



Home of the Riptide

2025 - 2026
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

The state of California required students to complete 10 credits with a passing grade in Algebra I prior to receiving their high school diploma.

Courses taken through outside institutions before high school.

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.

Advanced math coursework above Geometry may not be completed through an outside institution.

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.

Students in 8th grade will be expected to submit evidence of enrollment in high school coursework to RIHStranscript@riacademies.net, due on the same day as their course selection sheet. Additionally, students must complete the Outside Institution Form, which is included on the course selection sheet. Courses must be successfully completed by June 30, 2025 and final grades submitted to RIHStranscript@riacademies.net no later than July 31, 2025. 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. Students in 8th grade are expected to attach evidence of enrollment in high school coursework to their course selection form, and complete the Outside Course Work form, which is included on the Course Selection Sheet. Courses must be successfully completed by June 30, 2025, and final grades submitted to RIHStranscript@riacademies.net no later than July 31, 2025 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. Students in 9th grade will be expected to submit evidence of enrollment in outside coursework to RIHStranscript@riacademies.net, due on the same day as their course selection sheet. Additionally, students must complete the Outside Institution Form, which is included on the course selection sheet. This course must be completed by June 30, 2025 and final transcript grades submitted to RIHStranscripts@riacademies.com no later than July 31, 2025. 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 and Early College Pathway.

College Early Start (CES) allows any high school student, beginning as early as the fall of their 9th grade year to enroll in courses at Delta College as long as they are in good academic standing. They can take up to 11 units per semester and choose any classes they are interested in. This program allows the flexibility of being able to take as few or as many classes as they would like throughout high school. Some students utilize this program to pursue personal interests. Others take courses that will transfer to CSU/UC so that they can enter college having completed some college units. Courses can be taken concurrently during fall and spring semesters or during summer session.

Students are not able to use any Delta courses to fulfill prerequisites or earn higher placement in courses offered at RIHS that are not explicitly listed in the Course Catalog.

Early College Pathway (ECP), allows students to join a cohort at the start of their 9th grade year in order to work toward earning an Associate's Degree. All courses will be completed online. Students must join in the first semester of 9th grade and are enrolled in a **set sequence of courses** each semester, including summers, throughout high school. Students do not get to choose their classes or take classes out of order. However, they are guaranteed placement in the courses they need in order to earn their Associate's Degree or General Education for UC/CSU requirements.

This program is very rigorous, and students must be in good academic standing to enter and remain in the program.

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.

Delta College Course	River Islands High School Course Equivalent
History 17B History of the United States	U.S. History (11th grade)
POLS C1001 American Government and Politics	U.S. Government (12th grade)
Business 26 Economics of Business	Economics (12th grade)
ENGL C1000 Academic Reading and Writing OR ENGL C1000E Academic Reading and Writing Embedded Support	English 4 (12th grade)

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 *TENTATIVE

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 13, 2025 - December 19, 2025	Semester 2: January 6, 2026 -June 4, 2026
Quarter Grades “Quarter Reports” & Eligibility	Quarter 1: August 13, 2025 - October 3, 2025 Eligibility Effective 10/15/25	Quarter 3: January 6, 2026 - March 13, 2026 Eligibility Effective 3/25/26
Semester Reports “Report Cards” & Eligibility	Quarter 2: October 13, 2025 - December 19, 2025 Eligibility Effective 1/07/26	Quarter 4: March 25, 2026 - June 4, 2026 Eligibility Effective 6/10/26

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 Visual and Performing Arts CTE	2 years (Same Language) <ul style="list-style-type: none"> • 3 years recommended
F		1 year Visual and Performing Arts Class
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 and Beyond

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 ● 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 ● 3 years recommended
E	3 years of either: World Languages	2 years (Same Language) ● 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 higher 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 students hope to meet a variety of personal goals: graduation, college eligibility, career and technical education, and skill development. Students must be aware of the requirements of each of their 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. Students will use the trackers below to track the completion of requirements for earning a high school diploma and preparing for college, should they choose to pursue a four-year college pathway.

Graduation Tracking Course Planning Guide - page 1

Students can refer to this page for additional information regarding graduation requirements and A-G requirements.

RIHS Counseling Graduation Tracking Course Planning Guide							
★ = High School Graduation Requirement ✓ = A-G Requirement (4-year college)							
	9th Grade		10th Grade		11th Grade		12th Grade
★✓	Ethnic Studies & Health (10)	★✓	World History (10)	★✓	US History (10)	★✓	Econ & US Gov (10)
★✓	English (10)	★✓	English (10)	★✓	English (10)	★✓	English (10)
★✓	Math (10)	★✓	Math (10)	★✓	Third Year of Math (10)	✓	Optional Math (10) OR Elective (10)
Pathway beginning in 9th grade	Algebra 1 ★✓	→	Geometry ★✓	→	Algebra 2 ★✓ Financial Literacy ★	→	Precalculus ✓ AP Calculus AB ✓ Stats ✓ Financial Literacy ★ OR Elective
	Geometry ★✓	→	Algebra 2 ★✓	→	Precalculus ★✓ AP Calculus AB ★✓ Stats ★✓ Financial Literacy ✓	→	AP Calculus BC ✓ Stats ✓ Financial Literacy ★ OR Elective
	Algebra 2 ★✓	→	Precalculus ★✓ AP Calculus AB ★✓ Stats ★✓	→	AP Calculus AB ★✓ AP Calculus BC ★✓ Stats ★✓ Financial Literacy ★	→	AP Calculus BC ✓ Stats ✓ Financial Literacy ★ OR Elective
★✓	Biology - Life Science (10)	★✓	Physical Science (10)	✓ ★	Optional Science (10) OR Elective (10)	✓ ★	Optional Science (10) OR Elective (10)
★	PE (10)	★	PE (10) OR Elective (10)	★	PE (10) OR Elective (10)	★	PE (10) OR Elective (10)
★	Elective (10)	★	Elective (10)	★	Elective (10)		Elective (10)
★	Elective (10)	★	Elective (10)	★	Elective (10)		Elective (10)

Please Note:

Students are encouraged to utilize the course catalog and learn about the course offerings that will complete each category. Students need to be aware of courses that have prerequisites and plan accordingly.

Students will not be able to use classes from outside institutions as prerequisite coursework for classes offered at River Islands High School other than the courses specified in the Mathematics and World Language section on pages 4-6 of this catalog.

Graduation Tracking Course Planning Guide - page 2

Students can refer to this page for additional information regarding graduation requirements and A-G requirements for elective courses.

Elective Requirements			
Class of 2026 & 2027 must have a total of 70 elective credits in order to graduate Class of 2028 must have a total of 80 elective credits in order to graduate			
	High School Graduation Requirement		A-G Requirement (4-year college)
Combination of the courses	Class of 2026 & 2027 (20 credits) Visual Performing Arts, CTE, or World Language	Specific course categories	Visual Performing Arts (10 credits required)
	Class of 2028 (30 credits) Visual Performing Arts, CTE, or World Language		World Language (20 credits required, 30 credits recommended)
PE	20 Credits of Physical Education <ul style="list-style-type: none"> 9th grade PE is required Students can choose when to complete their second year 	PE	20 Credits of Physical Education <ul style="list-style-type: none"> 9th grade PE is required Students can choose when to complete their second year

Students must plan when they want to complete the courses required to meet their post-secondary goals.

Be sure to refer to the charts below for additional information. You can also refer to the charts on the counseling website: bit.ly/rihscounseling.

