEER TEACHING - MATH

Grade Level: 11 – 12

Requirements Met:	RHS Elective
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A peer teacher needs to demonstrate strong math skills, preferably with an "A" in the class. It is best for the peer teacher to be at least one grade level above the students they are teaching.

They must also have a desire to be of service to other students and possess exceptional communication skills. In addition to working one on one with students, it is expected that peer teachers have the experience of facilitating a mini-lesson to the class or a small group on more than one occasion. The teacher will work closely with the peer teachers, offering suggestions and feedback, as well as maintaining clear expectations. Please note that a student may only be a peer teacher once either their junior or senior year.

PEER TEACHER/TUTORING - THUNDERCORE

Grade Level: 11 – 12

Prerequisite: None

Requirements Met:	RHS Elective
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This course provides a wonderful opportunity for students to assist their peers in our Thundercore class with a variety of skills to support academic success. As a peer tutor, the focus will be working with students on the development of organizational skills, communication skills, as well general tutoring in subjects of need. Peer tutors must have a strong desire to help other students, willingness to take initiative, and consistent follow through with all assigned tasks.

POSITIVE PSYCHOLOGY

Grade Level: 10 – 12

Prerequisite: None

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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Positive psychology encompasses the study of positive experiences, positive character strengths, positive relationships, and the traditions and practices that facilitate their development. The distinction among the pleasant life, the good life, and the meaningful life will be drawn. This course also reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Throughout the course we will also engage in experiential learning and practical exercises to increase well-being, which will inform our understanding of important questions in positive psychology.

PSYCHOLOGY AND SOCIOLOGY

Grade Level: 11 – 12

Prerequisite: None

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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This course is an introduction to the essentials of Psychology and Sociology. Psychology will focus on the study of individual human behavior and thought. Topics to be covered: psychological approaches (Freud, Erikson, Skinner, Pavlov, etc.), human development, memory, thought, dreams, hypnosis, and mental illness. The study of sociology includes the study of the development and functioning of human society and social interaction. Topics to be covered: social groups, generations, race relations, religion, social class, gender, and other phenomena in society. In both disciplines, students will explore theory and experimentation, with an emphasis on applying new knowledge to real-life situations.

ADVANCED PLACEMENT PSYCHOLOGY

Grade Level: 11 – 12

Prerequisite: Grade of “A” in Psychology OR a “B+” or higher in both semesters of Language Arts or Social Studies.

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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Advanced Placement Psychology will engage the student in the systematic study of human behavior and mental processes. Some of psychology’s important issues include the role of genetics and experience in influencing human behavior; the concept that our experiences, choices, and environments interact with our genetic inheritance to form our brains and shape our personalities; questions regarding stability versus change in personality; human rationality versus irrationality; the ability to think critically about research in human behavior; our ability to connect our behavior and experiences to our own futures and the future of humanity. Students take the AP exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night). For an AP Psychology textbook overview, click [HERE](#).

SPEECH AND DEBATE

Grade Level: 9 – 12

Prerequisite: None

Course Preview Video: <https://youtu.be/3Mcrvuxy6R4>

Requirements Met:	RHS Elective	UC/CSU Approved “G”
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In the Speech and Debate class, students learn to enjoy speaking without being self-conscious. They will deliver persuasive, information, and impromptu speeches, perform dramatic readings, and debate social and political issues. Students will learn the art of persuasion, refutation, and cross examination. Outline writing and research will be required. Students will be encouraged to enter local competitions.

SPORTS PSYCHOLOGY*

Grade Level: 10 – 12

Recommendation: It is recommended that students complete a general Psychology course prior to enrolling in this Sports Psychology course. A background in Psychology and prior knowledge of athletics/sports will provide helpful foundational knowledge.

Requirements Met:	RHS Elective	Pending UC/CSU Approval “G”
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Sports Psychology explores how mental processes impact athletic performance. Students will learn strategies to improve focus, motivation, and resilience, enhancing both performance and enjoyment. The skills gained are applicable beyond sports, fostering personal growth, effective communication, leadership, and stress management in various life situations.

TEACHER'S ASSISTANT (TA)**Grade Level: 11 – 12****Prerequisite: Teacher and parent authorization required**

Requirements Met:	RHS Elective
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Students will work closely with assigned teacher to complete various classroom duties which may include but are not limited to: filing, data input, grading papers, assisting students, posting bulletin boards, office deliveries, etc. Students must have good attendance, be in good academic standing, and be reliable.

LANGUAGE ARTS

<http://rhs.rocklinusd.org/Academics/Language-Arts/index.html>

Language Arts Scope & Sequence

The four year Language Arts program allows students to select advanced courses at the 9th, 10th, and 11th grade levels. The advanced courses are recommended for students wishing to take AP English as their 12th grade “capstone” course. The program offers several options at the 12th grade level to satisfy the 4th year English requirement for graduation and/or meet UC/CSU admissions requirements. For detailed options, see your counselor.

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
LA I	LA II	LA III	LA IV
Adv. LA I	LA II Honors	AP Eng. Lang.	Exp. Reading & Writing (ERWC) AP English Lit. & Comp.

The following courses meet the RHS Language Arts graduation requirements (40 credits).

LANGUAGE ARTS I

Grade Level: 9

Prerequisites: None

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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Study will encompass the four areas of communication: reading, writing, speaking, and listening. Students will read classical works (of many genres), which highlight a variety of authors and multicultural themes. Focusing on the writing process, students will write a character analysis essay, a thematic essay, a research outline and speech, and a narrative. Students will speak in a variety of situations that include group presentations, individual presentations, and dramatic readings. Students will also learn to perform close readings of expository texts, while they develop annotation skills. Students will demonstrate competency in active listening through note taking and other related activities.

LANGUAGE ARTS I – ADVANCED

Grade Level: 9

Prerequisite: Grade of an “A” in 8th grade Language Arts class.

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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This is an accelerated course encompassing the four areas of communication: reading, writing, speaking, and listening. Students will read both classical and contemporary works (of many genres), which highlight multicultural themes. Students will focus in depth on the writing process, research inquiry, and literary analysis papers. Students will speak in a variety of situations that include group presentations, individual presentations, panels, and dramatic readings. Students will demonstrate competency in active listening through note taking and other related activities.

Summer Reading Recommendations: Students are highly encouraged to read two short novels by the first day of school: *Call of the Wild* by Jack London and either *House on Mango Street* by Sandra Cisneros or *Cannery Row* by John Steinbeck. It is suggested that students purchase their own copies of the novels in order to highlight important passages, however, a limited number of copies of the novels can also be checked out at the RHS Library.

LANGUAGE ARTS II

Grade Level: 10

Prerequisite: None

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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This course emphasizes the four major areas of communication: reading, writing, speaking, and listening. The literature-based course follows the guidelines set in the model curriculum standards. Students will participate in a reading program selected from a variety of genres, including poetry, short stories, and novels. Students will study in-depth and sophisticated nuances as well as the larger meaning of these works. Students will compose analytical, argumentative, and narrative writings. As part of a Career Unit, students will research a career, create a resume, and complete a class presentation regarding the career as well as participate in a mock interview. Students will demonstrate competency in active listening through note-taking, research, writing well-organized essays, and other related activities.

LANGUAGE ARTS II HONORS

Grade Level: 10

Recommended: Grade of “B” or better in ELA I

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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Language Arts II Honors is an accelerated course designed to advance communication skills (reading, writing, speaking, and listening). This course emphasizes extensive reading and analyzing complete works of literature with depth and complexity at an increased pace. By challenging students in this manner, the expectation is that honors students intend to enroll in a future Advanced Placement English course and take the corresponding AP exam. Students are exposed to a variety of texts and authors and should be prepared for on-demand and polished writing, discussions, presentations, projects, and other assessments. Regular attendance is crucial, and students should be proactive about their learning. Students must be willing to utilize the entire class time and be motivated to complete work at home. Work completed should be the student's best effort and highest quality. Students who enroll in this course should enjoy reading, demonstrate solid writing and comprehension skills, and have an appreciation for attention to detail.

Summer Reading Recommendations: You are strongly encouraged to read George Orwell's *Animal Farm* by the first day of school. This novel will be used for an assessment at the beginning of the year. (*Tip...if possible, read it late July or early August*). While many students prefer to purchase their own copy in order to mark on the text, students are able to check out a copy of *Animal Farm* from the RHS library.

LANGUAGE ARTS III

Grade Level: 11

Prerequisite: None

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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In the eleventh grade, students will explore primarily American literature as it relates to the decades of history, focusing on the 1860s to the present. Reading both fiction and non-fiction texts, research, writing, and discussions will guide students to demonstrate their understanding of literary elements, rhetoric, discourse, and writing structures. Students will develop an awareness of the connection of themes and their relevance to contemporary issues. In addition, students will demonstrate competency in whole-class discussion (Socratic seminars), literary essays, and a researched persuasive paper and speech.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade Level: 11 - 12

Recommended: Grade of “B” or better in Language Arts II OR successful completion of Language Arts II Honors.

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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This course offers intensive instruction in reading, writing, and rhetoric, exposing students to diverse texts and genres. Emphasizing rhetorical analysis, it explores how context, audience, and speaker interact. Students learn argumentation fundamentals, examining effective techniques used by authors. The aim is to prepare students for the AP exam in May, potentially earning college credit. This college-level course demands readiness for a rigorous, fast-paced environment. Students must commit to utilizing class time and an additional 60 minutes nightly, producing high-quality work. Formative and Summative Assessments include essays, presentations, debates, multiple-choice tests, and Socratic Seminars, all under time constraints. These assessments develop skills essential for success in On-Demand writing which has become a more common form of assessment on college campuses. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

Teacher’s Note: Students opting to enroll in this course are embracing a challenging academic journey. This course, distinct from traditional English classes, presents unique challenges that all students encounter. Consequently, fluctuations in performance are to be expected, forming an integral part of the learning process. It is crucial for students enrolling due to an obligation or a perceived necessity to take an AP class to recognize the inherent difficulty of this course.

In my experience as the instructor, students who approach the material with genuine interest, dedicating themselves to mastering the skills imparted, are more likely to thrive in the class. Beyond high school, these acquired skills become invaluable assets. The course welcomes any student ready to embrace the challenge, emphasizing the necessity of dedicating time—time to read, time to write, and time in the classroom. Through this commitment, all students can enhance their reading and composition skills, qualities highly sought after by colleges.

I would advise against enrollment only for students with a history of frequent absences. While unforeseen circumstances such as injuries, illnesses, or family emergencies are manageable and accommodated, consistent absenteeism throughout the semester (regardless of the reason for the frequent absences) makes it challenging to assist a student in achieving their academic goals for the class.

