



Home of the Riptide

2024 - 2025
Course Catalog

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Welcome to River Islands High School

Home of the Riptide

Purpose of the Course Catalog

River Islands High School is committed to preparing our students to be college and career ready as we strive to create a learning experience that is highly personalized, filled with rigor, relevance and is driven by student interest. This course catalog is designed to assist students and parents with academic planning in order for students to take advantage of secondary and postsecondary opportunities. As the labor market changes, so do the types of jobs and skills needed to be successful in 21st Century careers. Students at River Islands High School will have course offerings that include both college and technical preparation courses. Our goal is to provide an enriching, significant high school experience that helps students reach their full potential and achieve future goals.

Considerations and Guidelines for Choosing a Course

The River Islands High School Course Catalog is designed to help you develop a high school plan that meets your educational and career goals and fulfills graduation requirements. As you select courses, please take into account the following:

1. Graduation Requirements
2. College Entrance Requirements
3. Career Plans
4. Student Interests
5. Parent/Guardian Approval
6. Teacher Recommendation
7. Past Achievement, Time, and Energy Commitment

Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group, identification, religion, mental or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373) (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.3 Uniform Complaint Procedures)

High School Information

Advanced Placement (AP)

Advanced Placement (AP) courses are offered at River Islands High School. Students in AP courses are expected to take the AP exams given in May. Advanced Placement courses help students prepare for the AP exam. Certain AP scores allow students to fulfill college graduation requirements. See your counselor for specific AP offerings and guidance.

Algebra Requirements

Students must complete 10 credits with a passing grade in Algebra I prior to receiving their high school diploma.

Middle school students who complete Algebra 1 with a C or higher from a WASC accredited institution can be placed in Geometry or Geometry Honors in 9th grade. Middle school students who complete Algebra 1 and Geometry with a C or higher can be placed in Algebra 2 or Algebra 2 honors in 9th grade.

Algebra 2 and higher level math classes **may not** be taken online.

High School courses completed in Middle School can be used for placement in higher level math classes only. These courses will be reported on the high school transcript as a Credit/No Credit grade and will not be awarded high school credit or included in the high school GPA. Students are still required to complete 3 years of math in high school and will be placed in math classes concurrently in 9th, 10th and 11th grade. River Islands High School will only accept coursework from accredited institutions, including online programs. Courses must be A-G approved through the UC Course Management Portal. Acceptable online programs include, but are not limited to, Silicon Valley High School and BYU Independent Study.

8th graders will be expected to attach evidence of enrollment in high school coursework to their course selection form. Courses must be successfully completed and final grades submitted to RIHS@riacademies.net no later than one week prior to the first day of 9th grade. Incomplete coursework or missing grades will result in the student being placed in Algebra 1. **No coursework taken prior to the first day of 7th grade will be accepted.**

Course Credit Information and Important Guidances

A semester class is worth 5 credits; a year class (two semesters) is worth 10 credits. A full course load is 7 classes; therefore, most students earn 35 credits each semester for a total of 70 credits per year. Failed courses (grade of F) earn no credit. Required classes that are failed must be repeated until they are passed. If a student fails a graduation requirement class, she/he must meet with her/his Counselor to plan for credit recovery in order to remediate the course to receive a River Islands High School Diploma. Classes in which a student earns a grade of a D will count towards graduation requirements but will not count for college eligibility.

Courses that are repeated earn credits only once within a specific subject category unless noted in the course description.. For example: If a student earns a D in Algebra 1 and then repeats the course the next year earning a B, the D grade will remain on the permanent record and the credits will be applied to the elective category. . The B grade will earn 5 mathematics credits and the higher grade will be used to calculate the total GPA. A minimum of a C grade is required for college eligibility.

The 9th-12th Academic Grade Point Average (GPA) includes all grades earned in all academic courses for the full four years of high school. The 10th -12th Academic GPA is used for college eligibility.

Fulfilling the World Language Requirement

World Language- Languages offered at RIHS (Currently Spanish)

Middle School students are able to complete up to 2 years of High School level Spanish. High School Spanish courses completed in Middle School can be used for placement in higher level Spanish classes only. These courses will be reported on the high school transcript as a Credit/No Credit grade and will not be awarded high school credit or be included in the high school GPA. Students are still required to meet graduation requirements in the area of World Language, CTE or Visual and Performing Arts. Students wishing to apply to four-year colleges will also need to complete at least two years of Spanish while in high school.

River Islands High School will only accept coursework from accredited institutions, including online programs. Courses must be A-G approved through the UC Course Management Portal. Acceptable online programs include, but are not limited to, Silicon Valley High School and BYU Independent Study. 8th graders will be expected to attach evidence of enrollment in high school coursework to their course selection form. Courses must be successfully completed and final grades submitted to RIHS@riacademies.net no later than one week prior to the first day of 9th grade in order for the student to be placed in higher level coursework. **No coursework taken prior to the first day of 7th grade will be accepted.**

World Language- Languages not offered at RIHS

Students interested in fulfilling the World Language requirement through a language not offered at RIHS may begin taking high school level courses as early as the first day of 7th grade. Courses taken in middle school will be posted to the high school transcript as completed with a Credit/No Credit grade. Courses taken in middle school are not awarded credit and will not be included in the high school GPA.

Students are still required to meet graduation requirements in the area of World Language, CTE or Visual and Performing Arts. Students wishing to apply to four-year colleges will also need to complete at least two years of their World Language Requirement during high school.

Course must be taken through an accredited institution and be A-G approved through the UC Course Management Portal. Acceptable online programs include, but are not limited to, Silicon Valley High School and BYU Independent Study, Language Bird and California Tamil Academy. In person or online courses taken through San Joaquin Delta College will also be accepted.