Class of 2026 & 2027 RIHS High School Graduation Requirements		College A-G Requirements Four-Year CSU/US		Class of 2028 RIHS High School Graduation Requirements		College A-G Requirements Four-Year CSU/US	
Subjects	Credits	Subjects	Credits	Subjects	Credits	Subjects	Credits
Electives	70	A Social Science (2 years)	20	Electives	80	A Social Science (2 years)	20
English	40	B English (4 years)	40	English	40	B English (4 years)	40
Mathematics	30	C Mathematics (3yrs./4 recommended)	30	Health	5	C Mathematics (3yrs./4 recommended)	30
Physical Education	20	D Lab Science (2 yrs. 3 recommended)	20	Mathematics	30	D Lab Science (2 yrs. 3 recommended)	20
Science	20	E World Languages (2 yrs. 3 recommended)	20	Physical Education	20	E World Languages (2 yrs. 3 recommended)	20
Social Science	30	F Visual and Performing Arts (1yr.)	10	Science	20	F Visual and Performing Arts (1yr.)	10
Visual and Performing Arts, and/or World Language, and/or CTE	20	G College Preparatory Electives (1yr.)	10	Social Science	35	G College Preparatory Electives (1yr.)	10
Total Credits:	230			Visual and Performing Arts, and/or World Language, and/or CTE	30		
				Total Credits:	260		

Please Note:

Students are encouraged to utilize the course catalog and learn about the course offerings that will complete each category. Students need to be aware of courses that have prerequisites and plan accordingly.

Students will not be able to use classes from outside institutions as prerequisite coursework for classes offered at River Islands High School other than the courses specified in the Mathematics and World Language section on pages 4-6 of this catalog.

Graduation Tracking Course Planning Guide - page 2

Students can refer to this page for additional information regarding graduation requirements and A-G requirements for elective courses.

RIHS Counseling Graduation Tracking Course Planning Outline Student Tracker Worksheet			
Please indicate your graduation plan: <input type="checkbox"/> High School Diploma Bound - preparatory to a two-year college, trade school, military, or career. <input type="checkbox"/> Diploma and Four-Year College Bound - preparatory to attending a four-year college after high school.			
9th Grade	10th Grade	11th Grade	12th Grade
Social Science Ethnic Studies & Health	World History World History or AP World H	US History US History or AP US History	Econ & US Gov Econ/Gov or AP Econ/AP Gov
English English 1 or English 1 H	English English 2 or English 2 H	English English 3 or AP Lit or AP Lang	English English 4 or AP Lit or AP Lang
Math Algebra 1 or Algebra 1 H Geometry or Geometry H Algebra 2 or Algebra 2 H	Math Geometry or Geometry H Algebra 2 or Algebra 2 H Choice: _____	Third Year of Math Algebra 2 or Algebra 2 H Choice: _____	Optional Math or Elective Choice: _____
Life Science Biology or Biology H	Physical Science Chemistry or Chemistry H Physics or Physics H	Optional Science or Elective Choice: _____	Optional Science or Elective Choice: _____
PE Core PE or Athletic PE	PE or Elective Choice: _____	PE or Elective Choice: _____	PE or Elective Choice: _____
Elective Choice: _____	Elective Choice: _____	Elective Choice: _____	Elective Choice: _____
Elective Choice: _____	Elective Choice: _____	Elective Choice: _____	Elective Choice: _____

Students will receive a copy of this page while meeting with their assigned academic counselor. This working document is meant to be a tool for students to plan out their courses.

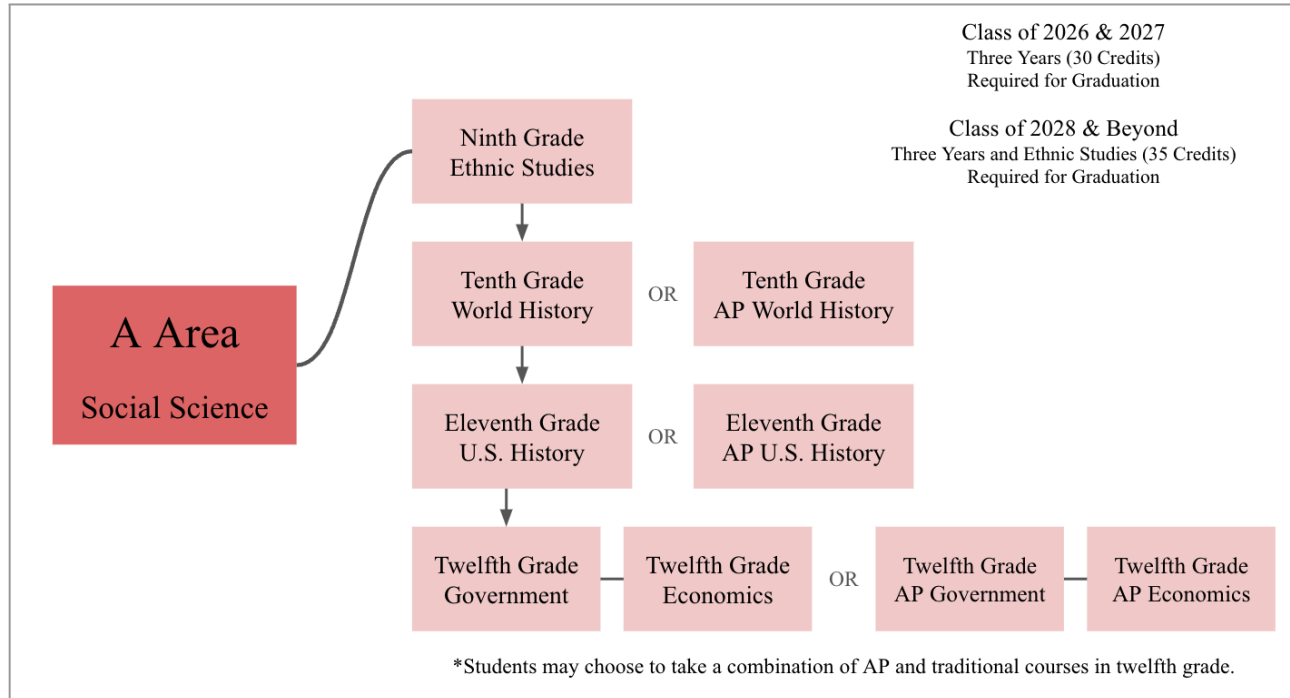
****This document does not guarantee placement in coursework. Students will still need to complete their course selection pages and prioritize their choices responsibly.***

Department Course Progression

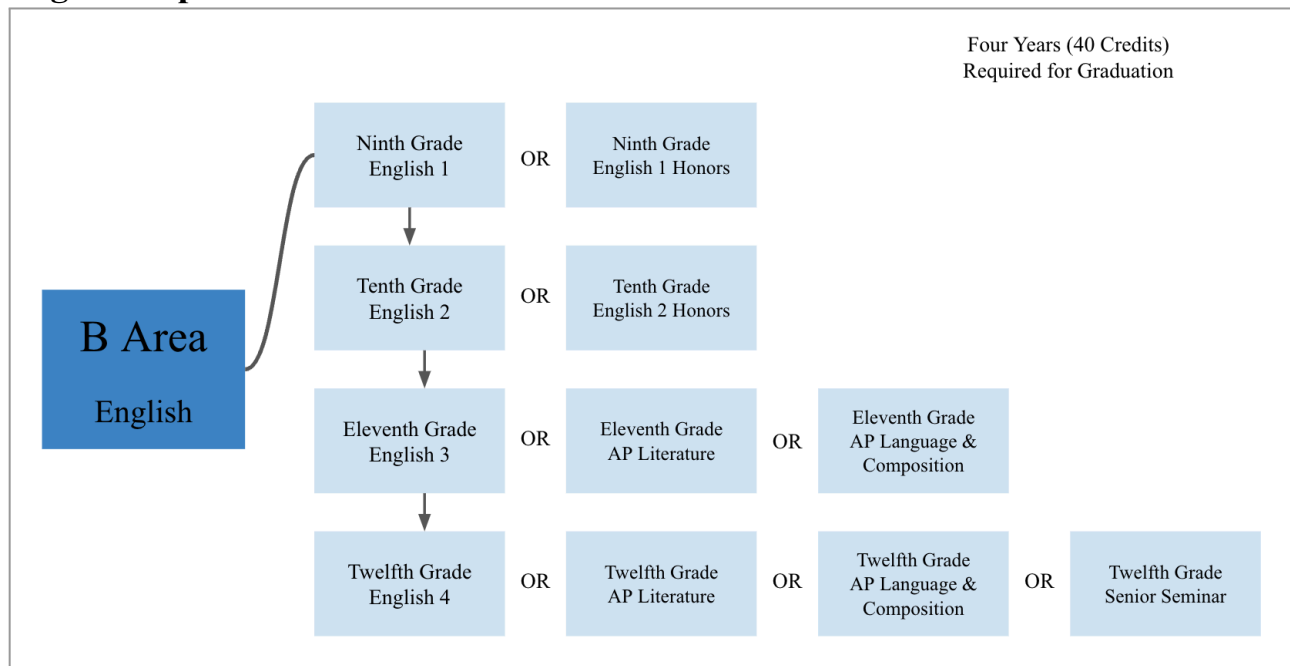
The following visual flowcharts are intended to help students and parents navigate the academic pathways available during the 2025-2026 school year across various departments at River Islands High School. They provide a clear and concise representation of course progression within each department, outlining prerequisites, core courses, and advanced options. These visual guides will help students make informed decisions about course selections and understand the sequence of classes required for academic success in each discipline. Future course offerings may be added, depending on student interest.

