# ROSAMOND HIGH

## Early College Campus

# COURSE DESCRIPTIONS

# 2026-2027

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# Rosamond High is an Early College Campus with Concurrent 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:

| ***College Course*** | ***High School Equivalent*** |
|---|---|
| History 104 | Honors World History |
| History 108 | Honors US History |
| English 1000 | Honors English 12 |
| Spanish 101 | One Year Foreign Language |
| Communications 101 | Honors Elective |
| Political Science 1000 | 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 The College & Career Coordinator or a School Counselor

# Rosamond High School Career & Technical Education

**What is Career & Technical Education?**

CTE is high school classes and programs that prepare students for the job market 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.

| | |
|---|---|
| RESIDENTIAL & COMMERCIAL CONSTRUCTION | AGRISCIENCE |
| MACHINING & FORMING TECHNOLOGIES | ANIMAL SCIENCE |
| PATIENT CARE | BIOTECHNOLOGY |
| SYSTEMS DIAGNOSTICS SERVICES & REPAIR | PUBLIC SAFETY |
| WELDING & MATERIALS JOINING | MENTAL & BEHAVIORAL HEALTH |
| PERFORMING ARTS | PRODUCTION & MANAGERIAL ARTS |
| INFORMATION SUPPORT AND SERVICES | DESIGN, VISUAL & MEDIA ARTS |

## Rosamond High Early College Campus
## Graduation Requirements

**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<br>Geometry<br>Algebra 2<br>Advanced math courses |
| Health<br><br>Ethnic Studies | 10 credits<br>5 credits<br>5 credits | Class of 2027<br>Class of 2028 and beyond<br>Class of 2028 and beyond |
| Physical Education/Cadet Corps/ Marching Band | 20 credits | Typically completed in the 9th and 10th grade years, Marching Band - 4 years required (PE credits are earned for fall semester only) |
| Life Science | 10 credits | Biology or Ag Biology<br>Usually completed 9th grade year |
| Physical Science | 10 credits | Earth Science, Chemistry, or Ag Chemistry<br>Usually completed in the 10th grade |
| World History | 10 credits | 10th grade course |
| U.S. History | 10 credits | 11th grade course |
| Government (Civics)/ Economics | 5 credits<br>5 credits | 12th grade courses |
| Visual/Performing Arts **OR** Foreign Language | 10 credits | |
| Vocational Education /CTE | 10 credits | |
| Electives | 60 credits | |
| **Total Credits** | **230** | |

# English

***English 9***

During the first and second semester, students will be using the textbook, *Foundations of Language and Literature Book* (Bedford, Freeman, and Worth). *Foundations of Language and Literature* is used for general literature instruction and provides nonfiction support. Focused novel studies include *Of Mice and Men* by John Steinbeck, *Romeo and Juliet* by William Shakespeare, and *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. 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 research paper. Essays will be graded to the grade-level CCSS rubric for writing created by the English Department. A benchmark test is given each quarter in order to assess students' reading levels and prepare them for the CAASPP.

***Pre-AP English 1 (9th grade Honors course)***

Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses. Pre-AP English 1-Course Guide.

Students will be using the textbook, *Foundations of Language and Literature Book* (Bedford, Freeman, and Worth). *Foundations of Language and Literature* is used for general literature instruction and provides nonfiction support. Focused novel studies include *Of Mice and Men* by John Steinbeck, *Oliver Twist* by Charles Dickens, *Romeo and Juliet* by William Shakespeare, and *Darius the Great is Not Okay* by Adib Khorram.

