

# Oakmont High School Viking Course Planning Guide 2024-2025

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**THIS IS CURRENTLY A DRAFT AND SUBJECT TO CHANGE**  
*ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT*

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# Course Selection Process and 4x4 Information

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Welcome Vikings! The Oakmont High School Course Catalog is provided as an educational tool to assist students and parents in making informed decisions about a rigorous educational plan that will guide students toward successful academic achievement as well as post-secondary and future employment. The course descriptions contained in this catalog will provide clarification of courses potentially offered at OHS as well as provide students with assistance in making their final selections for their Academic Plan. Please understand that we might not be able to offer everything in the catalog in the following school year. Students will be placed into alternate classes if we cannot offer a course they requested.

Our staff encourages students and parents to make thoughtful and informed decisions during the course selection process. School counselors are available to advise both parents and students regarding course selection and college/career preparation. Please contact your counselor at any time throughout the registration process for assistance.

## Course Selection Process

It is very important that students follow the course selection requirements and/or recommendations listed below to ensure proper enrollment for the school year. We ask that students:

1. Read course selection forms carefully and adhere to all instructions listed before selecting any new courses in the Academic Plan.
2. Review student transcript (found in Homelink) and complete or revise their four-year Academic Plan (November and December annually). Students must complete all graduation and enrollment requirements. In addition, they should select courses that support their plans for college and other training.
3. Be certain they meet the recommended prior course for the courses selected, if applicable. If a course requires teacher permission, they must obtain the proper signature on the course selection form and must follow the application, try-out, or placement procedures designated for the course.
4. Students MUST register on-line in Homelink within the time frame allotted for all courses requested for the school year. All current registration information is [published to the Oakmont Website](#).

*Teaching staff needs for the upcoming school year will be based upon the data gathered from course selection. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students should plan and select their courses carefully. It will be extremely difficult to change a course once a selection is made.*

## 4 x 4 Block Schedule

Oakmont High School is on a 4 x 4 Block schedule that has students taking up to four courses over an 18-week period. Students meet in four classes for 80-minute periods each school day with the exception of special scheduled days such as rallies, collaboration days, and assemblies. In December of every year, students complete their fall courses and begin up to four new courses for the spring term in January. All freshmen and sophomores are required to be enrolled in four courses each term. Juniors and seniors are permitted one off-campus each term, pending their application approved.

## AB 1012

In 2015, the Legislature passed AB 1012 in response to a class action settlement, Cruz v. State of CA. This bill was sponsored by the American Civil Liberties Union and Public. Unless specified conditions as stated in EC 51228.1 and 51228.2 have occurred, this bill prohibits school districts that include grades 9 to 12 from assigning any student/scholar to courses in circumstances listed below:

1. Courses without educational content, for more than one week in any semester or
2. Courses that student/scholar previously completed and received a satisfactory grade (sufficient to satisfy UC/CSU admission and minimum district graduation requirements (grade of "C" or higher)) or

3. Unassigned period within a daily schedule because there are not sufficient course offerings for a student/scholar to take.

Students who enroll in Teacher Aide, Off Campus, Office Aide or repeat a class where they have earned a C or better will need to complete paperwork that will require a parent signature giving permission for the student to participate in one of these classes. Office Aide, Teacher Aide, and Off Campus forms are found on our website. Repeating class documents will be given to students by their counselor.

# Academic Planning & Graduation Requirements

**To graduate from Oakmont High School, students must:**

- Pass all courses required for graduation (see below District Graduation Requirements)
- Earn a minimum of 260 total credits (credits earned for courses passed)
- Personal Finance Class passed

**To best prepare for community colleges and to qualify for UC/CSU/4 year colleges and universities:**

- Complete at least the minimum college preparatory 'a – g' courses with grades of "C" or better
- Complete the SAT I or ACT (plus Writing) and at least two (2) SAT Subject tests (Selected UCs only)

<b>a – g area</b>	<b>Subject</b>	<b>UC/CSU Entrance Requirements</b>	<b>District Graduation Requirements</b>
<b>a.</b>	<b>History/Social Science</b>	<b>2 YEARS</b> World Studies or AP European History US History or AP US History or IB History of Americas	<b>3 YEARS</b> World Studies (10th), US History (11th), Government & Economics (Econ is G credit) (12th)
<b>b.</b>	<b>English</b>	<b>4 YEARS</b>	<b>4 YEARS</b>
<b>c.</b>	<b>Mathematics</b>	<b>3 years</b> (4 recommended) (IM 1, IM 2, IM 3)	<b>2 YEARS</b> (at and above IM 1)
<b>d.</b>	<b>Laboratory Science</b>	<b>2 YEARS</b> (3 recommended) (1 year Life & 1 year Physical)	<b>2 YEARS</b> (Biology, Chem/Physics)
<b>e.</b>	<b>Language other than English</b>	<b>2 YEARS</b> (3 recommended) (of the same language)	<b>1 YEAR</b> (or 1 year Visual / Performing Art)
<b>f.</b>	<b>Visual and Performing Arts</b>	<b>1 YEAR</b>	<b>1 YEAR</b> (or 1 year Language other than English)
<b>g.</b>	<b>Electives</b>	<b>1 YEAR</b> (see 'a – g' Certified Course List)	<b>11 total additional courses</b>
	<b>Physical Education</b>	N/A	<b>2 YEARS</b> (9th & 10th grades)
	<b>Health</b>	N/A	<b>1 YEAR</b>
	<b>Personal Finance Class</b>		All students must pass

Note: ONE YEAR means a minimum of one class per school year.

## Checking Graduation Status in Homelink

1. Login to [Homelink](#)

2. Click on the GRADES menu and select GRADUATION STATUS

The screenshot shows the Homelink interface for Screaming Eagle High School, 2020-2021. The 'Grades' menu is circled in red, and a red arrow points to the 'Graduation Status' option in the right-hand sidebar, which is also circled in red. Below the 'Grades' menu, a 'Class Summary' table is visible.

Per	Course	Teacher	Room	Gradebook	Mark
1	IBHstAm2/HEcCv	Acosta	Z2	IBHstAm2/HEcCv - Fall	A- (91.8%)
2	IB Eng HL2	Stockton	C6	IB Eng HL2 -2 - Year	A- (91.3%)
2		Acosta		IBHstAm2/HEcCv - Fall	F (0.0%)
3	IB Span HL 2	Alvarado	BC3		

3. View Credits Required, Completed, Enrolled (in progress), and Needed.

Please note: Status reflected is contingent upon successful completion of current course enrollment.

Graduation Status						
Subject Area	Credit Required	Credit Completed	Credit Enrolled	Credit Planned	Credit Needed	
A - English	40.00	35.00	5.00	-	-	
B - Physical Education	30.00	30.00	-	-	-	
C - Social Science	30.00	30.00	-	-	-	
D - Mathematics	20.00	20.00	-	-	-	
E - Visual/Perform Arts	10.00	-	-	-	10.00	
F - Career Tech Arts	0.00	-	-	-	-	
G - Science: Life	10.00	10.00	-	-	-	
H - Science: Physical	10.00	10.00	-	-	-	
I - Health & Career Ed	5.00	5.00	-	-	-	
J - Computer Science	0.00	-	-	-	-	
L - World Language	10.00	10.00	-	-	-	
Z - Electives	55.00	122.50	55.00	-	-	

## UC/CSU a-g plan – Sample Schedule

*(It is recommended that students take AP and/or IB and/or DE enrollment courses if they are on the UC/CSU track.)*

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9th Grade	10th Grade	11th Grade	12th Grade
CP English 9	CP English 10	CP English 11	ERWC English 12
Health/Wellness	World Studies	US History	Govt & Econ
Integrated Math I	Integrated Math II	Integrated Math III	4th Math Class
PE 9	PE 10	Elective	Elective
World Language 1	World Language 2	World Language 3	World Language 4
NGSS Biology	NGSS Physics	NGSS Chemistry	Elective
VAPA	Elective	Elective	Elective
Elective	Elective	Elective	Elective

## RJUHSD Graduation Plan – Sample Schedule

*(This is the minimum requirements for Roseville Joint Union HS District Graduation Requirements.)*

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9th Grade	10th Grade	11th Grade	12th Grade
CP English 9	CP English 10	CP English 11	ERWC English 12
Health/Wellness	World Studies	US History	Govt & Econ
Integrated Math I	Integrated Math II	Elective	Elective
PE 9	PE 10	Elective	Elective
NGSS Biology	NGSS Physics	Elective	Elective
VAPA OR World Language	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

The 15 courses listed above equal a total of 150 credits. Students must complete a minimum of 260 credits to earn their diploma, therefore 110 credits (11 classes) of elective credit is also needed. Credits are earned with grades of D or better. Each semester course is worth 10 credits.

## Academic Planning in Aeries

Students will be taught annually in fall semester by counselors how to access and edit their Academic Plan in Aeries. The timing will depend on the school year but will occur prior to Winter Break. Families will receive messages home about the lesson and time. Families are encouraged to review the [Academic Plan Instructions video](#) prior to working on their plan.

Students are advised to plan ahead and use this [Four Year Plan worksheet](#) during the school year to update their goals and future classes. This document will help support students in understanding graduation requirements and a-g requirements.

## How to Read the Catalog

Students will be taught annually in fall semester by counselors how to use the course catalog to help support their Academic Planning. Families are highly encouraged to review the catalog annually to help support their adjustments to the Academic Plan in Aeries.

### COURSE TITLE

**Course ID:** *This is the 6 digit ID code that is used in Aeries to identify the class.*

**Grade Level:** *This will tell you what grade level(s) are able to register for this course if there are any program restrictions. If a Recommended Grade Level is listed, then this would be the recommended grade level(s) students should take the course and students are advised to follow these recommendations.*

**UC a-g:** *This will tell you if the class meets one of the a-g requirements. See the next page for the complete list.*

**Recommended Prior Course:** *This will tell you if there are any suggested requirements to complete prior to enrolling in the course.*

**COURSE DESCRIPTION** - *These details will help you understand the course content and what the overall learning goals are for the course.*



# Oakmont Courses Meeting UC/CSU a-g Requirements 2024-2025

*Note: This list may be updated yearly as new courses are submitted for a-g approval.*

★ Denotes honors credit for UC/CSU

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## a. History/Social Science - 2 years required

AP European History★  
AP US History★  
AP Government★  
Government

IB History of the Americas HL 1★ and 2★  
US History  
World Studies

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## b. English - 4 years required

Adv English and Public Health★  
AP English Language and Composition★  
AP English Literature and Composition★  
CP English 9  
CP English 10  
CP English 11

CSU Expository Reading and Writing (ERWC Eng 12)  
ELD English 3  
Honors English 10  
IB Literature HL 1★ and 2★

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## c. Mathematics - 3 years required, 4 years recommended

AP Calculus AB★  
AP Calculus BC★  
AP Statistics★  
CC Integrated Math I  
CC Integrated Math II

CC Integrated Math III  
IB Mathematics AA SL 1 and 2★  
IB Mathematics AA HL 1★ and 2★  
AP Precalculus (pending approval)  
Data Science

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## d. Laboratory Science - 2 years required, 3 years recommended

IB Biology SL★  
IB Biology HL 1★ and 2★  
IB Computer Science SL★  
IB Environ Sys and Soc SL★  
IB Physics SL★

NGSS Biology  
NGSS Chemistry  
NGSS Physics  
Physiology

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## e. Language Other than English - 2 years required, 3 years recommended

French 1  
French 2  
French 3  
French 4  
Native Spanish 1  
Native Spanish 2  
IB ab initio French SL

IB ab initio Spanish SL  
IB French SL★  
IB French HL 1★ and 2★  
IB Spanish SL★  
IB Spanish HL 1★ and 2★  
Spanish 1  
Spanish 2

Spanish 3  
Spanish 4

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**f. Visual and Performing Arts - 1 year required**

Adv. Drama  
Art 1, 2  
Ceramics 1, 2  
Dance 1, 2, 3, 4  
Drama  
Graphic Design 1, 2  
Guitar  
IB Dance SL★  
IB Dance HL 1★ and 2★

IB Visual Arts SL★  
IB Visual Arts HL 1★ and 2★  
Marching Band  
Media 1 (pending approval)  
Music Appreciation  
Professional Drama  
Symphonic Band

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**g. Elective - 1 year required**

Adv. Journalism  
Adv. Yearbook  
AP Macroeconomics★  
AP Psychology★  
CP Military History  
Construction Tech 1, 2, 3  
Culinary 1, 2, 3  
Economics  
Ethnic Studies

IB Theory of Knowledge★  
IB World Religions SL★  
Journalism  
Media 2, 3 (pending approval)  
Medical Science and Terminology  
Speech and Debate  
Student Government  
Yearbook

# OHS Counseling Department Policies & Procedures

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## **CLASS CHANGE PROCESS - PRIOR TO SCHOOL YEAR STARTING**

Students meet annually with their counselor to review their Academic Plan and determine appropriate courses for the following school year to meet the student's individual goals. Classes should be carefully considered by the student prior to this meeting and discussed during these meetings with their counselor. Counselors can adjust the student's Academic Plan during these meetings as the student's goals change.

The Counseling Department will make class changes based on the following reasons: **missing a period in the schedule, missing a class needed for graduation or to meet college requirements, student already completed the course with a C or better, student didn't complete the recommended preparatory class for the course, or student is enrolled in a college course and is requesting an off campus.** Changes for any classes (fall or spring term) must be made in August at Viking Voyage Days or through the digital request form that is sent to families on the first day of Viking Voyage Days. Dates for the window that students can make requests to change their schedules will be sent to families via email and posted to the Oakmont website. ***There will be no other time during the school year that students can request a class change unless the reason is for one of the following items listed above.***

AP and IB class changes: Please note that after the students leave for the summer, no requests will be honored for dropping an AP or IB class unless there is an incomplete recommended preparatory class. Students will need to make sure they have a balanced course request list when they request their classes in the previous school year. Students should be mindful that signing up for multiple AP or IB classes could mean having all AP and IB classes in one term and no electives. Also, if a student is granted the request to drop an AP or IB class after the deadline, they will not be allowed to take TA or Off Campus in place of the AP or IB class.

Special Education class changes will be reviewed through the IEP process and review of the student's IEP goals and modifications.

## **CONCERN ABOUT CLASS OR TEACHER AFTER SCHOOL YEAR HAS STARTED**

Per District Policy, if a student/parent has a concern about a class or teacher, the counseling and administration teams ask families to follow this procedure:

- At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.
- If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments can be scheduled by phone or email for a parent/teacher/student conference. The student may request their counselor be present at this meeting.
- If both student and teacher have tried to improve the student's progress in the class, the parents can appeal for administrative action with an Assistant Principal. The Assistant Principal will then meet with the parent, student, teacher and counselor to determine if there is anything else that can be done to resolve the concern in the class. If after all steps have been followed and a family continues to have concerns, the family may appeal the decision to the Principal.

This process is designed with the intent of placing effort and responsibility on the student. We hope that the parent and teacher conferences will improve communication and promote a more positive learning environment for all students.

# Post-Secondary Opportunities and College Systems

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## University of California (UC Davis, Berkeley, etc.)

The UC system includes nine four-year universities offering a variety of BA and BS degrees. Master's and doctoral postgraduate programs are also available. To qualify for entrance, students must have a high school diploma. Students must follow a university preparatory program and **must successfully complete the courses listed above with a grade of C or better. Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system.** Those with GPA's below 3.3 must score proportionately higher on the ACT or SAT College Entrance Examinations. In addition to the ACT or SAT examination, UC applicants must take two SAT subject tests in two different fields. Entrance GPA and requirements may vary depending on the major area of study and the campus selected. <https://admission.universityofcalifornia.edu/counselors/files/quick-reference.pdf>

## Private and Out of State Colleges

There are many private colleges and universities in California and around the nation. Their entrance requirements are similar to those of the University of California or the California State University systems. Consult the Career Center and the individual college catalogs for information. Good places to start are:

- <https://www.californiacolleges.edu/#/>
- <https://www.commonapp.org/explore/>
- <https://www.wiche.edu/tuition-savings/wue/>

## California State University (CSU Sacramento, Chico, etc.)

The CSU system includes 23 four-year universities offering a variety of BA and BS degree programs. Master's degree programs are also available. To qualify for entrance, students must have a high school diploma. Students must follow a college/university preparatory program and **must successfully complete the courses listed above with a grade of C or better. Students must have a high school grade point average of 2.0 or higher to be eligible for the CSU system.** Those with GPA's below 3.0 must score proportionately higher on the ACT or SAT College Entrance Examinations. Entrance GPA and requirements may vary depending on the major area of study and the campus selected. <https://www2.calstate.edu/attend/freshman/Pages/planning-for-college.aspx>

## Community Colleges

The California Community College system includes campuses which offer AA or AS degrees and certificates as well as training in many trades and technical fields. Community colleges also provide a two-year college transfer program where the classes taken for credit can be transferred to the University of California, California State University and other universities and colleges. Students who are 18 years of age may attend a community college even though they may not have graduated from high school. For information about local community colleges:

- <https://www.sierracollege.edu/admissions/index.php>
- <https://losrios.edu/admissions>

## Technical and Business Schools and Workforce

These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time. Some of these schools are available here in the Sacramento area. Start with <https://www.onetonline.org/> for career and job searches and the requirements/trainings for specific jobs.