Courses taken through outside institutions while in high school.

High School Math Courses:

High School students wishing to advance in math coursework may take a UC A-G approved Geometry course through an accredited online program during their 9th grade year or the summer before 10th grade. Online math courses taken in high school will post to the high school transcript with a letter grade, high school credit will be awarded and the grade will be included in the high school GPA. Students who successfully complete an online Geometry course prior to 10th grade, can be placed in Algebra 2 or Algebra 2 honors in 10th grade. This course must be completed and final grades submitted to RIHS@riacademies.com **no later than one week before the first day of 10th grade.** Missing or incomplete coursework will result in the student being placed in Geometry. Advanced math coursework above Geometry may not be completed through an outside institution.

High School World Language Courses:

High school students wishing to fulfill their World Language requirement through a language **not offered** at RIHS may complete their requirement through an accredited institution. Courses must be A-G approved through the UC Course Management Portal. World Language courses taken in high school will post to the high school transcript with a letter grade, high school credit will be awarded and the grade will be included in the high school GPA. Students are still required to meet graduation requirements in the area of World Language, CTE or Visual and Performing Arts. Students wishing to apply to four-year colleges will also need to complete at least two years of their World Language Requirement during high school.

Acceptable online programs include, but are not limited to, Silicon Valley High School and BYU Independent Study, Language Bird and California Tamil Academy. In person or online courses taken through San Joaquin Delta College will also be accepted.

College Coursework

River Islands High School partners with San Joaquin Delta College through two programs for high school students. **College Early Start** allows high school students to enroll in online or in person college courses of their choice. Courses can be taken concurrently during fall and spring semesters or during summer session. **The Early College Pathway Program** allows 9th graders to join a cohort of students throughout San Joaquin County to complete their Associate’s Degree or General Education for UC/CSU requirements.

Students who participate in either of these programs will earn college credit as well as high school credit (up to 40 credits). Up to four college courses will be added to the high school transcript and awarded credits and GPA points as outlined below:

Units	GPA weight	Credits
1	4 point scale	No high school credits awarded
2	4 point scale	5 high school credits
3+	5 point scale	10 high school credits

RIHS will allow students to earn up to 40 high school credits through college coursework. In order to earn high school credits, courses must be from the IGETC (Intersegmental General Education Transfer Curriculum) course list. The following 4 courses can be used to fulfill graduation requirements. All other college courses (up to 40 credits) will be awarded elective credits.

- History 17B- US History
- Political Science- US Government
- Business 26- Economics
- English 1A or English 2A- English 4

College Courses being used to fulfill a graduation requirement must be completed prior to the beginning of senior year or the student will be placed in the high school level equivalent course. It is important to note that progress in college courses can not be monitored by the high school. Therefore, it is the responsibility of the student to track their own progress. Parents will not be notified of the student’s progress in the course and grades are only accessible to the student. Students who fail a college-level course that is being used to

fulfill a graduation requirement will jeopardize their graduation if these courses are not passed with a D or higher. College admission may be jeopardized if the student earns a grade lower than a C. Every effort will be made to provide the student with an opportunity to repeat the course with a high school level equivalent, however, we can not guarantee availability of the course prior to graduation.

Tide Time Information

Tide Time is provided for students to reinforce skills and participate in intervention and enrichment learning opportunities. During Tide Time students will dive deeper into our college and career readiness program as well as our service learning projects.

Transcripts

A high school transcript is a record of student academic performance in high school. It is updated at the end of each semester. To request a transcript, stop by the RIHS office and fill out a transcript request form. Once complete, return it to the office for processing. Although we strive to get the requested transcripts done the same day, we ask that you please allow for two working days turnaround.

Grading Notification Timelines

Grades are posted at the end of each semester, final report cards will be mailed home. There are two semesters within the calendar school year.

	Semester 1: August 12, 2024 - December 20, 2024	Semester 2: January 8, 2025 -June 5, 2025
Grade Reports “Quarter Reports” & Eligibility	August 12, 2024 - October 4 , 2024 Eligibility Effective 10/16/24	January 8, 2025 - March 7, 2025 Eligibility Effective 3/19/25
Semester Reports “Report Cards” & Eligibility	October 14, 2024 - December 20, 2024 Eligibility Effective 1/09/25	March 17, 2025 - June 5, 2025 Eligibility Effective 6/10//25

Personal Fitness Requirements

State law requires students to take a minimum of two years of physical education (PE) classes in order to graduate from high school. State graduation requirements state that all freshmen must enroll in a PE Course and are required to take the California Physical Fitness Test (PFT) in grades five, seven, and nine. The State Board of Education designated the FITNESSGRAM as the PFT for students in California public schools.

RIHS Class of 2026 & 2027 Graduation Requirements

A River Islands High School Class of 2026 and Class of 2027 student must earn a minimum of 230 units of credit and satisfy the subject requirements to earn a River Islands High School diploma. One year of work in one course earns 10 credits. A semester of work in one course earns 5 credits. Beginning in the 2024-25 school year all students will be enrolled in seven courses.

Subject	Credits	Credits Specifications
English	40	10 credits English 1 10 credits English 2 10 credits English 3 10 credits English 4
Mathematics	30	Must complete Algebra 1 to earn a high school diploma 10 elective credits in math department or approved elective courses must be taken during junior or senior year
Physical Education	20	20 credits
Science	20	10 credits of Life Science 10 credits of Physical Science
Social Sciences	30	10 credits World History 10 credits US History 5 credits Government 5 credits Economics
Visual & Performing Arts _____ World Languages _____ Career Technical Education	20	One year of Visual & Performing Arts and/or One year of World Languages and/or One year of Career Technical Education *Students must complete a minimum of 2 courses from the above subject areas (VAPA, World Languages, & CTE) for high school graduation
Electives	70	

All students are required to complete a Service Learning Project that is to include a minimum of 40 service hours over the course of their high school career.