EXPOSITORY READING AND WRITING COURSE (ERWC)

Grade Level: 12

Prerequisite: None

Video Description: [ERWC Course Preview Video](#)

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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With a passing grade, this course allows students to enroll in college English at all CSUs, California Community Colleges, and some UCs without a placement test or an extra course and will prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

LANGUAGE ARTS IV

Grade Level: 12

Prerequisite: None

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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Twelfth grade Language Arts continues to stress the four major areas of communication: listening, speaking, reading, and writing with a focus on preparation for four-year college and university work. Students will write in a variety of styles for different purposes and audiences as they read, analyze, and discuss traditional and contemporary world literature, including novels, plays, poetry, and non-fiction texts. Students will also engage in collegiate research writing and take on leadership roles in intensive, student-centered seminar-style collaborative academic discussions.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade Level: 12

Recommended: Grade of “B” or better in AP English Language & Composition

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Language Arts	UC/CSU Approved “B”
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AP Literature and Composition is an accelerated course (college level) designed for students intending to take the AP test (Literature and Composition) in the spring. Breadth and depth of the reading are the key features of the AP program in English. Students will closely read a variety of complex literary works from classical Greek philosophy and drama to the modern novels and plays in preparation for frequent on-demand and polished writing. Writing assignments will focus on critical analysis and research skills. In addition to core texts, the course also requires extended reading and research as assigned by the instructor. Students who pass the test may be eligible to receive college credit, advanced placement in college courses or both, depending on the policies at the particular collegiate institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

Core Texts: These are the texts we will be reading (in this order) throughout the year. If possible, you will want to purchase the particular editions listed, as it may be helpful to participate in seminars.

Antigone - Sophocles (Oxford Paperback ISBN - 0-19-506167-5)

Oedipus the King- Sophocles (Oxford Paperback)

Canterbury Tales- Geoffrey Chaucer (Dover)

Othello - Shakespeare (Folger - ISBN 0671722816)

Frankenstein - Shelley (Penguin - ISBN 978-0-14-3105039)

As I Lay Dying - Faulkner (Vintage - ISBN 0-679-73225-X)

Death of a Salesman - Miller (Penguin - ISBN 0-14-048134-6)

MATHEMATICS

<http://rhs.rocklinusd.org/Academics/Mathematics/index.html>

Mathematics Scope & Sequence

Freshmen start their mathematics sequence with Integrated Math 1 or 2.

Preparatory for Community College or Vocational Program

9th Grade	10th Grade	11th Grade	12th Grade	Alt. 11th/12th Grade
Int. Math 1	Int. Math 2	Int. Math 3	Math Analysis	AP Comp. Science A EST III Personal Business/Finance

Preparatory for four-year College or University

9th Grade	10th Grade	11th Grade	12th Grade	OR	9th Grade	10th Grade	11th Grade	12th Grade
Int. Math 1	Int. Math 2	Int. Math 3	Pre-Calc H		Int. Math 2	Int. Math 3	Pre-Calc H	AP Calc AB
	Int. Math 2/3	Pre-Calc H	AP Calc AB				Math Ana.	AP Calc BC
			AP Calc BC					AP Statistics
			AP Statistics				Math Analysis	
								Pre-Calc Honors

The following courses meet the first two years (20 credits) of the RHS mathematics graduation requirement of 30 credits. Please note that all incoming students from outside RUSD will be placed into Integrated Math 1 unless proof is provided that they should be in Integrated Math 2 or 3 (report card, transcript, etc.).

INTEGRATED MATH 1

Grade Level: 9 – 11

Prerequisite: None

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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This course is intended to be the entry-level course at RHS. This is the first year of a three-year course progression in which students will discover the concepts of algebra, geometry, and statistics with an overall theme of problem solving.

INTEGRATED MATH 2

Grade Level: 9 – 12

Prerequisite: Integrated Math 1

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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This is the second year of a three-year course progression in which students will discover the concepts of algebra, geometry and statistics with an overall theme of problem solving.

EVERYDAY INTEGRATED MATH 2**Grade Level: 11 – 12****Prerequisite: Integrated Math 1**

Requirements Met:	RHS Elective
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This course is a support class for students concurrently enrolled in Integrated Math 2. All senior students in Integrated Math 2 are required to be concurrently enrolled in everyday math. Other students are enrolled based on the student's grades, test scores, and teacher recommendation. Final placement in everyday Integrated Math 2 will be based upon specific mathematics department criteria.

INTEGRATED MATH 2/3 COMBO**Grade Level: 10****Prerequisite: A grade of “A” both semesters in Integrated 1 and teacher recommendation**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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This is the second and third year of a three-year course progression in which students will discover the concepts of algebra, geometry and statistics with an overall theme of problem solving. This course will meet every day so it will count as two classes in a student's schedule.

MATHEMATICS ELECTIVES

The following courses meet the third year of the RHS mathematics elective graduation requirement. It is highly recommended that each student have a TI-84 Plus graphing calculator or equivalent for each of the courses listed below.

INTEGRATED MATH 3**Grade Level: 9 - 12****Prerequisite: Grade of “C” or better in both semesters of Integrated Math 2 and Integrated Math 1****Recommended: Grade of “B” or better in both semesters of Integrated Math 2 and Integrated Math 1**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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This course is to prepare students for the rigors of college level mathematics. This is the final year of a three-year course progression in which students will discover the concepts of algebra, geometry, and statistics with an overall theme of problem solving.

ACCOUNTING**Grade Level: 10 – 12****Recommended: Completion of Intro to Business course****Dual Enrollment Course: Sierra College/Acct Fund-Bus Owners/Bus 000A (3 units)**

Requirements Met:	RHS Mathematics or RHS CTE	UC/CSU Approved “G”
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Accounting is the “language of business”. This course will cover fundamental accounting principles and prepare students for future college business majors/minors such as business administration, accounting, marketing, international business management, etc. The course will

offer practical training to enable students to hold bookkeeping or account clerk positions. Concepts covered will include basic financial accounting principles, recording and keeping financial data, financial statements, the accounting cycle and setting up accounting systems. Investments and an introduction to taxes are also included in the curriculum. Students will utilize computerized accounting systems and spreadsheets to complete their work and finish the course with a firm understanding of how to make data driven business decisions, and assess the health of a business through data analysis.

MATH ANALYSIS

Grade Level: 11 – 12

Prerequisite: Integrated Math 3

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
Math Analysis integrates mathematical concepts from previous coursework. The course expands and synthesizes the material from Integrated 1, 2 and 3 including solving equations, probability, polynomials, inverses, factoring, trigonometric functions, statistics, and graphing with translations. The course also provides experience with problem solving for non-routine problems and financial mathematics. Students will complete projects throughout the course in order to keep the standards of mathematical practice a top priority.		

PERSONAL BUSINESS AND FINANCE

Grade Level: 11 – 12

Prerequisite: Integrated Math 2 (must take IM 3 if applying directly to a 4 year college)

Requirements Met:	RHS Mathematics	Pending UC/CSU Approval “G”
This course is intended to provide students an overview of the basics of personal and business finances. The focus on the course is the application of basic math skills in real life financial scenarios. This course introduces students to the principles of personal finance and how to become financially capable – learning to understand topics related to finance such as making money, spending money, and saving money wisely. Preparing students to become competent consumers and employees is a major goal of this course. Some time will also be spent on business applications in regards to finance, such as personnel, production, purchasing and sales. The course is taught from a mathematical perspective, focusing on the applications of basic math skills in real life situations. Students will demonstrate understanding through collaboration on a variety of activities, projects, and class presentations.		

PRE-CALCULUS/TRIGONOMETRY HONORS

Grade Level: 10 – 12

Prerequisite: Integrated Math 3

Recommended: Grade of “A” or better in both semesters of Integrated Math 3. Students that do not meet this recommendation will need to sign a waiver.

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
This course is to prepare students for the rigor of calculus. The topics include rational, polynomial, exponential, and logarithmic functions, polar equations, parametric equations, the binomial theorem, and proof by induction. This course will also cover trigonometry. In particular, students will learn about graphs, identities, and numerous applications.		

ADVANCED PLACEMENT CALCULUS AB**Grade Level: 11 – 12****Prerequisite: Pre-Calculus/Trigonometry (Recommended “B” or better in both semesters)****Fee: College Board testing fee (\$TBA)****Video Description: [AP Calculus AB](#)**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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Topics to be covered include functions and graphs, limits and continuity, differential calculus, integral calculus, and graphing calculator applications. It is recommended that all students enrolled in this course take the AP Calculus AB exam in the spring. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT CALCULUS BC**Grade Level: 12****Prerequisite: AP Calculus AB (recommended) or a grade of a high “A” in both semesters****Precalculus/Trigonometry Honors.****Fee: College Board testing fee (\$TBA)****Video Description: [AP Calculus BC](#)**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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This course covers two semesters of college calculus. Topics to be covered include all topics from AP Calculus AB, parametric, polar and vector functions, Euler’s method, applications of integrals, integration techniques, partial fractions, logistical differential equations, polynomial approximations, and series. Students take the AP exam at the end of the course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT STATISTICS**Grade Level: 11 – 12****Prerequisite: Successful completion of Integrated Math 3****Recommended: Grade of an “A” in both semesters of Integrated 3 or successful completion of Pre-Calculus/Trigonometry Honors or higher level mathematics course****Fee: College Board testing fee (\$TBA)**

Requirements Met:	RHS Mathematics	UC/CSU Approved “C”
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AP Statistics is a college-level statistics course that is designed to prepare students for the AP Statistics exam in the spring. Topics to be covered include descriptive statistics, analysis of two-variable data, probability, designing studies and experiments, and statistical inference. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

PHYSICAL EDUCATION
<http://rhs.rocklinusd.org/subsites/PE/index.html>

1st Year Core Course	2nd/3rd Year Elective PE Courses
PE I	Aerobic Walking/Conditioning Boys Athletic Weights/Conditioning – WINTER Athletes Boys Athletic Weights/Conditioning – SPRING Athletes Boys Aquatics Dance I/II/III/IV (CTE/VAPA) Football Weight Training/Conditioning General Weight Training/Conditioning Girls Weights/Conditioning Lifetime Sports Physical Wellness Rock-Fit Team Sports PE Leaders/PE Leadership

The following course meets the first year (10 credits) of the RHS Physical Education graduation requirement of three years (30 credits). All 9th grade students must be enrolled in PE I. Students not earning a passing grade in PE I in one or both semesters must repeat the course.