# Advanced Placement Courses

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Our Advanced Placement (AP) courses offer rigorous college-level courses that have been approved by the College Board and prepare students for success in their academic futures. AP courses provide an accelerated pacing and learning environment where students will sharpen their skills in critical thinking, as well as analytical reading and writing. Students will hone their study habits and develop as students who feel prepared to successfully navigate a demanding college environment.

The rigor of a student's high school courses is often an important factor in the college admissions process. Due to the rigor and pacing of AP courses, students are rewarded with a weighted grade in their high school GPA. If a student successfully passes the AP exam administered in May, college credit (typically general education credits or elective credits) may be awarded. Each college/university has its own policies for college credit which may vary by AP course, test score or the student's intended major. In California, the UC and CSU systems award college credit for all AP exam scores of 3 or higher out of a possible 5. However, research shows that students who took an AP exam, regardless of performance, were more likely to succeed in college courses and were more likely to graduate from college.

*For all of the above reasons, AP students are strongly encouraged to take May AP exams.*

Students choose which AP courses they want to pursue each year; there are no requirements with respect to how many or which individual AP courses a student takes. As a result, AP courses offer flexibility for students who want access to advanced academic courses and also want to participate in other programs of study, athletics or other extracurricular activities at Oakmont. Therefore, due to the accelerated pace of learning, families are strongly encouraged to carefully consider the appropriate number of AP courses may be for their particular student.

There is no application for AP courses. Some AP courses have recommended preparatory courses and students need to review the course descriptions for these lists. Students enrolling in an AP course are required to submit the AP/IB Commitment Letter when they meet with their counselor during registration.

## **AP Courses offered at OHS**

- |                         |                       |                     |
|-------------------------|-----------------------|---------------------|
| • AP Calculus AB        | • AP European History | • AP U.S. History   |
| • AP Calculus BC        | • AP Psychology       | • AP Macroeconomics |
| • AP English Language   | • AP Statistics       | • AP Precalculus    |
| • AP English Literature | • AP U.S. Government  |                     |

# International Baccalaureate Program

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The International Baccalaureate Diploma Programme (DP) is a demanding pre-university course of study that leads to a qualification widely recognized by the world's leading universities. Designed for highly motivated secondary school students aged 16 to 19, the program offers an academic experience emphasizing critical thinking, intercultural understanding, exposure to a variety of points of view, and rigorous internal and external assessments. Students can choose to enroll in the full program as an "IB Diploma Student", or if the full program does not fit their needs, they can choose to enroll in any mix and match of IB classes as an "IB Certificate Student".



The program is a challenging two-year international curriculum for grades 11 and 12 incorporating the best elements of several national systems, without being based on any one. Internationally mobile students are able to transfer easily from one IB school to another while students who remain closer to home benefit from a highly respected and challenging global curriculum. Each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. For over 40 years, statistics show that students are extremely well prepared for university work, and are more likely to complete college and enter graduate school.

To get the IB Diploma students must study six subjects in six areas - English, second language, social sciences, experimental sciences, mathematics, and the arts or a second IB science or social science course - offered at two levels, higher level (HL) and standard level (SL). In addition, students must take an interdisciplinary course called Theory of Knowledge (TOK) that challenges students to question the bases of knowledge. Students must also complete a program called CAS (creativity, action, and service), which involves participation in community service, performing arts, sports, etc. Students are also required to write an extended essay (EE) of up to 4,000 words in order to acquaint them with the kind of independent research and writing skills expected of them at university.

Students also have the option of taking IB classes in subject areas of their choice, if the full diploma is not something that they want to pursue. These students are referred to as "IB Certificate Students."

**Higher Level (HL)** courses and examinations are slightly more difficult and lengthy. The HL courses require the student to spend a minimum of 240 hours in instruction/lab time spread over grades 11 and 12 (courses HL-1 and HL-2). In some subjects, the requirements for HL Internal Assessment are somewhat more demanding and thorough.

**Standard Level (SL)** courses and exams require at least 150 hours of instruction/lab time and meet everyday over two terms (courses SL-1 and SL-2). In general, the exams for SL courses are not as difficult or lengthy as their HL counterparts. Likewise, the Internal Assessment requirements may vary for the SL courses. Junior certificate students who choose to take an SL course are expected to enroll in both parts of the course in their junior year.

In most subjects, students must sit for 2-3 external exams in the IB course they are enrolled in. IB Dance, IB Visual Arts and IB Theory of Knowledge do not have traditional exams, but have performance, presentation or academic components as a part of the assessment model.

Full Diploma students must take at least 3 HL courses and the other 3 at the SL level. This is the schedule recommended by the IB, however, some diploma students choose to take 4 HL courses and 2 SL courses, which is allowed and may serve them well in the college admissions process. Please be aware that scheduling limitations may sometimes limit the number and combination of IB courses a student can take.

Some IB classes have recommended preparatory classes and students need to review the course descriptions for these lists

### **IB Courses offered at OHS**

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- IB Literature HL 1 & 2
- IB Theory of Knowledge 1 & 2
- IB Mathematics AA SL 1 & 2
- IB Mathematics AA HL 1 & 2
- IB Biology SL 1 & 2
- IB Biology HL 1 & 2
- IB Physics SL 1 & 2
- IB Environmental Systems and Societies SL 1 & 2 (offered every other year)
- IB Computer Science SL 1 & 2
- IB History of the Americas HL 1 & 2
- IB World Religions SL 1 & 2 (offered every other year)
- IB Dance SL 1 & 2
- IB Dance HL 1 & 2
- IB Visual Arts SL 1 & 2
- IB Visual Arts HL 1 & 2
- IB French SL 1 & 2
- IB French HL 1 & 2
- IB ab initio French SL 1 & 2
- IB Spanish SL 1 & 2
- IB Spanish HL 1 & 2
- IB ab initio Spanish SL 1 & 2

The IB Coordinator is Kim Carroll [kcarroll@rjuhsd.us](mailto:kcarroll@rjuhsd.us) (782-3781 x2401). Please reach out with any questions.

## IB Diploma Student Sample Schedule

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*This is just a suggested grade 9 and 10 schedule for a full Diploma student.*

9 <sup>th</sup> Grade Term 1	9 <sup>th</sup> Grade Term 2	10 <sup>th</sup> Grade Term 1	10 <sup>th</sup> Grade Term 2
Health/Wellness	CP English 9	Honors English 10 blocked with AP European History	
Integrated Math 1 or Elective	Integrated Math II or Elective	PE 10	NGSS Chemistry** or NGSS Physics
PE 9	NGSS Biology	Integrated Math II or III	Elective
Spanish 1 or French 1	Elective (VAPA)	Spanish 2 or French 2	Spanish 3 or French 3

\*\*Recommended for students who are potentially going to major in Physical Sciences or Engineering. Colleges would like to see students take one course in Biology, one course in Physics and one course in Chemistry. Due to this reason, if you take IB Physics, we would recommend NGSS Chemistry in grade 10.

## IB Pathways - All Students

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### Full Diploma Students Must Take:

IB Literature HL 1, 2
IB History of Americas (HOA) HL 1, 2
IB Language (Spanish or French)
IB Math
IB Science
IB Arts or IB Dance or another IB Science or IB World Religions
IB TOK 1, 2

**Certificate Students (students wishing to take 1-5 IB Classes) may take any IB class from each of the colored categories to the left. Please use the charts on the following two pages for further guidance on course selections.**

Full Diploma students will pick ONE class from EACH column for each term and for BOTH junior and senior years  
Certificate students will pick as many classes as they want - no more than ONE class from EACH column  
Students will take both levels (1 and 2) for each class that they pick. i.e Math HL1 and Math HL2  
HL classes are taught over junior year (HL1) and senior year (HL2)

Diploma students are required to take a minimum of 3 Higher Level (HL) and 3 Standard Level (SL) classes.  
Students who want to take 4 HL and 2 SL classes must meet with the IB Coordinator.

The following classes can be taken in one school year:

IB Physics SL1, SL2; IB Computer Sci SL1, SL2; IB Biology SL1, SL2, IB Spanish SL1, SL2

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### Class of 2026, 2028, 2030 - Full Diploma and Certificate Pathway

IB ESS SL1, SL2 will be offered in the junior year and IB World Religions SL1, SL2 will be offered in senior year

JUNIOR YEAR FALL			
Column A	Column B	Column C	Column D
IB Computer Sci SL 1	IB Spanish SL 1	IB Lit HL 1	IB Math AA SL 1*
IB Physics SL 1	IB Spanish HL 1	IB HOA HL 1	IB Math AA HL 1**
IB Bio HL 1/SL 1	IB French (all levels)	<i>these are blocked classes</i>	<i>See prerequisites above</i>
IB ESS SL 1		<i>you will take both</i>	

JUNIOR YEAR SPRING			
Column E	Column F	Column G	Column H
IB Computer Sci SL 2	IB Dance (all levels)	IB Lit HL 1	IB TOK 1
IB Physics SL 2	IB Visual Arts (all levels)	IB HOA HL 1	
IB ESS SL 2	IB Bio SL 2	<i>these are blocked classes</i>	
IB Spanish SL 2	IB Spanish SL 2	<i>you will take both</i>	

SENIOR YEAR FALL			
Column A	Column B	Column C	Column D
IB Comp Sci SL 1	IB Spanish SL 1	IB Lit HL 2	IB TOK 2
IB Physics SL 1	IB French (all levels)	IB HOA HL 2	
IB Bio SL 1		<i>these are blocked classes</i>	
IB World Religions SL 1		<i>you will take both</i>	

SENIOR YEAR SPRING			
Column E	Column F	Column G	Column H
IB Comp Sci SL 2	IB Dance (all levels)	IB Lit HL 2	IB Math AA SL 2
IB Physics SL 2	IB Visual Arts (all levels)	IB HOA HL 2	IB Math AA HL 2
IB World Religions SL 2	IB Bio HL 2/SL 2	<i>these are blocked classes</i>	
IB Spanish SL/HL 2	IB Spanish SL/HL 2	<i>you will take both</i>	

### Class of 2025, 2027, 2029 - Full Diploma and Certificate Pathway

IB World Religions SL1, SL2 will be offered in the junior year & IB ESS SL1, SL2 will be offered in the senior year

JUNIOR YEAR FALL			
Column A	Column B	Column C	Column D
IB Computer Sci SL 1	IB Spanish SL 1	IB Lit HL 1	IB Math AA SL 1*
IB Physics SL 1	IB Spanish HL 1	IB HOA HL 1	IB Math AA HL 1**
IB Bio HL 1/SL 1	IB French (all levels)	<i>these are blocked classes</i>	<i>See prerequisites above</i>
IB World Religions SL 1		<i>you will take both</i>	

JUNIOR YEAR SPRING			
Column E	Column F	Column G	Column H
IB Computer Sci SL 2	IB Dance (all levels)	IB Lit HL 1	IB TOK 1
IB Physics SL 2	IB Visual Arts (all levels)	IB HOA HL 1	
IB World Religions SL 2	IB Bio SL 2	<i>these are blocked classes</i>	
IB Spanish SL 2	IB Spanish SL 2	<i>you will take both</i>	

SENIOR YEAR FALL			
Column A	Column B	Column C	Column D
IB Comp Sci SL 1	IB Spanish SL 1	IB Lit HL 2	IB TOK 2
IB Physics SL 1	IB French (all levels)	IB HOA HL 2	
IB Bio SL 1		<i>these are blocked classes</i>	
IB ESS SL 1		<i>you will take both</i>	

SENIOR YEAR SPRING			
Column E	Column F	Column G	Column H
IB Comp Sci SL 2	IB Dance (all levels)	IB Lit HL 2	IB Math AA SL 2
IB Physics SL 2	IB Visual Arts (all levels)	IB HOA HL 2	IB Math AA HL 2
IB ESS SL 2	IB Bio HL 2/SL 2	<i>these are blocked classes</i>	
IB Spanish SL/HL 2	IB Spanish SL/HL 2	<i>you will take both</i>	

# IB and AP Recommended Pathways and Course Expectations

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If I want to take...ENGLISH	I should <b>SUCCESSFULLY COMPLETE</b> this/these class(es) first....
<a href="#">IB Literature HL-1</a>	Honors English 10
<a href="#">AP Language</a>	Honors English 10
<a href="#">AP Literature</a>	AP Language
If I want to take...SOCIAL SCIENCE	I should <b>SUCCESSFULLY COMPLETE</b> this/these class(es) first....
<a href="#">IB History of the Americas HL-1</a>	AP European History
<a href="#">IB World Religions SL-1</a>	Nothing specific, but success in previous social science or English courses
<a href="#">AP European History</a>	CP English 9
<a href="#">AP US History</a>	AP European History
<a href="#">AP US Government &amp; Politics</a>	AP Language <b>or</b> AP US History
<a href="#">AP Macroeconomics</a>	AP US History <b>or</b> US History
<a href="#">AP Psychology</a>	Nothing specific, but success in previous social science, English or science courses
If I want to take...MATH	I should <b>SUCCESSFULLY COMPLETE</b> this/these class(es) first....
AP Precalculus	CCIM3
<a href="#">IB Math AA SL-1</a>	CCIM3
<a href="#">IB Math AA HL-1</a>	AP Precalculus
<a href="#">AP Statistics</a>	CCIM3 <b>or</b> Data Science <b>or</b> AP Precalculus
<a href="#">AP Calculus AB</a>	AP Precalculus
<a href="#">AP Calculus BC</a>	AP Calculus AB
If I want to take...SCIENCE	I should <b>SUCCESSFULLY COMPLETE</b> this/these class(es) first....
<a href="#">IB Biology HL-1</a>	NGSS Biology <b>and</b> either NGSS Physics or NGSS Chemistry
<a href="#">IB Physics SL-1</a>	NGSS Biology <b>and</b> either NGSS Physics or NGSS Chemistry <b>and</b> CCIM 2 or higher

<a href="#">IB Computer Science SL-1</a>	CCIM 2 <b>or</b> higher
<a href="#">IB Environmental Systems &amp; Societies SL-1</a>	NGSS Biology <b>and</b> either NGSS Physics or NGSS Chemistry
<b>If I want to take...WORLD LANGUAGE</b>	<b>I should SUCCESSFULLY COMPLETE this/these class(es) first....</b>
<a href="#">IB Spanish SL-1</a>	Spanish 3
<a href="#">IB Spanish HL-1</a>	Spanish 3; if possible, Spanish 4
<a href="#">IB French SL-1</a>	French 3
<a href="#">IB French HL-1</a>	French 3; if possible, French 4
<b>If I want to take...VISUAL &amp; PERFORMING ARTS</b>	<b>I should SUCCESSFULLY COMPLETE this/these class(es) first....</b>
<a href="#">IB Dance SL-1</a>	Dance 1 or equivalent through other experiences; may require instructor approval if experience is outside OHS
<a href="#">IB Dance HL-1</a>	Dance 2 or higher, or equivalent through other experiences; may require instructor approval if experience is outside OHS
<a href="#">IB Visual Arts SL-1</a>	Art 1 or a Digital Arts introductory course; outside experience is also accepted but will require instructor approval
<a href="#">IB Visual Arts HL-1</a>	Art 2 or a Digital Arts level 2 course; outside experience is also accepted but will require instructor approval
<b>If I want to take...THEORY OF KNOWLEDGE</b>	<b>I should SUCCESSFULLY COMPLETE this/these class(es) first....</b>
<a href="#">IB Theory of Knowledge 1</a>	Honors English 10 <b>or</b> CP English 10 <b>and</b> must be enrolled in at least one other IB course

# Dual Enrollment Courses

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Dual Enrollment is a joint program with Sierra College. RJUHSD schools offer a college course on the high school campus. At Oakmont, these courses are taught by an Oakmont High School teacher that has aligned the course content and assessments with the equivalent Sierra College course.

Please review the following information prior to enrolling in a Dual Enrollment Course:

- There is an enrollment procedure that students must complete with Sierra College - students will be given this information when they enroll with Oakmont for the Dual Enrollment Course.
- Given that this is a college course, students will be earning college credit (if the course is passed) and this course will be recorded with Sierra College on the student's permanent college transcript.
- Oakmont HS will be recording these classes and grades earned on the Oakmont HS transcript as these classes will be counted towards graduation requirements and/or credits. Please read the individual course descriptions for this information.
- These classes will not be considered honors credit (weighted GPA) on the Oakmont transcript but many colleges (including the UC system) will consider these honors levels classes when applying to college.
- Since these classes are college classes, the UC system does not have high schools put these courses on their a-g lists. Students applying for college will disclose to the colleges they are taking college courses. The Dual Enrollment class will be listed under the college courses. If the Sierra College course is UC transferable and falls within the a-g subjects, it will be counted as meeting a requirement in the a-g list.
- Students should research the colleges/universities they are applying for to see if the Dual Enrollment class from Sierra College is accepted as transferable credit.
- When applying to a college, students will need to follow the individual college instructions about submitting a transcript from Sierra College as well as their Oakmont HS transcript.
- In the semester that you are enrolled in DE, you will need to be enrolled in three on-ground Oakmont classes plus the DE class (meaning you cannot have OC in the same semester as DE).