High School Graduation Requirements (Class of 2026 and 2027)

Vs.

A-G (4- Year College Entrance Requirements)

There are multiple basic entrance requirements that are shared by colleges and universities. Heavy emphasis should be placed upon high school course selections in English, Mathematics, Science, Social Science, and World Languages.

A-G Area	Subject Requirement RIHS Graduation Requirement	Colleges (CSU)/Universities (UC)
A	Social Science 3 years	2 years: U.S. History World History
B	English 4 years	4 years
C	Mathematics 3 years	3 years required <ul style="list-style-type: none"> ● 4 years recommended Algebra I, Geometry, Algebra II or higher mathematics (take one course each year)
D	Science 2 years	2 years laboratory science including one biological science and one physical science <ul style="list-style-type: none"> ● 3 years recommended
E	2 years of either: World Languages	2 years (Same Language) <ul style="list-style-type: none"> ● 3 years recommended
F	Visual and Performing Arts	1 year Visual and Performing Arts Class
	CTE	
G	Electives 70 Credits	1 year college preparatory elective beyond those required in A-F areas above
	Physical Education 2 years	n/a

RIHS Class of 2028 Graduation Requirements

A River Islands High School Class of 2028 student must earn a minimum of 260 units of credit and satisfy the subject requirements to earn a River Islands High School diploma. One year of work in one course earns 10 credits. A semester of work in one course earns 5 credits. Students take seven courses per year.

Subject	Credits	Credits Specifications
English	40	10 credits English 1 10 credits English 2 10 credits English 3 10 credits English 4
Health	5	5 credits Health
Mathematics	30	Must complete Algebra 1 to earn a high school diploma 10 elective credits in math department or approved elective courses must be taken during junior or senior year
Physical Education	20	20 credits
Science	20	10 credits of Life Science 10 credits of Physical Science
Social Sciences	35	5 Ethnic Studies 10 credits World History 10 credits US History 5 credits Government 5 credits Economics
Visual & Performing Arts _____ World Languages _____ Career Technical Education	30	One year of Visual & Performing Arts and/or One year of World Languages and/or One year of Career Technical Education *Students must complete a minimum of 3 courses from the above subject areas (VAPA, World Languages, & CTE) for high school graduation.
Electives	80	

All students are required to complete a Service Learning Project that is to include a minimum of 40 service hours over the course of their high school career.

High School Graduation Requirements (Class of 2028 and beyond)

Vs.

A-G (4- Year College Entrance Requirements)

There are multiple basic entrance requirements that are shared by colleges and universities. Heavy emphasis should be placed upon high school course selections in English, Mathematics, Science, Social Science, and World Languages.

A-G Area	Subject Requirement RIHS Graduation Requirement	Colleges (CSU)/Universities (UC)
A	Social Science 3.5 years	2 years: U.S. History World History
B	English 4 years	4 years
C	Mathematics 3 years	3 years required <ul style="list-style-type: none"> ● 4 years recommended Algebra I, Geometry, Algebra II or higher mathematics (take one course each year)
D	Science 2 years	2 years laboratory science including one biological science and one physical science <ul style="list-style-type: none"> ● 3 years recommended
E	3 years of either: World Languages	2 years (Same Language) <ul style="list-style-type: none"> ● 3 years recommended
F	Visual and Performing Arts	1 year Visual and Performing Arts Class
	CTE	
G	Electives 80 Credits CTE Courses,	1 year college preparatory elective beyond those required in A-F areas above
	Physical Education 2 years	n/a
	Health .5 years	n/a

Post High School Plans

4-Year University

Students who plan to attend a university or a four-year college directly after high school will be required to take courses that meet the University of California/California State University A-G requirements. The University of California (UC) and California State University (CSU) systems of public high education emphasize research and provide undergraduate, graduate, and certificate programs. Please see your counselor for more information about UC and CSU eligibility.

Examples: UC Berkeley, UC Davis, CSU Monterey, and Chico State

Community College

Community colleges are two-year institutions that prepare students for transfer to a four-year college or university or for various careers. Students can earn an A.A. or A.S., Vocational Degree, or Certificate. Check with your desired community college about registration for admission and any required placement tests.

Examples: San Joaquin Delta College, Cosumnes River College, Las Positas College, Modesto Junior College and Santa Barbara City College.

Military

The United States Armed Services have representatives who will be on campus throughout the school year to answer questions about careers in the military. Students are encouraged to participate in Armed Services Vocational Aptitude Battery (ASVAB) to help discover their personal and potential vocational skills.

Examples: Army, Navy, Marine Corps, Air Force, Coast Guard and Space Force

Private and Out-of-State Public Colleges

Private universities may have different admission requirements. Students are urged to search for specific websites of any colleges or university in which they have an interest. Admission requirements will be listed as well as majors available, financial aid, and general information and any news about the college.

Examples: Stanford University, University of Pacific (UOP), Harvard, University of Hawaii, and Arizona State University

Certificate Programs/Trade Schools

Certificate Programs/ Trade Schools offer career-oriented programs. Recent high school graduates can enroll in trade school to advance their career. In addition to receiving classroom instruction, students gain hands-on experience. Tuition and fees vary by school and program. Students are urged to search for specific websites for Certificate Programs/Trade Schools for degrees or certificates earned per specific program.