PHYSICAL EDUCATION I

Grade Level: 9

Prerequisite: None

Requirements:	RHS Physical Education (One Year)
This course focuses on the areas outlined in the California State Framework for Physical Education including: effects of physical activity upon dynamic health and mechanics of body movement (<i>Fitness Lab</i>), aquatics (<i>Swimming</i>), individual and dual sports (<i>Pickleball</i>), rhythms and dance (<i>Country Swing, Ballet, Hip Hop</i>), team sports (<i>Volleyball</i>), tumbling and gymnastics (<i>Tumbling and Gymnastic</i>) and combatives (<i>Self Defense</i>). Students will participate in cardiovascular assessments throughout each semester. This course will also cover individual skill development, sportsmanship, will practice and incorporate mental health and wellness activities, and every student will take the California State Physical Fitness Tests.	

PHYSICAL EDUCATION ELECTIVES

The following courses meet the second and/or third year RHS Physical Education elective graduation requirement. Courses may require students to pass cardiovascular assessments throughout the year. The prerequisite for all PE elective courses is successful completion of PE I. Students may also use Dance I, II, III, or IV as a PE elective course. In addition, students may petition for an “athletic waiver” which will waive up to two semesters (10 credits) of the third year Physical Education requirement. Two seasons of a sport are equal to one semester of elective

PE. The credits needed for graduation remain at 250 credits. For further information, please contact the Counseling Department.

AEROBIC WALKING/CONDITIONING

Grade Level: 10 – 12

Prerequisite: Successful completion of PE I

Requirements Met:	RHS Physical Education Elective
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This course is activity based focusing on personal fitness as a lifelong activity. This course will provide an opportunity for students to improve their personal fitness level through power walking and other cardiovascular fitness activities. Expected pace for students in Aerobic Walking is a 16-17 min mile. Students will participate in cardiovascular assessments throughout each semester. Along with these areas, individual skill development, sportsmanship, wellness activities/practices are incorporated. There will be walking routes off campus which will require a parent permission form.

BOYS AQUATICS CONDITIONING

Grade Level: 10 - 12

Prerequisite: Must be current RHS Water Polo player

Requirements Met:	RHS Physical Education Elective
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This course is designed for RHS water polo athletes that played water polo during the 2024-2025 school year.

BOYS ATHLETIC WEIGHT TRAINING/CONDITIONING - Winter Athletes (Basketball)

Grade Level: 10 – 12

Prerequisite: Concurrent enrollment or successful completion of PE I

Requirements Met:	RHS Physical Education Elective
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This course is designed for RHS student athletes. Sections will be organized by season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each semester.

BOYS ATHLETIC WEIGHT TRAINING/CONDITIONING - Spring Athletes

(Soccer/Lacrosse/Track/Volleyball/Wrestling)

Grade Level: 10 – 12

Prerequisite: Concurrent enrollment or successful completion of PE I

Requirements Met:	RHS Physical Education Elective
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This course is designed for RHS student athletes. Sections will be organized by season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each semester.

GENERAL WEIGHT TRAINING/CONDITIONING**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course is designed for general PE students. The focus will be on the principles of weight training, plyometrics, agility training, and powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each semester.

FOOTBALL WEIGHT TRAINING/CONDITIONING – (Varsity & Junior Varsity)**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course is designed for RHS student athletes that are currently playing football. The focus will be on the principles of weight training, plyometrics, speed and agility training, and powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Students will participate in cardiovascular assessments throughout each semester.

GIRLS ATHLETIC WEIGHTS/CONDITIONING**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course is designed for RHS student athletes. Sections will be organized by season of sport when possible. The focus will be on the principles of weight training, plyometrics, agility training, and powerlifting. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition.

LIFETIME SPORTS**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course will be activity based focusing on lifelong sports, individual skill development, and sportsmanship. The major activities of focus will be pickleball, badminton, disc golf, volleyball, ultimate frisbee, soccer, and tennis. Other recreational games such as ping pong, cornhole, and spikeball may be included. Along with these areas, wellness activities and practices are incorporated. Students will participate in cardiovascular assessments throughout each semester.

PE LEADERS**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I and 1 year of PE Elective**

Requirements Met:	RHS Physical Education Elective
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This course is designed to mix regular education students with special needs students while trying to have a one to one ratio. It is an activity based class focusing on fitness, individual skill development, sportsmanship, and team play. The main activities of focus will be modified activities including aerobic walking, basketball, country western swing dance, soccer, street hockey, swimming, track, and volleyball.

PHYSICAL WELLNESS**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I or taken concurrently with PE 1.**

Requirements Met:	RHS Physical Education Elective
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Physical Wellness is a course designed to teach students how to adopt healthy habits, self-management skills and an overall mindset of "wellness for life". The course will include a wide variety of activities including aerobic walking, meditation, and yoga, as well as a classroom component with an emphasis on social and emotional learning with mental wellness.

ROCK-FIT**Grade Level: 9 – 12**

Requirements Met:	RHS Physical Education Elective
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This course is designed for the motivated student that wants to improve their personal fitness level, using life's functional movements as its foundation. Rock-Fit will provide rigorous and challenging activities which will include pushing, pulling, aerobic and anaerobic activities, resistance training, and plyometric exercises. The Rock-fit class is driven by data; keeping accurate scores and records, running a clock, and precisely defining the rules and standards for performance. If you desire variety in your workout, this is the course for you! The components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular fitness will be emphasized throughout the year.

TEAM SPORTS**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I**

Requirements Met:	RHS Physical Education Elective
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This course is activity based and will focus on fitness, individual skill development, sportsmanship and team play. The main activities of focus will be team sports such as basketball, flag football, fleet ball, soccer, team handball, ultimate frisbee, kickball and volleyball. Along with these areas, mental health and wellness activities/practices are incorporated.

SCIENCE & HEALTH

<http://rhs.rocklinusd.org/Academics/Science/index.html>

Science Scope & Sequence		
<u>9th Grade</u>	<u>10th Grade</u>	<u>11th/12th Grade</u>
Biology Health	Chemistry Geology Physics/Honors AP Physics I Human Body Systems	Anatomy/Physiology H Chemistry EST II EST III Geology Marine Biology Medical Interventions Physics/Honors AP Biology AP Chemistry AP Environmental Science AP Physics I AP Physics II AP Physics C: Mechanics AP Physics C: E&M

This course meets the RHS Health graduation requirement (5 credits).

HEALTH

Grade Level: 9 (one semester course in combination with Geography)

Requirement Met:	RHS Health
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In this course, the student obtains, interprets, and understands basic health information and services. The following content areas will be addressed: comprehensive sex education, nutrition, mental health, and substance abuse prevention. Emphasis is placed on the development of lifelong positive health-related attitudes and behaviors.

BIOLOGY

The following courses meet the first year (10 credits) of the RHS Science graduation requirement of 30 credits.

BIOLOGY

Grade Level: 9

Prerequisite: None

Requirements Met:	RHS Science	UC/CSU Approved “D”
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NGSS Biology is aligned with California's Framework for the Next Generation Science Standards (NGSS) and will fulfill the life science UC-ag graduation requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas by exploring local phenomena and current scientific events. These core ideas include

energy, inheritance and variation in life, natural selection, evolution, and biotechnology. There will be multiple opportunities for students to model and investigate solutions to authentic scientific questions.

SCIENCE ELECTIVES

The following courses meet the second and third year of the RHS Science elective graduation requirement.

ANATOMY/PHYSIOLOGY HONORS

Grade Level: 11 – 12

Prerequisite: Biology

Recommended: Grade of an “A” or “B” in previous science course

Requirements Met:	RHS Science	UC/CSU Approved “D”
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This honors course is a preparation for advanced biological studies, premedical studies, biomedical nursing, and other health field-based careers. Honors Anatomy and Physiology focuses on the anatomy and physiology of humans. The course format heavily emphasizes physiological mechanisms and laboratory-based learning. The course thoroughly investigates the structure, function, and systemic relationships of the integumentary, muscular, skeletal, digestive, circulatory, and nervous systems. Students will receive detailed instruction and gain in-depth knowledge through lecture, labs, and specific dissections as they relate to this field of study. Case studies including diseases, genetic disorders, and bioethical issues of each of these systems will be an integral component of each unit of study. This course relies heavily on laboratory work including dissections of preserved cats, preserved rabbits, and preserved sheep hearts. This course will prepare students for college-level anatomy and physiology courses.

GENERAL CHEMISTRY

Grade Level: 10 – 12

Prerequisite: Biology and Integrated Math 1

Requirements Met:	RHS Science	UC/CSU Approved “D”
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General Chemistry is an initial exposure to the field of chemistry for the college-bound high school student, taught in a manner to enable the student to grasp the basic concepts. Students will solve problems and apply the solutions to real world situations as well as discover and work with quantitative relationships that are fundamental to chemical reactions and the structure of matter.

GEOLOGY

Grade Level: 10 – 12

Prerequisite: Biology

Requirements Met:	RHS Science	UC/CSU Approved “D”
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The primary focus of this course is to examine the solid portion of the Earth known as the geosphere, and to understand its dynamic nature. To that end, we will study the interactions between Earth’s atmosphere, hydrosphere, biosphere, and geosphere, and how these interactions reshape our planet. We will also examine the negative impacts that humans have on Earth’s four spheres, as well as ways in which humans can reduce and or reverse these

negative impacts. Major areas of study include Earth's origin and history, Earth's structure and plate tectonics, earthquakes, volcanoes, erosion, and renewable and non-renewable resources.

HUMAN BODY SYSTEMS

Grade Level: 10 – 12

Prerequisite: Biology

Recommended: Successful completion of Integrated Math 1 and grade of an "A" or "B" in previous science course.

Requirements Met:	RHS Science	UC/CSU Approved "D"
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Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Manikin®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MEDICAL INTERVENTIONS

Grade Level: 11 – 12

Prerequisite: Must have completed two years of science prior to enrollment.

Requirements Met:	RHS Science	UC/CSU Approved "D"
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In the Medical Interventions course, students will investigate a variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role of scientific thinking and engineering design play in the development of interventions in the future.

MARINE BIOLOGY

Grade Level: 11 – 12

Prerequisite: Biology and interest in the marine environment

Requirements Met:	RHS Science	UC/CSU Approved "D"
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Marine Biology is designed to introduce students to an underwater world that is immense, enchanting, and mysterious. The marine environment will be explored as it relates to biology, geology, chemistry, and physics. Through laboratory activities, animal dissections, in class discussions and web design, marine organisms will be explored relative to their functions, the different ecosystems around the world in which they live and the effects of organism interactions locally and globally. The topics studied will include: environmental issues, marine resources, current research, marine ecosystems, animal classification, Zoology and scuba diving.