***English 10***

Throughout the year students use the BFW *Advanced Language and Literature* textbook for literature and non-fiction instruction. Focused novel studies may include *Night*, by Elie Wiesel, *We Were Here,* by Matt de la Pena, and *Macbeth* or *Midsummer Night's Dream* by William Shakespeare. A book of young adult short stories focused on coming-of-age stories, *Black Enough Stories of Being Young and Black in America,* is also utilized to analyze short stories and characters. Students also have the opportunity to explore a free-choice novel in a book club setting. Student writing consists of regular journals, reading logs, self-reflection, letter writing, poetry as well as research papers, character analysis, persuasive, expository, and narrative writing. Essays are graded according to the grade-level CCSS rubric for writing created by the English Department. Students will also be responsible for in-class presentations tied to reading and other learning concepts. A benchmark test is given each quarter in order to assess students' reading levels and prepare them for the CAASPP.

***Pre-AP English 2*** **(10th grade Honors course)**

Pre-AP English 2 builds on the foundations of Pre-AP English 1. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of

how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion. Pre-AP English 2 - Course Guide

Students will be using the BFW Publishers *Advanced Language and Literature* for general literature instruction. Novel studies include *Night* by Elie Wiesel, *Othello* by William Shakespeare, *Animal Farm* by George Orwell or *Ender's Game* by Orson Scott Card, in addition to *A Tale of Two Cities* by Charles Dickens and *Lord of the Flies* by William Golding. More so, students will be asked to focus on expository essays as they write friendly letters, business letters, persuasive, narrative, and autobiographical essays.

***English 11***

During the first and second semester, students will be using the BFW Publishers *American Literature & Rhetoric* textbook. BFW Publishers *American Literature & Rhetoric* is used for general literature instruction along with nonfiction support. Focused novel studies include *The Great Gatsby* by F. Scott Fitzgerald, *Just Mercy* by Bryan Stevenson, and *The Crucible* by Arthur Miller. Writing assignments include personal response, essays, poetry, persuasion, analysis, and research papers. Essays will be graded to the grade-level CCSS rubric for writing created by the English Department. 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. An added emphasis toward rhetoric and how language is used effectively for a specific purpose is a throughline over the course of the year as well. A benchmark test is given each quarter in order to assess students' reading levels and prepare them for the CAASPP.

***AP English Language and Composition (11th or 12th grade Honors course)***

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 situations, claims and evidence, reasoning and organization, and style. AP English Language and Composition Overview

Students will be using the BFW Publishers *The Language of Composition* textbook. BFW Publishers *The Language of Composition* is used for general literature instruction along with nonfiction support. Focused novel studies include *The Great Gatsby* by F. Scott Fitzgerald, *Just Mercy* by Bryan Stevenson, and *The Crucible* by Arthur Miller.

***AP English Literature and Composition (12th or 11th grade Honors course)***

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

Throughout the year, students will be using the BFW Publishers *Literature & Composition* for general literature instruction. Novel studies may include *Frankenstein* by Mary Shelley, *Metamorphosis* by Franz Kafka, and *Hamlet* by William Shakespeare.

***English 12***

English 12 is a full-year college preparatory English course that strengthens students' critical reading and writing skills and prepares them to meet the expectations of college and university faculty. The course

assignments are organized into 8 modules and based mainly on nonfiction texts, emphasizing the in-depth study of expository, analytical, and argumentative reading and writing. Throughout the year, students will be using the BFW Publishers *Literature & Composition* for general literature instruction. Novel studies may include *Into the Wild,* by John Krakauer*, Hamlet* by William Shakespeare, *1984* by George Orwell*, Brave New World* by Aldous Huxley, *Firekeeper's Daughter* by Angeline Boulley, *And Then There Were None* by Agatha Christie, and *Born A Crime* by Trevor Noah. Essays are graded according to the grade-level CCSS rubric for writing created by the English Department. A benchmark test is given each quarter in order to assess students' reading levels.

## 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 1. Successful completion of this class is required for a high school diploma.