*Oakmont High School offers the following Dual Enrollment Courses. Please click on the course name to be taken to the course description and other important information.*

RJUHSD Course (Course #)	Sierra College Course ID: Course (College Credits Earned)
<a href="#">DE Health Careers</a> (DE1014) - HA only students	ALH 20: Introduction to Allied Health (1 unit)
<a href="#">DE Health Careers</a> (DE1014) - CTE Pathway at Adelante	ALH 20: Introduction to Allied Health (1 unit)
<a href="#">DE Med Terminology</a> (DE1039)	HSCI 0003: Medical Terminology
<a href="#">DE Auto 1</a> (DE1024)	AUTO 100: Basic Automotive Services Repair (4 units)
<a href="#">DE Auto 2</a> (DE1025)	AUTO 140: Basic Automotive Services Repair (3 units)
<a href="#">DE Graphic Design 3</a> (DE1017)	AAD 70: Introduction to Digital Design (3 units)
<a href="#">DE Internship</a> (DE1020 and DE1021)	BUS 159: 21st Century Skills course (2 units)

# Health Careers Academy

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The Oakmont Health Careers Academy is a three-year school program for students interested in exploring educational and career opportunities in health care and related fields. All interested students in the Roseville Joint Union High School District and students with or applying for interdistrict agreements can apply to join the academy. Applications are due in early February of the freshman year. A variety of criteria are used to select a limited number of students to participate in the program. Interested parents and students should visit the Academy website at <https://www.rjuhsd.us/domain/1609> or contact Wes Muller, Academy Coordinator, at (916) 782-3781, ext. 2202.

## Medical Science and Terminology and DE Medical Terminology

Course ID: 521615 and DE1039

Grade Level: 10

UC a-g: G

Students must be accepted into the Health Careers Academy to enroll in this course.

Medical Science and Terminology is a sophomore level course, which focuses on developing a broad-spectrum foundation of knowledge about the healthcare field and career options. Students examine health care systems, basic anatomy and physiology, medical terminology, human development and behavior, communications in health care, ethics, confidentiality, teamwork, and asepsis and disease control. Students are certified in cardiopulmonary resuscitation and basic first aid and learn beginning level health care skills. The course includes health care related speakers and field trips, and is a required course upon entrance into the Oakmont Health Careers Academy. **Students will earn 5 credits in Medical Science Terminology for the fall semester and Dual Enrollment Medical Terminology for the spring semester through Sierra College**

## Dual Enrollment Health Career (formerly titled Advanced Medical Science)

Course ID: DE1014

Grade Level: 11

UC a-g: None

Recommended Prior Course: Medical Science and Terminology

Students will learn basic anatomy and physiology, medical abbreviations, basic chemistry, and physics. Students will also research job functions, career forecasts and educational preparation required for a variety of positions. Career exploration occurs primarily through regularly scheduled visits to observe in local health care facilities. Skills training will become more focused on particular job functions. Students are certified in cardiopulmonary resuscitation and basic first aid. **Dual Enrollment with Sierra College for Allied Health 20 - Introduction to Allied Health (1 unit, CSU transferable).**

## Medical Trends Seminar

Course ID: 523603

Grade Level: 12

UC a-g: None

Recommended Prior Course: DE Health Career OR Advanced Medical Seminar

Medical Trends Seminar is the senior level technical course of the Health Careers Academy. This class encompasses academic knowledge, health care skills, leadership skills development, and interpersonal skills development. Students will apply skills they have learned in *Medical Science and Terminology* and *Advanced Medical Sciences*, complete college admissions materials, and prepare materials for health careers employment. Students will also research current trends in healthcare, and will identify and implement strategies to address current healthcare problems and issues.

## Hospital Practicum

Course ID: 524653

Grade Level: 12

UC a-g: None

Recommended Prior Course: Medical Trends Seminar

*This course is repeatable for credit.*

Hospital Practicum is an elective course for seniors in the Health Careers Academy, and is designed to provide these students with intensive technical training and experiences. Students will be assigned to one area of healthcare training. There will be a clinical supervisor from the healthcare field in each area who will take responsibility for instruction, training, application experiences, and feedback and performance evaluation. Students will be engaged in direct, on-the-job training for three hours each day. This course is offered in the spring term.

## Advanced English and Public Health

Course ID: 204442

Grade Level: 12

UC a-g: B (UC system recognizes this course as honors level, although RJUHSD does not consider it honors)

Students must be accepted into the Health Careers Academy to enroll in this course.

Advanced English and Public Health is a college and career preparatory English course which integrates both the Common Core Standards for ELA and the CTE standards for the Health Science & Medical Technology industry sector. Advanced English and Public Health is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units – health ethics, communication, health care, epidemiology and careers – while applying their developing knowledge and skills in reading, writing, listening, and speaking. Upon completion of the Advanced English and Public Health course, students will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting making an informed decision on a given current health care issue, requiring them to determine which actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational health care standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

## Health Careers Academy Course of Study – Sample Schedule

Sophomore Year	Junior Year	Senior Year
CP English 10 ©, P	CP English 11 or AP Lang ©, P	Adv English and Public Health ©, P, H
World Studies ©, P	U.S. History ©, P	Government/Economics or AP Gov/Econ ©, P
NGSS Chemistry ©, P	Physiology ©, P	Medical Trends Seminar ©
Medical Science and Terminology and DE Med Terminology ©, P	DE Health Career © (two periods—morning)	Advanced Academy Elective

© - This denotes an academy class that is required for the academy and is restricted to academy students.

P – Satisfies one of the UC/CSU college preparation requirements.

H - Recognized by UC/CSU as an honors level course.

# Career Technical Education (CTE)

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The mission of California CTE Pathways is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

CTE Pathways will engage every student in high-quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity, innovation, leadership, community service, and lifelong learning, and allowing students to turn their "passions into paychecks" - their dreams into careers.

## *Career and Technical Education Facts*

- Learn real-world 21st century skills that make students career and college ready.
- Courses meet a-g requirements for entrance into the UC college system.
- Students learn skills like: critical thinking; communication; teamwork; leadership; research tools; creativity; and innovation.
- Students who complete a rigorous academic core with a career concentration are more likely to pursue postsecondary education; have a higher GPA in college; and are less likely to drop out the first year of college.
- CTE courses increase engagement in school by involving students as decision-makers and "owners" of their education process.

Source: <http://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp>

Oakmont High School offers CTE Pathways in the following Career Clusters:

- Arts, Media, and Entertainment
  - Oakmont Media Arts Pathway
  - Oakmont Graphic Design Pathway
- Building and Construction Trades
  - Oakmont Construction Technology Pathway
- Hospitality, Tourism, and Recreation
  - Oakmont Culinary Arts Pathway
- Health Science
  - Oakmont Health Academy Pathway

It is highly recommended that students enroll in the first course of the pathway in grade 10, the second course in grade 11, and the third course in grade 12. Students must complete the third course in grade 11 or 12. Please read the course catalog for specific descriptions about each course and pathway.



# CTE—Construction Technology

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The Construction Trades pathway focuses on skill preparation and career awareness in both residential and commercial construction. The pathway emphasizes processes, systems, and the way in which structures are designed and built. The knowledge and skills are acquired through hands-on, project-based, and work-based instruction. Students in this pathway are designed to prepare students for technical training, postsecondary education, and entry to a career in construction and building design, performance, and sustainability.

Introductory	Concentrator	Capstone
Construction Tech 1	Construction Tech 2	Construction Tech 3

## Construction Technology 1

Course ID: 352413

Recommended Grade Level: 9-11

UC a-g: G

**Project Costs:** There is a cost associated with some material used for projects. Projects taken home by students are purchased. Projects vary in costs from \$4-\$50.

Students will receive instruction on the correct and safe use of materials, equipment and tools before making projects. Students will make both required and self-generated projects. Students will learn about careers in construction, cabinetmaking, custom woodworking and related industries. Topics covered in the course include project planning and designing, project cost estimating, joinery, machining, assembly, finishing, personal and shop safety.

## Construction Technology 2

Course ID: 353423

Recommended Grade Level: 10-12

UC a-g: G

Recommended Prior Course: Grade of C or better in Construction Tech 1

**Project Costs:** There is a cost associated with some material used for projects. Projects taken home by students are purchased. Projects vary in costs from \$4-\$50.

This is a BASIC CARPENTRY class that teaches beginning and intermediate carpentry skills. This course is designed for general level and college-bound students. Students will learn personal and worksite safety as practiced in the construction and engineering industry. In addition, students will study building construction including site preparation, forming, framing, interior and exterior finishes, mechanical and electrical systems. The fundamentals of carpentry will be covered giving students the chance to practice both structural and finish carpentry. Students will design, plan, and build a variety of model buildings and other structures using residential construction practices.

## Construction Technology 3

Course ID: 354433

Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Grade of C or better in Construction Tech 1 & Construction Tech 2

*This course is repeatable for credit.*

**Project Costs:** There is a cost associated with some material used for projects. Projects taken home by students are purchased. Projects vary in costs from \$4-\$50.

This class is an introduction to Cabinet making and Furniture. Students will make both required and self-generated

projects. Students will learn about careers in cabinet making, custom woodworking and related industries. Topics covered in the course include project planning and designing, project cost estimating, furniture joinery, intermediate/advanced machining, door and drawer making, assembly, finishing, personal and shop safety.

# CTE—Culinary

The Culinary Arts pathway provides students with the academic and technical preparation necessary to pursue the high-demand area in Food Service and Hospitality. The courses focus on key aspects of the industry. Students have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service.

Introductory	Concentrator	Capstone
Culinary 1	Culinary 2	Culinary 3

*This pathway starts in grade 10. Students are advised to take one level per school year, ending with Culinary 3 in grade 12. At this time there is not an application process for future years, however, if more students request the courses than seats, an application process will be implemented.*

## Culinary 1

Course ID: 303212

Recommended Grade Level: 10-11

UC a-g: G

The cost associated with the consumables is \$35.00.

Culinary 1 is the introduction course for the OHS Culinary Program of Study. Students will study various food units including quick breads and yeast breads, meats and poultry, rice and pasta, cakes and cookies, and pies and pastries. Emphasis will be on kitchen tools, techniques, introduction to the commercial kitchen equipment, dishwashing station, food preparation and flavor profiles, safety and sanitation. Students will prepare and taste recipes several times a week and will also complete written work and tests for each unit.

## Culinary 2

Course ID: 303222

Recommended Grade Level: 10-12

UC a-g: G

Recommended Prior Course: Students must have a C or better grade in Culinary 1.

The cost associated with the consumables is \$25.00.

Culinary 2 is the concentration course for the OHS Culinary Program of Study. Students will continue with their classroom training in food preparation, expand their use of culinary equipment and also gain hands-on foodservice experience in our student operated restaurant, Café La Bleu. Additionally, students will complete Year One of the *ProStart Curriculum*, a nationally recognized school-to-career program developed by the National Restaurant Association Educational Foundation. Additionally, students will create an electronic portfolio that includes a resume, references, and samples of work, and receive the training and testing required for the CA Food Handler's Card.

## Culinary 3

Course ID: 303253

Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Students must have a C or better grade in Culinary 2.

*This course is repeatable for credit.*

The cost associated with the consumables is \$25.00.

Culinary 3 is the capstone course for the OHS Culinary Program of Study. Students will take on a leadership role in the management and operation of Café La Bleu. They will continue their classroom training in advanced food preparation and service and will also complete the *ServSafe Managers Coursebook*. Students will have the option to test for the *ServSafe Managers Certification* at the end of the semester. Students will also continue to add to their electronic portfolio over the course of the semester.

# CTE—Graphic Design

The Graphic Design pathway combines project-based work that requires both independent work and interdependent management skills for career success. Students will learn the skills and knowledge for creating, refining, and sharing work in the industry. Traits that are necessary to function successfully in the graphic design industry – such as teamwork, communication, creative thinking, and decision-making abilities are emphasized. Students will develop visual arts concepts through digital media and web-based tools.

Introductory	Concentrator	Capstone
Graphic Design 1	Graphic Design 2	DE Graphic Design 3

## Graphic Design 1

Course ID: 101733

Recommended Grade Level: 9-11

UC a-g: F

Graphic Design 1 introduces students to the fundamental concepts of effective graphic communication with an emphasis on Adobe Illustrator as a primary design tool. Students will participate in the full design process, including brainstorming, conceptualizing, communicating with the client, pre-press production, and collaborative critiquing. Students will explore the fundamentals of graphic design theory, layout design, typography, and the career potential within the design field. Emphasis is on giving students real world experiences in creative problem-solving in the design environment.

## Graphic Design 2

Course ID: 101743

Recommended Grade Level: 10-12

UC a-g: F

Recommended Prior Course: Grade of C or better in Graphic Design 1 or teacher recommendation.

This course introduces students to the fundamental concepts of effective graphic communication with an emphasis on Adobe Photoshop as a primary design tool. Students will participate in the full design process, including brainstorming, conceptualizing, communicating with the client, pre-press production, and collaborative critiquing. Students will explore the fundamentals of graphic design theory and the career potential within the design field. Emphasis is on giving students real world experiences in creative problem-solving in the design environment through both drawing and photo manipulation within the Photoshop environment.

## DE (Dual Enrollment) Graphic Design 3

Course ID: DE1017

Grade Level: 12; open to grade 11 with instructor approval

UC a-g: College credit (equivalent to Sierra College's AAD 70) will be issued on a Sierra College transcript.

Recommended Prior Course: Grade of C or better in Graphic Design 2 or teacher recommendation.

*This course is repeatable for credit.*

This CTE Graphic Design Program of Study capstone course provides students with an in-depth understanding of digital design tools, processes, and systems common to careers in graphic arts and digital production. Strong emphasis is given to the development of proactive visual judgment. Specific focus will be on the process of design from initial client interview to final client-ready project. Specific focus will be on design and gestalt principles, integration of text and image, and intentional visual decisions for the purposes of communication in a two-dimensional environment. And finally, special emphasis will be given to career exploration and planning, understanding a day in the life of a creative and what it takes to become a successful graphic designer. Given that this is a college dual enrollment course, students will be earning college credit (if the course is passed) and this course will be recorded with Sierra College on the student's permanent college transcript. In the semester that you

are enrolled in DE, you will need to be enrolled in three on-ground Oakmont classes plus the DE class (meaning you cannot have OC in the same semester as DE).

# CTE—Media Arts

The Media Arts pathway combines project-based work that requires both independent work and interdependent management skills for career success. Students will learn the skills and knowledge for creating, refining, and sharing work in the industry. Traits that are necessary to function successfully in the digital media industry – such as teamwork, communication, creative thinking, and decision-making abilities are emphasized. Students will focus on both the technical skills and the organizational and managerial knowledge necessary to develop, create, distribute, and promote a digital media product.

Introductory	Concentrator	Capstone
Media 1	Media 2	Media 3

## Media 1 (Formerly Multimedia)

Course ID: 101680

Recommended Grade Level: 9-12

UC a-g: F

Recommendation: Basic Computer skills

This is the Introductory course of the Media Production Career Pathway, course 1 of 3 and satisfies UC-F credit requirement. This class prepares students for the Media 2 course. Students learn to produce a variety of video products by filming with DSLR cameras and editing video in Adobe Premiere Pro. Students will be introduced to Adobe After Effects. This course introduces students to team production in which they learn how to operate video and audio equipment, microphones, mixers, sound processors, teleprompters, switchers, and lighting.

## Media 2 (Formerly Advanced Media Production)

Course ID: 101681

Recommended Grade Level: 10-12

UC a-g: Pending Approval

Recommended Prior Course: C or better in Media 1/Multimedia or instructor approval.

This is the Concentrator course of the Media Production Career Pathway, course 2 of 3. This course is a production class in which students will have an opportunity to produce a wide variety of content. Students will apply the skills learned in Media 1 to produce short films, social media content, hype and promo videos, and other school content. Students choose an area of production to focus on and build their personal video reels and websites. Students will make content for clients working with timelines and deadlines. The course can offer a wide range of outside-of-the-classroom professional opportunities, internships in the field of video production and film, and live video broadcasting. Students can also participate in the STN (Student Television Network) annual convention and competitions. Students will be entering their content into competitions.

## Media 3 (Formerly Media Management)

Course ID: 101682

Grade Level: 11-12

UC a-g: Pending Approval

Recommended Prior Course: C or better in Media 2/Advanced Media

*This course is repeatable for credit.*

This is the Media Career Pathway course 3 of 3. Media 3 is the Capstone course for the Media Career Pathway. The course is an extension of the Media 2 course and is available to students who have been chosen to be in a leadership position. The Media 3 course can occur during the same period as the Media 2 class which allows Media 3 students to be leaders of the Media 2 students as well as be participants in the Media 2 class. In the course, students will lead other students, prepare and plan outside of class hours for the next day or event, hold meetings, and complete leadership tasks. Students will need to be able to spend extra time outside of the class period to

complete tasks. Students must be positive role models, follow the direction of the program facilitated by the teacher, and be a friend to all other students. Students will have to demonstrate proper skills in organization, time management, communication, planning, conflict management, project management, motivation, and decision-making. Leadership positions include but are not limited to: Producer, Content Producer, Studio Director, Studio Crew (Technical Director, Floor Director, Camera, Playout, Graphics, Teleprompter), Editor, Social Media Producer, Classroom Leader, End of Year Producer, Every 15 Minutes Producer & Editor, School Promotions, and Live Broadcasting.