PHYSICS/HONORS PHYSICS

Grade Level: 10 – 12

Prerequisite: Biology and Integrated Math 1

Requirements Met:	RHS Science	UC/CSU Approved "D"
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This course is designed to engage students in everyday applications as well as professional applications of physics. This lab-based college prep course will include thorough use of

computer-aided data retrieval and analysis. This course is recommended for any student that is planning to attend a four-year university. Physics is essential for any student planning to major in the following: engineering, medicine, science, and math. Please note that students will be placed in a regular Physics class on their schedule and will need to work with the teacher to earn Honors Physics credit.

ADVANCED PLACEMENT BIOLOGY

Grade Level: 11 – 12

Prerequisite: Biology and a grade of at least a “B” in Chemistry and/or Physics.

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Science	UC/CSU Approved “D”
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AP Biology is an intensive and accelerated study of biology. It is designed for students seeking an additional challenge and preparation for college. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT CHEMISTRY

Grade Level: 11 – 12

Prerequisite: Grade of “B” or higher in General Chemistry and completion or concurrent enrollment in Integrated Math 3

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Science	UC/CSU Approved “D”
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This course is an intensive and accelerated chemistry program designed for students seeking an additional challenge and preparation for college. The purpose of this course is to explore the fundamentals of chemistry by focusing on chemical calculations and laboratory experimentation. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of the course. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade Level: 11 – 12

Prerequisite: Completion of Biology and a grade of "B" or better in General Chemistry and/or Physics.

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Science	UC/CSU Approved “D”
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This course is a college level laboratory course that aims to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world. The course aims to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT PHYSICS I

Grade Level: 10 – 12

Prerequisite: Grade of "B" or better in Integrated Math 2

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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AP Physics I is an introductory course that is equivalent to a first-semester college course in non-calculus based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and fluids. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT PHYSICS II

Grade Level: 11 – 12

Prerequisite: AP Physics I with minimum grade of a "B-."

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/Physics 5A/5B, 4/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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AP Physics II is equivalent to a second semester college course in non-calculus based physics for students that completed AP Physics I. The course covers thermodynamics, fluids, electromagnetism, optics, and modern physics. For further details on the different Physics offerings, please ask our [ThunderClass](#) GPT or see Mr. Clarion in Room V42. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#).

ADVANCED PLACEMENT PHYSICS C: Mechanics

Grade Level: 11 – 12

Prerequisite: Concurrent enrollment in AP Calculus AB and successful completion of AP Physics I with a grade of "B" or better.

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/PHYS 11A/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the field of physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. For further details on the different Physics offerings, please ask our [ThunderClass](#) GPT or see Mr. Clarion in Room V42. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#). AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT PHYSICS C: Electricity & Magnetism

Grade Level: 12

Prerequisites: Concurrent enrollment or successful completion of AP Physics C: Mechanics. Successful completion of AP Physics II with an "A" grade and successful completion of AP Calculus BC with an "A" grade.

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/PHYS 11C/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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This course ordinarily forms the second part of the college sequence that serves as the foundation in physics for students majoring in physical sciences or engineering. The sequence is preceded by calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The AP Physics C: E&M course is the second part of a sequence often taken in college that is very intensive with a laboratory component. For further questions, ask our [ThunderClass](#) GPT. Please note that this is a modified independent study course. Flex period attendance is mandatory. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

SOCIAL STUDIES

<http://rhs.rocklinusd.org/Academics/Social-Science/index.html>

Social Studies Scope & Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
World Geography	World History	US History	Government/Economics
	AP World History	AP US History	AP Microeconomics
		DE US History	AP Government

The following courses meet the RHS Social Studies graduation requirement (35 credits).

WORLD GEOGRAPHY AND CULTURE/FRESHMEN SUCCESS

Grade Level: 9 (one semester course in combination with Health)

Prerequisite: None

Requirements Met:	RHS Social Studies
Students will spend three weeks of the first quarter on a Freshmen Success unit of study. The Freshmen Success program will cover the academic, social and cultural aspects of a high school environment that are required factors in a student's continued success at the high school level. This introductory course is designed to explore the physical and cultural aspects of our world. The course focuses on the interdependence of the world with emphasis on development, population, and environment. Study is divided among the major regions of the earth. Career and computer applications will be incorporated to enhance the understanding of the RHS technology.	

WORLD HISTORY

Grade Level: 10

Prerequisite: None

Requirements Met:	RHS Social Studies	UC/CSU Approved "A"
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In this course students will explore the major issues and democratic ideas of the late 18th century to the present day. Students will study the social, political, geographical, and economical factors that have transformed societies and cultures throughout the world. Students will then study recent history, focusing on the development and expansion of the Western world, and the growing interdependence of people and cultures throughout the world.

ADVANCED PLACEMENT MODERN WORLD HISTORY

Grade Level: 10

Prerequisite: Grade of an "A" or "B+" in World Geography and Language Arts I

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Social Studies	UC/CSU Approved "A"
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The purpose of the Advanced Placement Modern World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes

in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students should anticipate nightly reading/assignments. Throughout the year, students will develop skills in SAQs, DBQ and LEQ Essays, stimulus based MCQs, and high level class discussions. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

UNITED STATES HISTORY

Grade Level: 11

Prerequisite: None

Video Description: [US History](#)

Requirements Met:	RHS Social Studies	UC/CSU Approved “A”
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Studies in this course will provide students with a broad look at the history of the United States from the Foundations to present day. Understanding US history and how it applies to today's society will provide students with the skills and knowledge to become actively involved in their own community.. Students will be developing and building skills in order to demonstrate their mastery of the material in a variety of ways: SAQs, DBQ Essays, MCQs, Socratic Seminars, and research presentations. During the first semester, the following units of study will be covered: Beginnings of America to Reconstruction, Industrialization, Progressive Era, US as a World Power, From War to Peace (1920's), the Great Depression and the New Deal, and an examination of the US role in WWII. Second semester continues with The Cold War and the 1950s, Civil Rights Movement, the Vietnam War and 1970s, 1980s, and 1990s through today. US history will be a continuation in the development of organization and literacy skills that were started in 10th grade world history in preparation for 12th grade Government/Economics and beyond.

ADVANCED PLACEMENT UNITED STATES HISTORY

Grade Level: 11

Recommendation: Grade of an “A” or “B+” in World History or successful completion of AP World History

Fee: College Board testing fee (\$TBA)

Video Description: [AP US History](#)

Requirements Met:	RHS Social Studies	UC/CSU Approved “A”
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In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight

themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. AP U.S. History is equivalent to a two-semester introductory college course in U.S. history. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students can anticipate nightly reading from a college-level textbook. Students should have proficient skills in SAQs, DBQ Essays, LEQ essays, stimulus based MCQs, and high level class discussions. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

DUAL ENROLLMENT UNITED STATES HISTORY

Grade Level: 11

Prerequisite: None

Recommended: Strong literacy skills or a desire to improve reading and writing skills in preparation for college level reading and writing. Highly suggested a grade “B” or better in LA II and/or World History.

Dual Enrollment Course: Sierra College/HIST 0017A/HIST 0017B

Video Description: [DE US History](#)

Requirements Met:	RHS Social Studies	UC/CSU Approved “A” Sierra College Dual Enrollment
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This course is a college level class taught as a dual enrollment course with Sierra College. Students who successfully complete the year-long course receive 6 college units on their Sierra transcript. In the first semester, this course covers the history of the United States from its origins to 1877. Emphasis on evolution of colonial societies, the American Revolution and the establishment of the Republic, Constitution and constitutional developments, and emergence of a national political tradition; ethnic and racial pluralism of settlement, growth and development; the market revolution and emergence of democracy; institution of slavery, territorial expansion, and events, issues, and developments culminating in the Civil War and the Reconstruction of the South. (C-ID HIST 130) (CSU, UC) The second semester of the course covers the history of the United States from 1865 to the present. Emphasis on national political, economic, intellectual, and social trends and their impact on constitutional law; industrialization and urbanization; evolution of American ethnic, cultural and racial pluralism; and the role of the United States in world affairs. Also addresses California state and local issues in a broad, national context. (C-ID HIST 140) (CSU, UC). Students read 50-100 pages a week from college level resources, including textbooks, peer-reviewed journals and other resources. The course includes three major writing assignments that are based on research and rely on student writing. Sierra Community College uses Canvas as a learning platform and students will be required to meet deadlines, upload assignments, and manage their grades through this platform. Students will experience the benefits and challenges of being a junior college student. Students should have proficient skills in SAQs, LEQ essays, MCQs, and high level class discussions and will develop academic research skills. For more information regarding this course, please contact Mrs. Jones at cjones@rocklinusd.org. Dual Enrollment classes are college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

PLEASE NOTE: GOVERNMENT AND ECONOMICS ARE ONE SEMESTER COURSES. A STUDENT MAY CHOOSE TO TAKE AP GOVERNMENT OR AP MICROECONOMICS TO MEET THIS REQUIREMENT, BOTH OF WHICH ARE YEAR-LONG COURSES.

GOVERNMENT

Grade Level: 12

Prerequisite: None

Requirements Met:	RHS Social Studies	UC/CSU Approved “A” (one semester)
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Government is a one semester course taken in conjunction with Economics dedicated to the study of principles, structures, and functions of the United States Government. The course will emphasize perspectives on political issues, the legislative process, and the U.S. Constitution and voting. Students will gain a personal awareness of individual rights and responsibilities as members of the community.

ECONOMICS

Grade Level: 12

Prerequisite: None

Requirements Met:	RHS Social Studies	UC/CSU Approved “A” (one semester)
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Economics is a one semester course taken in conjunction with Government dedicated to the study of basic principles of both micro and macroeconomics. Through an emphasis on current events and practical applications, the course introduces students to basic economic principles, such as supply and demand, government taxation and spending, interest rates, and inflation. In addition, the course will instruct students in issues of personal finance, such as budgeting, credit cards, taxes, saving and investing.

ADVANCED PLACEMENT MICROECONOMICS

Grade Level: 12

Prerequisite: Grade of an “A” in US History OR Successful completion of either AP US History or AP World History.

Fee: College Board testing fee (\$TBA)

Requirements Met:	RHS Social Studies	UC/CSU Approved “G” (one semester)
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This course is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. In addition, students will study the core principles of both senior government class and macroeconomics, therefore earning a semester of government credit. College level reading, writing, and discussion will characterize the course. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

ADVANCED PLACEMENT GOVERNMENT**Grade Level: 11 – 12****Prerequisite: Grade of an “A” in World History, US History or successful completion of either AP US History or AP World History.****Fee: College Board testing fee (\$TBA)**

Requirements Met:	RHS Social Studies	UC/CSU Approved “A” (one semester)
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This course will give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will also provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course will encompass the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students will also study the core principles of the senior course in economics, therefore earning a semester of economics credit. College level reading, writing, and discussion will characterize the course. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

VISUAL & PERFORMING ARTS

<https://rhs.rocklinusd.org/Academics/Visual-and-Performing-Arts/index.html>

Visual and Performing Arts Scope & Sequence

Visual and Performing Arts courses are designed to offer students the opportunity to explore the general field of that art form. Courses may be taken to meet the VAPA graduation requirement. The Visual and Performing Arts courses are designed to challenge the students at all levels from beginning to advanced. Visual Arts classes are hand-on and portfolio-based. Because students will take all work created as well as needed supplies, a material contribution is requested.