Examples: American Career College and Institute of Technology

College Information

College Entrance Exams

Students planning to attend a four-year college or university after high school graduation may be required to take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) with writing. The University of California (UC) and California State University (CSU) systems no longer require the SAT or the ACT for admissions. However, some of the UC's may recommend taking a specific subject test for a specific major. Some private and out of state colleges and universities may require SAT or ACT exam scores. Students should check requirements for the schools they plan to attend.

SAT: Students who desire to take the SAT and PSAT tests should visit the College Board website for dates and information <http://sat.collegeboard.org/>.

ACT: Students interested in taking the ACT can find information and dates on the ACT website at <http://ACTstudent.org>.

College Entrance Requirements

There are a number of basic entrance requirements that are shared by most colleges and universities. Heavy emphasis should be placed on high school course selections in English, Mathematics, Science, Social Science, and World Languages as well as A-G Electives. Students must earn a "C" or better in all college prep classes. If you plan to attend a specific college or university, check with your counselor to make sure you will be able to meet the necessary requirements for admissions to that institution. It is strongly recommended that all students planning to attend a four-year college or university complete the following:

- A. Social Science (2 years)
- B. English (4 years)
- C. Mathematics (3 years, 4 years recommended)
- D. Lab Science (3 years, 4 years recommended)
- E. World Languages (2 years, 3 recommended)
- F. Visual and Performing Arts (1 year)
- G. College Prep Electives Course (1 year)

Four-Year Planning

It is important to view high school as a period of four-years, during which you hope to meet a variety of personal goals: graduation, college eligibility, career and technical education, and skill development. Be aware of the requirements of each of your goals, and develop a four-year plan to ensure that all necessary courses will be completed by graduation. Counselors will work with students to develop an individualized four-year plan based on their specific postsecondary goals

Course Descriptions

Course descriptions are listed in this section of the catalog by department. Each course description includes credits earned, grade level/s and recommended prerequisite courses, if applicable, along with a short description. All courses offerings below are subject to change depending student interest, staffing, and scheduling.

English

COURSE NAME	GRADES
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English 1

9

The Grade 9 Thematic Units take students through literature and informational texts to gain an understanding of the importance of feeling empathy for others, assuming the responsibility of leadership, of pursuing dreams, and of feeling the power of love. Students will improve their writing skills by engaging in low-stakes writing in class every day. Extended writing assignments for the year include a Literary Analysis essay, an Informative essay, an Argumentative Essay, and a Narrative (story) writing.

This course fulfills the UC/CSU "B" requirement

English Honors 1

9

Prerequisite: 8th Grade ELA Teacher Recommendation AND English H9 Summer Reading Assignment

The English Honors Program at RIHS is both rigorous and invigorating. This course is designed to prepare students for the Advanced Placement (AP) English Test in the future therefore students will be expected to read, write, and take part in classroom Socratic Seminars on a regular basis.

The Grade 9 Thematic Units take students through literature and informational texts to gain an understanding of the importance of feeling empathy for others, assuming the responsibility of leadership, of pursuing dreams, and of feeling the power of love. Students will improve their writing skills by engaging in low-stakes writing in class every day. Extended writing assignments for the year include Literary Analysis essay, Informative essay, Argumentative Essay, and Narrative (story) writing.

This course fulfills the UC/CSU "B" requirement

English 2

10

The Grade 10 Thematic Units take students through literature and informational texts about how much control we, as well as technology, exert over our lives, and what we share and gain when we interact with others. Students will improve their writing skills by engaging in low-stakes writing in class every day.

Extended writing assignments for the year include Literary Analysis essay, Informative essay, Argumentative Essay, Rhetoric Essay and Narrative (story) writing.

This course fulfills the UC/CSU "B" requirement

English Honors 2

10

Prerequisite: 9th Grade English Teacher Recommendation AND English H10 Summer Reading Assignment

The English Honors Program at RIHS is both rigorous and invigorating. This course is designed to prepare students for the Advanced Placement (AP) English Test in the future therefore students will be expected to read, write, and take part in classroom Socratic Seminars on a regular basis. Students will improve their writing skills by engaging in low-stakes writing in class every day. Extended writing assignments for the year include Literary Analysis essay, Informative essay, Argumentative Essay, and Narrative (story) writing.

This course fulfills the UC/CSU "B" requirement

English 3

11

The Grade 11 Thematic Units provide students with a survey of American literature and informational texts from early colonial times to the 21st century. In addition, the final unit focuses on the theme of love and features Shakespearean sonnets and drama as well as related literature and informational texts by other writers from different time periods, cultures, and disciplines. Students will continue to study writing as a process, vocabulary, speech, grammar, and research papers.

This course fulfills the UC/CSU “B” requirement

AP Literature

11

Prerequisite: Pre-AP English Teacher Recommendation AND AP Literature Summer Reading Assignment

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.

This course fulfills the UC/CSU “B” requirement

Please Note

All students enrolled in this course are encouraged to take the AP exam administered in May. Students who pass the AP exam may be eligible to earn college credit.

