

# ROSAMOND HIGH

## Early College Campus

Get pre-apprenticeship job experience  
and/or complete college coursework while  
at RHECC



# COURSE DESCRIPTIONS

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# Rosamond High School is an Early College Campus with Dual Enrollment

## What does that mean?

Earn college credits as a high school student! Start your journey early and experience the college atmosphere before graduating high school.

Dual enrollment enables high school students to simultaneously earn both high school and college credits for a single course. When a student successfully completes the college course they will receive high school honors credit (weighted, extra grade point) on their high school transcript and college units on their college transcript. Each college class that is 3 credit units or higher is transferred with 10 high school credits.

For Example:

<b><i>College Course</i></b>	<b><i>High School Equivalent</i></b>
History 104	Honors World History
History 108	Honors US History
English 101	Honors Senior English
Deaf Studies 101	One Year Foreign Language
Communications 101	Honors Elective
Political Science 101	Honors Government
Econ 100	Honors Economics
Math 115	Statistics (Honors Math Elective

What can the Early College Program do for you...

- Earn both honors high school credit and college credit at the same time
- Find out what college is like before graduating from high school
- Get college experience while still in high school
- Save money on college tuition by possibly graduating earlier

**For more information contact an RHECC School Counselor**

# **Rosamond High School Career & Technical Education**

## **What is Career & Technical Education?**

CTE is high school classes and programs that prepare students by teaching them skills and knowledge for lifelong success. Students receive a career prep education as well as technical skills that allow them to graduate from high school with more than a high school diploma.

## **Who Takes CTE classes?**

### **Students who:**

- Want to have hands-on experiences in future major career fields
- Need skills to pay for college expenses
- Want well-paying jobs
- Want a head start with work-based learning
- Doing career exploration
- Want skills to be more successful in college

### **Why should students enroll in CTE?**

- Students can earn industry certificates
- Certificate of Completion
- Summer Internships
- Job Shadowing
- College Credit

Career and Technical Education (CTE) prepares youth for a wide range of high-wage, high-skill and high-demand careers. CTE offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal of preparing students for life after high school. With CTE, students gain knowledge, attitude and skills to succeed.

CTE programs at Rosamond High School are constantly evolving to meet the needs of our students, the economy, our community, and the latest college and career readiness requirements.

**For more information see an RHECC School Counselor**

## Rosamond High Early College Campus Graduation Requirements

In order to graduate, a student must complete the following requirements:

- Complete a total of 230 credits
- Complete the required amount of credits for each Subject Area listed below
- Pass a full-year of Algebra 1(State of California requirement).

Five (5) credits = semester course. Ten (10) credits = year long course.

Subject Area	Required Credits	
English	40 credits	
Algebra I and 20 units of other math	30 credits	Algebra 1 or Algebra 1A + Algebra 1B Geometry Algebra 2 Advanced math courses
Success 101 /Health	10 credits	Class of 2022 - 10 credits Success or AVID Class of 2023 - 10 credits Success or AVID Class of 2024 and beyond- 10 credits Health
Physical Education/Cadet Corps/ Marching Band	20 credits	Typically completed in the 9th and 10th grade year.
Life Science Area	10 credits	Typically completed 9th grade year
Physical Science Area	10 credits	Typically completed in the 10th grade
World History	10 credits	10th grade level course
U.S. History	10 credits	11th grade level course
Government (Civics)/ Economics	5 credits 5 credits	12th grade level courses
Visual/Performing Arts <b>OR</b> Foreign Language	10 credits for either or	
Vocational Education /CTE	10 credits	
Electives	60 credits	
<b>Total Credits</b>	<b>230</b>	

## English

### **English 9**

During the first and second semester, students will be using the Pearson Literature online textbook and the 9th grade ERWC nonfiction support modules. Pearson Literature is used for general literature instruction. 9<sup>th</sup> Grade ERWC nonfiction support modules will begin to prepare students for entrance into the 12<sup>th</sup> Grade Expository Reading and Writing Course. Focused novel studies include *To Kill a Mockingbird*, by Harper Lee, and *Romeo and Juliet*, by William Shakespeare. Students will learn to develop a well-crafted five paragraph essay. The following types of writing assignments are covered: friendly letter, business letter, persuasive, expository, and narrative writing, autobiographical incident, and the research paper. Essays will be graded to the 9<sup>th</sup> & 10<sup>th</sup> grade CCSS rubric for writing. Students will make a minimum of two presentations. A benchmark test is given each quarter as preparation for the SBAC is addressed.

### **Honors English 9**

During the first and second semester, students will be using the Pearson Literature online textbook and the 9th grade ERWC nonfiction support modules. Pearson Literature is used for general literature instruction. 9<sup>th</sup> Grade ERWC nonfiction support modules will begin to prepare students for entrance into the 12<sup>th</sup> Grade Expository Reading and Writing Course. Honors English I is designed to enable students to develop into moral, ethical, responsible, and compassionate citizens who are college forward, critical thinkers. Students will be studying English skills to become fluent and accurate in communicating through writing and speech. As a college prep course, students will be asked to focus on expository essays as they write the friendly letter, business letter, persuasive, narrative, autobiographical, and research papers. Essays will be graded to the 9<sup>th</sup> & 10<sup>th</sup> grade CCSS rubric for writing. Focused novel studies include *To Kill a Mockingbird*, by Harper Lee, *Oliver Twist* by Charles Dickens and *Romeo and Juliet*, by William Shakespeare. The curriculum includes preparation for the PSAT that students take their sophomore year. The program emphasizes the following: Reading Comprehension, Active Listening and Class Participation, Well organized writing, Revision, Standard English usage in writing and speech, Punctuation, and Vocabulary development. A benchmark test is given each quarter as preparation for the SBAC is addressed.

### **English 10**

During the first and second semester, students will be using the Pearson Literature online textbook and the 10th grade ERWC nonfiction support modules. Pearson Literature is used for general literature instruction. 10<sup>th</sup> Grade ERWC nonfiction support modules will begin to prepare students for entrance into the 12<sup>th</sup> Grade Expository Reading and Writing Course. Focused novel studies include *Night*, by Elie Wiesel, and *Julius Caesar*, by William Shakespeare, and *Animal Farm*, by George Orwell or *Ender's Game* by Orson Scott Card. Students will learn to develop a well-crafted five paragraph essay. The following types of writing assignments are covered: friendly letter, business letter, persuasive, expository, and narrative writing, autobiographical incident, and the research paper. Essays will be graded to the 9<sup>th</sup> & 10<sup>th</sup> grade CCSS rubric for writing. Students will make a minimum of two presentations. A benchmark test is given each quarter as preparation for the SBAC is addressed.