# CTE—Automotive Services Technician Program

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Almost nothing built or grown in California can reach a marketplace without transport of some kind. People use transportation to get to work, school, medical appointments, shopping, recreation, places of worship, and home again. California's Advanced Transportation sector is already generating more than 47,000 to 65,000 jobs and continues to show signs of growth.

**Length of Program:** Students must take all three classes to complete the entire program

**Requirements:** Students must provide their own transportation to Adelante HS for the on ground classes. Application is required for the classes - due by March 1 of each year.

**College Articulation:** Sierra College or American River College, depending on where the student wants to attend.

## RJUHSD Automotive Services 1

Course ID: 353553 or DE1024 (Dual Enrollment only)

Credits: 10

Class Location: Adelante HS, 350 Atlantic Street, Roseville

Times: 1st period

Grade Level: 11

Dual Enrollment: Sierra College Basic Automotive Services Repair (Auto 100) 4 Units

This course presents the introductory automotive technical skills used by entry-level service technicians. Course content includes; vehicle operation, tool usage, practical measuring skills, fasteners, electrical meter usage, common automotive services and problem-solving techniques. Class projects are performed in an automotive shop environment to provide hands-on experience with common industry tools and equipment. Emphasis is placed on basic shop service operations which meet Automotive Service Excellence, (ASE) maintenance and light repair standards. This course will help the student prepare for the ASE G1 service exam.

## RJUHSD Automotive Services 2

Course ID: 354563 or DE1025 (Dual Enrollment only)

Credits: 10

Class Location: Adelante HS, 350 Atlantic Street, Roseville

Times: 3rd and 4th period

Grade Level: 12

Dual Enrollment: Sierra College Basic Automotive Services Repair (Auto 140) 3 Units

This course covers basic automotive component diagnosis, service and repair for major vehicle systems including: brakes, suspension, heating, air conditioning, electrical, engines and transmissions. Shop activities are designed to further develop skill, speed, and experience capabilities of automotive majors to meet industry diagnostic and repair performance expectations. Emphasis is placed on shop service operations which meet Automotive Service Excellence, (ASE) maintenance and light repair standards. This course will help the student prepare for the ASE G1 service exam.

## RJUHSD Advanced Automotive Seminar and Pre-Apprenticeship

Course ID: 354513 (Advanced Automotive), 356813 (CTE Internship Unpaid)

Credits: 10

Class Location: Adelante HS, 350 Atlantic Street, Roseville

Times: 3rd and 4th period spring semester

Grade Level: 12

This course will deepen the technician's readiness for ASE Maintenance and Light Repair certification along with placing the student in a local automotive shop as a student intern. On the job learning will be supervised by a mentor/sponsor who will assign meaningful job tasks that support students in acquiring employability skills such as

teamwork, written communication, problem solving, flexibility, initiative, and reliability. Students will acquire sufficient knowledge and skills for entry into paid high quality automotive apprenticeship or an entry level job with advancement potential in the automotive service industry.

# CTE—Medical Assistance, Clinical

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The Medical Assisting program prepares students for employment as a clinical assistant in medical offices, urgent care facilities, clinics, and other ambulatory care centers.

**Length of Program:** Full school year - student must commit to entire year, see below for more information

**Requirements:** Application and acceptance to the program. Application will be shared with interested students at Oakmont HS. DOJ background check, proof of immunizations and negative TB, drug screening.

**Recommended Preparation:** Biology or life science, computer literacy and applications and Algebra I/CCIM1

**Transportation** - students who need transportation to Adelante HS from Oakmont HS should talk to their counselor

## Medical Terminology

Course ID: 522573

Credits: 5

Class Location: Adelante HS

Times: Quarter 1 Fall Term (will start approximately 20 minutes after Oakmont 4th period begins)

Grade Level: 12 (Students must be 18 by March 1)

Medical Terminology is designed to prepare the student to analyze, define, pronounce, and comprehend the medical language. Upon completion of this course, the student will have a thorough understanding of the health care language through the study of anatomy and physiology. This course serves as a prerequisite for various Allied Health careers.

## DE (Dual Enrollment) Health Careers

Course ID: DE1014

Credits: 5

Class Location: Adelante HS

Times: Quarter 2 Fall Term (will start approximately 20 minutes after Oakmont 4th period begins)

Grade Level: 12 (Students must be 18 by March 1)

This course offers rigorous and relevant instruction in applied anatomy and physiology, medical procedures, disease processes, medical terminology, vital signs, CPR, professional/ethical/legal responsibilities of medical professionals, medical measurements and mathematics. Emphasis is placed on the skills necessary to enter the healthcare field and exploration of the many different employment areas within healthcare. Given that this is a college dual enrollment course, students will be earning college credit (if the course is passed) and this course will be recorded with Sierra College on the student's permanent college transcript. In the semester that you are enrolled in DE, you will need to be enrolled in three on-ground Oakmont classes plus the DE class (meaning you cannot have OC in the same semester as DE).

## Medical Assisting

Course ID: 522563

Credits: 10 or more, depending on internship hours

Class Location: Adelante HS

Times: Quarter 3 and 4 Spring (will start approximately 20 minutes after Oakmont 4th period begins)

Grade Level: 12 (Students must be 18 by March 1)

*This course is repeatable for credit.*

Prepare for employment as a Clinical Medical Assistant in an office or health care center. Students will learn direct patient care skills needed to progress to a clinical setting, including; vital signs, preparing patients for examinations, collecting specimens, performing diagnostic tests, drawing blood, administering injections, and electrocardiograms. Additional instruction includes pharmacology, ethics and liability, therapeutic communication skills, universal precautions, CPR, and First Aid for Health Care Providers. Soft skills in the workplace and standards for career-ready

practice will also be included. Comprehensive review and practice exams are provided. Successful students will be eligible to take the National Center for Competency Testing (NCCT) certification exam.

# CTE—Internship

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## CTE Internship

Course ID: 356803 (Paid) 356813 (Non Paid)

Grade Level: 11-12

UC a-g: None

Recommended Prior Course: Students must complete two years in a CTE pathway (with a "C" or better) prior to participating in an internship course. Students must intend to complete the pathway by enrolling in the capstone course. Students must attend an orientation workshop to be scheduled at Oakmont HS in March and a resume workshop. RJUHSD staff and employers work together to identify students to enroll in the program.

*This course is repeatable for credit.*

Requirement: This is a regional course and may be taught at another RJUHSD School Site. Students must have their own transportation to the school site and the internship site.

The internship course is a single term elective, which offers an experiential, work based learning opportunity at an approved industry site. Students will attend the Internship class one day per week, and will report to the internship site on remaining days. The instructor and work-site supervisor will determine learning goals (outcomes) and objectives designed to provide an understanding of the profession. Internships may offer a rigorous, relevant, and real world learning experience that further enhances understanding and knowledge of a particular career path. The internship must be designed to enhance classroom learning from a current pathway at your school of attendance. This course will enhance students' ability to make an informed career choice in preparation for college and career. Students will learn the importance of 21st century soft skills.

# English Department

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## CP English 9

Course ID: 201113

Recommended Grade Level: 9

UC a-g: B

College Prep English 9 establishes a foundation of learning required to become a literate citizen in the twenty-first century. Throughout the course, students learn to undertake close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students learn to demonstrate cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic.

The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs.

Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 9, students will demonstrate readiness for the increased rigor of CP English 10.

## CP English 10

Course ID: 202213

Recommended Grade Level: 10

UC a-g: B

College Prep English 9 establishes a foundation of learning required to become a literate citizen in the twenty-first century. Throughout the course, students learn to undertake close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students learn to demonstrate cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic.

The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs.

Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 9, students will demonstrate readiness for the increased rigor of CP English 10.

## Honors English 10

Course ID: 206221

Recommended Grade Level: 10

UC a-g: B

Recommended Prior Course: Grade of B or better in CP English 9 or teacher recommendation.

**Honors English 10 is a year-long course (blocked with AP European History)** that provides an academically accelerated curriculum for students desiring advanced, challenging studies. Honors English 10 is a rigorous course

with high expectations for critical reading, writing and thinking. Students will focus on developing oral and written communications that explore the complexities of world topics and literature and seek connections among texts on a variety of levels. This course will include an extensive reading list covering a broad array of literary interests and experiences. Students will enhance their research skills and will write in a variety of genres. Students can expect to practice vocabulary and grammar skills holistically through the writing process. Reading over the summer is required in preparation for the course.

## CP English 11

Course ID: 203313

Recommended Grade Level: 11

UC a-g: B

College Prep English 11 increases rigor and complexity of learning established in English 9 & 10. Students continue to refine skills required to become literate citizens in the twenty-first century with texts of increasing complexity. Throughout the course, students undertake close, critical reading and thoughtful engagement with high-quality literary and informational texts that build knowledge, increase experience, and broaden worldviews. Students continue to refine cogent reasoning and use evidence in a way that is essential to both private deliberation and responsible citizenship in a democratic republic.

The Essential Learning Outcomes are designed to leave room for individual site PLTs to determine how learning targets should be reached and what additional topics should be addressed. Site PLTs are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for student success on the ELOs.

Common rubrics are used to ensure access to equally rigorous instruction across the district's comprehensive and alternative school campuses. By earning a C or better in CP English 11, students will demonstrate a readiness for the increased rigor of ERWC English 12.

## AP English Language and Composition

Course ID: 207423

Recommended Grade Level: 11-12

UC a-g: B

Recommended Prior Course: Grade of C or better in Honors English 10 or B or better in CP English 10/CP English 11 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendations.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsible readers of diverse texts and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. Coursework focuses on the development and revision of evidence-based writing, as well as the evaluation, synthesis and citation of research to support arguments. Additionally, students analyze rhetorical structures and their effects in texts, including images, with a range of topics and contexts.

## ERWC English 12 (replacement for CP English 12)

Course ID: 204433

Recommended Grade Level: 12

UC a-g: B

The ERWC Course is an A-G approved college preparatory course that provides targeted instruction in the

areas of critical reading and writing and is designed to develop academic literacies which prepare students for college and career pathways.

Through a sequence of eight to ten rigorous instructional modules, students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

### **IB Language A: Literature HL 1 (formerly known as IB English HL 1)**

Course ID: 205503

Grade Level: 11

UC a-g: B

**Recommended Prior Course:** Grade of C or better in Honors English 10 or B or better in CP English 10 or teacher recommendation.

**Recommended:** It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendations.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

### **IB Language A: Literature HL 2 (formerly known as IB English HL 2)**

Course ID: 205513

Grade Level: 12

UC a-g: B

**Recommended Prior Course:** Grade of C or better in IB Lit HL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Lit HL 1. Please refer to the IB Lit HL 1 course description.



## AP English Literature and Composition

Course ID: 207433

Recommended Grade Level: 12

UC a-g: B

Recommended Prior Course: Grade of C or better in AP Language and Composition or B or better in CP English 11 or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

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

## Journalism

Course ID: 211453

Recommended Grade Level: 9-12

UC a-g: G

Journalism is an introductory course designed to provide students with the foundational skills required to do more advanced work on the school newspaper, yearbook and/or media courses and/or related program majors or career pathways. Students will learn the basic skills necessary to produce professional newspapers, magazines, yearbooks, web pages, and public relations communications. The course will introduce/develop skills in reporting, writing, page design, photography, and marketing. Students will also focus on interview techniques, journalistic style, creative writing, journalistic writing, editing, and the ethics of journalism. This course is preparation for being on a school publication staff.

## Advanced Journalism

Course ID: 212503

Recommended Grade Level: 10-12

UC a-g: G

Recommended Prior Course: C or better in Journalism or instructor approval

*This course is repeatable for credit.*

**Recommendation:** Students are strongly encouraged to register for both terms. Students who want to hold editor positions on the newspaper staff will need to be enrolled in both fall and spring terms.

Advanced Journalism is designed for students to produce the school newspaper/magazine/web page. The techniques of newspaper production studied in Beginning Journalism will be put to practical use. Activities include writing news stories, editing copy, writing headlines, laying out pages, creating computer graphics, taking photographs, selling ads and marketing the product. Journalism as a career will be considered. During the second semester, Beginning Journalism students may assist in production of the school newspaper/magazine. Advanced students may prepare other types of high school publications and will work on fundraising events to finance all costs of newspaper production.

## Speech and Debate

Course ID: 211303

Recommended Grade Level: 9-12

UC a-g: G

Designed for college preparatory students or students with an interest in public speaking, this course includes training in public speaking and emphasizes an understanding of the elements of debate, the process of communicating more effectively, the techniques involved in critical analysis, and constructive evaluation of one's own communications, as well as communication with others.

## **Yearbook**

Course ID: 212653

Recommended Grade Level: 9-12

UC a-g: G

Recommended Prior Course: Freshmen students who want to take yearbook need a recommendation from their English teacher in writing and/or prior experience in yearbook, graphic design, or photography or instructor approval. For grades 10-12 successful completion of English classes with a grade of "C" or better, or a B or better in graphic design and/or photography or instructor approval

*This course is repeatable for credit.*

Designed for general or college preparatory students to produce a high-quality school yearbook. Students will learn to use computers to write copy, design layouts, and create graphics. Students will also conduct interviews, take and crop photographs, and sell ads. Communication skills and professional conduct are emphasized through extensive contact with staff and students, as well as business people and parents. The class is also open to students who are interested in the business end of yearbook production: raising money, advertising, issuing receipts, bookkeeping, etc. Leadership opportunities are also available to interested students. Enrollment is limited. Students new to the Yearbook class must enroll in the Fall Term. Students are strongly encouraged to register for both terms.

## **Advanced Yearbook**

Course ID: 212673

Recommended Grade Level: 10-12

UC a-g: G

Recommended Prior Course: Successful completion of yearbook with grade C or better and a C or better in English classes; instructor approval or a B or better in graphic design and/or photography.

*This course is repeatable for credit.*

Advanced Yearbook is designed as a college preparatory course for students who have successfully completed the Yearbook course and now seek to elevate their skills to a more advanced level. Throughout this course, students will engage in more sophisticated and specialized tasks, with a strong emphasis on the editorship functions within the yearbook production process. As Advanced Yearbook students, students are highly encouraged to assume leadership roles within the yearbook staff, fostering a collaborative environment and providing guidance to new staff. It is strongly recommended that staff register for both terms, ensuring a comprehensive understanding of the editorship responsibilities and enabling them to make a lasting impact on the yearbook's development and overall quality.

# English Language Development (ELD) Support

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## **ELD 1A and ELD 1B**

Course ID: 205518 (1A) 205519 (1B)

Recommended Grade Level: 9-12

UC a-g: None

Students are placed into the course based on ELPAC level.

Students in ELD 1 learn to use English for immediate needs. This course emphasizes oral language skills; students enter this class with limited English skills and exit with basic communication skills in social and academic contexts. ELD 1A is the first half of this course. ELD 1B is the second half of the course. This course is intended to be taken for the entire school year.

## **ELD 2**

Course ID: 205617

Recommended Grade Level: 9-12

UC a-g: None

Students are placed into the course based on ELPAC level.

Students in ELD 2 engage in using the English language in increasingly complex, cognitively demanding situations through reading, writing, speaking, and listening tasks. Students continue to grow their ability to communicate in academic and social settings about a range of topics and academic content areas. Students complete the course when they represent bridging English language abilities, as displayed in the California English Language Development standards.

## **ELD English 3**

Course ID: 205717

Recommended Grade Level: 9-12

UC a-g: B (students receive CP Eng 9 credit)

Students are placed into the course based on ELPAC level.

ELD English 3 is a college preparatory English language arts course designed to successfully transition English learner students into grade level English language arts. Throughout the term, students will improve their understanding of the English language with a specific focus on reading, writing, listening, and speaking. Students will interact in meaningful ways to learn how language works so they are able to demonstrate language proficiency at the mainstream level, based on the district's CP English 9 Standards and the Common Core College and Career Readiness Standards.

## **EL Intervention**

Course ID: 204593

Recommended Grade Level: 9-12

UC a-g: None

Students are placed into the course based on ELPAC level.

This course provides academic intervention and support to English Language Learners. The course previews and reviews content and skills taught in the college-prep English curriculum and across all content areas. Students will experience Specially Designed Academic Instruction in English (SDAIE) to improve listening, speaking, reading, and writing skills. In addition, students will learn time management, outlining, note taking, organization, active listening, research methods and test-taking strategies.



# Health Department

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## Health and Wellness

Course ID: 521053

Recommended Grade Level: 9

UC a-g: None

A semester-long course that gives students knowledge, attitudes, and decision-making skills to develop and maintain their own healthy lifestyles. This course includes instruction in decision-making, the human life cycle, mental and physical wellness, nutrition, and substance abuse education.

# Mathematics Department

It is recommended that students take one math course per year for four years. Students may take 2 math courses in a year by taking one in the fall and one in the spring, however students should be reviewing their four year plan to ensure that they have one math class a year and are able to balance their classes with the rest of their academic plan. The minimum high school graduation math requirement is IM1, IM2. The minimum UC-CSU math requirement is IM3 or Data Science.

The following tables show possible math course pathways based on student interest and future college major / career. These are some sample schedules to consider with their planning. Other options are possible. The classes beyond IM2 have a link to a document providing more information on the course.