<u>9th Grade</u>	<u>10th - 12th Grade</u>
Advanced Women's Ensemble (audition only)	Advanced Women's Ensemble (audition only)
Art I	Advanced Placement Music Theory
Ceramics I	Art I, II, III, IV, IV Honors
Chamber Choir (audition only)	Ceramics I, II, III, IV
Concert Band	Chamber Choir (audition only)
Concert Choir (female)	Commercial Music: Recording Arts
Dance I	Concert Band
Dance II, III, IV (audition only)	Concert Choir
Guitar Lab	Dance I
Jazz Band (audition only)	Dance II, III, IV (audition only)
Men's Chorale (male)	Guitar Lab
Music Technology	Jazz Band (audition only)
Photography I, II, III, & IV*	Men's Chorale
Photojournalism*	Photography I, II, III, IV, IV Honors*
Piano Lab	Photojournalism*
String Orchestra	Piano Lab
Symphonic Band (audition only)	String Orchestra
Theatre Arts I	String Orchestra Honors (audition only)
Wind Ensemble Honors (audition only)	Student Director (instructor approval)
	Symphonic Band (audition only)
	Technical Theatre
	Theatre Arts I, II, III
	Theatre Arts IV (seniors only)
	Wind Ensemble Honors (audition only)

*See Career Technical Education (CTE) section for course description.

The following courses meet the RHS Visual & Performing Arts graduation requirement (10 credits).

ART**ART I****Grade Level: 9 – 12****Prerequisite: None****Voluntary Class Contribution****Course Preview Video: <https://youtu.be/Gv1cFjDnHA8>**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course offers students an introduction and foundation for basic art concepts with an emphasis on drawing and painting. Students will experience a wide variety of media such as tempera, watercolor, acrylics, pastels, and pencil. Concepts such as color theory, drawing and shading techniques, linear perspective, human face proportions, art history, and the elements and principles of design are explored.

ART II**Grade Level: 10 – 12****Prerequisite: Art I or Instructor Approval****Voluntary Class Contribution**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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Art II offers further exploration of art concepts and techniques with an emphasis on the critique process and portfolio development. Students work in a variety of media such as prismacolor, pen & ink, scratchboard, printmaking, watercolor, tempera, and acrylic. Concepts such as the proportions of the human body, abstract art, and modern art history movements are studied.

ART III**Grade Level: 11 – 12****Prerequisite: Art II****Voluntary Class Contribution**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course is designed for the serious and disciplined art student. A greater depth of understanding of art concepts and increasingly advanced technical skills are expected of students as the year progresses. Regularly scheduled group critique, individual style, and portfolio development are emphasized throughout the year. Student work is scored using an advanced-level rubric. During the second semester, students have the opportunity to create their own area of focus through independent study. Students are encouraged to explore arts related college and career options. This course also provides opportunities for arts related community involvement and service.

ART IV**Grade Level: 12****Prerequisite: Art III****Voluntary Class Contribution**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This senior course is designed to meet the needs of the serious and disciplined art student who wishes to build a portfolio of original works that would not necessarily fit the College Board requirements for AP Studio Art. Through an independent study contract, students will continue

to improve their creative skills in a variety of media. Scoring is based on an advanced-level rubric and regularly scheduled critique deadlines. Students will explore arts related college and career options. This course also provides opportunities for arts related community service.

ART IV Honors

Grade Level: 12

Prerequisite: Art III

Voluntary Class Contribution

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This year-long course is designed for the serious and disciplined art student. The class is designed to provide the opportunity to earn an honors distinction upon graduation. Honors Art students produce a body of portfolio quality work. Students are challenged to develop a deeper understanding of the principals and elements of design, and an increasingly advanced application of technical skill is expected. Regularly scheduled group critiques and individual style and portfolio development are emphasized throughout the year. Throughout the year, students are encouraged to explore arts related college and career options. In addition to studio work, sketchbook development is required, as are reading and writing on the subjects of Art and Art History.

CERAMICS & SCULPTURE I

Grade Level: 9 – 12

Prerequisite: None

Voluntary Class Contribution

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course offers an introduction to the clay medium. Students will explore construction methods such as pinch, coil, and slab. Projects include constructing and decorating of ceramic art forms which include various sculpture media. This course will prepare students for more advanced work in ceramics.

CERAMICS & SCULPTURE II

Grade Level: 10 – 12

Prerequisite: Ceramics I

Voluntary Class Contribution

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course offers a more in-depth study of the clay medium and other sculpture media. Students will be working on advanced projects and will be more self-directed. Projects include wheel throwing and more advanced sculpture studies.

CERAMICS & SCULPTURE III

Grade Level: 11 – 12

Prerequisite: Ceramics II

Voluntary Class Contribution

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course offers an advanced, three dimensional art study through the development of a portfolio of artwork. Course work includes a series of pieces that demonstrate the ability to

interpret and express ideas through an increased refinement of their project creation. There will be an increased emphasis on the student to develop an individual style. Students will become acquainted with the work of famous sculptures from the 20th century and make informed responses of works of art, nature, and other objects by using objective criteria for analysis, interpretation, and judgment. Technically, students will refine their abilities to apply design elements and principles in wheel throwing, hand building, and glazing techniques. Students will build a portfolio that includes evidence of local gallery visits that have been reflected upon through written and visual responses.

CERAMICS & SCULPTURE IV

Grade Level: 12

Prerequisite: Ceramics III

Voluntary Class Contribution

Requirements Met:	RHS VAPA	UC/CSU Approved "F"
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This senior course is designed with the major emphasis being to extend the student's technical skills and conceptual approaches to the medium of clay. Stress is on craftsmanship, discipline, and originality. The course helps the students to further develop aesthetic criteria of the ceramic arts and to investigate potential vocational aptitudes. Reading and writing assignments are a part of this course.

DANCE

DANCE I

Grade Level: 9 – 12

Prerequisite: None

Student provides his/her own dance clothing and shoes.

Requirements Met:	RHS VAPA OR RHS PE OR RHS CTE	UC/CSU Approved "F"
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You can receive VAPA, CTE or P.E. credit by taking any dance course. Dance 1 is a performance-based class designed to introduce beginning dance students to dance. No audition for Dance 1. The styles and techniques studied include jazz, musical theatre, hip hop and lyrical ballet. Students will be required to perform in the annual Rocklin High School Dance One Showcase. Please visit the [Rocklin Dance](#) link for additional information.

DANCE II

Grade Level: 9 – 12

Prerequisite: Audition only

Student provides his/her own dance clothing and shoes.

Requirements Met:	RHS VAPA OR RHS PE OR RHS CTE	UC/CSU Approved "F"
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This is a performance-based class designed for intermediate dancers to strengthen and further skills developed in regards to technique and performance skills. The styles and techniques studied include jazz, lyrical, hip hop, musical theatre, and ballet. In addition to dance technique and performance skills, students will learn about proper nutrition and fitness for dancers, dance-based opportunities and career paths beyond high school, and have the opportunity to work with a variety of choreographers. Please visit the [Rocklin Dance](#) link for additional information.

DANCE III**Grade Level: 9 – 12****Prerequisite: Audition only****Student provides his/her own dance clothing and shoes.**

Requirements Met:	RHS VAPA OR RHS PE OR RHS CTE	UC/CSU Approved “F”
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This is a performance-based class designed for advanced dancers to provide a more intense study of dance. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, and lyrical. In addition to dance technique and performance skills, students will learn about proper nutrition and fitness for dancers, dance-based opportunities and career paths beyond high school, have the opportunity to choreograph show routines and work with a variety of choreographers. Students will be required to perform in the annual Rocklin High School Advanced Dance Show, the VAPA Assembly, and the Creepy Concert. Please visit the [Rocklin Dance](#) link for additional information.

DANCE IV**Grade Level: 9 – 12****Prerequisite: Audition only****Student provides his/her own dance clothing & shoes.**

Requirements Met:	RHS VAPA OR RHS PE OR RHS CTE	UC/CSU Approved “F”
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This is a performance-based class designed for the most advanced dancers working towards a career in the dance industry. Greater emphasis will be placed on student choreography and teaching techniques. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, modern, lyrical. Students will be required to perform in the annual RHS/WHS 4WRD Dance Show in December, the Creepy Concert, Rocklin High School Advanced Dance Show, and VAPA Assembly. Please visit the [Rocklin Dance](#) link for additional information.

DANCE STUDENT DIRECTOR**Grade Level: 11 – 12****Prerequisite: Instructor approval****Student must provide his/her own dance clothing & shoes.**

Requirements Met:	RHS VAPA OR RHS PE OR RHS CTE
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Student Directors are advanced dancers concurrently taking Dance 3 or 4 who take this course to develop skills such as teaching dance, choreography, presenting, lesson planning, directing, and critical thinking. Student Directors may apply in the Spring if they have completed one year of Dance 3 or Dance 4 at Rocklin High School. Student Directors will be enrolled in the course for the entire academic year. Students in this course are considered leaders of the RHS Dance Program and will be expected to put in extra time to assist peers as they prepare for assessments and shows. Daily active participation, responsibility, creativity, initiative, and dedication are necessary for success in this course.

MUSIC**CONCERT CHOIR****Grade Level: 9 – 12****Prerequisite: None**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Concert Choir is a non-auditioned entry level choir that is open to any student. This treble choir is open to all Soprano and Alto Voices regardless of grade level. The Choir will perform a wide variety of musical styles in various major concerts throughout the year. Students will learn to sing with proper vocal techniques and gain an understanding of basic music concepts. **No audition is required, just request this course if you would like to join.** Please visit both the [RHS Choir YouTube Video](#) and the RHS Choir website at [RHS Choir Website](#) for detailed information.

CHAMBER CHOIR

Grade Level: 9 – 12

Prerequisite: Audition

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Chamber Choir is a Mixed Ensemble open by audition to any student wishing to perform in an advanced level mixed choral group. Auditions are held in the spring of each year. This group performs frequently in community events, competitions, festivals, and other regularly scheduled choir concerts. Students perform a wide variety of musical styles and sing a capella and with accompaniment. In addition to singing in a large ensemble, students are encouraged to sing in smaller groups and will be given opportunities to perform as soloists if desired. Students will perform music arranged for a cappella and accompanied voices. Please visit both the [RHS Choir YouTube Video](#) and the RHS Choir website at [RHS Choir Website](#) for detailed information.