### **Honors English 10**

During the first and second semester, students will be using the Pearson Literature online textbook and the 10th grade ERWC nonfiction support modules. Pearson Literature is used for general literature instruction. 10<sup>th</sup> Grade ERWC nonfiction support modules will begin to prepare students for entrance into the 12<sup>th</sup> Grade

Expository Reading and Writing Course Honors English II is designed to enable students to develop into moral, ethical, responsible, and compassionate citizens who are college forward, critical thinkers. Students will be studying English skills to become fluent and accurate in communicating through writing and speech. As a college prep course, students will be asked to focus on expository essays as they write the friendly letter, business letter, persuasive, narrative, and autobiographical essays. Essays will be graded to the 9<sup>th</sup> & 10<sup>th</sup> grade CCSS rubric for writing. Novel studies include *Night*, by Elie Wiesel, and *Julius Caesar*, by William Shakespeare, and *Animal Farm*, by George Orwell or *Ender's Game* by Orson Scott Card, in addition to *Tale of Two Cities*, by Charles Dickens & *Lord of the Flies*, by William Golding. The curriculum includes preparation for the PSAT that students take their sophomore year. The program emphasizes the following: Reading Comprehension, Active Listening and Class Participation, Well organized writing, Revision, Standard English usage in writing and speech, Punctuation, and Vocabulary development. A benchmark test is given each quarter as preparation for the SBAC is addressed.

### **English 11**

During the first and second semester, students will be using the Pearson Literature online textbook and the 11th grade ERWC nonfiction support modules. Pearson Literature is used for general literature instruction. 11<sup>th</sup> Grade ERWC nonfiction support modules will finalize preparation for students' entrance into the 12<sup>th</sup> Grade Expository Reading and Writing Course. Focused novel studies include *The Great Gatsby*, by F. Scott Fitzgerald & *Huckleberry Finn* by Mark Twain. Writing assignments include personal response, essays, poetry, persuasion, analysis, and research papers. Essays will be graded to the 11<sup>th</sup> & 12<sup>th</sup> grade CCSS rubric for writing. Such skills include learning and practicing proper uses of grammar, vocabulary and spelling, exploring the creative and practical uses of writing, and expanding knowledge in various literature readings and novels. Students will make a minimum of two presentations. A benchmark test is given each quarter as preparation for the SBAC is addressed.

### **AP English Language and Composition (11th grade)**

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. [AP English Language and Composition Overview](#)

### **Expository Reading and Writing (ERWC) (12th grade) Articulated Course**

A full-year college preparatory English course for high school seniors, this course strengthens critical reading and writing skills identified as weaknesses by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. Course assignments, organized into 8 modules and based mainly on nonfiction texts, emphasize the in-depth study of expository, analytical, and argumentative reading and writing. Essays will be graded to the CSU rubric for writing. The University of California has approved the ERWC for credit (from the "ag" requirements), and the Course meets college preparatory requirements for both the UC and CSU systems. Students achieving a 70% or higher for each semester are automatically placed into English 101 at any Cal State University. Novel studies may include *Into the Wild*, by John Krakauer, *Hamlet* by, William Shakespeare, *1984* by George Orwell, & *Brave New World* by Aldous Huxley. Students will make a minimum of two presentations. A benchmark test is given each quarter. Submitted to AVC for Articulation.

### **AP Literature and Composition (12th grade)**

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. [AP English Literature and Composition Overview](#)

## **Mathematics**

### **Algebra I**

Symbolic reasoning and calculations with symbols are central in algebra. In the study of algebra, a student develops an understanding of the symbolic language of mathematics and sciences. In addition, algebra skills and concepts are developed and used in a wide variety of problem solving situations. Prerequisite: All incoming freshmen who have not yet passed Algebra I in the 8th grade. Any upperclassmen who has not yet passed both semesters of Algebra I. Successful completion of this class is needed for a high school diploma.

### **Algebra 1A**

Symbolic reasoning and calculations with symbols are central in algebra. In the study of algebra, a student develops an understanding of the symbolic language of mathematics and sciences. In addition, algebra skills and concepts are developed and used in a wide variety of problem solving situations. In Algebra 1A students will have a slowed down pace, going over only the first half of the textbook. Prerequisite: Teacher's recommendation. *Students must also complete a full year of Algebra 1B to fulfill the California Algebra graduation requirement.*

### **Algebra 1B**

Symbolic reasoning and calculations with symbols are central in algebra. In the study of algebra, a student develops an understanding of the symbolic language of mathematics and sciences. In addition, algebra skills and concepts are developed and used in a wide variety of problem solving situations. In Algebra 1B students will have a slowed down pace, going over only the second half of the textbook.

### **Geometry**

The geometric skills and concepts developed in this discipline are useful to all students. Aside from these skills and concepts, students will develop their ability to construct formal logical arguments and proofs in geometric settings and problems.

### **Honors Geometry**

The geometric skills and concepts developed in this discipline are useful to all students. Aside from these skills and concepts, students will develop their ability to construct formal logical arguments and proofs in geometric settings and problems. In addition to the skills stated above, students will be introduced to the concepts of Algebra II and Trigonometry. Prerequisite: The student must score a B or higher in their Algebra 1 class and receive a teacher recommendation.



## **Algebra II**

Students will be able to interpret functional relationships between two or more variables. Students will be able to formulate functional relationships when presented in data sets. Students will transform functional information from one representation to another. All of these concepts will demonstrate higher-order thinking. Prerequisite: The student must score a C or higher in the second semester of their Geometry class.

## **Honors Algebra II/ Trigonometry**

This discipline completes and expands the mathematical context and concepts of Algebra I and Geometry. Students who master this course will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Trigonometry is a discipline that utilizes the techniques of both the algebra and geometry that students have previously learned. The trigonometric functions studies are defined geometrically, rather than in terms of algebraic equations. Facility with these functions, as well as being able to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college. Prerequisite: Successful completion of Geometry with a B or higher plus a teacher's recommendation.