**The majority of these students will be expecting to include Statistics in their university studies for majors such as Psychology, Social Work, Pre-Law. All AP college level courses have weighted grades.**

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course
CCIM1	CCIM2	<a href="#">Data Science</a>	<a href="#">AP Statistics</a> or <a href="#">CCIM3</a>	
CCIM1	CCIM2	<a href="#">CCIM3</a>	<a href="#">Data Science</a>	<a href="#">AP Statistics</a>

**The majority of these students will be expecting to include Statistics and/or Non-Trigonometry Calculus in their university studies for majors such as Business, Nursing, Biology, and Elementary Education. All AP and IB college level courses have weighted grades.**

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course
CCIM1	CCIM2	<a href="#">CCIM3</a>	<a href="#">Data Science</a> or AP Precalculus	<a href="#">AP Statistics</a>
CCIM1	CCIM2	<a href="#">CCIM3</a>	<a href="#">AP Statistics</a> or AP Precalculus	AP Precalculus or <a href="#">AP Statistics</a>
CCIM1	CCIM2	<a href="#">CCIM3</a> Must be completed by fall junior year	<a href="#">IB - SL1</a>	<a href="#">IB - SL2</a>

**The majority of these students will be expecting to include mathematics as a major component of their university studies, such as Physics, Engineering, Pre-Med, Mathematics, Computer Science. All AP and IB college level courses have weighted grades.**

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course	*Optional 6th Math course
CCIM1	CCIM2	<a href="#">CCIM3</a>	AP Precalculus Must be completed in junior year (fall or spring).	<a href="#">AP Calculus AB</a> Calculus AB/BC are taken in the same school year. It is recommended these classes be taken during the senior year.	<a href="#">AP Calculus BC</a> Calculus AB/BC are taken in the same school year. It is recommended these classes be taken during the senior year.

CCIM1	CCIM2	<a href="#">CCIM3</a>	<b>AP Precalculus</b> Must be completed by the end of sophomore year	<a href="#">IB-HL1</a> Must be taken in junior year	<a href="#">IB-HL2</a> Must be taken in senior year
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### Common Core Integrated Math 1 (CCIM1)

Course ID: 402343

Recommended Grade Level: 9-12

UC a-g: C

Recommendation: Freshmen should consult their 8<sup>th</sup> grade math teacher for proper placement. Students in this course should have a solid foundation in common core grade 8 standards.

Integrated Mathematics 1 is the first of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: patterns and sequences, linear and exponential functions, features of functions, equations and inequalities, systems of equations, rigid motion and congruence, coordinate geometry, and statistics.

### Common Core Integrated Math 2 (CCIM2)

Course ID: 402353

Recommended Grade Level: 9-12

UC a-g: C

Recommended Prior Course: Grade of C or better in CCIM 1.

Recommendation: Freshmen should consult their 8<sup>th</sup> grade math teacher for proper placement. Students in this course should have a solid foundation in Common Core Integrated Math I.

Integrated Mathematics 2 is the second of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: quadratic functions, structures of quadratic functions, solving quadratic equations, geometric figures, similarity and right triangle trigonometry, triangle congruence, and probability.

### Common Core Integrated Math 3 (CCIM3)

Course ID: 402363

Recommended Grade Level: 9-12

UC a-g: C

Recommended Prior Course: Grade of C or better in CCIM2

Integrated Mathematics 3 is the third of an integrated mathematics program designed to use patterns, modeling, and conjectures to build understanding and competency in mathematics. Students will be engaged with the subject matter using the Common Core State Standards for Mathematical Practice. This course addresses each of the conceptual categories outlined by the California Common Core State Standards: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: functions and their inverses: polynomial, logarithmic and exponential functions; trigonometric equations; modeling with geometry; and statistics.

### Data Science

Course ID: 403373

Recommended Grade Level: 10-12

UC a-g: C

Recommended Prior Course: Grade of C or better in CCIM2.

Data Science will teach students how to understand and represent data through project-based units. Students will become data explorers through active engagement in projects that grow their understanding of data sampling, analysis, correlation, causation, bias and uncertainty in data, and in making data-based arguments. In a world that is increasingly data-driven, this course will also show how data affects real-world challenges and situations. Students will develop a portfolio of their data science work so that they can showcase their knowledge and skills to both colleges and to prospective employers. Students need to have passed Integrated Math 2 in order to take this course, but students can also take this class after passing Integrated Math 3 if they choose. The University of California has approved Data Science courses to satisfy both 3rd and 4th-year math requirements.

## AP Precalculus

Course ID: 407502

Recommended Grade Level: 10-12

UC a-g: C

Recommended Prior Course: Grade of C or better in CCIM3 or teacher recommendation.

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever changing world.

## AP Calculus AB

Course ID: 407503

Recommended Grade Level: 11-12

UC a-g: C

Recommended Prior Course: Grade of C or better in AP Precalculus or Pre-Calculus or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an 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.

## AP Calculus BC

Course ID: 407513

Recommended Grade Level: 11-12

UC a-g: C

Recommended Prior Course: Grade of C or better in AP Calculus AB or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.



AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## AP Statistics

Course ID: 407523

Recommended Grade Level: 10-12

UC a-g: C

Recommended Prior Course: Grade of C or better in Common Core Integrated Math 3 (CCIM 3) or grade of C or better in Data Science.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

## IB Mathematics AA SL 1(Analysis and Approaches)

Course ID: 407754

Grade Level: 11-12

UC a-g: C

Recommended Prior Course: Grade of C or better in Common Core Integrated Math 3

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The IB Math AA SL curriculum covers five main content areas: number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. While covering the content, students will participate in investigative, problem solving, and modeling activities designed to lead towards the completion of an individual mathematical exploration. The exploration is a piece of written work that involves investigating an area of mathematics and is the Internal Assessment for the course.

## IB Mathematics AA SL 2 (Analysis and Approaches)

Course ID: 407764

Grade Level: 11-12

UC a-g: C

Recommended Prior Course: Grade of C or better in IB Math AA SL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Mathematics AA SL 1. Please refer to the Math AA SL 1 course description.

## IB Mathematics AA HL 1 (Analysis and Approaches)

Course ID: 407774

Grade Level: 11

UC a-g: C

Recommended Prior Course: Grade of C or better in AP Precalculus or Pre Calculus or equivalent.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The IB Math AA HL curriculum covers five main content areas: number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. While covering the content, students will participate in investigative, problem-solving, and modeling activities designed to lead toward the completion of individual mathematical exploration. The exploration is a piece of written work that involves investigating an area of mathematics and is the Internal Assessment for the course.

## IB Mathematics AA HL 2 (Analysis and Approaches)

Course ID: 407784

Grade Level: 12

UC a-g: C

Recommended Prior Course: Grade of C or better in IB Math AA HL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Math AA HL 1. Please refer to the IB Math AA HL 1 course description.

# Performing Arts Department

<b>DANCE PROGRAM</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Dance Pathway</b>	Dance 1 Dance 2* Dance 3* Dance 4*  * Instructor placement	Dance 1 Dance 2* Dance 3* Dance 4*  * Instructor placement	Dance 1 Dance 2* Dance 3*  * Instructor placement	Dance 1 Dance 2* Dance 3*  *Instructor placement
<b>International Baccalaureate Dance Pathway</b>	Dance 1 or higher	Dance 2 or higher level ( <i>highly recommended for SL</i> )  Dance 3 or higher level ( <i>highly recommended for HL</i> )	IB Dance SL/HL 1  <i>Take this course if you are a Junior and at the DANCE 4 level as verified by Instructor Placement</i>	IB Dance SL/HL 2  <i>Take this course if you are a Senior and at the DANCE 4 level as verified by Instructor Placement</i>

## Dance 1

Course ID: 101405

Recommended Grade Level: 9-12

UC a-g: F

**Note:** While cost is minimal, students are asked to purchase shoes, shorts, and a class shirt.

This class is an introduction to dance, dance history, and technique. This is a performance based class designed for those who want to experience a dance environment. Students will gain knowledge of dance terminology and basic dance styles; including but not limited to jazz, modern, lyrical, character, cultural, and hip-hop. It will give students the opportunity to enhance their technical skills, learn and engage in historical contributions to dance, its style and evolution as well as opportunities for group choreography and performance. Students will be required to attend all scheduled after school rehearsals. Students are required to perform at the end of the semester dance show.

## Dance 2

Course ID: 102415

Recommended Grade Level: 9-12

UC a-g: F

Placement by Instructor. Placement auditions happen in class at the end of every semester, to place students in the correct level for the next term. Students NOT currently enrolled in an OHS Dance Class have the opportunity for after school placement auditions in February.

Dance 2 is a performance based class, designed for those students who want to continue and further their knowledge and skills in dance. This class will review and enhance existing dance skills and techniques. Students will be given the opportunity to experiment with choreographic studies as well as create their own choreography. Creation and composition of movement will be required throughout the class. Choreography assignments may be given as homework. Students are required to attend all scheduled after school rehearsals as well as perform in the end of the semester dance show.

## Dance 3

Course ID: 101425

Recommended Grade Level: 9-12

UC a-g: F

Placement by Instructor. Placement auditions happen in class at the end of every semester, to place students in the correct level for the next term. Students NOT currently enrolled in an OHS Dance Class have the opportunity for after school placement auditions in February.

Dance 3 is a performance based class, designed for those students who want to build upon Dance 2 skills and technique while increasing rigor. This class will learn elements of safety and injury, health and fitness as well as anatomy. Students will be given the opportunity to experiment with choreographic studies as well as create their own choreography. Creation and composition of movement will be required throughout the class. Choreography assignments may be given as homework. Students are required to attend all scheduled after school rehearsals as well as perform in the end of the semester dance show.

## Dance 4

Course ID: 101445

Recommended Grade Level: 9-10 (Grade 11 students will take IB Dance 1 and Grade 12 students will take IB Dance 2)

UC a-g: F

Placement by Instructor. Placement auditions happen in class at the end of every semester, to place students in the correct level for the next term. Students NOT currently enrolled in an OHS Dance Class have the opportunity for after school placement auditions in February.

*This course is repeatable for credit.*

This is a performance based class and is designed to expand student knowledge and skills in dance. This class will review and enhance existing dance skills and technique. Students will be introduced to famous choreographers and choreography analysis. Creation and composition of movement will be required. The students in this course will be given the opportunity to perform for the purpose of showcasing the Dance Department at local venues as they are presented. Students in this class will be required to attend all scheduled after school rehearsals as well as perform in the end of the semester show.

## IB Dance SL/HL 1

Course ID: 102564 (SL1) 102584 (HL1)

Grade Level: 11

UC a-g: F

Recommended Prior Course: Dance 1 or equivalent with a C or better. Students are encouraged to also take Dance 2 (for SL Dance) and 3 (for HL Dance). HL students will need instructor approval.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is designed to meet the elective requirements of the International Baccalaureate Program. The dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

## IB Dance SL/HL 2

Course ID: 102574 (SL2) 102594 (HL2)  
Grade Level: 12  
UC a-g: F  
Recommended Prior Course: Grade of C or better in IB Dance SL or HL 1.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Dance SL 1/ HL 1.

### **Dance Choreography (Student Directing Dance)**

Course ID: 102533  
Recommended Grade Level: 11-12  
UC a-g: F  
This course requires Instructor approval  
*This course is repeatable for credit.*

This class offers advanced dance students the opportunity to enroll in a leadership training program within the Dance 1, Dance 2 and Dance 3 classes. Student Directors take this course to develop skills such as teaching dance, creating choreography, presenting and speaking, lesson planning, directing, and critical thinking. Students in this course are considered leaders of the OHS Dance Program and will be expected to put in extra time to assist peers as they prepare for assessments and shows. Daily active participation, responsibility, creativity, initiative, and dedication are necessary for success in this course.

### **Drama**

Course ID: 101583  
Recommended Grade Level: 9-12  
UC a-g: F

Designed for general or college-preparatory students. This course will include a study of theater from historical and technical perspectives, but the primary focus will be on the development of acting skills. Instruction will be given in pantomime, improvisation, character development, interpretation, costumes and makeup.

### **Advanced Drama (Students interested in Stagecraft should enroll here)**

Course ID: 102593  
Recommended Grade Level: 9-12  
UC a-g: F  
Recommended Prior Course: Grade of C or better in Drama and/or instructor approval  
*This course is repeatable for credit.*

Designed for general or college-preparatory students. This course will include instruction in advanced acting techniques and styles; costume and makeup design and application; **technical skills in stage direction, lighting and sound; set construction; and publicity**. Students will be encouraged to participate in all of these dramatic learning areas. Students may be required to attend practices and rehearsals before and after school, as well as performances held at night and on weekends.

### **Professional Drama**

Course ID: 103603  
Recommended Grade Level: 9-12  
UC a-g: F  
Recommended Prior Course: Grade of C or better in Drama and/or Advanced Drama and/or instructor approval.  
*This course is repeatable for credit.*

This course will focus on putting on live stage productions continuously throughout the year. Advanced and college level acting and technical skills will be required and practiced, while experience in directing and backstage production will be focused on throughout the class. Students may be required to attend practices and rehearsals after school as well as performances held at night and on the weekends.

### **Beginning Guitar (Formerly called Guitar)**

Course ID: 101272

Recommended Grade Level: 9-12

UC a-g: F

Designed for the beginning guitar student. Instruction will include acoustic guitar techniques and skills, chords, progressions, music reading, and theory.

### **Marching Band**

Course ID: 101253

Recommended Grade Level: 9-12

UC a-g: F

Recommended: It is highly recommended that first time students to the music program must take BOTH Marching and Symphonic Band in their first year.

*This course is repeatable for credit.*

Marching Band is designed for any and all ability level students with music. This fall term class will emphasize marching band performances and the winter concert. Students will be required to attend all scheduled before, after school, and weekend rehearsals as well as performances presented on nights and weekends. May be repeated for credit.

### **Symphonic Band**

Course ID: 101263

Recommended Grade Level: 9-12

UC a-g: F

Recommended: It is highly recommended that first time students to the music program must take BOTH Marching and Symphonic Band in their first year.

*This course is repeatable for credit.*

Symphonic Band is designed for any and all ability level students with music. This spring term class will emphasize concert techniques to prepare for festival, concert, and tour performances. Students will be required to attend all scheduled before, after school, and weekend rehearsals as well as performances presented on nights and weekends. May be repeated for credit.

### **Music Appreciation**

Course ID: 101433

Recommended Grade Level: 9-12

UC a-g: F

Music Appreciation is an elective course for students who desire a more in-depth understanding of music. This course will engage students in the study of music theory, history, instrumentation, and ethnomusicology. The course is designed for all students, those who play a musical instrument and those who do not. It will include all different forms of music, from America and from other cultures.

# Physical Education Department

*Students and parents of 9th and 10th graders taking PE9 and PE10 need to be aware that in the semester they do not have PE9 or PE10, students are required to fill out a weekly log of their physical activities. This process is required by the State of California to ensure that students remain physically active throughout the entire school year, not just in the semester in which they have a PE course. This requirement is described on the CA Department of Education webpage at: <https://www.cde.ca.gov/pd/ca/pe/pewaiverguide.asp> If you still have questions, please contact your school's PE department or the administration office.*

## PE 9

Course ID: 501013

Recommended Grade Level: 9

UC a-g: None

The OHS Physical Education program has been designed to focus on three key areas of student learning: (1) **Movement** that includes Health-Related Fitness, Sport/Activity skills and Tactical Skills. (2) **Strategy** that includes Health-Related Concepts, Sport Rules, History and Strategy. (3) **Character** that includes Responsibility, Respect, Integrity, Active Engagement, Fairness and Caring. Each of these areas will be addressed through various dual/individual sport units of instruction: Badminton, Recreation Games, Health-Related Fitness, Pickle-Ball, Multi-Cultural Dance, Disc Golf, Water Safety, Track and Field.

## PE 10

Course ID: 502023

Recommended Grade Level: 10

UC a-g: None

The OHS Physical Education program has been designed to focus on three key areas of student learning: (1) **Movement** that includes Health-Related Fitness, Sport/Activity skills and Tactical Skills. (2) **Strategy** that includes Health-Related Concepts, Sport Rules, History and Strategy. (3) **Character** that includes Responsibility, Respect, Integrity, Active Engagement, Fairness and Caring. Each of these areas will be addressed through various Team Sport units of instruction: Health-Related Fitness, Basketball, Combatives, Football, Team Handball, Volleyball, Adventure Racing, Ultimate Frisbee, Soccer, Rugby, Australian Rules Football, Gaelic Football Lacrosse, Hockey and Softball/Over the Line.

## Athletic PE Fall/Spring

Course ID: 513253 (Fall) 513303 (Spring)

Recommended Grade Level: 10-12

UC a-g: None

Recommended Prior Course: C or better in both PE 9 and PE 10

Recommendations: It is recommended that Fall Athletic PE sign up for the Fall Varsity Athletes and Spring Athletic PE sign up for the Spring Varsity Athletes. Winter sport and out-of-season athletes are encouraged to sign up for the Weight Training and Conditioning course.

Athletic Director or Assistant Athletic Director approval is required for Athletes to sign up for Athletic PE.