Mathematics

COURSE NAME	GRADES
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Algebra 1

9 - 11

Prerequisite: None

Algebra is the foundation for high school mathematics courses. This course focuses on generalizing the algorithms of arithmetic to learn how to develop equations and mathematical formulas to simulate real-life problems and solve them through mathematical manipulation. Topics include simplifying expressions, evaluating and solving equations and inequalities, and working extensively with linear, quadratic, exponential and other functions.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU “C” requirement

Algebra 1 Honors

9 - 11

Prerequisite: None

Algebra is the foundation for high school mathematics courses. This course focuses on generalizing the algorithms of arithmetic to learn how to develop equations and mathematical formulas to simulate real-life problems and solve them through mathematical manipulation. Topics include simplifying expressions, evaluating and solving equations and inequalities, and working extensively with linear, quadratic, exponential and other functions. In this course, students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. The pace of this course is accelerated in comparison to the non-honors Algebra 1 and provides powerful conceptual tools that students can use to make sense of their world through mathematics.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU "C" requirement

Geometry

9 - 11

Prerequisite: Completion of Algebra 1

Geometry provides students with experiences that deepen the understanding of two and three - dimensional objects through logic and modeling; and includes work with probability. Deductive and inductive reasoning, as well as investigative strategies, are stressed to enhance the development of problem-solving skills.

This course fulfills the UC/CSU "C" requirement

Geometry Honors

9 - 11

Prerequisite: Completion of Algebra 1 with a grade of B or better

Geometry provides students with experiences that deepen the understanding of two and three - dimensional objects through logic and modeling; and includes work with probability. Deductive and inductive reasoning, as well as investigative strategies, are stressed to enhance the development of problem-solving skills. This course provides students with a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. The course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. The pace of this course is accelerated in comparison to the non-honors geometry, and throughout this course, students solve problems across the domains of algebra, geometry and statistics.

This course fulfills the UC/CSU "C" requirement

Algebra 2

10 - 11

Prerequisite: Completion of Algebra 1 and Geometry

Second year Algebra builds on the concepts learned in Algebra 1 and geometry and further develops the mathematical manipulations needed to solve more complex equations and simulations. Students will study quadratic, logarithmic and trigonometric functions; inequalities; absolute value; and real and imaginary numbers. The pace of this course is accelerated in comparison to the non-honors geometry, and topics will be studied in much greater depth.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU "C" requirement

Algebra 2 Honors

9 - 11

Prerequisite: Completion of Geometry with a grade of B or better and Honors Algebra 1 with a grade of B or better or Completion of Honors Algebra 1 with a grade of A and concurrently taking Honors Geometry

Second year Algebra builds on the concepts learned in Algebra 1 and geometry and further develops the mathematical manipulations needed to solve more complex equations and simulations. In this course, students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling through the course. The pace of this course is accelerated in comparison to the non-Pre AP Algebra 2. Students solidify and extend the understanding of functions and data analysis developed in prior courses.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU "C" requirement

Precalculus

10 - 11

Prerequisite: Completion of Geometry and Algebra 2 with a grade of C or better

Precalculus examines topics such as polynomials, exponential and logarithmic functions; probability; statistics; linear regressions; trigonometric functions using the unit circle and waves; rotational motion; and both right and non-right triangles. Students who successfully complete this course will be prepared to take AP-Calculus or AP Statistics the following year.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU "C" requirement

AP Calculus AB

10 - 11

Prerequisite: Completion of Geometry and Algebra 2 with a grade of B or better

Advanced Placement Calculus is a college level calculus course. Students will develop an appreciation for calculus as a coherent body of knowledge and human accomplishment as they explore a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will explore graphs, functions, limits, derivatives and integrals. Calculus is the mathematics of motion and an essential tool for college students in physics, chemistry, biology, geology, medicine, business, economics, psychology, engineering, and computer science. The goal of this course is to explore the concepts, methods, and applications of differential and integral calculus. Students will work to understand the theoretical basis and solve problems by applying your knowledge and skills.

Equipment needed: A graphing calculator (TI-83 Plus, or better).

This course fulfills the UC/CSU "C" requirement

Please Note: All students enrolled in this course are encouraged to take the AP exam administered in May. Students who pass the AP exam may be eligible to earn college credit.

Financial Literacy

11

Prerequisite/Recommendation: Completion of Geometry

This class combines algebraic and graphical approaches to practical business and personal finance applications. Students study personal finance, income computations, banking, taxes, loans, insurance, real estate and preparing a budget and planning for retirement.

This course is anticipated to fulfill the UC/CSU "C" requirement

Non-Departmental

COURSE NAME	GRADES
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Life Management

9 - 11

This course is designed to help students foster academic success in their high school careers, and to aid in successfully reaching life goals set by the individual student. Students will be introduced to strategies for identifying possible career interests, researching those interests, and end the semester with a working digital and paper career resource portfolio. The student's working portfolio will travel with him/her throughout his/her high school career, in order to build upon the foundational framework.

This course fulfills the UC/CSU "G" requirement

Leadership

9 - 11

Students will develop leadership and teamwork skills needed to be an effective leader, such as understanding personality and leadership styles, goal setting, time management techniques, conflict resolution, communication, listening skills, reflective practices, group dynamics, and public speaking. Students will practice carrying out leadership traits such as positivity, accountability, respect, commitment,

communication and initiative. The objective of the class is to offer student leaders an opportunity to develop leadership skills as they perform the responsibilities of the position they hold. This course will promote pride in activities, special events, club creations, fundraising, community service, and career readiness. For incoming freshmen, there will be an interview and application process in which students will need to attend and meet specific deadlines. Current RIHS students will need to also complete an interview, application, and successfully work through an election process during the school year. *Students who have not completed these requirements are ineligible to participate in this course.*

This course fulfills the UC/CSU "G" requirement

Health Education

9

This course is designed to make students aware of how their physical and emotional environment affects their health. The course includes study of human physiology, sexuality, mental and physical health, and social institutions.

This course is anticipated to fulfill the UC/CSU "G" requirement

Physical Education

COURSE NAME	GRADES
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Core Physical Education

9

This course is designed to give students the opportunity to learn through a comprehensive physical education program. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness and wellness. This class will focus on individual lifetime fitness principles and knowledge. Course may include but is not limited to basketball, soccer, football, self-defense, and softball. Ninth grade students will be required to complete the California State Physical Fitness Test.