## **Pre-Calculus**

This is a preparation course for college Calculus. In this course, students will continue to sharpen their understanding of concepts, definitions, and notation used in the mathematical world. By that it means students will deeply study polynomial, rational functions by examining their graphs, their inverse functions, creating new functions from given functions. Students will also review definitions of basic trigonometric functions and study them in more depth by learning about the unit circle. In the end, students will get exposure to statistics and probability, and the idea of limits, derivatives, and Integrals. Prerequisite: The student must score a C- or higher in the second semester of their Algebra 2 or Honors Algebra 2/Trigonometry class.

## **AP Calculus AB**

This course feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Prerequisite: Successful completion of Honors Algebra 2/Trigonometry or Pre-Calculus with a B or higher, and a teacher's recommendation. [AP Calculus AB Overview](#)

## **Elementary Statistics**

This is an introductory course in statistical procedure. It includes a study of graphs, central tendency, dispersion, normal curve, probability, binomial distribution, estimation, hypothesis testing, regression, correlation and chi-square. Prerequisite : The student must score a C- or higher in the second semester of their Algebra 1 or Algebra 1B class.

## Social Sciences

### **Health (9th Grade)**

Health Science examines students making healthy choices. This is a semester course which focuses on the physical, mental, and social influences that affect our health and well-being. Topics include personality formation, managing stress, mental disorders, family and social relationships, preventing violence, human development, food and nutrition, abstaining from alcohol, tobacco and drugs, and preventing infectious diseases. Students are encouraged to establish their own values and standards, think independently, and know when to ask for assistance.

### **World History (10th Grade)**

First semester students are introduced to the political, social, economic, and cultural history of the world, including the origins and development of peoples and societies. The course provides students the opportunity to learn all major aspects of World History from antiquity of the 1600's. Second semester students are introduced to the political, social, economic and cultural history of the world, including the origins and development of peoples and societies. The opportunity to learn the major aspects of World History from the 1700 to the present.

### **Honors World History (10th grade) Articulated Class**

Honors World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C. to the present. The themes are as follows: (1) Interaction Between the Humans and the Environment (2) Development and Interaction of Cultures (3) State Building, Expansion and Conflict (4) Creation, Expansion, and Interaction of Economic Systems (5) Development and Transformation of Social Structures. Prerequisite: A or B in Social Sciences and a recommendation from teacher. This is an Articulated course through AVC.

### **U.S. History (11th grade)**

Survey of American History is designed to provide a survey of the highlights of important events in the development of the United States, from the Colonial era through the end of the 20<sup>th</sup> century. This will be accomplished through a combination of course reading, in addition to independent research and study done by the student. The readings in this course are intended to provide an overview of various topics and to provide a starting point for deeper investigation.

### **Honors U.S. History (11th grade)**

The Honors U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability and importance; and to weigh the evidence and interpretations presented in historical scholarship. Honors U.S. History is designed to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This is an articulated course through AVC.

## **AP US History**

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like 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 US History Course Overview](#)

### **Economics (12th grade)** (One semester course)

This course introduces students to principles essential to understanding the basic economic concepts, theory and institutions of the United States and comparative economic systems. This course will introduce how the economy as a whole operates with regard to: output, growth, productivity, and the causes of economic fluctuations. Students will discuss the causes and impact of inflation, unemployment, and the law of supply and demand in micro economic environment. Finally, students will be exposed to investment markets, interest rates and impact to the Federal Reserve System (its structure and rule) and on the U.S. economy. Special attention will be devoted to transitioning economics, both Russia and China with regard to central planning, collapse of the Russian economy, the new Russian market system, and Chinese market reforms.

### **Honors Economics (12th grade)** (One semester course)

Honors Economics introduces students to principles essential to understand the basic economizing problem, specific economic issues, and policy alternatives available for dealing with them. This course will introduce how the economy as a whole, operates with regard to; productivity and causes of economic fluctuations. Also, students will analyze the law of supply and demand in the microeconomic environment. Finally, students will be exposed to investment markets, interest rates and the impact the Federal Reserve System (its structure and role) has on the U.S. economy. Special attention will be devoted to transitioning economies, both Russia and China, with regard to central planning, collapse of the Russian economy, the new Russian market system, and Chinese market reforms.

### **Government (12th grade)** (One semester course)

American Government (aka US Civics) provides study of the United States government, starting from its formation. This focuses on key documents, such as the U.S. Constitution, and discusses the individual responsibilities as a citizen, including the responsibilities as a voter. Topics include: The Constitution; Bill of Rights; Articles of Confederation; the Federalist Papers, Executive Branch; Legislative Branch; Judicial Branch; Levels of Government (including federal, state, county, city, and village/town); The Electoral College; Citizenship; and Voter Responsibilities.

### **AP Government** (may be one semester or year-long)

Advanced Placement U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. There are no prerequisites for Advanced Placement U.S. Government and Politics. Students should be able to read a college-level textbook as well as write grammatically correct, complete sentences. A project requirement must be met for full completion of Advanced Placement U.S. Government and Politics. This

required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. There is a range of projects where students can collect data on a teacher approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students will plan and present their research findings to their peers. Without project completion, the course is considered incomplete through the AP College Board. [AP US Government and Politics Overview](#)

### **Psychology**

The *Psychology* course is a year long course. The course is designed to introduce students to the fascinating world of psychology. Students will study the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will also learn about the methods psychologists use to monitor and evaluate psychological processes. Topics will include research methodology, statistics, personality development and theories, therapy, developmental psychology, biological bases of behavior, learning, social psychology, sensation, perception, states of consciousness, memory and other cognitive processes, intelligence and testing, motivation, emotion, mental illness, stress and diversity.

### **Sociology**

This course is an overview of major subjects in sociology, including the sociological perspective, culture, social interaction, social stratification, gender, race and ethnicity, social groups, organizations, family, religion, population, urbanization, and social change.