***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.

***Trigonometry***

*Description under revision*

***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.

***AP Calculus AB***

This course features 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

***Ethnic Studies (9th grade* one semester required)**

This Ethnic Studies course is designed to engage students in cultivation of learning by promoting awareness about Identity, Migration, Systems of Power, Social Movements as it relates to African-American, Indigenous, Latino/a, Asian/Pacific Islander, marginalized/underrepresented people groups within our community, and their own personal, group, and/or national identity. This course will help students develop an understanding of how race, ethnicity, nationality, and culture shape individuals and society within our local community and the United States. The course emphasizes social studies and literature with a solid understanding of historical trends and thinking. Students will be engaged in both intellectually and emotionally rigorous content constructed around issues of ethnicity, identity, service, and social justice. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. Students will analyze and evaluate themes such as how historical events reveal power, privilege, ethnocentricity, systemic oppression, and cultural hegemony that influence their individual experiences into the twenty-first century. The course will culminate in youth participatory action research projects that will serve as a way for students in our Ethnic Studies courses to strive towards earning the seal of civic engagement from the state of California.
(Approved by S.K.U.S.D. Ethnic Studies Committee on February 28, 2024)

***World History (10th grade*, one year required*)***
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)***
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 a teacher.

***U.S. History (11th grade*, one year required*)***
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 20th 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.

***AP US History (11h grade Honors course)***
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, o*ne semester required)**
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 a micro economic environment. Finally, students will be exposed to investment markets, interest rates and impact on 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)***
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 required)
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, 12th grade Honors course)
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

## Science

***Health (9th Grade)*** **one semester required**
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.

***Biology (Life Science)***
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 9th and 10th grade students.

***Agricultural Biology* (Life Science and CTE Agriscience Pathway)**

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 9th and 10th grade students. This is the concentrator course for the CTE Agriscience certificate.

***Microbiology* (Life Science)**

Course Description: Students will develop a working understanding of, and the skills necessary to, cultivate and study bacteria in the laboratory. Focus of study on viruses to start with and to include a survey of infections diseases caused by both viruses and bacteria. Students should expect to develop an understanding of infection diseases and the prevention/control of its spread. This course is designed for the college-bound student. Students should expect a demanding daily homework load as well as projects, quizzes, tests, and laboratory write-ups. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem solving and the scientific methods is necessary for success in this course. **This class is offered to juniors and seniors who have successfully completed biology and chemistry with a C or better and have completed Algebra II with a C or better.**

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

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.

***Chemistry* (Physical Science)**

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.

***Honors Chemistry* (Physical Science)**

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. **Students should have completed and passed Algebra I with a C or better and be eligible for Geometry or Algebra II.**

***Agricultural Chemistry* (Physical Science and CTE Agriscience Pathway)**

This course is a laboratory science course designed for the college-bound student with career interest in agriculture. Students will be involved in handson laboratory study, and receive an indepth 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

***Physics* (Physical Science)**

Physics is an advanced level science class that satisfies the high school graduation requirement of a physical science class. The physics curriculum includes interactions of matter and energy, velocity, accelerations, force, energy, momentum, and change. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems. This course is designed for the college-bound student. Students should expect a demanding daily homework load as well as projects, quizzes, tests, and laboratory write-ups. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem solving and the scientific methods are necessary for success in this course. **This class is offered to juniors and seniors who have successfully completed biology and chemistry with a C or better and have completed Algebra II with a C or better.**

## 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

***Marching Band*** **(PE credit semester 1, Fine Art/Elective credit semester 2)**
The award winning Roadrunner Marching Band is an opportunity for students to participate as woodwind, brass, and percussion musicians. All students in the Band program must be enrolled in both 6th and 7th periods. The Roadrunner Marching Band performs at Rosamond High School home 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. The Band represents Rosamond High School and the Rosamond community at various parades and other events. Important note: Students enrolled in both 6th and 7th periods receive **5 Physical Education credits per year.** Participation in extracurricular activities is strongly encouraged. Please note that this is a 7th period class

***Varsity 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).

***Strings***
Our Strings class is an opportunity for students to learn to play violin, viola, cello, and bass. It is also a chance for experienced players to expand their command of their instrument and mentor less experienced players. The Strings class is a year-long program that participates with Band and Choir in the Winter Showcase and Spring Concert. Participation in extracurricular activities is strongly encouraged.