****Please note, the flowcharts are in order of the UC A-G Requirements***

Social Science Department

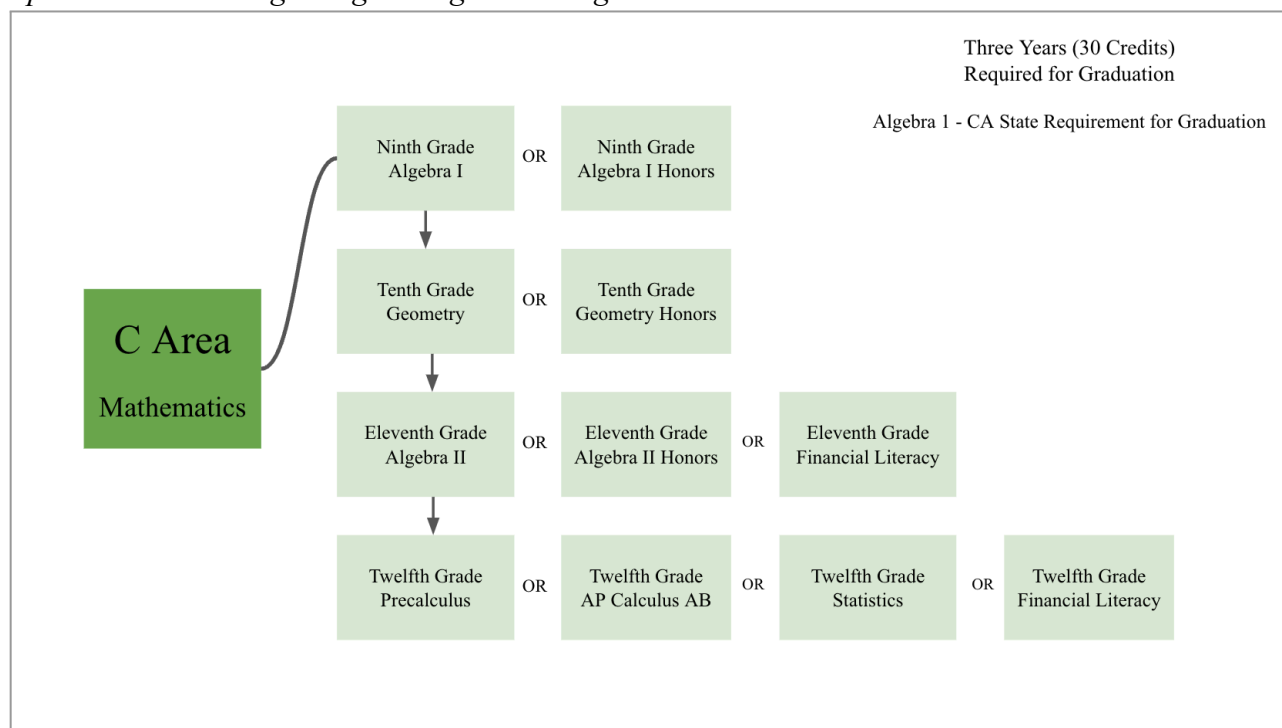


English Department

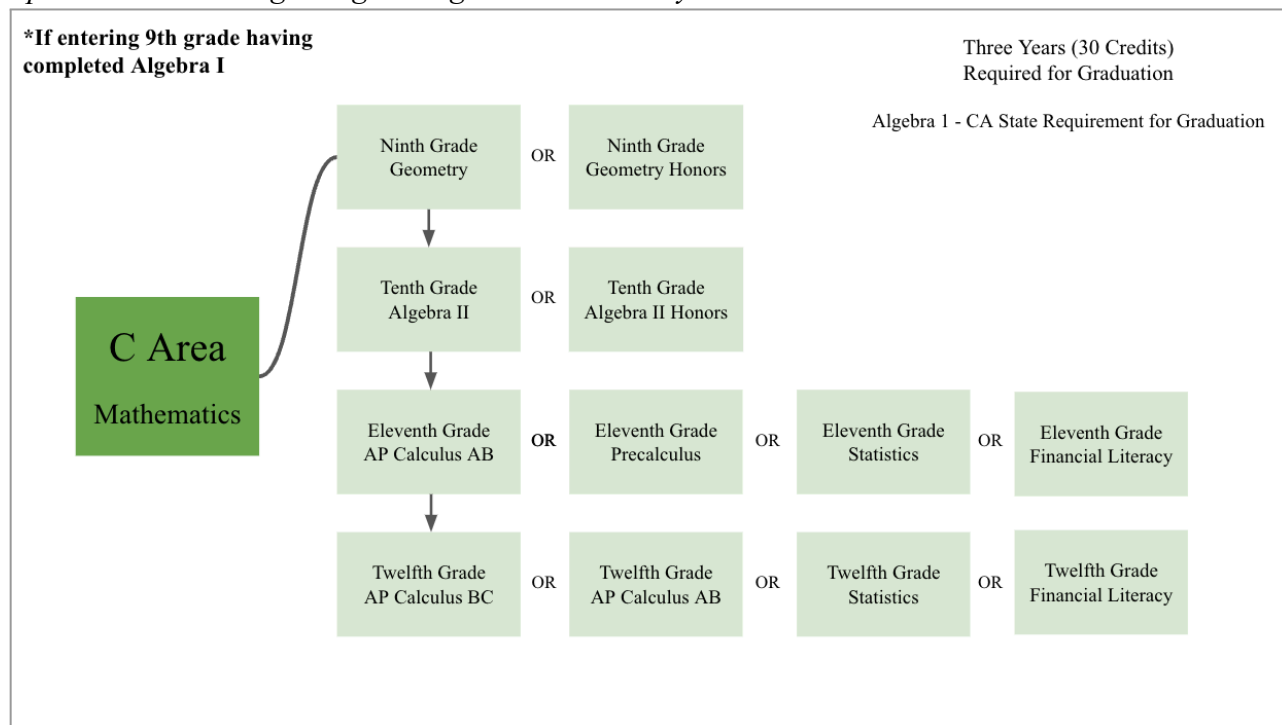