Team Sports

10 - 11

This dynamic course offers students in grades 10 through 11 an engaging exploration of various team sports, fostering physical fitness, teamwork, and strategic thinking. Participants will delve into the fundamental skills, rules, and strategies of popular team sports, enhancing their overall athletic abilities. Throughout the academic year, students will have the opportunity to actively participate in a diverse range of team sports, such as football, basketball, soccer, volleyball, ultimate frisbee, badminton, pickleball, floor hockey, and more. Emphasis will be placed on developing individual and collaborative skills, including coordination, communication, and strategic decision-making.

Athletic Physical Education I

9

This course is designed to give students the opportunity to learn athletic performance concepts and techniques used for obtaining optimal athleticism. Students will benefit from a comprehensive strength and conditioning program to learn the fundamentals needed to achieve high levels of performance in their chosen sport. Students will learn the basic fundamentals to develop the strength, power, speed, and agility needed to optimize performance and reduce injuries. This class will develop student-athletes with the necessary qualities needed to maximize knowledge and performance related to their athletic success. In addition, this class will focus on individual fitness principles and knowledge that they can use throughout their life. Ninth grade students will be required to complete the California State Physical Fitness Test.

Athletic Physical Education II

10 - 11

Prerequisite: Athletic Physical Education I and teacher recommendation.

This course is tailored for students seeking an in-depth exploration of advanced athletic performance concepts. Participants will engage in a comprehensive strength and conditioning program that extends beyond fundamental principles, focusing on advanced techniques to optimize performance in their chosen sports. The curriculum encompasses intricate fundamentals, including strength, power, speed, and agility. Designed to foster well-rounded student-athletes, the course emphasizes the development of both theoretical knowledge and practical skills, contributing to heightened athletic success. Additionally, the class underscores individual fitness principles, equipping students with enduring knowledge applicable throughout their lifetime.

Weight Training

10 - 11

This course is designed to introduce high school students to the principles and practices of weight training, promoting physical fitness, strength development, bodybuilding, and overall well-being. Participants will embark on a journey of understanding and applying effective weightlifting techniques. Throughout the semester, students will learn the fundamentals of resistance training, focusing on proper form, safety protocols, and personalized workout routines. The curriculum emphasizes the development of key muscle groups, enhancing both strength and endurance. Additionally, students will explore the principles of program design, learning how to create customized workout plans tailored to individual fitness goals.

Science

COURSE NAME	GRADES
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Biology

9

This Next Generation course will introduce students to the study of life from the cellular level to the biosphere as a whole. This course will cover basic principles in the biological sciences with emphasis on the following: introduction to biochemistry, the cell, genetics, evolution and physiology. This course is aimed at increasing the student's knowledge of living things and their environment.

This course fulfills the UC/CSU "D" Lab Science requirement

Biology Honors

9

This is an honors/preparatory course for students that will later choose to take AP Biology. Students will study more in depth the structure and function of organisms, the inheritance and variance of traits, matter and energy in organisms and ecosystems, the interdependent relationships in ecosystems, and natural selection and evolution while also covering the basic principles of biological sciences

This course fulfills the UC/CSU "D" Lab Science requirement

AP Biology

11

Prerequisite: Biology or Pre-AP (Honors) Biology

This course aims to increase students' knowledge of living things and their environment. Course surveys life from cells through organ systems, individuals, populations and living communities of plants and animals.

This course fulfills the UC/CSU "D" Lab Science requirement

Anatomy & Physiology

11

Prerequisite: Biology or Pre-AP (Honors) Biology

This course is designed to give students a detailed understanding of the eleven major organ systems of the human body and how they maintain homeostasis through chemical and physical processes. For each system

covered, students will learn the structures that comprise that system, explain their functions, and provide an explanation as to how they operate. Students planning careers in nursing, medicine and physical education will find this class of special value.

This course is anticipated to fulfill the UC/CSU “D” Lab Science requirement

Chemistry **10 - 11**

This is a traditional chemistry course for college bound students. This course explores the structure and properties of matter and their interactions. The curriculum covers atomic theory, nuclear chemistry, conservation of matter and stoichiometry, chemical bonding, states of matter and solutions, acids and bases, chemical reactions, energy transfer, kinetics, and equilibrium. There is a strong emphasis on explaining macroscopic phenomena by constructing physical and conceptual models and through laboratory work.

This course fulfills the UC/CSU “D” Lab Science requirement

Chemistry Honors **10 - 11**

This course explores the foundations of chemistry and covers the same content as Chemistry at a deeper level. This includes the Next Generation Science Standards and will prepare students for AP Chemistry. This course emphasizes research, problem solving, and laboratory experiments.

This course is anticipated to fulfill the UC/CSU “D” Lab Science requirement

Physics in the Universe **10 - 11**

Physics in the Universe is a systematic study of the fundamental laws of physical phenomena that govern the natural world. This course is a project/laboratory based course that covers mechanics (motion, forces, momentum, and energy), electricity and magnetism, waves (light and sound), and thermodynamics and includes the Earth Science Standards outlined in the Next Generation Science Standards. This course will provide students a strong foundation for future work in other physical sciences classes.

This course is anticipated to fulfill the UC/CSU “D” Lab Science requirement

Social Science

COURSE NAME	GRADES
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Ethnic Studies **9**

This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. This semester-long course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community.