## **Science**

### **Biology (Biological)**

Biology is the study of living organisms and natural systems. It requires knowing current accepted scientific laws and theories. Science requires problem-solving skills, such as projecting experimental or real life outcomes. Students will specifically study Molecules to Organisms: Structures and Processes, Ecosystems: Interactions, Energy, and Dynamics, Heredity: Inheritance and Variation of Traits, and Biological Evolution: Unity and Diversity. Biology will help prepare students for their next phase of study, especially in future science courses, by challenging critical thinking skills. Mastery of Biology or lab calculations requires math skills in basic algebra. Organizational skills will be essential for success as a student of science. Hands on (laboratory) lessons will be a component of the course, since it is an A-G approved college preparatory lab science. It requires that each student complete a laboratory safety quiz, correct errors if any, and sign a safety contract along with a parent signature or guardian. Students can be at any grade level for this course, although it is predominantly geared towards 9<sup>th</sup> and 10<sup>th</sup> grade students.

### **Agricultural Biology (Biological)**

This course is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity, principles of classification, ecological relationships, and animal behavior. Students can be at any grade level for this class, although it is geared towards 9<sup>th</sup> and 10<sup>th</sup> grade students. This is the concentrator course for the CTE Agriscience certificate.

**Animal Science (Biological/Vocational)** offered every other year

This course provides an introduction to fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal genetics, anatomy and physiology, growth, reproduction, artificial insemination, lactation, egg laying, nutrition, animal disease, animal research; laboratory includes visits to animal industries in the area, livestock selection. This course provides student eligibility for all FFA events. Offered to Juniors and Seniors who have successfully completed AG Biology or Biology and Ag Chemistry or Chemistry with a “C” or better. This Course is the concentrator for the Animal Science Pathway.

**Veterinary Science (Biological/Vocational)** offered every other year

Vet Science is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and the cause/prevention of disease. Students will learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research writing skills. This course provides student eligibility for all FFA events. Offered to Juniors and Seniors who have successfully completed AG Biology or Biology Ag Chemistry or Chemistry with a “C” or better. This Course is the concentrator/capstone for the CTE Animal Science Pathway.

**Chemistry (Physical)**

Students should be extremely strong in algebra to register for this class. Being concurrently enrolled in Algebra 2 is recommended. Chemistry is an advanced science course which fulfills the AG lab requirement for college entrance in the “D” category of a lab science. As a college preparatory class, chemistry is rigorous with a heavy math component. It covers concepts associated with matter and energy. First semester covers basic math conversions, significant figures, atomic structure, periodic table, ionic and covalent compounds, and stoichiometry. Second semester covers more advanced stoichiometry, solutions, gas laws, equilibrium, acids and bases, reaction rates, electrochemistry, and nuclear chemistry. The text is published by Pearson, and the course itself is predominantly accessed through class attendance, but has a large component of online computer work. Advanced science processing skills will be expected and the students will be completing homework every night to reinforcement chemistry concepts. Labs will be integrated to support math skills, and to expose students to a variety of science equipment. This is an Articulated course through AVC.

**Honors Chemistry (Physical)**

This is an introductory study of the nature of matter and its chemical and physical transformation. An emphasis is placed on fundamental laws and principles, elements, compounds and simple chemical reactions. This course will explore atomic theory and structure, electron behavior, molecular compounds, compare and contrast the states of matter, construct balanced equations, predict reactions, use gas laws to develop mathematical relationships between initial and final states of a gas. Students will also be expected to calculate the concentration of an aqueous solution, evaluate quantities of substances and energy involved in a chemical reaction by using stoichiometry. Basic laboratory equipment and safety will be heavily stressed. Students will be expected to interpret results obtained from laboratory experiments. Recommendations: Students should have completed and passed Algebra I with a C or better and be eligible for Geometry or Algebra II.

**Agricultural Chemistry (Physical)**

This course is a laboratory science course designed for the college-bound student with career interest in agriculture. Students will be involved in hands-on laboratory study, and receive an in-depth look at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic

table, bonding, chemical reactions, stoichiometry, gas laws, and acid-base chemistry. Ag. Chemistry is intended to provide an introductory foundation for those students who intend to continue their study of related scientific, medical, and agricultural fields. This course is the capstone course for the CTE Agriscience certificate

### **Earth Science (Physical)**

Earth Science is the study of the processes and systems that originated, currently create, and will further develop the formation of the Earth and its place within the universe. The four areas of study are: the geosphere, the hydrosphere, the atmosphere, and the solar system. Specifications: Currently minimal knowledge of algebra is helpful, but not necessary. As a flipped classroom, home internet is virtually necessary for normal assigned class and homework. In preparation for the future workforce, students will create and communicate collaboratively through labs, hands-on projects, and Google presentations. Also, students will do complete research and development with written essays. Standards: NGSS; ISTE.

## **World Language**

### **Spanish I**

Spanish I will introduce the student to the receptive skills of listening and reading. The course will also include an introduction of the productive skills of speaking and writing, as well as cultural study. These skills will be developed through basic vocabulary, interrogative words, fundamental verbs, pronouns, adverbs, and adjectives. It may also include learning greetings, months, days of the week, colors, the alphabet, telling time, numbers, seasons, weather, food etc.

### **Spanish II**

This course is an intermediate foreign language class. Students will build upon communication skills learned in Spanish I, by learning past tenses, commands and additional vocabulary and cultural topics. Spanish II is a demanding level of study, requiring self-discipline, good writing skills, and strong study skills. Prerequisite: Completed Spanish I with a grade of C or better. It is also strongly recommended that students have a strong English grade of C or higher.

### **Spanish III**

This course is an advanced elective course that meets the Fine Arts graduation requirement for Rosamond High School as well as the UC/CSU admission requirement. Spanish III will continue to develop the receptive skills of listening and reading, using both conversational and academic levels of speech in present and future tenses. The student will demonstrate reading skills and listening comprehension skills by understanding the main idea, facts, stories, and narratives in texts. Students will develop the productive language skills of speaking and writing at the academic and conversational levels as well as paragraphs, journals, letters, reports, and answering questions about reading passages. Cross-cultural understanding, noting similarities and differences and recognizing points of misunderstanding will be practiced.

## **Music/Fine Arts**

### **Band Auxiliary Flags**

The award winning Rosamond High School Color Guard and Banner Squad are made up of a unique group of performers who enjoy spinning flags and dancing. Experience is not necessary to enroll in this class, just a desire to perform and willingness to work hard.