ADVANCED WOMEN’S ENSEMBLE

Grade Level: 9 – 12

Prerequisite: Audition

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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Advanced Women’s Ensemble is open by audition to any Soprano or Alto Voice interested in a premier vocal ensemble. Auditions are held in the spring of each year. Students develop proper vocal technique and gain an understanding of basic music concepts. The group performs in several concerts, competitions and festivals throughout the year. Students perform a wide variety of musical styles and sing a capella and with accompaniment. In addition to singing in a large ensemble, students are encouraged to sing in smaller groups and will be given opportunities to perform as soloists if desired. Students will perform music arranged for a cappella and accompanied voices. Please visit both the [RHS Choir YouTube Video](#) and the RHS Choir website at [RHS Choir Website](#) for detailed information.

AP MUSIC THEORY

Grade Level: 10 – 12

Prerequisite: None/Prior Musical Experience Assumed

Fee: College Board testing fee (\$TBD)

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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AP Music Theory is designed for students who wish to explore a deeper understanding of the fundamentals of music. The course first helps students master the rudiments and terminology of music, including notational skills, intervals, scales and keys, chords, metric organization, and rhythmic patterns. Musical skills are developed through various types of musical exercises

including listening, sight-singing, written exercises, creative exercises, and analytical exercises. The course incorporates a brief introduction to twentieth century scales, chordal structures, and compositional procedures, either through analysis or original composition. The ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course includes, but is not limited to, a wide variety of vocal and instrumental music from the standard Western tonal repertoires. Students may earn college credit or advanced placement or both depending on the policies of the institution attended.

MEN'S CHORALE

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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Rocklin High School Men's Chorus is a non-auditioned entry level choir that offers a well-rounded vocal music experience to any Tenor, Baritone or Bass Voice student in grades 9-12. Students learn correct singing and breathing techniques, rehearsal techniques, basic notation reading, performance skills, vocal performance analysis and perform in several concerts throughout the year at Rocklin High School and other performing venues. Students learn a wide variety of musical styles from past and present cultures throughout the world. In addition to singing in a large ensemble, students are encouraged to sing in smaller groups and will be given opportunities to perform as soloists if desired. Students will perform music arranged for a cappella and accompanied voices. Students who possess keyboard, drums, and guitar skills are welcome to accompany the group as well as sing in the ensemble. **No audition is required, just request this course if you would like to join.** Please visit both the [RHS Choir YouTube Video](#) and the RHS Choir website at [RHS Choir Website](#) for detailed information.

CHOIR STUDENT DIRECTOR

Grade Level: 11 – 12

Prerequisite: Audition

Requirements Met:	RHS VAPA
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Student Directors for Choir are open by audition only. Students must submit an audition application to be considered for Choir Student Director. Student Conductors are only open to students who have been previously enrolled in any RHS Choir. Typically the students are Seniors and occasionally Juniors if they meet the requirements and skill set. Student directors help give leadership to the choirs, rehearse the ensemble and sections and conduct at concerts and events. Please speak with the course instructor and complete the application by the deadline in the Spring. You may view details on the [RHS Student Director Webpage](#).

COMMERCIAL MUSIC: RECORDING ARTS

Grade Level: 10 – 12

Prerequisite: None; however enrollment/experience in another performing arts class is encouraged.

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This co-curricular course covers a broad range of topics including, but not limited to, basic/advanced recording techniques, use of analog/digital hardware, care/maintenance, signal

flow, live and recorded sound. Students will learn techniques for recording, editing, mixing/mastering and producing music for commercial, professional and personal use as well as production and sound reinforcement for some school events and programs. This course is open to all grade levels. Students are encouraged to enroll in a performing art class in conjunction with this course. Students with performing arts course experience may be given preference.

GUITAR LAB

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Guitar Lab is an elective music class at Rocklin High School. The curriculum follows the California State Content Standards for Music, as applied to the medium of guitar performance. This course is appropriate for beginning level students. Topics include chords, melody, rhythmic accompaniment, music fundamentals, theory, performance, listening, composing, improvisation, and reading standard notation and tablature. A limited number of guitars are available for classroom use.

PIANO LAB

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course is offered to any student desiring a well-rounded music education through the study of the piano keyboard. Students will gain skills in proper playing technique, notation reading, performance skills, and listening skills. Regularly scheduled in-class recitals will allow students to demonstrate their ability to prepare and perform a wide variety of musical styles from past and present cultures throughout the world. Students receive group and individual instruction on electric keyboards and acoustic pianos. Students of all skill levels are welcome.

CONCERT BAND

Grade Level: 9 – 12

Prerequisite: None

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Rocklin High School Concert Band is an entry level band course, focusing on standard high school band literature. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Instruments played include: woodwinds, brass, and percussion. Concert Band students may be required to participate in Pep Band at football games. Band students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. **No audition is required. Beginning students are welcome to join Concert Band.**

JAZZ BAND

Grade Level: 9 – 12

Prerequisite: Audition only

Requirements Met:	RHS VAPA
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The Rocklin High School Jazz Band is an advanced course. Students study and perform select jazz big band music throughout the year, with an emphasis on the California State Standards for Music. Depending on class size, Jazz Band may be informally divided into an Advanced Jazz 1 and an Intermediate Jazz 2. Space is limited by instrumentation. Community and festival performances are scheduled during the year. Please visit the RHS Band website at <http://www.rocklinhighmusicboosters.org> for detailed information.

STRING ORCHESTRA

Grade Level: 9 – 12

Prerequisite: One or more years of an orchestra course

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The String Orchestra is an intermediate to advanced level course for string players (violin, viola, cello, bass) with two or more years of experience. Students study and perform music from the Baroque, Classical, Romantic, and Contemporary period. Musicianship is developed in accordance with the California State Standards for Visual and Performing Arts. Students may choose to participate in Honor Orchestra, Musical Pit Orchestra, various small ensembles, and the Spring Trip. Please visit the RHS Band website at <http://www.rocklinhighmusicboosters.org> for detailed information.

STRING ORCHESTRA HONORS

Grade Level: 10 – 12

Prerequisite: One or more years of an orchestra course

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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String Orchestra Honors is an advanced level course for string players (violin, viola, cello, bass, piano) with three or more years of experience who pass an audition and a certain standard of proficiency. Students study and perform music from the Baroque, Classical, Romantic, and Contemporary period. Musicianship is developed in accordance with the California State Standards for Visual and Performing Arts. Students may choose to participate in Honor Orchestra and Pit Orchestra. There will be an expectation of learning chamber music in small groups, as well as a written research-based component.

SYMPHONIC BAND

Grade Level: 9 – 12

Prerequisite: By audition only

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Rocklin High School Symphonic Band is an intermediate course, focusing on high school band literature. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Instruments played include: woodwinds, brass, and percussion. Symphonic Band students may be required to participate in Pep Band at football games. Band students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. Auditions will be held in the Spring for membership in the Fall for the following year. Current 8th graders may audition for this course. Please visit the RHS Band website at <http://www.rocklinhighmusicboosters.org> for detailed information.

WIND ENSEMBLE HONORS**Grade Level: 9 – 12****Prerequisite: By audition only**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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The Rocklin High School Wind Ensemble is the most advanced of the ensembles and is designed for the student who is a highly competent performer. The student is challenged by music of the highest caliber, requiring a more sophisticated understanding of complex rhythms and all key signatures, musical terminology, ensemble skills, and extra effort on the part of the student. Students develop musicianship in accordance with the California State Standards for Visual and Performing Arts. Instruments played include: woodwinds, brass, and percussion. Wind Ensemble students may be required to participate in Pep Band at football games. Wind Ensemble students may also choose to participate in adjunct performing groups, including, but not limited to, Honor Bands, Marching Band, Drum Line, Musical Pit Orchestra, the Santa Band, and the annual Spring Tour. Auditions will be held in the Spring for membership in the Fall for the following year. Current 8th graders may audition for this course. Please visit the RHS Band website at <http://www.rocklinhighmusicboosters.org> for detailed information.

THEATRE ARTS**THEATRE ARTS I****Grade Level: 9 – 12****Prerequisite: None**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This is an introductory course that emphasizes acting skills. The course includes scene study, monologues/audition technique, stage combat, commercial acting, and musical theatre. Students also gain basic technical theatre skills such as set building, painting, use of the light and sound board, and stage makeup.

THEATRE ARTS II/III**Grade Level: 10 – 12****Prerequisite: Theatre Arts I**

Requirements Met:	RHS VAPA	UC/CSU Approved “F”
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This course is an extension of the introductory course. Actors explore several time periods in theatre history and playwrights from those periods. They sharpen their improvisation skills and master several dialects. Students write and perform a show for local elementary schools. In addition, actors may take this course twice for Theatre II and Theatre III credit. The curriculum is designed to be a two year course.

THEATRE ARTS IV**Grade Level: 11 – 12****Prerequisite: Teacher approval required**

Requirements Met:	RHS VAPA OR RHS CTE	UC/CSU Approved “F”
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This is an advanced-level theatre class. Students begin the year with an advanced mask characterization unit. This is followed by creating an original production for the Lenaea Festival at Folsom Lake College. Finally, students will put on the spring play where they will rehearse in

class. They will also be required to participate in tech week and performances outside of class. This is a co-curricular class.

TECHNICAL THEATRE

Grade Level: 10 – 12

Prerequisite: None

Requirements Met:	RHS VAPA OR RHS CTE	UC/CSU Approved “F”
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This course is for students who are interested in learning or refining their technical theatre skills. Technical students of all levels are welcome. Included in the course: set design and construction, light design, program light cues, sound design, operation of sound equipment, assistant director, and stage manager skills. Students are an integral part of the designing and building of sets for all main stage productions.

WORLD LANGUAGES

<http://rhs.rocklinusd.org/Academics/Foreign-Language/index.html>

World Language Scope & Sequence			
<u>American Sign Language</u>			
<u>9th - 12th Grade</u>	<u>10th - 12th Grade</u>	<u>11th or 12th Grade</u>	
ASL I	ASL II	ASL III	
<u>Spanish</u>			
<u>9th or 10th Grade</u>	<u>10th - 12th Grade</u>	<u>11th or 12th Grade</u>	<u>12th Grade</u>
Spanish I	Spanish II	Spanish III	Spanish IV Honors
Spanish II	Spanish III	Spanish III Honors	Int. Spanish
	Spanish III Honors	Spanish IV Honors	
		Int. Spanish	

*If Spanish I was taken in 8th Grade.