*This course is repeatable for credit.*

The OHS Athletic Department strongly recommends all varsity athletes take this class. This course is designed to assist today's student-athletes in balancing the demands of athletics and academics. Areas of emphasis will be on learning styles, conditioning, endurance training, sports psychology, tutoring, sports theory, injury prevention, nutrition, self-analysis, history of sports, and application of sports knowledge to lifelong learning. This course may not be used to fulfill the PE 9 or PE 10 graduation requirement. **Indicate fall or spring semester by using the correct course ID.**

## Weight Training and Conditioning Fall/Spring

Course ID: 512173 (Fall) 512183 (Spring)

Recommended Grade Level: 10-12

UC a-g: None

Recommended Prior Course: Grade of C or better in PE 9

Designed to provide an opportunity to develop basic proficiency and skill in the core lifts. Weight room safety and function, form running, speed, agility, and conditioning will be emphasized. This course may not be used to fulfill the PE 9 or PE 10 graduation requirement. **Indicate fall or spring semester by using the correct course ID.**

## Adv Weight Training and Conditioning Fall/Spring

Course ID: 512263 (Fall) 512273 (Spring)

Recommended Grade Level: 10-12

UC a-g: None

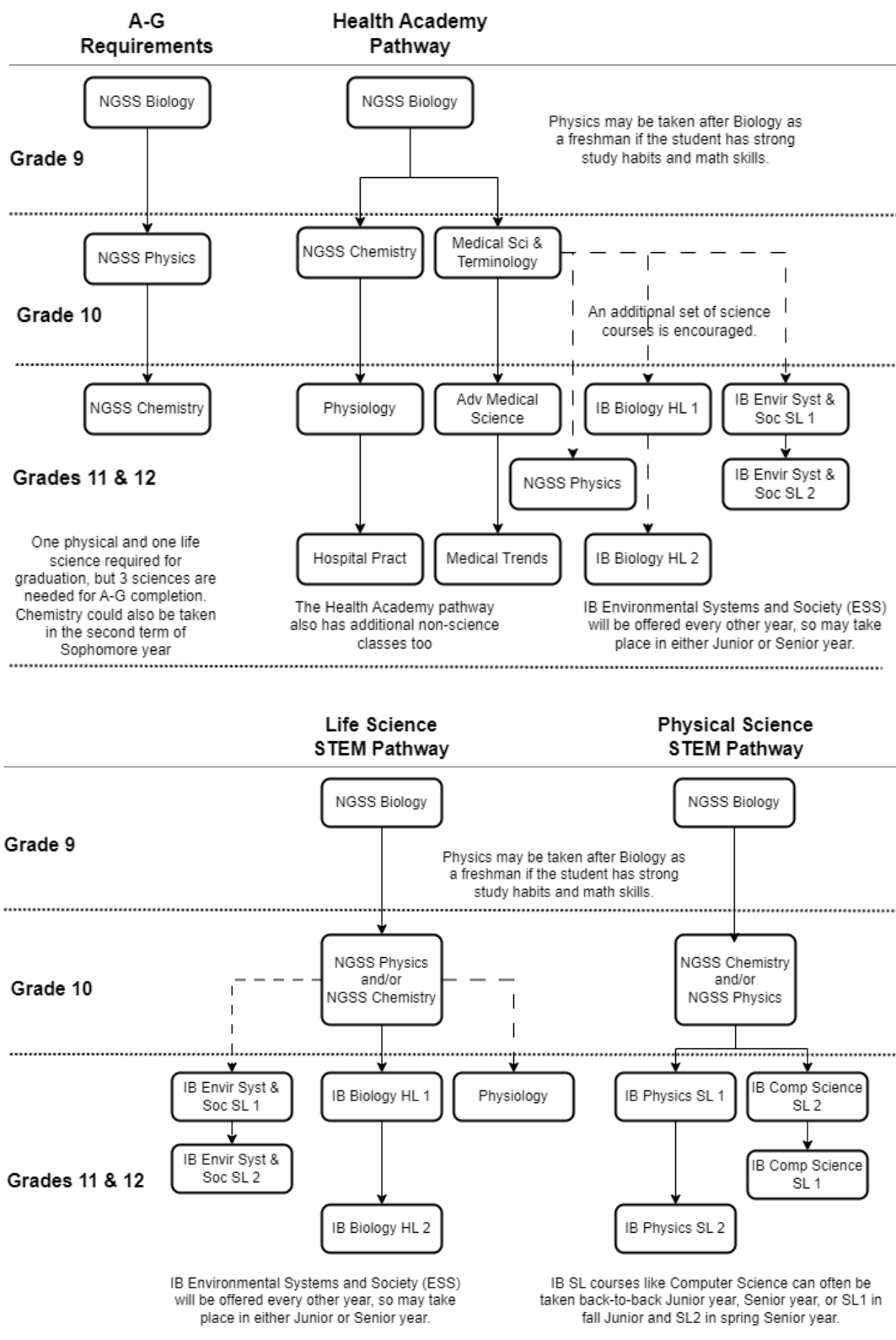
Recommended Prior Course: C or better in Weight Training

*This course is repeatable for credit.*

Designed to provide an opportunity to develop proficiency and skill in Olympic Style weight training and to develop and enhance athletic ability through speed and agility training. This course is designed for the motivated student-athlete looking to advance beyond basic weight training. This course does not fulfill the PE 9 or PE 10 requirement for graduation. **Indicate fall or spring semester by using the correct course ID.**



# Science Department



## NGSS Biology

Course ID: 551415

Recommended Grade Level: 9-12

UC a-g: D

NGSS Biology is the first course aligned with California's Framework for the Next Generation Science Standards and will fulfill the RJUHSD life science graduation requirement. All 9th graders will be enrolling in NGSS Biology. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas include energy and matter flow in ecosystems, history of the Earth, human impacts on ecosystems, inheritance and variation in life, natural selection, evolution, and biotechnology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios. Students needing to repeat CP Biology, will take NGSS Biology.

## NGSS Physics

Course ID: 551423

Recommended Grade Level: 10-12

UC a-g: D

Recommended Prior Course: C or better in NGSS Biology and C or better in CCIM1

NGSS Physics is aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended for all 10th grade students and meets the UC/CSU "d" laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of physics in the Earth and Universe. This focus includes forces, motion, energy conversion, nuclear process, waves, communication technology and their application toward understanding the Universe including planetary motion, star and galaxy formation, and Earth's structure and geology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios.

## NGSS Chemistry

Course ID: 551433

Recommended Grade Level: 11-12

*Students who are in grade 10 enrolled in Health Academy or planning to take IB Physics will take this course in grade 10 instead of NGSS Physics.*

UC a-g: D

Recommended Prior Course: C or better in NGSS Physics and C or better in CCIM2

NGSS Chemistry is our third course aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended as the third NGSS course for students who have taken NGSS Biology and NGSS Physics. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of Chemistry and how it interacts with systems on Earth including global warming and ocean acidification. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios. Students will also develop laboratory skills, engage in data analysis, and exercise critical thinking to explain chemical phenomena.

## Physiology

Course ID: 553203

Recommended Grade Level: 11-12

UC a-g: D

Recommended Prior Course: Grade of C or better in NGSS Biology.

This course considers the structural and functional interrelationships of the systems in the human body. The course includes class discussions, numerous labs, extensive work with slides, models, and charts, and two or three major mammalian dissections. Special emphasis is placed on medical terminology, common diseases and disorders, and

genetics. This is an ideal course for those who intend to pursue a medically related career or who are simply interested in a better understanding of the human body.

## IB Biology SL 1

Course ID: 610124

Open to Grade: 11-12

UC a-g: D

Prerequisite: Grade of C or better in NGSS Biology and NGSS Chemistry or equivalent

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings

## IB Biology SL 2

Course ID: 610114

Open to Grade: 11-12

UC a-g: D

Prerequisite: Grade of C or better in IB Biology SL 1.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Biology SL 1. Please refer to the IB Biology SL1 course description.

## IB Biology HL 1

Course ID: 610214

Grade Level: 11

UC a-g: D

Recommended Prior Course: Grade of C or better in NGSS Biology and either NGSS Physics OR NGSS Chemistry or equivalent.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

## IB Biology HL 2

Course ID: 610224

Grade Level: 12

UC a-g: D

Recommended Prior Course: Grade of C or better in IB Biology HL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Biology HL 1. Please refer to the IB Biology HL1 course description.

## IB Environmental Systems and Societies SL 1

Course ID: 610714

Grade Level: 11-12

UC a-g: D

Recommended Prior Course: Grade of C or better in NGSS Biology and either NGSS Physics OR NGSS Chemistry or equivalent.

**Requirement:** This course will only be offered every other year starting in 2024-2025. Students **must** sign up for both SL1 and SL2 in **the same year**. Students who take this course must register for the IB exam and pay for all associated fees.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. Students will study the foundations of environmental systems, ecosystems, ecology, biodiversity, conservation, water and aquatic food production systems, soil systems, terrestrial food production systems, atmospheric systems, climate change, energy production and humans and resource use.

## IB Environmental Systems and Societies SL 2

Course ID: 610724

Grade Level: 11-12

UC a-g: D

Recommended Prior Course: Grade of C or better in IB Environmental Systems and Societies SL 1

**Requirement:** This course will only be offered every other year starting in 2024-2025. Students **must** sign up for both SL1 and SL2 in **the same year**. Students who take this course must register for the IB exam and pay for all associated fees.

This course is a continuation of Environmental Systems and Societies SL 1. Please refer to the ESS SL 1 course description.

## IB Computer Science SL1

Course ID: 163654

Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Grade of C or better in CCIM2

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

IB Computer Science SL is a 2 semester (on 4x4) course covering a broad spectrum of computer science topics. Students will develop an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

SL Core topics include: System fundamentals, Computer organization, Networks, Computational thinking, problem-solving and programming. SL Options Include: Databases, Modelling and Simulation Web Science Object Oriented Programming. Both SL and HL include an Internal Assessment project. Students are required to solve a real computational problem for a real client.

## IB Computer Science SL 2

Course ID: 163664

Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Grade of C or better in IB Computer Science SL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of Computer Science SL 1. Please refer to the Computer Science SL 1 course description.

## IB Physics SL 1

Course ID: 610514

Grade Level: 11-12

UC a-g: D

Recommended Prior Course: Grade of C or better in CCIM2, NGSS Biology and either NGSS Physics OR NGSS Chemistry or equivalent.

**Recommended:** Passing or concurrent enrollment in AP Precalculus or IB Math AA SL or IB Math AA HL.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

Students who have a strong background in math and science will be given the opportunity to explore logic and philosophy of modern physical theory. The course includes applied math to the fields of mechanics (motion, forces, energy), Thermal Physics, Waves and Wave Phenomena, Electricity and Circuits, Atomic and Nuclear Physics, Electromagnetic Waves, and Quantum Physics. Students will study applied physics of Power Generation and Use. Students will also study Engineering Physics including; Rotational Dynamics, Thermodynamics, Fluid Dynamics, and Forced Vibrations and Resonance. HL students will also study additional Wave Phenomena, Fields (gravitational, electrical, and magnetic), Electromagnetic Induction, and additional Quantum and Nuclear Physics. Students planning on entering engineering, pre-med, math, or other science related majors should seriously consider this course. The course is designed to prepare students for college level physics and chemistry.

Specific IB themes are covered in the Essential Learning outcomes and major learning activities.

## IB Physics SL 2

Course ID: 610524

Grade Level: 11-12

UC a-g: D

Recommended Prior Course: Grade of C or better in IB Physics SL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Physics SL 1. Please refer to the IB Physics SL 1 course description.

# Social Science Department

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	9th Grade	10th Grade	11th Grade	12th Grade
<b>College Ready Standard Strand Minimum Required for Graduation Meets the A-G requirements for admission to the CSU and UC systems.</b>	RJUHSD does not require freshmen to take a Social Science Course for graduation. Taking Ethnic Studies is heavily encouraged to help build social studies skills that will help them succeed in their 10th-12th grade classes.	<b>CP World Studies</b> Take this course if you want a standard-pace World History course covering the 19th and 20th centuries. Fulfills the district World History graduation requirement.	<b>CP US History</b> Take this course if you want a standard-pace US History Course covering the 20th century. Fulfills the district US History graduation requirement.	<b>CP Govt/Econ</b> All students with the exception of IB Diploma students who must take AP US Government/Economics. Fulfills the Government and Economics graduation requirement.
<b>Advanced Placement Courses</b>  <b>Meets the A-G requirements for admission to the CSU and UC systems.</b>		<b>AP European History</b> Take this course if you want a fast-paced, in depth study of European History. Having strong reading and writing skills is an asset in this course. Students who plan on enrolling in IB History of the Americas in 11th grade should enroll in this course. This is a year-long course and is paired with Honors English 10. Fulfills the World History graduation requirement.	<b>AP US History</b> Take this course if you want an accelerated-pace, comprehensive US History course. Having strong writing and reading skills is an asset in this course. Fulfills the district US History graduation requirement.	<b>AP Government / CP Economics or AP Macroeconomics / CP Government</b> Students with exceptionally strong writing and reading skills may take one or both of these courses. Either course fulfills the graduation requirement.
<b>International Baccalaureate Courses</b> <b>Meets the A-G requirements for admission to the CSU and UC systems.</b>			<b>IB History of the Americas HL1</b> Take this course if you want an accelerated-pace, in depth topical study of the western hemisphere from a global perspective. Having strong argumentative writing skills is an asset in this course. This course is open to ALL Oakmont juniors, is a 2yr commitment and is paired with IB Lit. IB HOA2 fulfills the US History graduation requirement.	<b>IB History of the Americas HL2</b> The required second half of IB History of the Americas HL1. You must also take a Government class to meet the graduation requirement.

<b>Elective Offerings</b> <b>All Electives Meet the A-G requirements for admission to the CSU and UC systems</b>	<b>Ethnic Studies</b> Take this course if you are interested in examining the concepts of race, ethnicity, interpersonal communication, and cultural competency, in order to make a meaningful impact in your community.	<b>Ethnic Studies</b> <b>CP Military History</b> Take this course if you want to study a comprehensive survey of the history, principles, effects, practices and the profession of armed conflict.	<b>Ethnic Studies</b> <b>CP Military History</b> <b>AP Psychology</b> Take this course if you are interested in studying the systematic and scientific study of human behavior and mental processes. <b>IB World Religions</b> Take this course if you are interested in the systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world.	<b>Ethnic Studies</b> <b>CP Military History</b> <b>AP Psychology</b> <b>IB World Religions</b> <b>AP US History</b> Take this class if you already completed CP US History and would like the additional challenge of an honors level US History class.
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## World Studies

Course ID: 652103

Recommended Grade Level: 10

UC a-g: A

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

## AP European History

Course ID: 657151

Recommended Grade Level: 10-12

UC a-g: A

Recommended Prior Course: Grade of C or better in CP English 9 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

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



European identity, and technological and scientific innovations. This course satisfies the World History graduation requirement, but can also be taken as an elective in the junior or senior year after having completed World History.

## United States History

Course ID: 653203

Recommended Grade Level: 11

UC a-g: A

Students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power by focusing on key events and figures of the 20<sup>th</sup> century. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

## AP United States History

Course ID: 657253

Recommended Grade Level: 11-12

UC a-g: A

Recommended Prior Course: Grade of C or better in AP European History or equivalent.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

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

## IB History of the Americas HL 1

Course ID: 659112

Grade Level: 11

UC a-g: A

Recommended Prior Course: Grade of C or better in AP European History or equivalent. Full IB Diploma students must register for this class, however any student at Oakmont who has completed the prerequisite is welcome to enroll.

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is designed to meet academic Individuals and Societies requirements of the International Baccalaureate Program and the US History Requirement. Students are provided with an introduction to the nature of history as a discipline as they study its increasingly international dimension. This course is a study of North America, Central America, and South America along with World History time period components (ie. World War II, the Cold War, etc.)

## IB History of the Americas HL 2

Course ID: 659122

Grade Level: 12

UC a-g: A

Recommended Prior Course: Grade of C or better in IB History of Americas HL 1

**Requirement:** Students must enroll in the HL 1 and HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. HL students will take HL1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB History of the Americas HL 1. Please refer to the HL 1 course description.

Note: Students will receive US History graduation credit upon completion of IB History of Americas HL 2.

## Economics

Course ID: 654404 (CP) 654401 (IB)

Recommended Grade Level: 12

UC a-g: G

Students in grade twelve will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

## Government

Course ID: 654304 (CP)

Recommended Grade Level: 12

UC a-g: A

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

## AP Macroeconomics

Course ID: 657454

Recommended Grade Level: 12

UC a-g: G

Recommended Prior Course: Grade of C or better in US History or AP US History or IB History or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

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

## AP US Government

Course ID: 657352

Recommended Grade Level: 12

UC a-g: A

Recommended Prior Course: Grade of C or better in AP US History or US History or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

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

## Ethnic Studies

Course ID: 654113

Recommended Grade Level: 9-12

UC a-g: G

Ethnic Studies is an interdisciplinary transformational program that will examine the concepts of race, ethnicity, and intersectionality emphasizing interpersonal communication, cultural competency, and equity-driven skills in an authentic environment that will empower scholars to develop a critical lens in order to make a meaningful impact in their communities and engage in and transform the world at large.