This course is anticipated to fulfill the UC/CSU “A” requirement

World History **10**

Students in World History will study the major turning points that shaped the modern world as we know it today. This course will cover significant events, locations, cultures, inventions and people from the first great civilizations to the present. Students will examine themes such as Ancient Roman and Greek Philosophy, The Glorious and American Revolutions, impact of the Industrial Revolution, Imperialism, World War I and World War II, Nation building and the Integration of the world's economies.

This course fulfills the UC/CSU “A” requirement

AP World History

10

Students of Advanced Placement World History: Modern will study and explore important events, people, and developments from throughout the world. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. In this Advanced Placement course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion is of the utmost importance. We will practice Short Answer, Document Based Question, and Long Essay writing in preparation for the AP exam. This course will focus on the AP World History Course Themes, as well as the four Historical Thinking Skills.

This course fulfills the UC/CSU "A" requirement

Please Note

All students enrolled in this course are encouraged to take the AP exam administered in May. Students who pass the AP exam may be eligible to earn college credit.

U.S. History

11

Students in United States History will study major turning points that shaped the United States of America. They will examine themes such as the founding of our nation, the Declaration of Independence, Industrialization, role of religion, U.S. role as a world power in the early twentieth century, developments during the 1920s, The Great Depression, World War II, economic boom following World War II, foreign policy following World War II, development of civil and voting rights and analyze social and domestic policies.

This course is anticipated to fulfill the UC/CSU "A" requirement

AP U.S. History

11

The Advanced Placement U.S. History course is a year-long course that is designed to have students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. This will be accomplished through the study of primary and secondary source documents and critical analysis in writing and discussion. We will practice Short Answer, Document Based Question, and Long Essay writing in preparation for the AP exam. 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 fulfills the UC/CSU "A" requirement

Please Note

All students enrolled in this course are encouraged to take the AP exam administered in May. Students who pass the AP exam may be eligible to earn college credit.

Psychology

10 - 11

Psychology is a year-long elective course that focuses on the study of behavioral and mental processes. Students will examine the relationships between brain function and behavior, applying what they learn to illuminate our understanding and improve the world around us. Major emphasis will be placed on research methods, stages in childhood and adolescence, stress and health, personality traits, memory, learning, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

This course is anticipated to fulfill the UC/CSU "G" requirement

AP Psychology

10 - 11

The Advanced Placement Psychology course is a year-long course that is designed to introduce students to themes such as the systematic and scientific study of the behavior and mental processes of human beings and other animals, psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The Advanced Placement Psychology course will offer students the opportunities to learn about the explorations and discoveries made by psychologists over the past century. Students will get the chance to assess some of the differing approaches adopted by psychologists. The Advanced Placement Psychology course aims to provide students with a learning experience equivalent to that of most college introductory psychology courses. This course will prepare students to successfully conquer the AP Psychology Exam.

This course fulfills the UC/CSU "G" requirement

Please Note

All students enrolled in this course are encouraged to take the AP exam administered in May. Students who pass the AP exam may be eligible to earn college credit.

Arts Media

COURSE NAME	GRADES
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Introduction to Art

9 - 11

Introduction to Art is intended to develop an understanding and appreciation of the essential elements and principles of art, color design, and art history. Through classroom application, students will explore various media, including pencils, pastels, watercolors, and ink. Students will develop a portfolio of their work.

This course fulfills the UC/CSU "F" requirement

Advanced Art

10 - 11

Prerequisite: Successful completion of Introduction to Art with a B or higher and/or instructor approval

Advanced Art is a continuation of Introduction to Art through drawing, painting, sculpture, and the study of art history. Students will explore various media which may include charcoal, watercolor, ink, and acrylics. Students will develop individual portfolios of their work.

This course is anticipated to fulfill the UC/CSU "F" requirement

Digital Photography

9 - 11

This course introduces students to the fundamentals of digital photography while expanding the student's knowledge of basic digital photography. Students will learn proper camera techniques, create multimedia presentations, and explore various software programs to enhance, alter, and print photographs. Students will develop and present a personal portfolio.

This course fulfills the UC/CSU "F" requirement

Video Production & Broadcasting

9 - 11

This course introduces students to the fundamentals of video production both in front of and behind the camera. The focus of the course will be to produce the morning school announcements to be aired throughout the school. Students will also participate in various individual and group projects to develop skills in all the stages of video production.

This course fulfills the UC/CSU "F" requirement

Video Production & Broadcasting II

10 - 11

Prerequisite: Previously taken Video Production & Broadcasting and teacher recommendation

The second course is intended to prepare students for careers in audio/visual production. Building on knowledge acquired in Video Production & Broadcasting, this course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning productions. Upon completion of this course, proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries. Students will continue compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in this program of study.

This course is anticipated to fulfill the UC/CSU "F" requirement

Yearbook

10 - 11

Open to students in grades 10 and 11 and/or instructor approval

This is a course designed to produce the school yearbook. Job assignments include typing, accounting, page design, section editing, and photography. All students are responsible for selling yearbooks, fundraising, and advertising. Students are to use time out of class, if necessary, to meet deadlines.

This course fulfills the UC/CSU "F" requirements.

Performing Arts

COURSE NAME	GRADES
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Beginning Band

9 - 11

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals.

Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

This course fulfills the UC/CSU "F" requirement

Advanced Band

9 - 11

Prerequisite: Spring Audition Required. Previous experience playing an instrument and experience with music reading is required.