The following courses meet the RHS World Language requirement (10 credits).

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE I

Grade Level: 9 – 12

Prerequisite: None

Course Preview Video: <https://youtu.be/Oyobr-LHW1k>

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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American Sign Language I is a beginning foreign language course offered in the high school setting. This course offers students the beginning foundation for American Sign Language skill acquisition to include: fingerspelling, numbers, basic signs, non-manual signals, grammar and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, various readings, Deaf events and visitations by Deaf guest speakers.

This course has the dual purpose of laying a strong foundation for American Sign Language skill acquisition as well as developing a deep understanding for the Deaf community. Through interactive classroom participation in dialogues and conversing in ASL, students gain fluency in signing the alphabet, numbers, words, and syntactically correct sentences incorporating essential grammatical non-manual signals. Exposure to various learning opportunities promotes understanding and appreciation for the Deaf culture. This will be accomplished through: ASL guest speakers, DVDs, audiovisual deaf biographies, various readings and Deaf cultural events.

Students are encouraged to attend at least one Deaf event per semester to help better their understanding and enhance their experience learning ASL, for extra credit.

AMERICAN SIGN LANGUAGE II

Grade Level: 10 – 12

Prerequisite: ASL I

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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American Sign Language 2 is a continuation of the basic study of the language and culture acquired in ASL 1. At this level, emphasis will be on ASL grammar including facial expression, body language and introduction to conversational regulators. Students will attend one deaf event per semester, will be assigned reports, and projects emphasizing appreciation of Deaf culture.

Students are required to attend at least one Deaf event for the year to help better their understanding and enhance their experience learning ASL, and they can attend an additional one for extra credit.

AMERICAN SIGN LANGUAGE III

Grade Level: 11 – 12

Prerequisite: ASL II

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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American Sign Language 3 is a rigorous class designed to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. 90 percent of the class will be taught in sign language with complete voices off. There is a continued emphasis on the development of receptive and expressive signing skills. Experiences with American Sign Language and Deaf literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Students are required to attend at least one Deaf event to help per semester to better their understanding and enhance their experience learning ASL, and they can attend an additional one per semester for extra credit.

SPANISH

SPANISH I

Grade Level: 9 – 12

Prerequisite: None

Course Preview Video: <https://youtu.be/fPiENgoqLIM>

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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Spanish I is a one-year course designed so that the student will study vocabulary, have a basic mastery of regular and irregular verb conjugations in the present tense, and be able to answer basic questions in a staged setting. In addition, students will begin to develop a stronger cultural awareness, which is an essential aspect of learning a language. Students will start to develop a sound vocabulary base and learn many basic rules that govern Spanish grammar. Classroom activities will include paired and group activities, songs, skits, translations, games, videos,

presentations, art related projects with a grammar component, daily warm-ups, daily language activities, quizzes, and tests (written and oral).

SPANISH II

Grade Level: 9 – 12

Prerequisite: Successful completion of Spanish I

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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Spanish II is designed to expand students' understanding of Spanish language and culture. The focus of the course is to increase students' language base. Attention will be devoted to vocabulary acquisition and additional grammatical concepts and new tenses. Students will begin to form more complex sentences and initiate conversations with others. Classroom activities will include paired and grouped activities, simulations, role-playing, daily grammar work, dictations, storytelling, games, songs, skits, plays, videos, and presentations.

SPANISH III

Grade Level: 10 – 12

Prerequisite: Successful completion of Spanish II

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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Spanish III is designed to build upon the grammar and culture that the students learned in Spanish II. The focus of this course is communication and grammar. The students will learn the language by using it both in and out of the classroom. Classroom activities will include paired and grouped activities, simulations, role-playing, daily warm-ups, dictations, storytelling, games, songs, skits, plays, videos, and presentations.

SPANISH III HONORS

Grade Level: 10 – 12

Prerequisite: Grade of a “B” or better in Spanish II or Spanish II Advanced

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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Spanish III Honors is a more rigorous course than Spanish III and is designed to prepare students for either Dual Enrollment Intermediate Spanish or Spanish IV Honors. The course focuses on advanced grammatical concepts, literature, speaking, and listening skills. Students will use complex to advanced sentences and will further develop skills that will allow them to communicate effectively with Spanish speakers.

SPANISH IV HONORS

Grade Level: 11 – 12

Prerequisite: Grade of a “B” or better in Spanish III or Spanish III Honors

Requirements Met:	RHS World Language	UC/CSU Approved “E”
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Spanish IV Honors is an advanced Spanish course that focuses on developing skills in writing, reading, speaking, and listening by using previous knowledge of grammatical concepts. The verb tenses will be reviewed and additional grammatical concepts will be covered. The course is taught primarily in the target language. Classroom activities will include individual, paired, and group activities, simulations, dictations, music, movies, and presentations. We will also study and learn about many Spanish speaking cultural concepts.

INTERMEDIATE SPANISH (Dual Enrollment)**Grade Level: 11 – 12****Prerequisite: Successful completion of Spanish III/IIIH or Spanish IVH.****Dual Enrollment: Sierra College/SPAN 0003**

Requirements Met:	RHS World Language	Sierra College Dual Enrollment Course UC/CSU Approved "E"
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Intermediate Spanish is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level Spanish course will be followed. Grammatical topics included are imperfect vs. preterite, the present subjunctive, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening.) There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in Spanish. This course will be conducted primarily in Spanish. The first semester of the course will focus on preparing you for the Sierra College curriculum, and the second semester will be the Sierra College portion of the class. The textbooks will be "Ven Conmigo 3" and "Spanish Grammar", chapters 1-5 for first semester and "Imagina," chapters 1-5 for second semester.

THEATRE ARTS STUDENT DIRECTOR**Grade Level: 11 – 12****Prerequisite: Teacher Approval; must have approval form signed during registration.**

Requirements Met:	RHS VAPA OR RHS CTE
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Student Directors are advanced Actors or Technicians concurrently taking Theatre 4 or Technical Theatre who take this course to develop skills such as teaching acting or building, directing, designing and critical thinking. Student Directors must apply in the Spring semester and be enrolled in the course for the entire academic year. Students in this course are considered leaders of the RHS Theatre Program and will be expected to put in extra time to assist peers as they prepare for performances and build sets. Daily active participation, responsibility, creativity, initiative, and dedication are necessary for success in this course.

DUAL ENROLLMENT/ARTICULATION COURSES

The following are Dual Enrollment/Articulation courses (offered in partnership with Sierra College unless otherwise noted) providing students the opportunity to earn high school credit toward graduation requirements as well as college credit.

Rocklin High School Course	Sierra College/Articulation Course	Transferability
AP Comp Science P	CSC 010/Sacramento State (3 units)	UC/CSU
AP Comp Science A	CSC 015/Sacramento State (3 units)	UC/CSU
AP Physics II	Physics 5A & 5B/Sacramento State (4 units each)	UC/CSU
AP Physics C: Mechanics	Physics 11A/Sacramento State (4 units)	UC/CSU
AP Physics C: Electricity and Magnetism	Physics 11C/Sacramento State (4 units)	UC/CSU
Cybersecurity	IT 0090: IT Fundamentals (1.5 units)	Non-Transferable
Intro to Administration of Justice	ADMJ 0050: Introduction to Administration of Justice	UC/CSU
Information Technology Essentials	IT 0100: Info & Comm Tech Essentials (4 units)	CSU
Intermediate Spanish	SPAN 003: Intermediate Spanish (4 units)	UC/CSU
Principles of Teaching Internship	EDU 10: Intro to Elementary Education with Field Experience (3 units)	UC/CSU
United States History	HIST 0017A/HIST 0017B: History of the United States (6 total units)	UC/CSU

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grade Level: 10 – 12

Prerequisite: Completion of Integrated Math 1 with a minimum of a “B” grade.

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/CSC 010, 3 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS CTE	UC/CSU Approved “G”
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AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation in Python. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#).

ADVANCED PLACEMENT COMPUTER SCIENCE A

Grade Level: 11 – 12

Prerequisite: Concurrent enrollment in Pre-Calculus/Trig Honors or higher math course

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/CSC 015, 3 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS CTE	UC/CSU Approved "G"
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This course emphasizes object-oriented programming methodology in Java with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first semester college level course in computer science. It also includes the study of data structures, design, and abstraction. A student in this course should be comfortable with functions and the concepts found in the uses of functional notation. It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#). For further questions, ask our [ThunderClass](#) GPT.

ADVANCED PLACEMENT PHYSICS II

Grade Level: 11 – 12

Prerequisite: AP Physics I with a minimum grade of "B-."

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/Physics 5A/5B, 4/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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AP Physics II is equivalent to a second semester college course in non-calculus based physics for students that completed AP Physics I. The course covers thermodynamics, fluids, electromagnetism, optics, and modern physics. For further details on the different Physics offerings, please ask our [ThunderClass](#) GPT or see Mr. Clarion in Room V42. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#).

ADVANCED PLACEMENT PHYSICS C: Mechanics

Grade Level: 11 – 12

Prerequisite: Concurrent enrollment in AP Calculus AB and successful completion of AP Physics I

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/PHYS 11A/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the field of physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytical than that in the AP Physics I course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. This AP Physics C course is the first part of a sequence often taken in college that is very intensive with a laboratory component. Students who pass the AP exam may receive college credit, advanced placement or both depending on the policies at the specific institution. Students may receive transferable CSUS credit provided they meet the [ACE requirements](#). For further questions, ask our [ThunderClass](#) GPT.

ADVANCED PLACEMENT PHYSICS C: Electricity & Magnetism

Grade Level: 12

Prerequisite: Concurrent enrollment in AP Physics C: Mechanics and successful completion of AP Physics II

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/PHYS 11C/4 Units (CSU Sacramento ACE fee)

Requirements Met:	RHS Science	UC/CSU Approved "D"
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This course ordinarily forms the second part of the college sequence that serves as the foundation in physics for students majoring in physical sciences or engineering. The sequence is preceded by calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The AP Physics C: E&M course is the second part of a sequence often taken in college that is very intensive with a laboratory component. For further questions, ask our [ThunderClass](#) GPT.

CYBERSECURITY 1

Grade Level: 9 – 12

Recommendation : Exploring Computer Science or completion of one year of Computer Science in Middle School

Dual Enrollment Course: Sierra College/IT Fundamentals/IT 0090 (1.5 units)

Requirements Met:	RHS CTE
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CyberSecurity 1 prepares students for a career in network administration and information technology support services with a focus on cybersecurity. The course includes a series of technical modules that provide hands-on knowledge and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, information security, and mitigate cyber vulnerabilities through intricate problem solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure privacy, reliability, and integrity of

information systems for students preparing for careers in CyberSecurity and Information and Communications Technology.