Units of study will include:

1. Identity (Who am I? What shapes my identity?)
2. Indigeneity (Who is native to the US? What are some past and present challenges facing indigenous peoples? How have they overcome these challenges?)
3. Migration (Who has come to the US over time? What are some past and present challenges facing these groups? How have they overcome these challenges?)
4. Power and Privilege (What is systemic racism? Where did it come from? Why is it still here?)
5. Regeneration and Transformation (How are groups past and present fighting systemic injustice? How can we do that in our community?)

## CP Military History

Course ID: 653513

Recommended Grade Level: 10-12

UC a-g: G

Military History is a course designed to provide all students with a comprehensive survey of the history, principles, effects, practices and the profession of armed conflict. Students will use skills in cooperative learning, project development, and world-class standards of technical reading, writing, research, decision-making and public speaking as they study the processes and principles of warfare in the context of the complexities of modern-day foreign policy. Students will develop an awareness of the awful realities of war through eyewitness accounts, oral histories, film, video, pictures and literature. They will also apply knowledge and skills in tactics and strategy in the context of historical situations, and through the use of computer simulations, to learn the lessons of military history in relationship to today's unpredictable global environment.

## AP Psychology

Course ID: 654133

Recommended Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Grade of C or better in NGSS Biology AND in CP English 10 or its equivalent or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at OHS, students are expected to take the AP Exam offered in May.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology testing, and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college.

## IB World Religions SL 1

Course ID: 652214

Grade Level: 11-12

UC a-g: G

**Requirement:** This course will only be offered every other year starting in 2025-2026. Students **must** sign up for both SL1 and SL2 in **the same year**. Students who take this course must register for the IB exam and pay for all associated fees.

The IB World Religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. The aims of the world religions standard level courses are to: promote an inquiring, analytical and empathetic approach to the study of religion, develop an informed understanding of the diversity of world religions, foster a respectful awareness of the significance of the beliefs and practices for the faith member, develop an understanding of how religion affects people's lives, encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today, and promote responsible and informed international citizenship.

## IB World Religions SL 2

Course ID: 652224

Grade Level: 11-12

UC a-g: G

Recommended Prior Course: Grade of C or better in IB World Religions SL 1

**Requirement:** This course will only be offered every other year starting in 2025-2026. Students **must** sign up for both SL1 and SL2 in **the same year**. Students who take this course must register for the IB exam and pay for all associated fees.

This course is a continuation of IB World Religions SL 1.

# Special Education Department

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Special education services (including Academic Lab classes) are available only to students who **demonstrate a disability** and **require** special education and related services. These services are identified through an Individualized Education Program (IEP). Specialized Academic Instruction opportunities seen below are determined through the students identified needs outlined in the IEP. For more information please visit the district website <http://rjuhsd.us>.

## Academic Lab A – English Language Arts

Course ID: 211243 (Fall) 211245 (Spring)

Recommended Grade Level: 9-12

UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Course is primarily designed to support IEP goals in the area of Language Arts. These goals are addressed through direct instruction language arts curriculum. Recommendation from the Program Specialist is required for enrollment.

## Academic Lab B – Math Skill Development (Levels 1-2-3)

Course ID: 403303 (Fall) 403305 (Spring)

Recommended Grade Level: 9-12

UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Course is primarily designed to support IEP goals in the area of Math. These goals are addressed through direct instruction math curriculum. Recommendation from the Program Specialist is required for enrollment.

## Academic Lab C

Course ID: 808803 (Fall) 808805 (Spring)

Recommended Grade Level: 9-12

UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Course is primarily designed to support IEP goals, study skills, support for core academic classes, and transition activities. Recommendation from the Program Specialist is required for enrollment.

## Functional Academics

Course ID: 808913 (Fall) 808915 (Spring)

Recommended Grade Level: 9-12

UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Functional Academics is designed to build independence in real world applications working towards a student's transition plan and includes instruction in core academics as applied to life. Recommendation from the Program Specialist is required for enrollment.

## Independent Living Skills

Course ID: 851853 (Fall) 851855 (Spring)

Recommended Grade Level: 9-12

UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Independent Living Skills will focus on skills for students to live independently through applying real life applications. Instruction may include domestic, vocational and community based hands-on learning. Recommendation from the Program Specialist is required for enrollment.

## **Transition**

Course ID: 853903

Recommended Grade Level: 12+

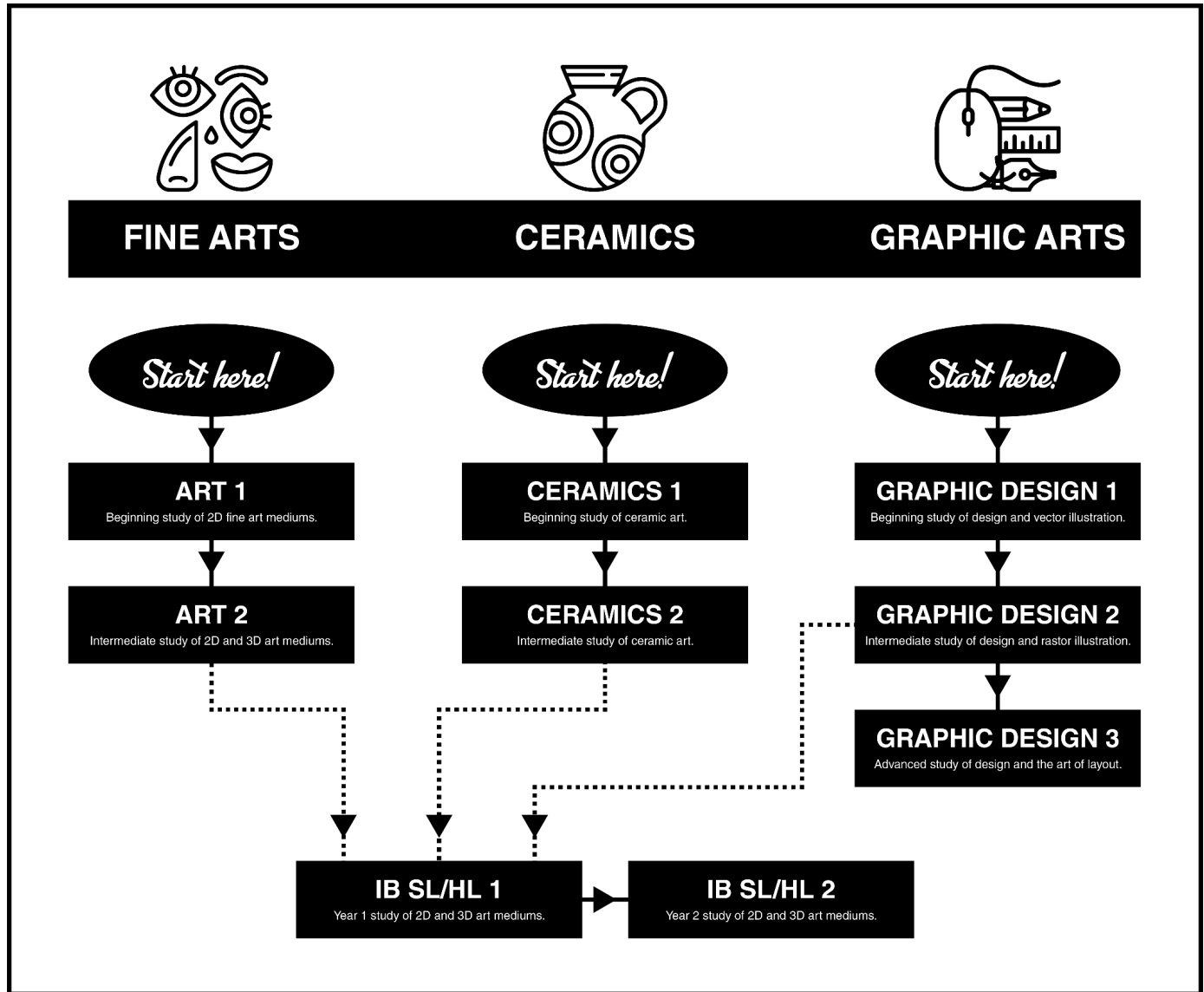
UC a-g: None

This course is for students with an IEP and placement is determined by the IEP Team.

*This course is repeatable for credit.*

Transition will focus on skills for students who are attending Oakmont beyond four school years. Students are continued to be taught to live independently through applying real life applications. Instruction may include domestic, vocational and community based hands-on learning. Recommendation from the Program Specialist is required for enrollment.

# Visual Art Department



## Art 1

Course ID: 101013

Recommended Grade Level: 9-12

UC a-g: F

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages. Students may be charged a \$25.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

In this introductory course, students express their creativity and develop their artistic perception while exploring the elements of art. Students will develop their technical skills and vocabulary as they work with a variety of art tools and materials and cover foundational skills in drawing, painting, and printmaking. They will exhibit work and participate in group critiques as they develop a working portfolio and a sketchbook. Through reading, writing and oral

assignments, students will make aesthetic evaluations of works of art from a variety of cultures and reflect on their own artistic development.

## Art 2

Course ID: 102023

Recommended Grade Level: 10-12

UC a-g: F

Recommended Prior Course: Grade of C or better in Art 1 or teacher recommendation.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages. Students may be charged a \$25.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

In this intermediate course, students further express their creativity and further develop their artistic perception while exploring the principles of art. Students will enhance their technical skills and vocabulary as they work with a variety of art tools and materials and cover intermediate skills in drawing, painting, and printmaking. They will exhibit work and participate in group critiques as they develop a working portfolio and a sketchbook. Through reading, writing and oral assignments, students will make aesthetic evaluations of works of art from a variety of cultures and reflect on their own artistic development.

## Ceramics 1

Course ID: 101043

Recommended Grade Level: 9-12

UC a-g: F

**Supplies:** Students may be charged a \$25.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

Designed to give a brief, but concise overview of ceramic arts. Students will be expected to participate fully in all class projects, writing assignments, and lectures. The class focuses on obtaining all three hand building techniques.

## Ceramics 2

Course ID: 102053

Recommended Grade Level: 10-12

UC a-g: F

Recommended Prior Course: Grade of C or better in Ceramics 1 or teacher recommendation.

**Supplies:** Students may be charged a \$40.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

Designed to focus on perfecting skills obtained in the previous class. expected to participate fully in all class projects, writing assignments, and lectures. Focus will be on creating conceptual art and individual style while perfecting clay skills as well as wheel throwing.

## Graphic Design 1, 2, 3

*Click on the title to learn about these courses.*

## Media 1, 2, 3 (Formerly Multimedia)

*Click on the title to learn about this "F" a-g credit course and the CTE Media Pathway.*

## IB Visual Arts SL/HL1

Course ID: 163514 (SL1) 163534 (HL1)



Grade Level: 11

UC a-g: F

Recommended Prior Course: Completion of Art 2, Ceramics 2, or Graphic Design 2 with a grade of "C" or better or with instructor approval.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size.

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course.. Students must register for the IB exam and pay for all associated fees.

The SL course follows the global approach to the visual arts in which the process is equal to the product. Emphasis is placed on the history and the exploration and production of studio work, linking the core elements of art concepts, criticism and analysis, acquisition of technical and media skills, and the relationship of art to socio-cultural and historical contexts. Art activities integrate work in the studio with workbook research. SL requires 11 works; this is 40% of the course grade. Students maintain a process portfolio (sketchbook) detailing their plans, problems, successes, and critiques of studio work that they have produced; this is 40% of the course grade.

HL is a more in-depth study than SL-1 and SL-2. Because the class takes longer to complete, students are required to produce about six additional works and the quality of the works will increase with the additional time and with an increase in the required number of completed works. HL requires 18; this is 40% of the course grade. The course follows the global approach to the visual arts in which the process is equal to the product. Emphasis is placed on the history and the exploration and production of studio work, linking the core elements of art concepts, criticism and analysis, acquisition of technical and media skills, and the relationship of art to socio-cultural and historical contexts. Art activities integrate work in the studio with workbook research. Students maintain a process portfolio (sketchbook) detailing their plans, problems, successes, and critiques of studio work that they have produced; this is 40% of the course grade.

## IB Visual Arts SL/HL 2

Course ID: 163524 (SL2) 163544 (HL2)

Grade Level: 12

UC a-g: F

Recommended Prior Course: Grade of C or better in IB Visual Arts SL/HL 1

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course.. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Visual Arts SL/HL 1. Please refer to the SL/HL 1 course description.

# World Languages Department

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## French 1

Course ID: 251113

Recommended Grade Level: 9-12

UC a-g: E

The major emphasis of these courses is to develop personal communication skills in the target language. The students have opportunities to listen and read for comprehension, and to speak and to write in basic patterned and planned responses with some spontaneous conversations. The curriculum includes the following: vocabulary development, pronunciation practice, development of listening and reading comprehension skills, short writing assignments, and reading authentic materials as well as grammar skills as they relate to topics studied. Emphasis is placed on listening, reading and writing. These are the first skills acquired by novice learners. Students will be introduced to culture appropriate to the level of the language they are studying.

## French 2

Course ID: 252123

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: Grade of C or better in French 1.

The major emphasis of these courses is to continue to develop personal communication skills in the target language. Students will have additional opportunities to increase their abilities in the areas of: listening comprehension, reading, writing and speaking. Curriculum includes: continued emphasis on listening, reading and writing and speaking the language, the study of expanded thematic vocabulary, expressing simple past actions, short writing assignments, and reading authentic materials. Students will increase their cross-cultural understanding.

## French 3

Course ID: 253133

Recommended Grade Level: 10-12

UC a-g: E

Recommended Prior Course: Grade of C or better in French 2.

Designed for students who desire to learn to communicate in the target language with a greater degree of fluency and accuracy. The major emphasis of these courses is placed on oral and written communication in the target language. The curriculum includes: class discussions, interviews, short essays, authentic literature and reading materials from the cultures where the languages are spoken, and more advanced cultural readings. Also included is the application of expanded thematic vocabulary (including idiomatic expressions), practical use of various verb tenses and moods, as well as complex grammar structures as they relate to the topics studied.

## French 4

Course ID: 254143

Recommended Grade Level: 10-12

UC a-g: E

Recommended Prior Course: Grade of C or better in French 3.

This course will further develop skills which students have already acquired in the language. Emphasis is placed on communication skills including class discussions, interviews and literature readings. Written compositions and oral presentations are assigned. Literature serves as a basis for both oral and written work.

## IB French SL/HL1

Course ID: 258114 (SL1) 258134 (HL1)

Grade Level: 11-12

UC a-g: E

Recommended Prior Course: Grade of C or better in French 3 or equivalent. HL students must receive instructor approval or have received a B or better in Honors French 4 or equivalent.

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. Students may enroll in SL1 and SL2 in the same school year. HL students will take HL 1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

IB French SL is a language acquisition course designed for students with some previous experience of the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

## IB French SL/HL 2

Course ID: 258124 (SL2) 258144 (HL2)

Grade Level: 11-12

UC a-g: E

Recommended Prior Course: Grade of C or better in IB French SL/HL 1

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. Students may enroll in SL1 and SL2 in the same school year. HL students will take HL 1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB French SL/HL 1. Please refer to the SL/HL 1 course description.

## Spanish 1

Course ID: 251313

Recommended Grade Level: 9-12

UC a-g: E

The major emphasis of these courses is to develop personal communication skills in the target language. The students have opportunities to listen and read for comprehension, and to speak and to write in basic patterned and planned responses with some spontaneous conversations. The curriculum includes the following: vocabulary development, pronunciation practice, development of listening and reading comprehension skills, short writing assignments, and reading authentic materials as well as grammar skills as they relate to topics studied. Emphasis is placed on listening, reading and writing. These are the first skills acquired by novice learners. Students will be introduced to culture appropriate to the level of the language they are studying.

## Spanish 2

Course ID: 252323

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: Grade of C or better in Spanish 1.

The major emphasis of these courses is to continue to develop personal communication skills in the target language. Students will have additional opportunities to increase their abilities in the areas of: listening comprehension, reading, writing and speaking. Curriculum includes: continued emphasis on listening, reading and writing and speaking the language, the study of expanded thematic vocabulary, expressing simple past actions, short writing assignments, and reading authentic materials. Students will increase their cross-cultural understanding.

## Spanish 3

Course ID: 253333

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: Grade of C or better in Spanish 2.

Designed for students who desire to learn to communicate in the target language with a greater degree of fluency and accuracy. The major emphasis of these courses is placed on oral and written communication in the target language. The curriculum includes: class discussions, interviews, short essays, authentic literature and reading materials from the cultures where the languages are spoken, and more advanced cultural readings. Also included is the application of expanded thematic vocabulary (including idiomatic expressions), practical use of various verb tenses and moods, as well as complex grammar structures as they relate to the topics studied.

## Spanish 4

Course ID: 254343

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: Grade of C or better in Spanish 3.

The course continues to build on students' communicative abilities with a focus on authentic resources and discussion. Students will review grammatical concepts from previous courses as well as explore more complex language in realistic contexts. Students are eligible to take the State Seal of Biliteracy for this course. Students who pass this course in Grade 10 are highly recommended to move to IB Spanish HL in their junior year.

## Native Spanish 1/ Español Nativo 1

Course ID: 251373

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: Native-like fluency in Spanish or placement test. Nivel nativo de español o un examen de colocación.