During the first semester, the flags perform in conjunction with the marching band; this includes football games, parades and field show competitions. In the second semester, the auxiliaries participate in winter guard. This is a unique activity that brings the field and street routines and drill to the floor of a basketball court. The winter guard travels to competitions, as well as performs for activities in the community of Rosamond.

### **Marching Band**

The award winning Rosamond Roadrunner Marching band is divided into the areas of Wind ensemble, Percussion ensemble, and Color Guard. All students in the band program must be enrolled in Marching Band. Experience is not necessary to enroll in this year long course. The Marching Band serves a number of purposes. The Marching Band performs at Rosamond High Football games to support the RHS Football team, by playing Pep songs and performing a half-time show, as well as performing in its own right at field show competitions around Southern California as well as representing Rosamond High School and the Rosamond community at various parades and other events. Important note: Students enrolled in Marching Band receive **5 P. E. credits per year.**

### **Varsity Band (previously titled Advanced Band)**

The Band develops an annual repertoire and performs at home football games, parades, clinics & workshops, and concerts. Students have the opportunity to earn their letter. Participation in extracurricular Band activities is strongly encouraged. Audition is required. Parents and/or guardians are strongly encouraged to participate in the Music Boosters Club. You may email Mr. Clason with your questions. ([mclason@skusd.k12.ca.us](mailto:mclason@skusd.k12.ca.us))

### **Junior Varsity Band (Beginning Band)**

This class is for beginners and those not yet ready for the Varsity Band. This class is for those students who are serious about learning a woodwind, brass, or percussion instrument. The JV Band will participate in the Spring Concert. If competency is achieved, students may audition for the Varsity Band after a year or two in the JV Band. Participation in extracurricular Band activities is strongly encouraged. No audition is required. Parents and/or guardians are strongly encouraged to participate in the Music Boosters Club. You may email Mr. Clason with your questions. ([mclason@skusd.k12.ca.us](mailto:mclason@skusd.k12.ca.us))

### **Percussion Band**

### **Choir**

The Choir develops an annual repertoire and performs at clinics, workshops, and concerts. Students have the opportunity to earn their letter. Participation in extracurricular Choir activities is strongly encouraged. Audition is required. Parents and/or guardians are strongly encouraged to participate in the Music Boosters Club. You may email Mr. Clason with your questions. ([mclason@skusd.k12.ca.us](mailto:mclason@skusd.k12.ca.us))

### **Studio Recording I**

This class is for those interested in learning the basics of sound recording and developing a home recording studio environment. Classes will include lessons on equipment, software, and basic recording techniques. You may email Mr. Clason with your questions. ([mclason@skusd.k12.ca.us](mailto:mclason@skusd.k12.ca.us))

### **Studio Recording II**

This class is for those interested in learning the basics of sound recording and developing a home recording studio environment. Classes will include lessons on equipment, software, and basic recording techniques. You may email Mr. Clason with your questions. ([mclason@skusd.k12.ca.us](mailto:mclason@skusd.k12.ca.us))

### **Music Appreciation**

This course covers the history of music throughout the world, including composers, eras, genres, etc. Student participation in various projects and lessons is required.

### **Beginning Art**

Art I is a beginning art class that will include all of the standard art practices (drawing, painting ect.) and will include instruction in Art Appreciation and Art History. Students will participate in the creative process through several art projects. Art History is addressed through lectures and projects based on different artistic movements throughout history. Students will learn about the role of art in different cultures and develop an appreciation for different artistic styles. The Elements of Art and Principles of Design are introduced and they begin to use artistic terms.

### **Advanced Art Articulated Course**

Students will build on their skills to create a cohesive body of work. This class is studio based in which students are encouraged to explore their creativity and find their artistic voice. Students in advanced art must sketch every day for homework in order to discover their artistic preferences. Art Critique is heavily relied upon as students use the artistic critique process to better their own work. They also use critique to form about different artworks and give constructive criticism to one another. They develop language that is used to describe art that will prepare them for any art classes they wish to pursue after high school.

### **Beginning Drama**

This course is offered as an elective for Fine Arts credit. It is designed to acquaint students with the basics of theatre, techniques of acting, and technical theatre aspects. It is offered to students with little or no experience in dramatic arts. Key areas of focus include improvisation, acting, playwriting, theatrical design, audition techniques, and basic theatre vocabulary. Grading emphasis is on student participation and regular attendance. This course is a prerequisite for the Advanced Drama Class if completed with “C” or better, along with an audition.

### **Advanced Drama**

Advanced Drama is an Audition Only class. Auditions will be held in April or May of the year before. See Drama teacher for details. It is encouraged to take Beginning Drama before auditioning. This course is offered as an elective for Fine Arts credit. This is a “Productions” class, meaning that the students in this course are the actors who put on our school productions. They must be motivated and committed to the Drama



program and willing to spend after school hours rehearsing and performing. This course involves acting, auditioning, writing, directing, and helping wherever needed with the school productions.

### **Beginning Stage Tech**

Beginning Stage Tech is an elective offered for Fine Arts or Vocational Ed credit. It is an introduction to technical theatre and the creation of scenic elements. The course includes basic concepts of design, painting techniques, set construction, set movement, prop construction, backstage organization, and career possibilities. The focus is on the tools, materials, methods and decision-making procedures used. Also included is an introduction to the basic elements of scenic design, which allows the student to develop an understanding and ability to make value judgments, regarding the design and execution of scenic elements for theatrical productions. Students are also responsible to help staff events and keep the theatre room organized and clean. This course is a prerequisite for the Advanced Stage Tech class if completed with a “C” or better along with an interview.

### **Advanced Stage Tech**

You must complete an Interview with the Drama teacher before you can take this course. It is encouraged that you take Beginning Drama before interviewing. This course is offered as an elective for Fine Arts or Vocational Education credit. It is offered in conjunction with the Advanced Drama class. The class is geared to students who wish to put their stage tech skills to use “behind the scenes” of our productions. Each student specializes in an aspect of technical theatre such as Set Design, Set Construction, Lighting Design and lighting equipment operation, Costume Design, Costume Construction, Sound Effects and sound equipment operation, Makeup, Publicity, or Stage Management. Students must be motivated and committed to the Drama program and willing to spend after school hours rehearsing, building, and running performances.