Students with at least a year of instrumental experience further develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students in Advanced Band will cover many styles of music and be the premier performing ensemble at RIHS. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

This course fulfills the UC/CSU "F" requirement

Choir

9 - 11

Course Description: In this entry-level choir, students will learn the basics of singing and reading music. Open to all grade levels, with NO AUDITION NECESSARY! Students will sing repertoire from various eras of musical history and from a variety of music styles: including gospel, musical theater, pop, and classical. While learning rehearsal and performance techniques, the students analyze compositional elements in cultural and historical contexts. Major Projects/Assignments: The rehearsal and performance schedule will require a time commitment outside of the regular school day/calendar to include rehearsals, concerts, and festivals. Participation in all performances is mandatory.

This course is anticipated fulfills the UC/CSU "F" requirement

Drama

9 - 11

This course introduces students to the theatrical arts. We emphasize creativity, collaboration, and perseverance. Areas covered in depth include: theater vocabulary, roles in the theater, movement, acting, the reading of plays, theater design and tech, and viewing theater performances.

This course fulfills the UC/CSU "F" requirement

World Language

COURSE NAME	GRADES
Spanish 1	9 - 11
Prerequisite: none	
Spanish 1 will prepare students for an academic college preparatory elective which requires verbal and written participation and reading comprehension. Students are required to communicate in the target language in both small groups and individually through listening and speaking activities. The instructor will use target language in both lecture and discussion. Students will develop a respect and understanding of diversity, linguistic and cultural heritage.	
<i>This course fulfills the UC/CSU "E" requirement</i>	
Spanish 2	9 - 11
Prerequisite: Spanish 1	
This course will prepare the student to Extend proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage. Continue to develop a respect and understanding of diversity, linguistic and cultural heritage. Expend the students communication skills necessary to further language learning, and for study, reading for leisure in a range of authentic context and for a variety of audience and purposes. Enable the student to develop multi literacy skills through the use of a range of learning tools, in a variety of multimedia platforms	
<i>This course fulfills the UC/CSU "E" requirement</i>	
Spanish 2 Honors	9 - 11
Prerequisite: Spanish 1	
This course will prepare the student to: Expand proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage. Continue to develop a respect for diversity, linguistic and cultural heritage. Emphasis is placed on the students' communications skills necessary to further language learning, written expressions, cultural and literary readings, along with authentic text for leisure in a range of authentic context and for a variety of audience and purposes. Enable the student to develop multi literacy skills through the use of a range of learning tools, such as multimedia, in a variety of multimedia platforms The class is conducted fifty percent in Spanish.	
<i>This course fulfills the UC/CSU "E" requirement</i>	

Spanish 3**10 - 11**

Prerequisite: Spanish II or approval of the instructor This is a rigorous college prep course which applies and extends the grammatical and cultural concepts taught in Spanish II. Students will be required to communicate and to make connections and comparisons between Hispanic cultures and their own. There will be projects where the students will be required to draw upon community and technological resources for their presentations.

This course is anticipated to fulfill the UC/CSU "E" requirement

Spanish 3 Honors**10 - 11**

Prerequisite: Spanish II or approval of the instructor In this course the students will learn the use of vocabulary idioms, colloquialisms so as to be able to express themselves at a near native level. Sentence writing and structure is emphasized in the first semester. The students will constantly be required to write and give oral explanations to justify his syntax. The second semester is an introduction to Spanish culture, history and literature. The student will read and interpret various selections of outstanding Spanish prose and verse. At the end of the year, the student will be ready for AP Language and Culture Spanish 4 and also be ready to take the achievement examination in Spanish.

This course is anticipated to fulfill the UC/CSU "E" requirement

Career Technical Education Department

Career and Technical Education (CTE) classes are part of general graduation requirements, and allow students to explore their interests and passions. These classes provide hands-on learning opportunities, skills and training needed for success in both college and career. Most CTE courses offer college credit and/or advanced placement into college certificate and degree programs. CTE courses met A - G graduation requirements.

COURSE NAME	GRADES
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Computer Science Essentials (Game Design and Computer Programming)**9 - 11**

Prerequisite: None

This course will cover topics such as problem-solving, programming, physical computing, user-centered design, and data. Students build on their coding experiences as they design images, animations, interactive arts, and games as well as develop their own websites, apps, interactive games, and physical computing systems.

This course fulfills the UC/CSU "D" requirement

Introduction to Engineering Design (IED)**9 - 11**

Prerequisite: None

Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements.

This course fulfills the UC/CSU "D" requirement

Robotics

9 - 11

Prerequisite: None

Robotics is a lab-based course that introduces the basic concepts of robotics which focus on the construction and programming of autonomous mobile robots. Each challenge and activity in this course is structured around iterative, engineering design processes, real-world applications and opportunities for students to build teamwork and collaboration skills. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving. STEM Labs provide students with hands-on, minds-on engagement that encourages students to design creative solutions and innovate through experimentation.

This course fulfills the UC/CSU “G” requirement

Introduction to Biomedical Science

9 - 11

Prerequisite: Biology, Algebra I

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

This course fulfills the UC/CSU “D” requirement

AP Computer Science Principles

10 - 11

Prerequisite: Completion of Introduction to Engineering Design or Computer Science Essentials or Game Design and Computer Programming with a grade of B or better.

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

This course fulfills the UC/CSU “D” requirement

STEM Leadership

9 - 11

Prerequisite: None

This course is designed to develop and improve the leadership skills each person possesses. Areas from goal setting to team building to personal relations to problem solving will be covered. This course will also explore six categories of SkillsUSA’s Program of Work such as advocacy and marketing, leadership development, financial management, community engagement, workplace experiences, workplace experiences and partner and alumni engagement. Students in this course will have opportunities to serve as a member of leadership teams for career and technical student organizations (CTSO) such as SkillsUSA, VEX Robotics, and HOSA.

This course is anticipated to fulfill the UC/CSU “G” requirement

Updated 6/17/24