INFORMATION TECHNOLOGY ESSENTIALS (RIOT)

Grade Level: 10– 12

Prerequisites: Successful completion of Exploring Computer Science or CyberSecurity I

Dual Enrollment Course: Sierra College/Info & Comm Essentials/ITO 100 (4 units)

Requirements Met:	RHS CTE	CSU Approved “G” Sierra College Dual Enrollment Course
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The Rocklin Institute of Technology (RIOT) program (course name “IT Essentials”) is a student-run business and technology organization that provides technical services to RHS staff, students, the district and community. RIOT Level I students will learn how to set goals, take initiative, manage time and projects, work in teams, work with clients, and evaluate their own progress and performance. Students will apply for positions in one of the following RIOT groups, which are directed by student managers: Cybersecurity, IT Support, Robotics, and Web Development. Guest speakers and trainers from local tech companies will help enhance and support this business environment as students serve the RHS campus. Students will have an opportunity to work on the IT Fundamentals Curriculum as well.

INTRODUCTION TO ADMINISTRATION OF JUSTICE

Grade Level: 11 – 12

Dual Enrollment: Sierra College/ADMJ 0050 (3 units)

Requirements Met:	RHS Elective	Sierra College Dual Enrollment Course
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Exploration of the history and philosophical roots of the U.S. justice system; in-depth study of the system and its sub-systems with emphasis on the total environment in which they operate; roles and role expectations of professionals as perceived from within and outside of the system; study of theories of crime, punishment, rehabilitation; exploration of research methodology of the discipline; analysis of the system interrelationship with society, punishments and incarceration alternatives.

INTERMEDIATE SPANISH

Grade Level: 11 – 12

Prerequisite: Successful completion of Spanish III/IIIH or Spanish IV/IVH

Dual Enrollment: Sierra College/SPAN 0003 (4 units)

Requirements Met:	RHS World Language	Sierra College Dual Enrollment Course
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Intermediate Spanish is a rigorous, college-level class. Therefore, you will receive college credit for this course. In this class, the syllabus of a Sierra College Intermediate - level Spanish course will be followed. Grammatical topics included are imperfect vs. preterite, the present subjunctive, and object pronouns. However, the emphasis is not on grammar but rather on communication skills (reading, writing, speaking and listening.) There will be essays to write and oral presentations. We will sing songs and read short stories. There will be extensive thematic vocabulary lists as well as cultural topics. It is a fun opportunity to become more fluent in Spanish. This course will be conducted primarily in Spanish. The first semester of the course will focus on preparing you for the Sierra College curriculum, and the second semester will be the Sierra College portion of the class. The textbooks will be “Ven Conmigo 3” and “Spanish Grammar”, chapters 1-5 for first semester and “Imagina”, chapters 1-5 for second semester.

PRINCIPLES OF TEACHING INTERNSHIP

Grade Level: 11 – 12

Prerequisite: Principles of Teaching or concurrent enrollment in Principles of Teaching

Dual Enrollment Course: Sierra College/EDU 10 (3 units)

Requirements Met:	RHS CTE	UC/CSU Approved “G”
<p>For one class period a day, the junior or senior year of high school, students work alongside an elementary school teacher in their classroom at a local elementary school. Since students are responsible for their own transportation to and from the school, they will have input as to school location, grade level, and mentor teacher. This course is the internship component to Principles of Teaching giving students the opportunity to apply and practice the knowledge learned the year prior. The objective is to gain knowledge, understanding, and pedagogy of a live education environment while having the support system of a mentor teacher. Student's will be actively engaged in student activities, field trips, leading lessons, and bonding with the class for the entirety of the school year.</p>		

DUAL ENROLLMENT US HISTORY

Grade Level: 11

Prerequisite: None

Recommended: Strong literacy skills or a desire to improve reading and writing skills in preparation for college level reading and writing. Highly suggested a grade “B” or better in LA II and/or World History.

Dual Enrollment Course: Sierra College/HIST 0017A/HIST 0017B (3 units per course)

Requirements Met:	RHS Social Studies	UC/CSU Approved “A” Sierra College Dual Enrollment
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This course is a college level class taught as a dual enrollment course with Sierra College. This course covers the history of the United States from its origins to 1877. Emphasis on evolution of colonial societies, the American Revolution and the establishment of the Republic, Constitution and constitutional developments, and emergence of a national political tradition; ethnic and racial pluralism of settlement, growth and development; the market revolution and emergence of democracy; institution of slavery, territorial expansion, and events, issues, and developments culminating in the Civil War and the Reconstruction of the South. (C-ID HIST 130) (CSU, UC) The second semester of the course covers the history of the United States from 1865 to the present. Emphasis on national political, economic, intellectual, and social trends and their impact on constitutional law; industrialization and urbanization; evolution of American ethnic, cultural and racial pluralism; and the role of the United States in world affairs. Also addresses California state and local issues in a broad, national context. (C-ID HIST 140) (CSU, UC). For more information regarding this course, please contact Mrs. Jones at cjones@rocklinusd.org.

ROCKLIN HIGH SCHOOL CTE PATHWAYS 2026-2027

CTE CAREER PATHWAY: PRODUCTION AND MANAGERIAL ARTS – VIDEO PRODUCTION				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Video Production I	➡	Video Production II	➡	Video Production III Video Production IV Sports Media

CTE CAREER PATHWAY: BUSINESS & FINANCE – BUSINESS MANAGEMENT				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Intro to Business	➡	Accounting	➡	Entrepreneurship

CTE CAREER PATHWAY: INFORMATION SUPPORT AND SERVICES – COMPUTER SCIENCE				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Exploring Computer Science Cybersecurity I*	➡	Info for Tech Essentials I* Software Dev & Game Design AP Computer Science P*	➡	Technology Leadership AP Computer Science A*

CTE CAREER PATHWAY: MACHINE AND FORMING TECHNOLOGIES - ENGINEERING				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Engineering Support Tech I	➡	Engineering Support Tech II	➡	Engineering Support Tech III

CTE CAREER PATHWAY: DESIGN, VISUAL, & MEDIA ARTS - PHOTOGRAPHY				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Photography I	➡	Photography II	➡	Photography III Photojournalism

CTE CAREER PATHWAY: CHILD DEVELOPMENT- EDUCATION				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Childhood & Adolescent Development I	➡	Principles of Teaching	➡	Principles of Teaching Internship*

CTE CAREER PATHWAY: DESIGN, VISUAL, AND MEDIA ARTS - PUBLICATIONS				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Intro to Publication Design and Multimedia Photo 1	➡	Publications Production II Photojournalism	➡	Publication Design III/IV Photojournalism II Digital Media Production Management Publication Production III/IV

CTE CAREER PATHWAY: HEALTH SCIENCE CAREERS				
Intro Course	➡	Concentrator Course	➡	Capstone Course
Sports Medicine I	➡	Sports Medicine II	➡	Sports Medicine III

*Indicates a Dual Enrollment Course

Revised 01/12/26

Rocklin High School Courses Listed by Graduation Requirements

Language Arts Credits (40)

LA I or Adv. LA I
 LA II or LA II Honors
 LA III
 AP English Lang. & Comp.
 Expository Reading/Writing
 LA IV
 AP Literature & Comp.

Mathematics Credits (20)

Integrated Math I – required
 Integrated Math II – required

Math Elective Credits (10)

Int. Math II/III Combo
 Integrated Math III
 Accounting
 EST III
 Math Analysis
 Personal Business/Finance
 Pre-Calculus/Trig Honors
 AP Statistics
 AP Calculus AB
 AP Calculus BC

Science Credits (10)

Biology – required

Science Elective Credits (20)

Anatomy /Phys Honors
 Chemistry
 EST II, III
 Geology
 Human Body Systems
 Marine Biology
 Medical Interventions
 Physics/Honors
 AP Biology
 AP Chemistry
 AP Env. Science
 AP Physics I
 AP Physics II
 AP Physics C: Mech.
 AP Physics C: E&M

Social Studies Credits (35)

World Geography
 World History, AP
 US History, AP, DE
 Govt/Econ
 AP Microeconomics
 AP Government

World Language Credits (10)

American Sign Language I,II, III
 Spanish I,II,III,IIIH,IVH
 Intermediate Spanish

Health Credits (5)

Health

PE Credits (10)

PE I – required

PE Elective Credits (20)

Aerobic Walking/Cond.
 Athletic Weight Training
 Dance I, II, III, IV
 Football Weight Cond.
 General Weight Training
 Lifetime Sports
 Men's Aquatics
 PE Leaders
 Physical Wellness
 Rock-Fit
 Team Sports
**FOUR seasons of RHS athletics waives 3rd year PE requirement*

VAPA Credits (10)

Adv. Women's Ensemble
 AP Music Theory
 Art I, II, III, IV, AP
 Ceramics I, II, III
 Chamber Choir
 Choir Student Director
 Commercial Music/Recording Arts
 Concert Band
 Concert Choir
 Dance I, II, III, IV
 Dance Student Director
 Guitar Lab
 Jazz Band
 Men's Chorale
 Photo I, II, III, IV, IVH
 Photojournalism I,IIH,II
 Piano Lab
 String Orchestra, Honors
 Symphonic Band
 Technical Theatre
 Theatre I, II/III, IV
 Theatre Student Director
 Video Production I
 Wind Ensemble Honors

CTE Credits (10)

Accounting
 AP Computer Science A
 AP Computer Science P
 Child & Adolescent Dev. I
 Cybersecurity I
 Dance I, II, III, IV
 Digital Media Prod. Mgt.
 Entrepreneurship
 EST I, II, III
 Engineering for Manufacturing
 Exploring Comp. Science
 Info. Tech Essentials
 Intro to Business
 Intro to Pub Design
 Journalism I, II, III/IV
 Photo I, II, III, IV, IVH
 Photojournalism I, IH, II
 Principles of Teaching
 Prin. of Teaching Practicum
 Publications Production II
 Publication Design III/IV, H
 Software/Game Design
 Sports Media
 Sports Medicine I, II, III
 Technical Theatre
 Technology Leadership
 Video Prod. I/II/III/IV

Elective Credits (50)*

Athletic Leadership
 Ethnic Studies
 English Lang. Development
 Everyday Math II
 Everyday Math III
 History Through Film
 Intro to Admin of Justice
 Leadership/ASB
 Library Aide
 Office Aide
 Peer Teaching – Math
 Peer Tutoring Thundercore
 Positive Psychology
 Psychology, AP Psych
 ROTC @ WHS
 Speech & Debate
 Sports Psychology
 Teacher Aide