***Choir***

The Roadrunner Choir learns to sing in SAB and SATB vocal arrangements. There are also opportunities for soloists and smaller vocal groups. The Choir develops an annual repertoire and performs at clinics, workshops, and concerts. Participation in extracurricular activities is strongly encouraged.

***Music Production I and II*** (CTE Performing Arts Pathway)

Roadrunner Studio is the home of one of our newest CTE courses. The goal of this class is to prepare students to have their own portable recording studio business that can be run full-time or as a hobby and side hustle. In the first year, students will learn the fundamentals of songwriting and arranging. Students will also learn the basics of creating their own home recording studio space and all that goes into it; acoustics and acoustic treatment, working with a DAW, working with a console, plugins, types of microphones, types of monitor speakers and headphones, cabling, architecture, multitracking, working "in the box" versus using outboard gear. In the second year, students will dive into creating their own recording projects and learn the business side of running a recording studio.

***Beginning Art***

Beginning Art is a foundational course in the Visual Arts. The class will cover the Elements of Art and Principles of Design which are both the building blocks of art in all its forms. Students will experience the arts through a variety of media including but not limited to drawing, painting and sculpting. Composition, technique and experimentation are emphasized. In addition to the practices of art making students will be introduced to the history of art and many artists from around the world and throughout history.This class serves as preparation for Advanced Art. *Prerequisite: B or higher in Beginning Art*

***Advanced Art***

*Prerequisite: Beginning Art*

Advanced art continues the exploration of media introduced in Beginning Art. Students will continue to practice creating artworks that embody the elements of art and principles of design as well as developing their own artistic style. Students will work on more self driven projects where they are encouraged to explore themes and style choices to develop a portfolio of their work. They will work in a variety of media including but not limited to drawing, painting and sculpture.*Prerequisite: B or higher in Beginning Art*

***Photography***

*Prerequisite: Beginning Art*

This course is designed to give students an introduction to the use of digital cameras, use photo editing software and communicate visual ideas. They will learn the historical foundations of photography as well as contemporary photographic practices. They will explore using photography to tell a story, incorporate the elements of art into their work, evaluate the aesthetics of photographs, as well as gain knowledge of careers in photography.

***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 Vocational Education 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 a requirement that you take Beginning Drama and/or Beginning Stage Tech 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.

***Stage Management*** **(**CTE Production and Managerial Arts pathway)

Stage Management is an introductory course designed to provide students with hands-on experience in the technical aspects of film set production. Students will explore a variety of elements essential to creating and maintaining stage environments, including set design, construction, lighting, sound, and set management. This course emphasizes the importance of teamwork, safety, and creativity in the film production process. Through both individual and group projects, students will learn how to operate video production equipment, build and paint sets, install lighting, and design soundstages for filming. Students will gain an understanding on how to serve on a film crew and prepare a stage for film production.

***Movie Magic*** **(**CTE Production and Managerial Arts pathway)

This course provides students with an introduction to the art and craft of filmmaking, while also fostering a deeper appreciation for the history and evolution of cinema. Students will explore key aspects of filmmaking,

including scriptwriting, cinematography, editing, sound design, and directing. Through hands-on projects, students will have the opportunity to create short films and engage in collaborative production processes.

In addition to practical filmmaking skills, the course will also focus on analyzing and appreciating films as an art form. Students will study a variety of genres, directors, and film movements, exploring the cultural, social, and historical contexts that shape movies. Class discussions and assignments will encourage critical thinking and the ability to articulate opinions on cinematic techniques, themes, and storytelling.

***Film Production*** **(**CTE Production and Managerial Arts pathway)
Advanced Film Production is designed for students who are passionate about film production and have a solid foundation in filmmaking techniques. This course provides an in-depth exploration of the filmmaking process, from pre-production to post-production. Students will work collaboratively to produce more elaborate individual short films with the goal of a feature length production created by the full class working together as a crew. This will allow them to hone their technical skills and developing their creative vision.