### **Yearbook**

Students in this year long course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop publishing, art/design or written language. Those enrolled must research the need and the market for this product. Students must produce quality work, work together in groups, must be able to handle deadline pressure and should expect to spend additional time outside of class working on the publication.

## **Physical Education**

### **Physical Education**

Physical Education is a coeducational conditioning and sports participation class with a curriculum that emphasizes health and fitness-related instruction. Instruction will take place in the gymnasium and outside fields. Students will learn WHY exercise and fitness are important, EVALUATE their own personal level of fitness, and learn HOW to attain fitness and maintain fitness throughout their life. The **2 year curriculum** will include:

#### **Recreational sports:**

Badminton, soccer, basketball, flag football, softball, ultimate Frisbee, team handball, and volleyball.

#### **Fitness:**

Weight training, mile runs, daily flexibility, body weighted resistance training

### **Weight Training**

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

### **California Cadet Corps (PE/Vocational)**

The California Cadet Corps (CACC) provides applied leadership opportunities for students. Leadership is taught by learning theory, conducting leadership case studies, and most importantly, providing many applied leadership opportunities in what is called the “leadership laboratory,” **Cadet Corps also offers many opportunities off campus such as summer training, field trips, parades, and community events.** The California Cadet Corps motto is “ESSAYONS” – a French word meaning, “Let Us Try.” It goes to the heart of the Cadet Corps’ applied leadership concept. Our cadets learn, mature, and develop by leading.

The California Cadet Corps program is offered through school, as part of the total school mission and curriculum. The California Cadet Corps class can be taken as a CTE elective, or, as a substitute for physical education. The value of the Cadet Corps is reflected in its long history, successful graduates, and continued support from the Governor, the California Legislature, the California National Guard, educators and civic leaders throughout California. CACC offers many resources and opportunities for cadets and school programs. More information can be found at [www.cacadets.org](http://www.cacadets.org).

### **Advanced Cadet Corps (PE/Vocational)**

This course is for students who have completed at least one year of Cadet Corps as a Cadet Non-Commissioned Officer (NCO) or Cadet Officer or have completed the NCO or Officer Course at Summer Encampment. This class will be used for advanced instruction and planning of cadet events and activities. Students must submit an application for this class to the course instructor.

## **Vocational Education/ Career Technical Education**

**Note:** These classes are all hands-on classes and all RHSECC students are required sometime during their high school career to take (10) units in this one of the areas listed below:

### **Transportation Industry Sector/Systems Diagnostics, Service and Repair Pathway**

#### **Small Engine Repair CTE Concentrator (1)**

Small Engine Repair is intended to offer entry level instruction and training in the areas of tool use, measurement, maintenance, diagnostics, personal and shop safety, theory, design and applications as they pertain to the subject of small internal combustion engines. Students will be exposed to various methods of instruction, including (but not limited to) lecture, audiovisual instruction and hands-on learning in a lab environment. The course promotes students to demonstrate their ability to access and use technological means to achieve the course goals. Critical thinking and problem solving

skills are demonstrated through completion of required projects, such as the disassembly and reassembly and successful running of a small gas engine. Small Engine Repair: Safety test given. This course is the introductory course for the Systems Diagnostics, Service and Repair Pathway. This is a prerequisite for Automotive Technology.

### **Automotive Technology CTE Concentrator (1)**

Automotive Technology is designed to explore the world of Auto Mechanics. Students will explore basic operation of the automobile, engine, drive train, electrical system, braking system, emissions, and maintenance of cars. Each student will have the opportunity to physically operate hand tools and power tools associated with auto mechanics. Students will learn the importance of maintaining ones vehicle, and cleaning the shop environment. They should have some type of work clothing, shop coat, old shirt, coveralls, to protect good clothes. Automotive Technology: Safety test given. This course is the concentrator for the Systems Diagnostics, Service and Repair Pathway. This is a prerequisite for Advance Automotive.

### **Advanced Automotive Technology CTE Capstone (2)**

Advanced Automotive Technology provides the student with pre-apprenticeship skills in tune-up, brake system, electrical systems, lamp adjustments, lubrication service and parts management. The program will be conducted in an auto facility run as a production shop in conjunction with classroom presentations. Advanced Auto students will assist Automotive Technology students as needed. All students will have instruction in shop operations and procedures. Students may concentrate on one or more certificates of competency in this shop environment. Advanced Automotive Technology: Safety test given. This course is the capstone for the Systems Diagnostics, Service and Repair Pathway.

## **Building and Construction Trades Industry Sector/Residential and Commercial Construction Pathway**

### **Construction Trades CTE Concentrator (1)**

Construction Trades I is a course designed to explore the world of construction. Students will encounter many opportunities to reflect upon construction as a profession, develop images of themselves as a tradesperson, and experience the realities of the job duties. Students will have the opportunity to explore safe and proper use of hand and power tools. They will also learn about construction based mathematics. Students will explore the common techniques involving home construction ie: framing, siding, roofing, electrical, plumbing, and painting. They should have some type of work clothing, shop coat, old shirt, coveralls, to protect good clothes. **A Safety test is given and must be passed to 100%.** This course is the concentrator for the Residential and Commercial Construction Pathway. This is a prerequisite for Advance Construction Trades.

### **Advanced Construction Trades CTE Capstone (2)**

This course is the second level in the Construction Trades area. Each student will have the opportunity to physically operate hand and power tools associated with construction, maintaining sharp edged tools, and cleaning the shop environment. Students will explore more advanced techniques involving home construction ie: framing, siding, roofing, electrical, plumbing, and painting. Advanced students are more independent and/or work as Supervisors to the Construction Trades I classmates. Coursework also focuses on employability (work habit/professionalism/teamwork) job skills. This course is the capstone for the Residential and Commercial Construction Pathway. Students who complete this program may be recommended for an apprenticeship at the local carpenters union.

## **Manufacturing and Product Development Industry Sector/Welding and Materials Joining Pathway**

### **Welding CTE Concentrator (1)**

A basic welding and metal fabrication course which stresses theory and application in welding methods. Instruction is given on sheet metal layout and manufacturing techniques. This course covers the safe and efficient use of welding tools and techniques and emphasizes the fabrication of guards and brackets, welding dissimilar metals, structural welding, out-of-position welding, MIG/TIG welding, SMAW welding, air-arc welding, various grinding and cutting tools, sheers, and breaks. This course provides welding advanced certification preparation for year 1 of a 2 year course design. This course has been articulated through Antelope Valley College (Weld 101). This course is the concentrator for the Welding and Materials Joining Pathway. This is a prerequisite for Advanced Welding.