Mathematics Department

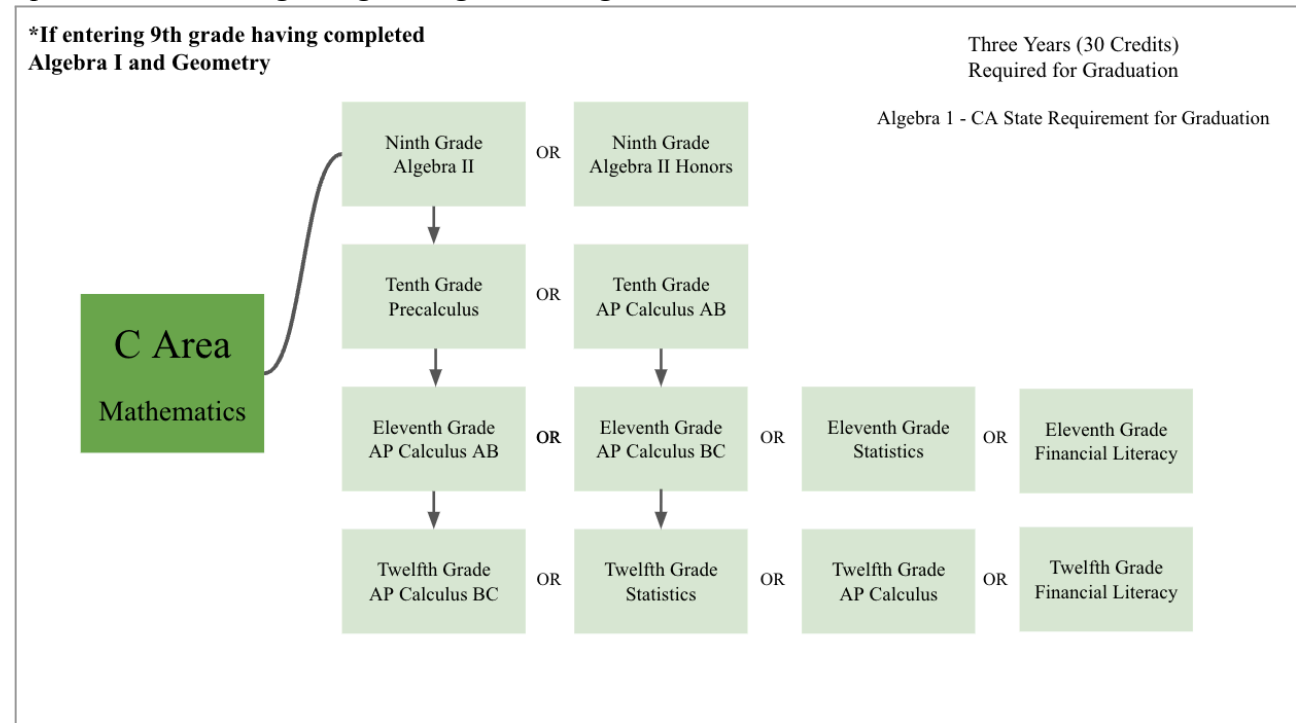
Option 1: Student beginning ninth grade in Algebra I



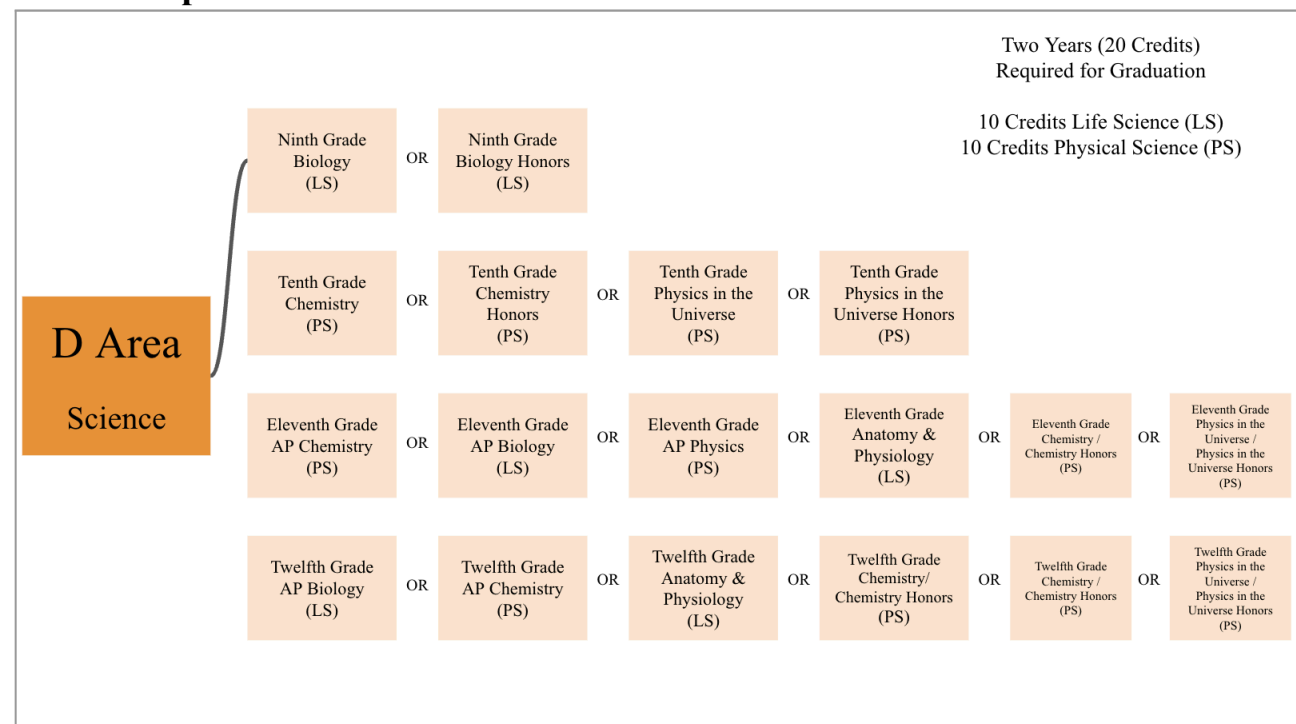
Option 2: Student beginning ninth grade in Geometry