Throughout the course, students will focus on advanced concepts such as screenwriting, storyboarding, cinematography, lighting, sound design, editing, and the use of industry-standard software and equipment. Emphasis will be placed on storytelling, with students learning how to create compelling narratives that engage audiences. They will also explore the role of the director, producer, and other key personnel in the production process.
The course will include both individual and group projects, allowing students to experiment with various genres and film styles. Additionally, students will critique and analyze professional films, gaining insights into the art of filmmaking and the impact of cinema on culture and society.

By the end of the course, students will have a portfolio of original works, a deeper understanding of the filmmaking industry, and the skills necessary to pursue advanced opportunities in film production, whether in higher education or the professional realm.

***Yearbook*** (10th-12th grades)
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. **Application required.**

## 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

***California Cadet Corps/Cadet Corps 2*** **(PE/CTE Public Service pathway)**
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.

***Advanced Cadet Corps (Leadership)*** **(PE/CTE Public Service Pathway)**

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:

### *Systems Diagnostics, Service and Repair Pathway*

***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.

## ***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.

## ***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 is the capstone for the Welding and Materials Joining Pathway.

## ***Machining and Forming Technologies Pathway***

***Introduction to Design*** **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.

***Composite Design*** **CTE Capstone (2)**
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 Support and Services***

***Info Technology*** **CTE Concentrator (1)**
Info Technology 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 and 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.

***Advanced Info Technology*** **CTE Capstone (2)**
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 and 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)**

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.

## ***Production and Managerial Arts***

***Stagecraft*** **CTE Concentrator (1)**

Stagecraft is an introductory course designed to provide students with hands-on experience in the technical aspects of film set production. Students will explore a variety of elements essential to creating and maintaining stage environments, including set design, construction, lighting, sound, and set management. This course emphasizes the importance of teamwork, safety, and creativity in the film production process. Through both individual and group projects, students will learn how to operate video production equipment, build and paint sets, install lighting, and design soundstages for filming. Students will gain an understanding on how to serve on a film crew and prepare a stage for film production.

***Movie Magic*** **CTE Concentrator (1)**

This course provides students with an introduction to the art and craft of filmmaking, while also fostering a deeper appreciation for the history and evolution of cinema. Students will explore key aspects of filmmaking, including scriptwriting, cinematography, editing, sound design, and directing. Through hands-on projects, students will have the opportunity to create short films and engage in collaborative production processes.

In addition to practical filmmaking skills, the course will also focus on analyzing and appreciating films as an art form. Students will study a variety of genres, directors, and film movements, exploring the cultural, social, and historical contexts that shape movies. Class discussions and assignments will encourage critical thinking and the ability to articulate opinions on cinematic techniques, themes, and storytelling.

***Film Production*** **CTE Capstone (2)**

Advanced Film Production is designed for students who are passionate about film production and have a solid foundation in filmmaking techniques. This course provides an in-depth exploration of the filmmaking process, from pre-production to post-production. Students will work collaboratively to produce more elaborate individual short films with the goal of a feature length production created by the full class working together as a crew. This will allow them to hone their technical skills and developing their creative vision.

Throughout the course, students will focus on advanced concepts such as screenwriting, storyboarding, cinematography, lighting, sound design, editing, and the use of industry-standard

software and equipment. Emphasis will be placed on storytelling, with students learning how to create compelling narratives that engage audiences. They will also explore the role of the director, producer, and other key personnel in the production process.
The course will include both individual and group projects, allowing students to experiment with various genres and film styles. Additionally, students will critique and analyze professional films, gaining insights into the art of filmmaking and the impact of cinema on culture and society.

By the end of the course, students will have a portfolio of original works, a deeper understanding of the filmmaking industry, and the skills necessary to pursue advanced opportunities in film production, whether in higher education or the professional realm.

## ***Agriscience***

***Agricultural Biology*** **CTE Concentrator (1)**
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 9th and 10th grade students. This is the concentrator course for the CTE Agriscience certificate.