A college-preparatory class for students with native-like fluency in Spanish and basic language skills who wish to develop and enhance the integrated skills of listening, speaking, reading and writing. Students will also have the opportunity to develop understanding for the Hispanic Culture.

Literature/Literacy serves as a basis for both oral and written work.

*Una clase pre-universitaria para estudiantes con un nivel nativo de español y con habilidades básicas del idioma que desean desarrollar y mejorar sus habilidades integradas de escuchar, hablar, leer y escribir. Los estudiantes también tendrán la oportunidad de desarrollar un entendimiento y una apreciación por la cultura Hispana. La literatura sirve como una base para el trabajo oral y escrito.*

## Native Spanish 2/ Español Nativo 2

Course ID: 252373

Recommended Grade Level: 9-12

UC a-g: E

Recommended Prior Course: "C" or better grade in Native Spanish 1 or placement test. "C" o mejor nota en Español Nativo 1 o examen de colocación.

A college-preparatory class for students who have successfully completed Native Spanish 1 and wish to continue to develop literacy skills at the native level. Literature/Literacy serves as a basis for both oral and written work.

Students who pass this course in Grade 10 are highly recommended to move to IB Spanish HL in their junior year.

*Una clase pre-universitaria para los estudiantes que han completado satisfactoriamente la clase de Español 1 y desean continuar el desarrollo de sus habilidades literarias al nivel nativo. La literatura sirve como una base para el trabajo oral y escrito. Se recomienda encarecidamente a los estudiantes que aprueben este curso en el grado 10 que pasen a Español IB HL en su tercer año.*

## IB Spanish SL/HL 1

Course ID: 258314 (SL1) 258334 (HL1)

Grade Level: 11-12

UC a-g: E

Recommended Prior Course: Grade of C or better in Spanish 3 or Native Spanish 2 or equivalent.

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. Students may enroll in SL1 and SL2 in the same school year. HL students will take HL 1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The Spanish B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet and it is a course for students who have successfully completed at least 3

(recommended 4) levels of Spanish.

Students further develop the ability to communicate in the target language through the study of themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

## **IB Spanish SL/HL 2**

Course ID: 258324 (SL2) 258344 (HL2)

Grade Level: 11-12

UC a-g: E

Recommended Prior Course: Grade of C or better in IB Spanish SL/HL 1

**Requirement:** Students must enroll in the SL 1/ HL 1 and SL 2/ HL 2 courses for the full 20 units. It is expected that students will take both parts of the course. Students may enroll in SL1 and SL2 in the same school year. HL students will take HL 1 in 11th grade and HL 2 in 12th grade. Students must register for the IB exam and pay for all associated fees.

This course is a continuation of IB Spanish SL/HL 1. Please refer to the SL/HL 1 course description.

# Non-Departmental Electives

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## IB Theory of Knowledge 1

Course ID: 163552

Grade Level: 11

UC a-g: G

Recommended Prior Course: Any student at Oakmont that is enrolled in at least one other IB course is welcomed and encouraged to enroll in Theory of Knowledge.

**Requirement:** Students must enroll in both courses for the full 10 units. All IB Diploma Candidates must enroll in both levels of Theory of Knowledge. All IB Diploma candidates will automatically be registered for the IB exam. There is no additional fee for this course for Diploma Candidates. All other course students register for the IB exam and pay for all associated fees.

The Theory of knowledge (TOK) course provides an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their IB studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. The aims of the TOK course are to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question.

## IB Theory of Knowledge 2

Course ID: 163562

Grade Level: 12

UC a-g: G

Recommended Prior Course: Grade of C or better in IB Theory of Knowledge 1

**Requirement:** Students must enroll in both courses for the full 10 units.

This course is a continuation of IB Theory of Knowledge 1. Please refer to the level 1 course description.

## Leadership

Course ID: 851403

Recommended Grade Level: 9-11

UC a-g: None

A course designed to provide students with the skills they need to be effective leaders. Students will learn and apply effective intra and inter-personal skills, study time/stress management, and understand personality and leadership styles. Students will engage in group dynamics and organizational culture while participating in "real world" experiences. The course is designed to provide students with the leadership skills they need to be actively involved in Student Government, athletics, and other co-curricular activities, as well as work experiences and career preparation activities outside of school.

## Office Aide

Course ID: 703013

Grade Level: 11-12

UC a-g: None

The following are all considered to determine if a student is eligible to enroll as an Office Aide (see application for full requirements): GPA minimum of 2.75, on track for meeting CA College and Career Readiness, on track for graduation, satisfactory attendance & discipline records, and completed Office Aide application. Application should be submitted

to the counselor during individual registration meetings. <https://www.rjuhsd.us/Domain/503>.  
*This course is repeatable for credit.*

Students will be expected to file, answer phones, greet the public, distribute passes, and perform other clerical tasks as assigned by office staff. Any violations of school rules may necessitate removal from this position.

## Off Campus

Course ID: none - no units are earned

Grade Level: 11-12

UC a-g: None

The following are all considered to determine if a student is eligible to request off campus for either 1st or 4th period in fall and/or spring terms (see application for full requirements): GPA minimum of 2.75, on track for meeting CA College and Career Readiness, on track for graduation, satisfactory attendance & discipline records, and completed OC application. Application should be submitted to the counselor during individual registration meetings.

<https://www.rjuhsd.us/Domain/503>.

## Student Government

Course ID: 851363 (Fall) 851373 (Spring)

Recommended Grade Level: 9-12

UC a-g: G

Recommended Prior Course: Application process, teacher recommendation, group interview, and consent of instructor. Please see <https://www.rjuhsd.us/Domain/503> for applications.

Requirements: All students who apply to Student Government and want to be an officer will participate in the election process. Students not selected to an office will be appointed leaders (members at large) in the Student Government class. Officers are required to be enrolled in the class during their elected term. All other commissioners, and appointed leaders (members at large) can be enrolled for either or both terms.

For students elected or appointed to the Student Government Course. This course is designed to teach the basic functions of responsible leadership including representing the views of the constituents, budgeting, decision-making, and the reaching of consensus and compromise agreements. Students must be elected into this class through the Student Body election process, or appointed to fill a specific role. Participation at lunch and at events taking place outside school hours, including nights and weekends, is mandatory. This course is approved for 'G' elective credit.

**\*\*Course may be repeated for credit.**

## Teacher Aide

Course ID: 703003

Grade Level: 11-12

UC a-g: None

The following are all considered to determine if a student is eligible to enroll as a TA (see application for full requirements): GPA minimum of 2.5, on track for meeting CA College and Career Readiness, on track for graduation, satisfactory attendance & discipline records, and approved TA application. Application should be submitted to the counselor during individual registration meetings. <https://www.rjuhsd.us/Domain/503>.

*This course is repeatable for credit.*

Designed to provide the student with an opportunity to communicate subject areas correctly and clearly to others, to take on responsibilities and to work with others. Emphasis will be on organizing materials, understanding material and teaching it to others, performing clerical work, and giving individual instruction to students who have been absent or need help in a given area. A maximum of 10 credits may be applied toward graduation. Any violations of school rules may necessitate removal from this position. Note: Students may not have both Off Campus and TA in the same term.



# District Statements

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## Free Public Education

The California Constitution requires that schools provide a free public education, unless a charge is specifically authorized by law. (California Constitution, Article IX-5) (Hartzell vs. Connel 1984)

Section 5 of Article IX of the State of California Constitution guarantees students a “free public education.” The State Supreme Court concluded in the 1984 case of Hartzell v. Connell (1984) (35 Cal. 3d 899) that “all educational activities carried on by public school districts, extra-curricular as well as curricular, must be without cost to the students who participate in such activities.” This same ruling found that “mandatory fees for participating in such extra-curricular activities as drama, music, and athletic competition” were illegal under the State Constitution. Furthermore, the Court also rejected the argument that “fees could be charged so long as the District waived fees for students who were financially unable to pay.”

## Permissible Fees

California public schools may charge fees as outlined in the Education Code. These permissible fees include:

- Transportation to and from school.
- Charges for food (limited by the free and reduced price meal program).
- Insurance for field trips (so long as there is a waiver for financial hardship).
- Fees for all community/adult classes.
- Lost or damaged books or district supplies.
- Direct cost of materials for property the student has made in class for his/her own use.
- Fees for school camp programs (i.e. outdoor science camp) – A permissible fee, but can’t be mandatory.
- Actual cost of duplication of public records or student records.
- Charges for medical and accident insurance for athletic team members (so long as there is a waiver for financial hardship)

## Education Code §17551

Students may be charged a fabrication fee for the direct costs in purchasing a project/property fabricated in a class such as a bookcase in woodshop. The charge is limited to the direct costs for the project. Absent purchase of the project for its direct costs, the school site may keep the project as its own personal property.

## Nondiscrimination Statement

The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on a person’s actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. The RJUHS District nondiscrimination policy applies to any violations as they relate to school activities or school attendance within a school under the jurisdiction of the superintendent of the RJUHS District. For questions or complaints, contact Equity Compliance Officer & Title IX Coordinator: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, [rhasty@rjuhsd.us](mailto:rhasty@rjuhsd.us). For questions or inquiries related to 504’s, please reach out to our Section 504 Coordinator: Craig Garabedian, Executive Director of Special Services, 1750 Cirby Way, Roseville, CA. 95661, 916-771-6570 [cgarabedian@rjuhsd.us](mailto:cgarabedian@rjuhsd.us)

## Title IX – Sex-based discrimination is prohibited

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits sex-based discrimination in all educational programs and activities, including athletic programs, within educational institutions receiving federal financial assistance. Sex-based discrimination includes sexual harassment and sexual violence. No person shall, on the basis of gender, gender identity, gender expression, or sexual orientation, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any educational program or activity operated by the Roseville Joint Union High School District (“District”). Title IX protects

all participants in the District's educational programs and activities, including students, parents/guardians, employees, and job applicants.

In addition to Title IX, the California Education Code prohibits discrimination based on sex in education programs and activities in schools. (Education Code sections 220-221.1)

Other state and federal laws also prohibit discrimination and ensure equality in education.

Title IX information provided here applies to every school site and to all District programs and activities.

### **What are my rights under Title IX?**

You have the following rights under Title IX, to the extent applicable at the District:

- You have the right to fair and equitable treatment and shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all extracurricular activities, including both academics and athletics.
- You have the right to inquire of the athletic director at your school or appropriate district personnel as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships if the District offers any.
- You have the right to receive equitable treatment and benefits in the provision of all the following related to athletics, if any are provided by the District:
  - Equipment and supplies;
  - Scheduling of games and practices;
  - Transportation and daily allowances;
  - Access to tutoring;
  - Coaching;
  - Locker rooms;
  - Practice and competitive facilities;
  - Medical and training facilities and services; and
  - Publicity.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX coordinator, to answer questions regarding sex/gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint. (California Education Code section 221.8)

The District has the responsibility to respond promptly and effectively to sex-based discrimination complaints, including sexual harassment and sexual violence. If the District knows or reasonably should know about sex discrimination, it must take action to eliminate the sex discrimination, prevent its recurrence, and address its effects. The District must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is provided below.

- United States Department of Education Office for Civil Rights:
  - <http://www2.ed.gov/about/offices/list/ocr/index.html>
  - <http://www2.ed.gov/policy/rights/guid/ocr/sex.html> (sex discrimination)
  - <http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf> (prohibition against sexual harassment and sexual violence)
  - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html> (addressing sexual violence)
  - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.pdf> (pregnant or parenting individuals)

- California Department of Education Office of Equal Opportunity:  
<http://www.cde.ca.gov/re/di/eo>  
<http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp> (Gender Equity/Title IX)
- District nondiscrimination/harassment statements, policies and regulations:
  - Board Policy 4030 – Nondiscrimination in Employment
  - Administrative Regulation 4030 – Nondiscrimination in Employment
  - Board Policy 4119.11 – Sexual Harassment Prevention
  - Administrative Regulation 4119.11 – Sexual Harassment Prevention
  - Board Policy 5145.3 – Nondiscrimination/Harassment
  - Administrative Regulation 5145.3 – Nondiscrimination/Harassment
  - Board Policy 5145.7 – Sexual Harassment
  - Administrative Regulation 5145.7 – Sexual Harassment

### **The District Title IX Coordinator:**

Rob Hasty  
 Executive Director, Human Resources  
 Roseville Joint Union High School District  
 1750 Cirby Way  
 Roseville, CA 95661  
 (916) 782-8663  
 rhasty@rjuhsd.us

### **How do I file a complaint of sex discrimination?**

A student, parent, guardian, employee, individual, or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic with the District and/or the Office of Civil Rights (“OCR”). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement. A person may pursue one or all of these avenues at the same time. Below is a summary of each process:

#### **A. District Complaint**

Individuals may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District’s Uniform Complaint Procedure (“UCP”) process by sending a complaint to:

Brad Basham  
 Assistant Superintendent, Human Resources  
 Roseville Joint Union High School District  
 1750 Cirby Way  
 Roseville, CA 95661  
 (916) 782-8663  
 bbasham@rjuhsd.us

To access the UCP information, click on one of the following links:

Board Policy 1312.3 – Uniform Complaint Procedures  
<http://bit.ly/2xRBCHn>

Administrative Regulation 1312.3 – Uniform Complaint Procedures

<http://bit.ly/2xWvD5X>

Uniform Complaint Form

<http://bit.ly/2xW8iRD>

You may file a complaint anonymously, but the District's ability to investigate and respond may be limited by a lack of information.

### **1. Time Requirement**

A complaint alleging unlawful discrimination or retaliation must be filed no later than six (6) months from the date the discrimination or retaliation occurred, or six (6) months from when the complainant first learned of the unlawful discrimination. The Superintendent or designee may extend this timeline by up to ninety (90) days for good cause, upon written request by the complainant setting forth the reasons for the extension.

### **2. Investigation Procedure**

Complaints, related to a potential Title IX violation, filed under the District's UCP process, will be investigated and a written decision will be made within sixty (60) calendar days of the District's receipt of the complaint, unless the complainant agrees in writing to an extension. The District's compliance officer or designee may interview alleged victims, alleged offenders and relevant witnesses, as well as review available records, statements or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. The complainant will be notified in writing when the decision is made.

The District will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate.

### **3. Appeal Rights**

If the complainant or respondent is not satisfied with the decision, the complainant or respondent may, within five (5) business days, file an appeal in writing to the District's Board of Trustees. The Board of Trustees may consider the matter in closed session at a regularly scheduled board meeting.

The complainant or respondent also has the right to appeal the Board's decision to the State Superintendent of Public Instruction, California Department of Education ("CDE"), within fifteen (15) calendar days of receipt of the decision. When appealing to CDE, the complainant or respondent must specify the reason(s) for the appeal and whether the District's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and the District's decision. For more information, visit the CDE's webpage on Uniform Complaint Procedures at <http://www.cde.ca.gov/re/cp/uc/>.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers or public/private interest attorneys, sixty (60) days after filing an appeal with CDE (California Education Code section 262.3). The sixty (60) day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code section 262.3)

## **B. OCR Complaint**

You may also file a discrimination complaint with the United States Department of Education Office for Civil Rights (“OCR”). For more information, visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

The electronic complaint form for OCR is available online at <https://ocrcas.ed.gov>.

You may contact the OCR at:

San Francisco Office  
Office of Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Box 1200, Room 1545  
San Francisco, CA 94102  
(415) 486-5555  
Fax: (415) 486-5770; TDD: (800) 877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

### **1. Summary**

In summary, the OCR complaint form requires the name of the person subjected to the alleged Title IX violation, the name of the person filing the complaint, the name of the education institution, a description of the alleged Title IX violation, a report of any retaliation suffered by the person filing the complaint, the date of the last act that violated Title IX, and any attempt to address the alleged violation through another avenue, including the education institution's internal grievance procedure or a court filing. Note that anyone may file a complaint with OCR. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

### **2. Time Requirement**

OCR requires that the complaint be filed within 180 calendar days after the alleged violation. As set forth in OCR's complaint form, the reporter can request a waiver of this requirement by explaining why the complaint was delayed. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.

### **3. Investigation Procedure**

Upon receipt of any complaint related to a potential Title IX violation, OCR first constitutes a violation of Title IX. OCR also assesses whether the complaint was filed within the 180 day requirement or provides a legitimate reason to waive this requirement. OCR may also seek more information from the person filing the complaint if needed to further assess the complaint.

If OCR determines that it will investigate the complaint, it will issue letters of notification to the complainant and the education institution. OCR may use a variety of fact-finding techniques in its investigation of a complaint. These techniques may include reviewing documentary evidence submitted by both parties, conducting interviews, and/or making site visits. At the conclusion of its investigation, OCR will determine with regard to each allegation whether the education institution failed to comply with Title IX. If the complainant disagrees with OCR's determination, he/she may submit a written appeal to OCR.

### **C. Police Report**

As discussed above, if a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement at:

Roseville City Police Department  
1051 Junction Blvd., Roseville CA 95678  
Non-Emergency Phone: 916-774-5000

Placer County Sheriff's Office  
2929 Richardson Dr., Auburn, CA 95603  
Non-Emergency Phone: 530-889-7800

Sacramento County Sheriff's Department  
711 G Street, Sacramento, CA 95814  
Non-Emergency Phone: 916-874-5115