Option 3: Student beginning ninth grade in Algebra II



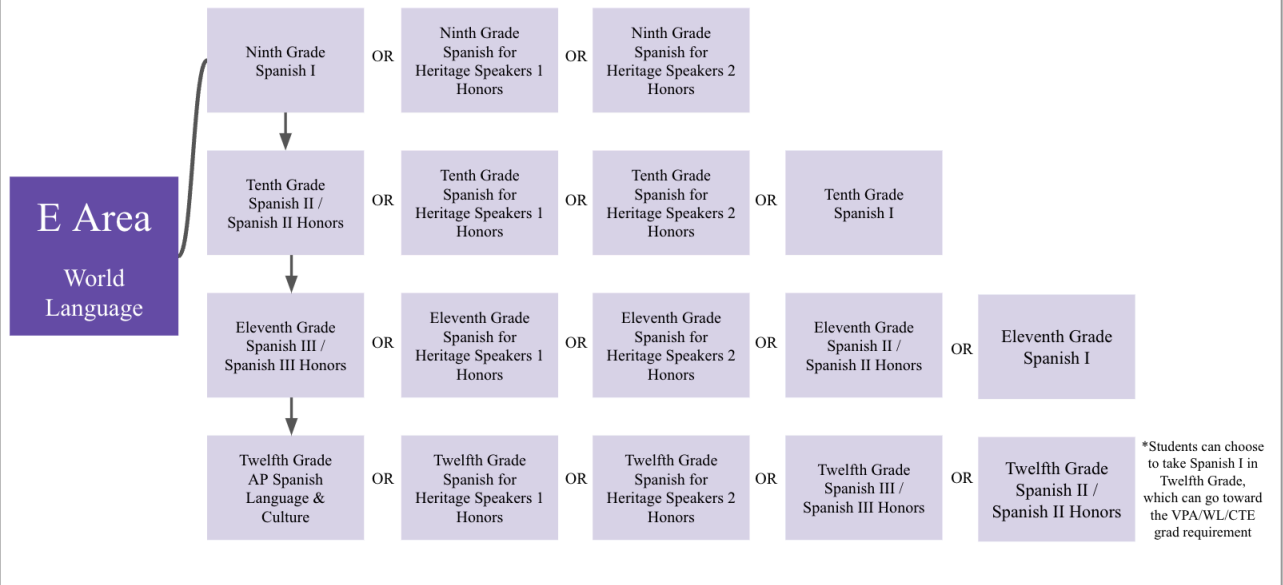
Science Department



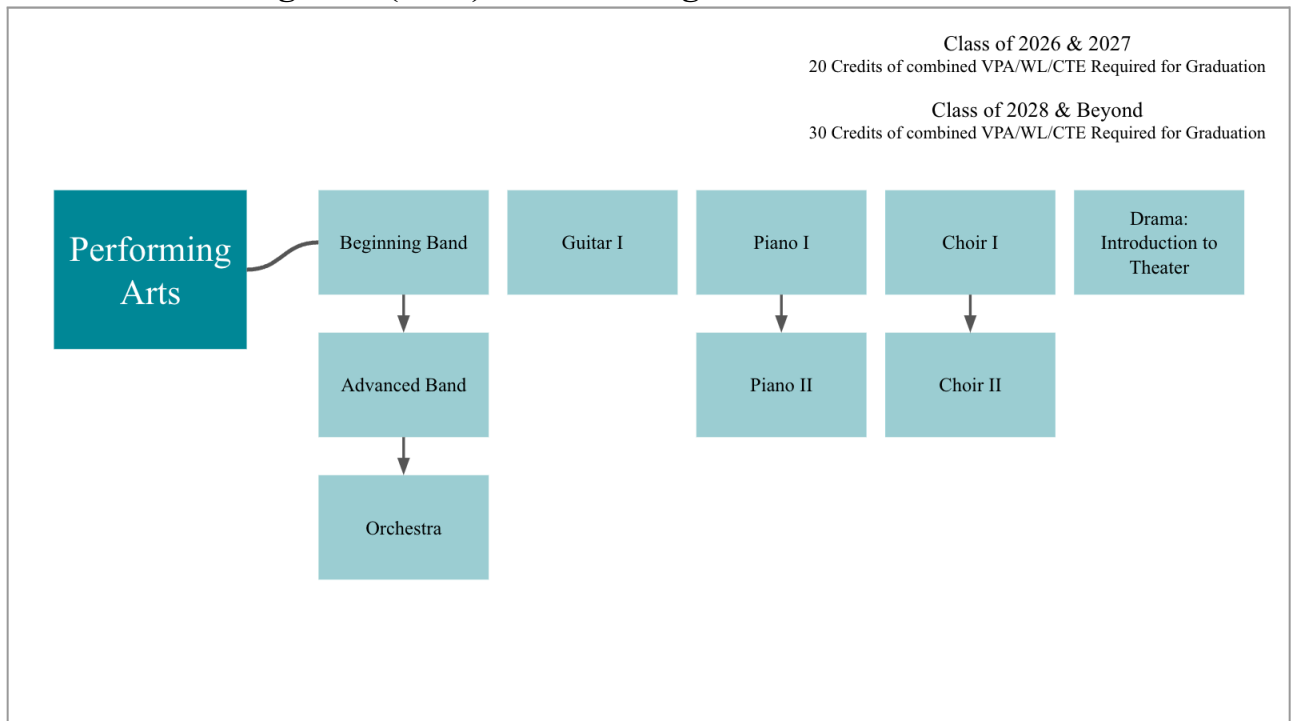
World Language (WL)

*Tamil Language - Tentative offering for the 2025-2026 School Year through Tamil Language Academy to count for the World Language Requirement

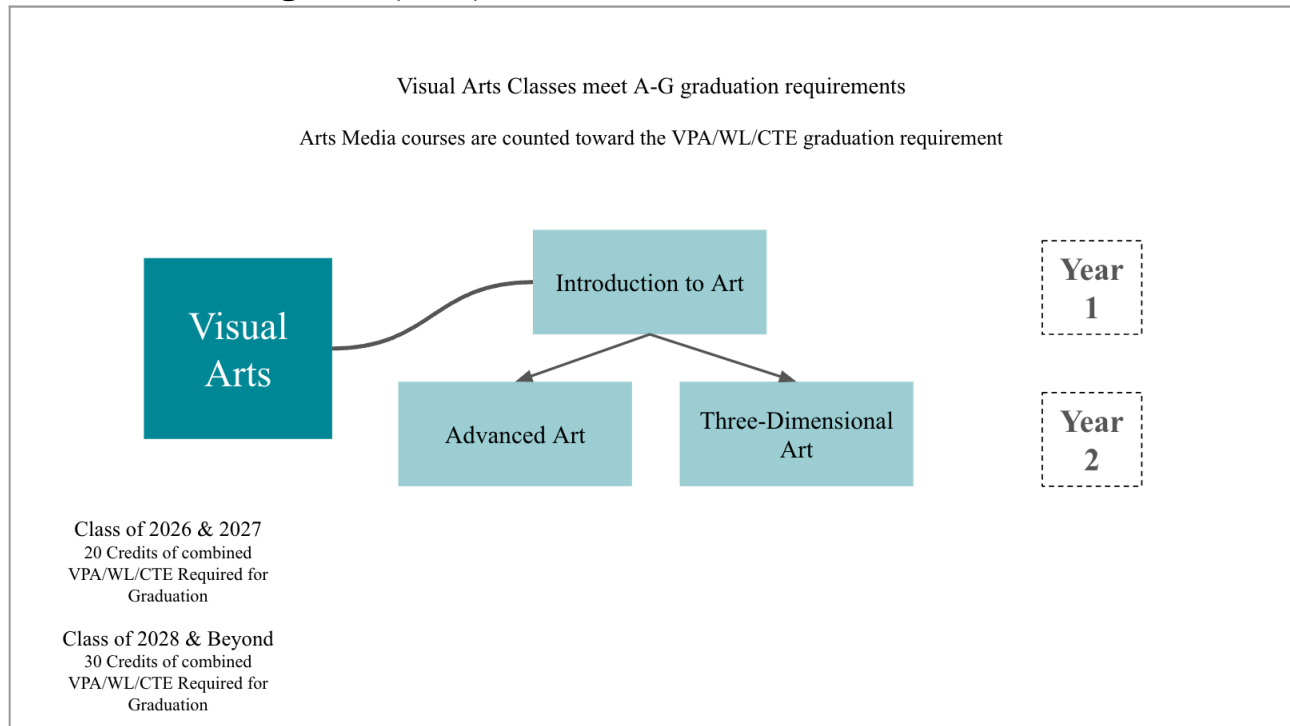
Two Years (20 Credits)
Required for UC/CSU Admission
(Three Years Recommend)



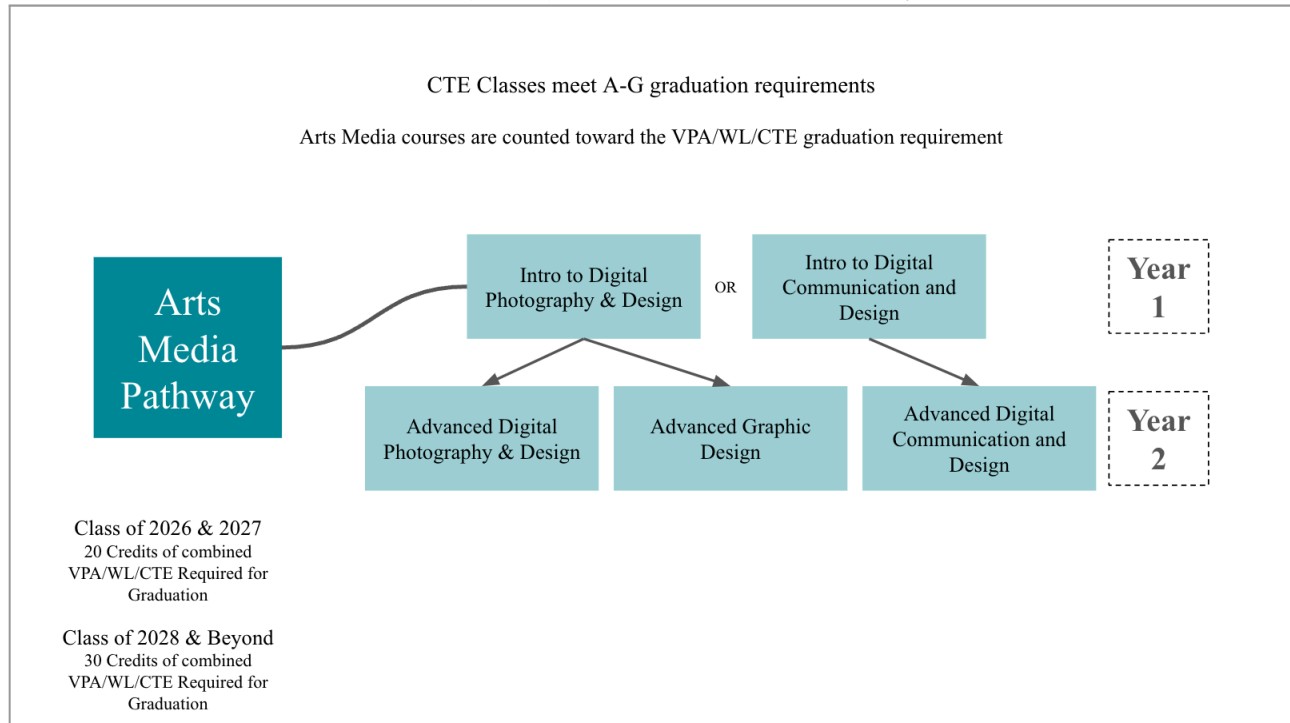
Visual Performing Arts (VPA) - Performing Arts