### **Advanced Welding CTE Capstone (2), Articulated Course**

The Advanced Welding Technology program is designed to offer students the necessary skills for entry level positions in the welding industry. There is an increasing demand for skilled welders in the fields of MIG, TIG, and Pipe welding. This course provides welding advanced certification preparation for year 2 of a 2 year course design. This course has been articulated through Antelope Valley College (Weld 110). This course is the capstone for the Welding and Materials Joining Pathway.

## **Manufacturing and Product Development Industry Sector/Machining and Forming Technologies Pathway**

### **Manufacturing 1 CTE Concentrator (1)**

This course is an introduction to traditional and contemporary manufacturing techniques including precision measurement, design and layout, hand tools, fiberglass, composites, drilling, lathing, sawing and fabrication through a series of projects. Students will also be introduced to advanced design and manufacturing techniques such as computer aided design (CAD), computer aided manufacturing (CAM), computer numerical control machining (CNC) and 3D printing. This is the concentrator course for the Machining and Forming Technologies Pathway for 10-12 grade students.. This is a prerequisite for Manufacturing 2.

### **Manufacturing 2 CTE Capstone (2) Articulated**

This course will allow students to advance their manufacturing skills with traditional machine tools and will progress to designing and building projects using computer aided design (CAD), computer aided manufacturing (CAM) and computer numerical control (CNC) machines using more technical machining manufacturing techniques. This is the capstone course for the Machining and Forming Technologies Pathway for 11-12th grade students..

## **Information and Communication Technologies Industry Sector/Networking Pathway**

### **Introduction to Computers and Digital Technology CTE Intro (1)**

Introduction to Computers and Digital Technology is a course designed to teach users the features of a personal computer, how it operates and how to select one that best fits individual needs. Students will learn how to use the major features of the Microsoft Office applications Word, Excel, PowerPoint, Access, and Outlook. At the end of the course, students will be prepared to take the certification exams TestOut Desktop Pro, and MOS (Microsoft Office Suite for Word, Excel, PowerPoint, Access, and Outlook). The course will utilize videos, virtual labs and end of chapter tests to prepare for the certification exams. The course will provide essential skills for students to be successful in the classroom and in a job. This course is an introductory course and is intended for students with little to no experience with personal computers, however, the course offers even experienced students to learn proficiency with a standard computer productive suite. After successful completion of the course, students will be able to advance to A+ certification to learn PC repair and maintenance.

### **A+ Certification CTE Concentrator (2), Articulated Course**

A+ Certification students will acquire knowledge, through the use of online software, of basic computer hardware and operating systems, covering such skills as installation, upgrading, configuring, troubleshooting, optimizing, diagnosing and preventative maintenance. Students will also gain knowledge of additional elements such as networking and server issues, security, safety, environmental issues, communication, and professionalism. The course is designed to prepare students to pass three IT industry certification exams: TestOut's PC Pro Certification Exam, CompTIA's 220-901 Certification Exam, and Comp TIA's 220-902 Certification Exam. This course is designed to work in conjunction with Network+ to prepare a student to pursue an IT career after high school or pursue further studies in cybersecurity/IT at the college level. This is the concentrator course for the Networking Pathway.

### **Network+ CTE Capstone (3), Articulated Course**

Network+ Certification students will acquire, through the use of online software, the ability to perform tasks commonly performed by IT network professionals, including systems administrators, network administrators, network engineers and related careers. The core responsibilities of these job roles typically revolve around the management of hardware and software networking components and include IP configuration, setting up wireless and wired networks, managing networks, basic network security, software updates, hardware upgrades and network protocols. The course is designed to prepare students to pass two industry certification exams: TestOut's Network Pro Certification Exam and CompTIA's Network+ N10-006 Exam. This course is designed to work in conjunction with A+ Certification to prepare a student to pursue an IT career after high school or pursue further studies in cybersecurity/IT at the college level. This is the capstone course for the Networking Pathway.

## **Design, Visual and Media Arts**

### **Video Production 1 CTE Concentrator (1)**

Video Production 1 is a course that will teach students the fundamentals of video production. They will learn how to operate a variety of cameras and video recorders along with lighting of the scenes being created. They will learn the different types of shots to be taken. They will learn interviewing techniques as well as editing completed projects. The course moves into creating a news cast of the daily bulletin which involves students shooting sporting events as well as social events and school activities. Students will also be required to maintain and care for expensive studio equipment. This course is a concentrator course for the Media Arts Pathway. This is a prerequisite for Video Production 2

### **Video Production 2 CTE Capstone (2) Articulated**

Video Production 2 class is designed to teach students how to create a video bulletin and how a newsroom operates. All students will learn to edit video, write a story, basic interview skills, set up cameras, set up lights and so much more. Students may audition for on camera roles such as news anchor, weather person and sports anchor. Some students will create content, some will act, while others may remain behind the scenes and set up the equipment. All students will participate to create these videos. The class is taught using industry standard software. This course is a capstone course for the Media Arts Pathway.

## **Health Science and Technology Industry Sector/Patient Care Pathway**

### **Introduction to Medicine CTE Intro (1)**

Introduction to Medicine is a beginning course intended to give the student a chance to explore the healthcare industry and the possible career paths within the industry. Students obtain skills required to succeed in a technologically advanced and changing society. Each student applies their knowledge by using several different types of advanced medical devices found in a clinical setting. Students explore the major career fields and are able to distinguish between technical, professional, and entry level positions within each area. Research pertaining to diseases and health careers is taught throughout the course. Students also build their medical vocabulary. Introduction to Medicine is intended as an introductory course for the Patient Care Technician Pathway. This is a prerequisite for Human Anatomy and Physiology.

### **Human Anatomy and Physiology CTE Concentrator (2)**

Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies. This is the concentrator course (2<sup>nd</sup> course) in the Patient Care Technician CTE Pathway and is a prerequisite for the Patient Care Technician Course.