***Agricultural Chemistry*** **CTE Capstone (2)**
This course is a laboratory science course designed for the college-bound student with career interest in agriculture. Students will be involved in handson laboratory study, and receive an indepth 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

## ***Animal Science***

***Animal Science*** **CTE Concentrator (1) or Capstone (2)**
*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*** **CTE Concentrator (1) or Completer (2)**
*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 Animal Science Pathway.

## ***Patient Care Pathway***

***Anatomy & Physiology*** **CTE Concentrator (1)**

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 (2nd course) in the Patient Care Technician CTE Pathway and is a prerequisite for the Patient Care Technician Course.

***Patient Care Technician*** **CTE Capstone (2) (12th grade only)**

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.

## ***Biotechnology Pathway***

***Biotechnology I*** **CTE Concentrator (1)**

Biotechnology I is a handson science class where you learn how living things work and how scientists use biology to solve real problems. You'll explore human body systems, medical words, public health, and how diseases spread, all while practicing real lab skills.

In this class, you'll use real laboratory tools like microscopes and diagnostic equipment, learn how to stay safe in the lab, read vital signs, grow bacteria, and analyze samples the way professionals do. You'll also explore how biotechnology and research labs operate by collecting data, keeping lab notes, and completing guided investigations. You'll get to practice teamwork, clear communication, problemsolving, and other workplace skills while working through multiday lab modules. You'll also learn some engineering and technology basics, such as digital tools, design concepts, and how technology is used in modern science.

Throughout the course, you'll explore different career paths—like biotechnology, biomedical engineering, clinical lab work, and other STEM or health science fields—so you can discover what interests you most. Biotechnology I provides a strong science and lab foundation that prepares you for Biotechnology II.

***Biotechnology II*** **CTE Capstone (2)**

Biotechnology II is an advanced, hands-on research and design course that uses real problems and lets you design your own solutions. You'll be assigned a problem in biology, medicine, or engineering and research its effects on people, technology, or the environment. You'll learn how to look up reliable scientific information, understand design requirements, and consider things like safety, materials, and how a device orprocess will actually be used.

Throughout the course, you'll build deeper knowledge in areas like DNA, proteins, enzymes, PCR, gel electrophoresis, microbiology, and cell culture. You'll also explore how the body works, how forces act on tissues, how sensors measure biological signals, and how machines and materials behave. These topics help you think like a researcher and an engineer at the same time.

In the lab, you'll learn how to design experiments, use proper lab techniques, collect accurate measurements, and analyze data. You'll follow Good Laboratory Practices and keep organized engineering or lab notebooks—just like professionals do. Once your research is complete, you'll create a prototype. You might sketch ideas, build 3D models, design in CAD, 3D print parts, or use electronics and sensors.
After building your design, you'll test it, look for weaknesses, gather data, and improve it. This might include stress tests, calibration, or figuring out why something failed and how to fix it.

By the end of the course, you'll know how to communicate like a scientist and engineer—writing reports, creating drawings, building a portfolio, and presenting your work. Biotechnology II prepares you for college-level STEM and CTE programs and careers in biotechnology, biomedical engineering, and engineering research.

## ***Public Safety Pathway***

***California Cadet Corps*** **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.

***Cadet Corps 2*** **CTE Capstone (2)**

***Advanced Cadet Corps/Leadership*** **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.

***Cadet Corp Specialties / Military Science*** **CTE Capstone (2)**

CACC offers substantial training and experience in military drill and leadership. For example, one of the most demanding courses offered in the summer is the Drill Instructor course, taught by retired Marine Command Sergeant Major Joe Vines. Cadets may also be given credit by the military for promotion depending on their military branch and occupation.