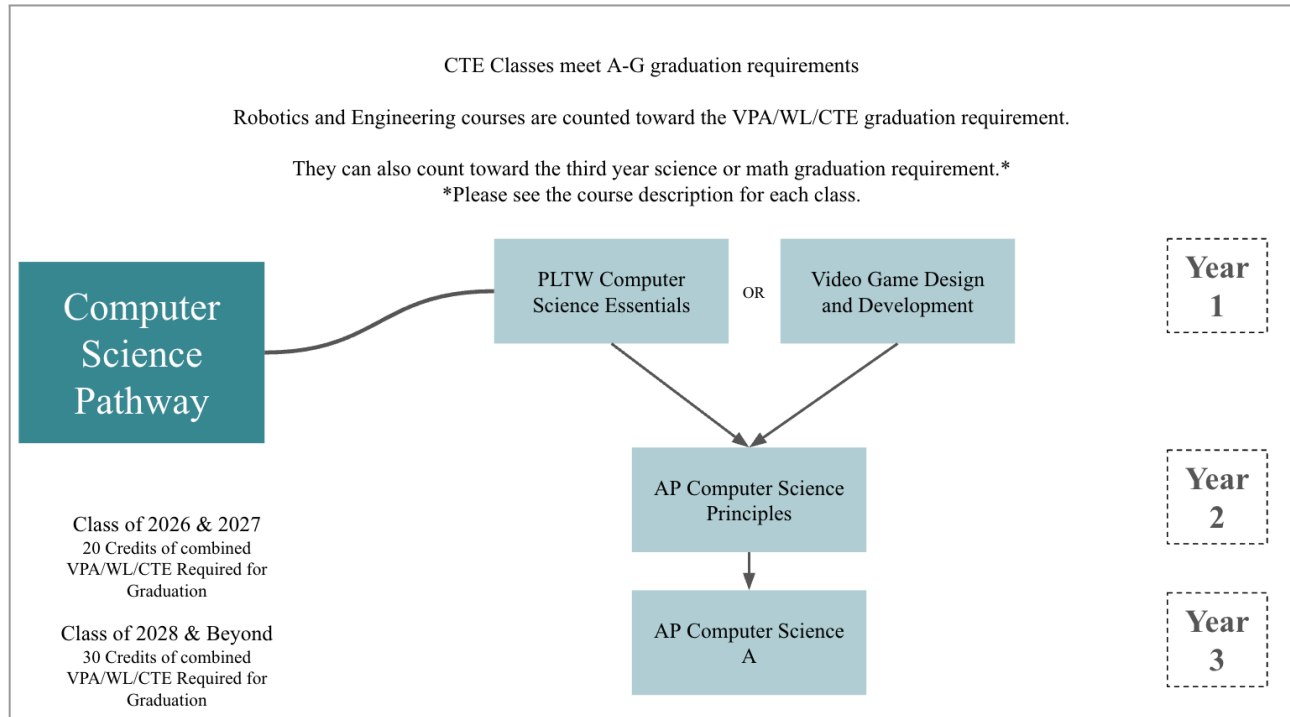
Visual Performing Arts (VPA) - Visual Arts



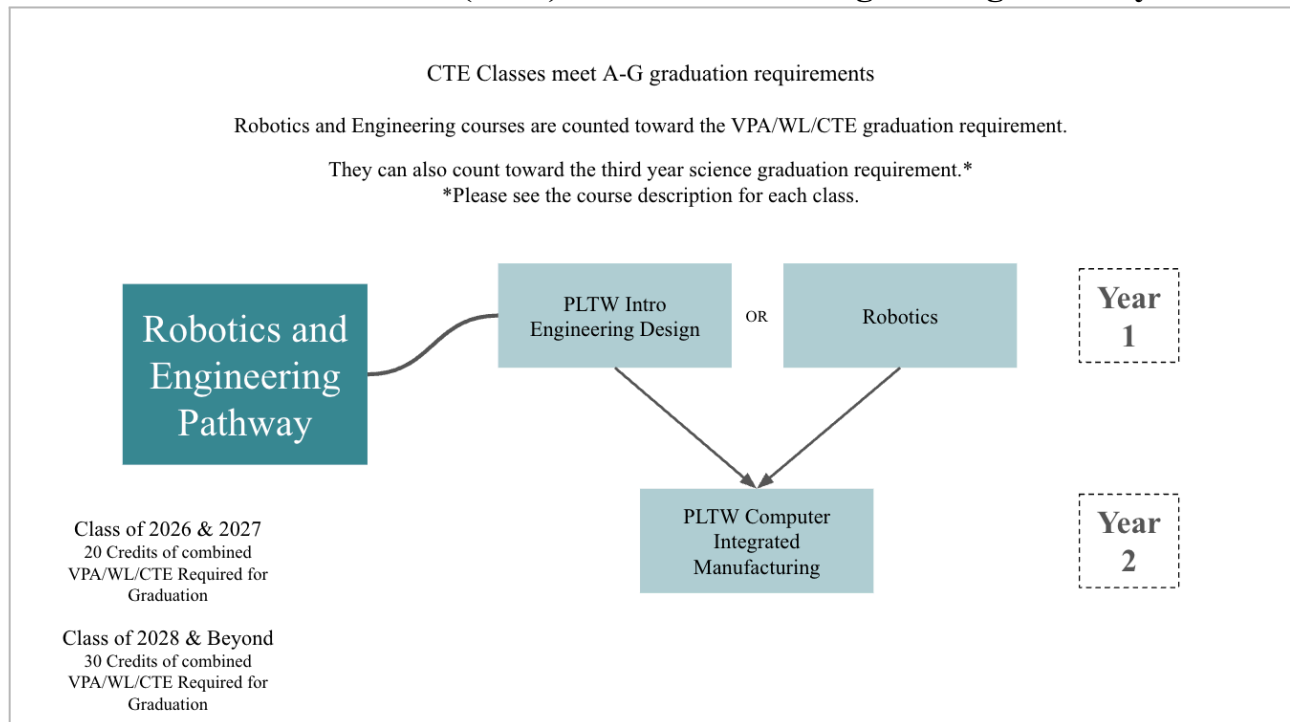
Career Technical Education (CTE) - Arts Media Pathway