### **Patient Care Technician CTE Capstone (3)**

This course prepares the student to work as an entry-level Patient Care Technician in a clinic, hospital, nursing home, or long term care facility. Students will learn to check vital signs, administer CPR and First Aid, assist in medical examinations, perform electrocardiograms (EKGs), perform basic laboratory procedures and phlebotomy, as well as learn to provide basic patient care including bathing, feeding, and toileting and ambulating patients. Upon successful completion of the pathway courses, the student will also be eligible to take the National Health-Career Association exam to become a Certified Patient Care Technician (CPCT). This is the completer course for the CTE Pathway.

## **Public Safety Pathway**

### **California Cadet Corps (PE/Vocational) CTE Concentrator (1)**

The California Cadet Corps (CACC) provides applied leadership opportunities for students. Leadership is taught by learning theory, conducting leadership case studies, and most importantly, providing many applied leadership opportunities in what is called the “leadership laboratory,” Cadet Corps also offers many opportunities off campus such as summer training, field trips, parades, and community events. The California

Cadet Corps motto is “ESSAYONS” – a French word meaning, “Let Us Try.” It goes to the heart of the Cadet Corps’ applied leadership concept. Our cadets learn, mature, and develop by leading.

The California Cadet Corps program is offered through school, as part of the total school mission and curriculum. The California Cadet Corps class can be taken as a CTE elective, or, as a substitute for physical education. The value of the Cadet Corps is reflected in its long history, successful graduates, and continued support from the Governor, the California Legislature, the California National Guard, educators and civic leaders throughout California. CACC offers many resources and opportunities for cadets and school programs. More information can be found at [www.cacadets.org](http://www.cacadets.org).

### **Advanced Cadet Corps (PE/Vocational) CTE Capstone (2)**

This course is for students who have completed at least one year of Cadet Corps as a Cadet Non-Commissioned Officer (NCO) or Cadet Officer or have completed the NCO or Officer Course at Summer Encampment. This class will be used for advanced instruction and planning of cadet events and activities. Students must submit an application for this class to the course instructor.

## **Animal Science Pathway**

### **Animal Science (Biological/Vocational) offered every other year CTE Concentrator (1)**

This course provides an introduction to fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal genetics, anatomy and physiology, growth, reproduction, artificial insemination, lactation, egg laying, nutrition, animal disease, animal research; laboratory includes visits to animal industries in the area, livestock selection. This course provides student eligibility for all FFA events. Offered to Juniors and Seniors who have successfully completed AG Biology or Biology and Ag Chemistry or Chemistry with a “C” or better. This Course is the concentrator for the Animal Science Pathway.

### **Veterinary Science (Biological/Vocational) offered every other year CTE Completer (2)**

Vet Science is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and the cause/prevention of disease. Students will learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research writing skills. This course provides student eligibility for all FFA events. Offered to Juniors and Seniors who have successfully completed AG Biology or Biology Ag Chemistry or Chemistry with a “C” or better. This Course is the concentrator/capstone for the Animal Science Pathway.

## **Other Electives**

Teacher, Office, Cafeteria and Tech Aides: A student (11<sup>th</sup> and 12<sup>th</sup> only) may have one period of one of these courses. Students receive elective credit but do not receive a letter grade. Credit is granted on a pass/fail basis.

### **Teacher’s Aide**

Available to 11th and 12th grade students only. Students assist the teacher with appropriate classroom tasks and management. Students receive elective credit, with a grade of (P) pass, or (F) fail. Students must have a GPA of at least 3.0 for the previous semester in order to have a TA section. This position may require an

interview and/or approval by the teacher. *Please note, that in some cases, an Aide class may lower a student's GPA very slightly.* Students are limited to one aide period per semester (either Teacher Aide OR Office Aide).

### **Office Aide**

Available to 11th and 12th grade students only. Students assist the office staff with appropriate office tasks. Students must be mature, responsible and courteous. Students receive elective credit, with a grade of (P) pass, or (F) fail. Students must have a GPA of at least 3.0 for the previous semester in order to have an Office Aide section. This position may require an interview. *Please note, that in some cases, an Aide class may lower a student's GPA very slightly.* Students are limited to one aide period per semester (either Teacher Aide OR Office Aide).

### **No Course**

Available to students who are concurrently enrolled in a college course **OR** 12<sup>th</sup> grade students who are on track to graduate, have a GPA of 3.0 or higher, and an attendance rate of 90% or higher.

### **9th & 10th Grade AVID**

The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. Tutorials are two days a week and Friday is reserved for motivational and team-building activities. In addition, the course includes college motivational activities and intensive preparation for the PSAT, SAT I and SAT II.

### **11th & 12<sup>th</sup> Grade AVID**

This course expands on the same skills taught in the 9<sup>th</sup> & 10<sup>th</sup> grade AVID elective. It is a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. The AVID class is designed to offer students, who have been selected based on their work ethic and desire to learn, the necessary skills and work habits to enable them to perform quality work and succeed at the college level. Tutorials are done twice a week. AVID curriculum is completed on the other two days. Friday is usually reserved for motivational and team-building activities.

### **AVID Peer Tutor**

This course is available only to seniors. Students who have previous experience with the AVID program and are strong in math and science are preferred. The course requires the student to be a role model, academic tutor, and life coach to multiple grades and classes. Students will receive instruction in:

1. Professionalism
2. Training and coaching including feedback on tutors, binders, etc.
3. Students will be expected to facilitate large sustained group discussion, one on one coaching, checking points of confusion and note taking, and anchor grading.
4. Tutors will be expected to participate in 16 hours of training and multiple follow up meetings.

### **ASB Leadership**



Students will learn how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills. ASB is required for ASB officers, and class officers, grades 9 through 12.

ASB Leadership is the principal student government body on campus headed by five officers: president, vice president, secretary and two treasurers who govern the entire student body. ASB develops leadership and responsibility in students and promotes school spirit and student morale.

Enrollment in the class is determined by student application completion, student interview, and results from student body elections (ASB and Class positions). If a student completes all previous requirements except being elected into a position; then the ASB Director may have final decision of enrollment into the class.

**Credit Recovery**

Using the Acellus program, students may make-up classes needed for graduation and/or enrichment classes not offered on campus. Priority will be assigned to upperclassmen first. Students are expected to work independently, at their own pace. Students earn elective credit for taking the Credit Recovery class, in addition to the specific credits for the Acellus classes completed.