## ***Performing Arts Pathway***

***Music Production I (Concentrator) & II (Capstone)***

Roadrunner Studio is the home of one of our newest CTE courses. The goal of this class is to prepare students to have their own portable recording studio business that can be run full-time or as a hobby and side hustle. In the first year, students will learn the fundamentals of songwriting and arranging. Students will also learn the basics of creating their own homerecording studio space and all that goes into it; acoustics and acoustic treatment, working with a DAW, working with a console, plugins, types of microphones, types of monitor speakers and headphones, cabling, architecture, multitracking, working "in the box" versus using outboard gear.

In the second year, students will dive into creating their own recording projects and learn the business side of running a recording studio.

## ***Mental Health Pathway***

***Hope Squad 1 (Concentrator)***

This introductory course is part of the Mental Health and Behavioral Health Pathway. It is designed to equip students with a foundational knowledge of mental health, suicide prevention, and peer support. Students will learn active listening, empathy, crisis response, and leadership skills to create a safe and supportive school environment. The course will cover basic mental health concepts, signs of distress, and intervention strategies, while emphasizing the importance of reducing stigma and fostering emotional well-being among peers.

***Hope Squad 2 (Capstone)***

Building on the foundational skills from Hope Squad 1, this advanced course delves deeper into the mental and behavioral health field, preparing students for future careers in psychology, social work, counseling, psychiatry, behavioral analysis, and other related professions. Students will explore career pathways, plan school activities, and participate in hands-on projects that mirror real-world mental health practices. This course also expands on intervention strategies, ethical considerations, and professional roles in mental and behavioral health, providing students with the knowledge and experience needed to pursue further education or careers in the field.

# Other Electives

***Psychology (social science elective, year-long course)***

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. This course is for 11th-12th grades students only.

***Sociology (social science elective, year-long course)***

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.This course is for 11th-12th grades students only.

***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.

***ASB Leadership***

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.

***AVID 1 and***

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, the SAT Subject Tests.

***AVID 2***

The AVID 2 Elective course starts with students creating a digital profile to document their high school and community activities, fostering personal organization and record-keeping skills. Goal setting and career exploration are gamified in a unit enhancing strategic planning and career awareness. A novel study is included to advance critical reading skills, a key competency at this stage of academic development. Argumentative writing through a service learning-based research project hones students' persuasive communication skills. The continuation of financial literacy study includes lessons on banking, saving,

employment, insurance, and tax credits. Students study broadband internet in their STEM unit. Student Agency and self-confidence are developed to prepare students to become purpose-driven leaders. The AVID 2 course uniquely blends academic, financial, digital literacy, and leadership skills, equipping students for future endeavors.

***AVID 3 (11th grade) and AVID 4 (12th grade)***

This course expands on the same skills taught in the 9th & 10th 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.

***Teacher, Office, and Library Aides*** (11th-12th grade)

Students 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. To be an Aide, students must be **on track to graduate and not be enrolled in a Credit Recovery class.**

***Teacher's Aide*** (11th-12th grade)

Students assist the teacher with appropriate classroom tasks and management. Students receive elective credit, with a grade of (P) pass, or (F) fail. **Students shouldt have a GPA of at least 2.5 cumulative, or the previous semester, and be on track to graduate** 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.

***Office Aide*** (11th-12th grade)

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 2.5 cumulative or the previous semester, and be on track to graduate.** 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.

***Library Aide*** (11th-12th grade)

Students assist the Librarian with appropriate 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 2.5 cumulative or the previous semester, and be on track to graduate.** 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.

***Peer Tutor*** (11th-12th grade)

Students must have a willingness to actively tutor and assist students in a specific math, science or AVID class. This position may require an interview. Students receive a letter grade (A-F) for this course.

***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. Students are expected to work independently, at their own pace. Students earn course credits only when Acellus class(es) is completed. Priority is given to 12th and 11th-grade students due to limited space.

***No Course***

Available to students who are concurrently enrolled in a college course **AND/*OR*** 12th grade students who are on track to graduate, have a GPA of 3.0 or higher, and an attendance rate of 90% or higher. No Course periods are scheduled at the beginning or end of the school day only.