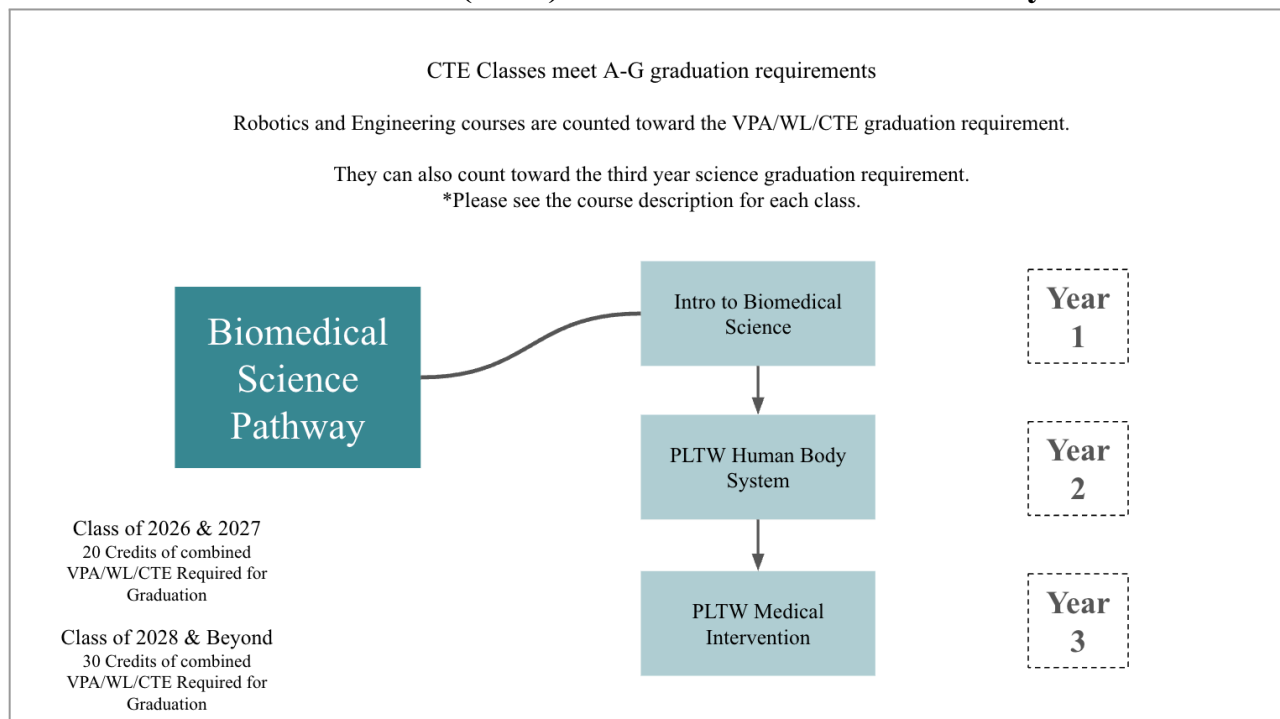
Career Technical Education (CTE) - Computer Science Pathway



Career Technical Education (CTE) - Robotics and Engineering Pathway



Career Technical Education (CTE) - Biomedical Science Pathway



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	GRADE
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English 1 10 Credits

9

Prerequisite: None

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 Narrative (story) writing.

This course fulfills the UC/CSU "B" requirement

English Honors 1 10 Credits

9

Prerequisite: Recommended B or higher in 8th grade ELA AND English H1 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 Credits

10

Prerequisite: English 1 or English 1 Honors

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 Credits

10

Prerequisite: Recommended B or higher in English 1 or English 1 Honors AND English H2 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 10 Credits

11

Prerequisite: English 2 or English 2 Honors

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 10 Credits

11-12

Prerequisite: English 2, English Honors 2, or English 3 grade of a B or higher 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.

AP Language and Composition 10 Credits

11-12

Prerequisite: English 2, English Honors 2, or English 3 grade of a B or higher AND AP Language Summer Reading Assignment.

This college-level course focuses on analyzing and composing texts to develop students' skills in rhetorical analysis and argumentation. Through the study of nonfiction works, students learn to identify rhetorical strategies, evaluate claims and evidence, and craft organized, evidence-based essays. Emphasis is placed on understanding context, purpose, and audience while exploring the impact of style and structure in communication. This course prepares students to think critically and write effectively in academic and real-world settings.

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.

Senior Seminar 1	10 credits	12
Past and Future Narratives: Shakespeare to Dystopia		

Prerequisite: English 3 or AP Literature

Note: This year-long course is designed to provide an in-depth exploration of two distinct areas of study, each covered in one semester. The course is structured in two independent segments, with each semester focusing on a unique topic. Please see the topics for Senior Seminar 1 below.

Shakespeare: Drama, Comedy, and Chaos

This one-semester course invites students to explore the timeless works of William Shakespeare in a way that resonates with modern audiences. Through engaging activities, performance, analysis, and writing assignments, students will uncover the universal themes, complex characters, and enduring relevance of Shakespeare's plays and sonnets. Designed for learners of all backgrounds, this class makes Shakespeare accessible, exciting, and meaningful for everyone, while also honing students' writing skills to express their interpretations and insights.

Future Worlds: Exploring Sci-Fi and Dystopian Literature

In this one-semester course, students will analyze science fiction and dystopian literature, exploring themes of technology, power, and identity while critiquing contemporary issues and imagining new futures. Through literary analysis and creative writing, students will examine how authors use speculative worlds to reflect society, and they will have the opportunity to create their own dystopian or futuristic stories. This course combines critical thinking with creative exploration.

This course fulfills the UC/CSU "B" requirement

Senior Seminar 2	10 credits	12
Voices of Change: Exploring Social Justice and Women's Voices in Literature		

Prerequisite: English 3 or AP Literature

Note: This year-long course is designed to provide an in-depth exploration of two distinct areas of study, each covered in one semester. The course is structured in two independent segments, with each semester focusing on a unique topic. Please see the topics for Senior Seminar 2 below.

Voices of Change: Contemporary Literature for Social Justice

This one-semester course explores modern literature through the lens of social justice, empowering voices, and activism. Students will engage with contemporary works that tackle pressing global and societal issues, such as inequality, identity, and resistance. Through analysis, discussion, creative projects, and writing assignments, students will examine how literature can be a powerful tool for change, amplify marginalized voices, and inspire action. This course aims to foster critical thinking, empathy, and a deeper understanding of the world's most important challenges, while developing students' writing skills to communicate their own perspectives.

Exploring Women's Voices in Literature: HerStory

This one semester course delves into the diverse and powerful voices of women in literature, examining works that explore identity, struggle, empowerment, and the complexities of the female experience. Students will study authors from various cultures and time periods, analyzing how women's perspectives shape and challenge societal norms. Through discussion, critical analysis, and creative exploration, this class empowers students to connect with the stories of women who have paved the way for change, while recognizing the ongoing evolution of women's roles in society.

This course fulfills the UC/CSU "B" requirement

English 4	10 credits	12
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Prerequisite: English 3 or AP Literature

This Grade 12 English course explores classic texts from both British and American literature, spanning from the Anglo-Saxon period to the Modern Age. Through thematic units, students will examine the influence of British literary movements, styles, and philosophical ideas on American authors and culture. The course includes four units: *Epic Heroes*, which explores the relationship between legend and national identity in the Anglo-Saxon period; *The Human Condition*, which traces humanism in the English Renaissance; *An Exchange of Ideas*, which discusses Puritanism and the Enlightenment's impact on American governance; and *Emotional Currents*, which surveys Romanticism, the Victorian Age, and Modernism, and their lasting cultural influence.

This course fulfills the UC/CSU "B" requirement

Mathematics

COURSE NAME		GRADE
Algebra 1	10 credits	9 - 11
<i>Prerequisite: None</i> 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. <i>This course fulfills the UC/CSU "C" requirement</i>		
Algebra 1 Honors	10 credits	9 - 11
<i>Prerequisite: Recommended B or higher in 8th grade math.</i> 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. <i>This course fulfills the UC/CSU "C" requirement</i>		
Geometry	10 credits	9 - 11
<i>Prerequisite: Completion of Algebra 1</i> 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. <i>This course fulfills the UC/CSU "C" requirement</i>		
Geometry Honors	10 credits	9 - 11
<i>Prerequisite: Recommended completion of Algebra 1 with a grade of B or higher or Honors Algebra 1 with a grade of B or higher.</i> 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. <i>This course fulfills the UC/CSU "C" requirement</i>		
Algebra 2	10 credits	9 - 11
<i>Prerequisite: Completion of Algebra 1 and Geometry</i> 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. <i>This course fulfills the UC/CSU "C" requirement</i>		

Algebra 2 Honors**10 credits****9 - 11**

Prerequisite: Recommended completion of Geometry with a grade of B or higher or Geometry Honors with a grade of B or higher.

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.

This course fulfills the UC/CSU "C" requirement

Precalculus**10 credits****10 - 11**

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

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.

This course fulfills the UC/CSU "C" requirement

AP Calculus AB**10 credits****10 - 11**

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

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.

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.

AP Calculus BC**10 credits****10 - 12**

Prerequisite: Completion of AP Calculus AB with a grade of C or higher

Advanced Placement Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), 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. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

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.

Statistics

10 credits

11 - 12

Prerequisite: Completion of Algebra 2 or Algebra 2 Honors with a grade of C or higher

This two-semester program delves into both descriptive and inferential statistics, providing students with the skills to collect, analyze, interpret, and present data effectively. The first semester emphasizes discrete statistics, including data exploration, distribution modeling, and study design. The second semester focuses on continuous statistics, covering probability, statistical inference, and advanced data analysis techniques. Through real-world applications, students will enhance their critical thinking abilities, preparing them for data-driven decision-making across various disciplines. Assessments include homework assignments, quizzes, projects, and examinations, emphasizing both theoretical understanding and practical application of statistical methods. By the end of the course, students will have a solid foundation in statistical principles, equipping them for advanced studies or careers that require data analysis skills.

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

Financial Literacy

10 credits

11 - 12

Prerequisite/Recommendation: Completion of Geometry with C or higher

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 fulfills the UC/CSU "C" requirement

Non-Departmental

COURSE NAME	GRADE
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Leadership

10 credits

9 - 12

Prerequisite: Application, interview, and acceptance into program

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

Life Management

10 credits

9 - 12

Prerequisite: None

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

Health

5 credits

9

Prerequisite: None

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 fulfills the UC/CSU "G" requirement

Physical Education

COURSE NAME	GRADE
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Core Physical Education	10 credits	9
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Prerequisite: None

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.

Aerobics	10 credits	10 - 12
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Prerequisite: None

In this high-energy aerobics class, students will enjoy a fun, upbeat workout that blends music, rhythm, and movement to boost cardiovascular health, strength, and flexibility. The class features a mix of exercises such as step aerobics, dance routines, cardio circuits, and bodyweight workouts, with both high and low-impact options to suit all fitness levels. Throughout the course, students will learn proper techniques, improve endurance, and develop better coordination, all while enhancing mood and mental well-being. This class is perfect for anyone looking to get fit, build stamina, and have fun in a supportive, group environment. Whether you're new to exercise or looking to take your fitness to the next level, you'll find plenty of ways to challenge yourself, stay motivated, and feel energized. With a focus on overall wellness and a positive, encouraging atmosphere, this class is a great way to stay active and improve your physical and mental health!

Team Sports and Weights	10 credits	10 - 12
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Prerequisite: None

This dynamic course for grades 10-12 combines team sports and weight training to promote physical fitness, teamwork, and strength development. Students will explore a variety of team sports, such as football, basketball, soccer, volleyball, ultimate frisbee, badminton, pickleball, and floor hockey, while developing coordination, communication, and strategic thinking. Additionally, students will learn the fundamentals of weight training, including proper form, safety protocols, and personalized workout routines. The course emphasizes resistance training, muscle development, endurance, and the design of customized fitness plans tailored to individual goals.

Athletic Physical Education	10 credits	9 - 12
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Prerequisite: This course is available to students enrolling in Athletic PE for the first time. To participate, students must be athletically cleared and actively involved in a River Islands High School sports team.

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.

Speed and Power Training

10 credits

10 - 12

Prerequisite: Athletic Physical Education I, actively participating on an RIHS sports team, 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. This class is tailored for athletes participating in the following sports: Volleyball, Football, Flag Football, Basketball, Soccer, Baseball, and Softball.

Strength Training for Athletes

10 credits

10 - 12

Prerequisite: Athletic Physical Education I, actively participating on an RIHS sports team, and teacher recommendation.

This course is designed to introduce high school students to the principles and practices of weight training, promoting athletic performance, strength development, 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. This class is tailored for athletes participating in the following sports: Cross Country, Cheer, Wrestling, Tennis, Track Athletes, etc.

Science

COURSE NAME	GRADE
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Biology

10 credits

9

Prerequisite: None

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.

Life Science

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

Biology Honors

10 credits

9

Prerequisite: Recommended B or higher in 8th grade Science

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.

Life Science

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

AP Biology

10 credits

11 - 12

Prerequisite: Biology or Pre-AP (Honors) Biology; recommended B or higher

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.

Life Science

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

Anatomy & Physiology**10 credits****11 - 12***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.

Life Science*This course is anticipated to fulfill the UC/CSU "D" Lab Science requirement*

Chemistry**10 credits****10 - 12***Prerequisite: Completion of Biology*

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.

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

Chemistry Honors**10 credits****10 - 12***Prerequisite: Completion of Honors Biology or Biology with a grade of B or higher*

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.

Physical Science*This course is anticipated to fulfill the UC/CSU "D" Lab Science requirement*

AP Chemistry**10 credits****11 - 12***Prerequisite: Completion of Honors Chemistry or Chemistry with a grade of B or higher*

This is a second year course designed to be the equivalent of a college-level general chemistry course that culminates in an AP College Board exam. Course content focuses on all aspects of matter and its interaction in our world - organization, interaction, structure, rearrangement during chemical reactions, the mechanics behind reaction rates, and thermodynamics. Students will focus on strengthening their scientific practices - modeling, mathematical application, data analysis and written communication of findings. Students should expect to spend significant amounts of time outside of class, especially in the areas of exploring, problem solving, and preparation of lab reports and a summer assignment.

Physical Science*This course is anticipated to fulfill the UC/CSU "D" Lab Science requirement*

Physics in the Universe**10 credits****10 - 12***Prerequisite: Completion of Biology*

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.

Physical Science*This course is anticipated to fulfill the UC/CSU "D" Lab Science requirement*

Physics in the Universe Honors **10 credits** **10 - 12**

Prerequisite: Completion of Biology or Honors Biology with a grade of B or higher.

Recommended: Concurrent enrollment in or completion of Geometry or Algebra II.

This course is designed for students interested in pursuing a career in physical sciences or medicine. Physics is concerned with describing our physical world and the resulting interactions. Students will model and manipulate mathematical expressions to describe observations of motion and forces, momentum and energy, rotational systems, waves and electrical and magnetic phenomena as covered in the Next Generation Science Standards. Project and laboratory work will support the understanding and application of the central focus of the course.

Physical Science

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

AP Physics **10 credits** **11 - 12**

Prerequisite: Completion of Physics in the Universe with a B

AP Physics is an introductory, college-level physics course designed to provide students with a strong foundation in fundamental physics concepts. The course focuses on developing a deep understanding of core principles and applying algebra-based mathematical reasoning to analyze, explain, and predict physical phenomena.

Physical Science

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

Social Science

COURSE NAME	GRADE
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Ethnic Studies **5 credits** **9**

Prerequisites: None

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 fulfills the UC/CSU "G" requirement

World History **10 credits** **10**

Prerequisites: None

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 Modern: 10 credits **10**

Prerequisites: None

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	10 credits	11
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Prerequisites: None

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	10 credits	11
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Prerequisites: None

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.

Economics	5 credits	12
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Prerequisites: None

This semester-long high school economics course provides students with a foundational understanding of economic principles and their practical applications in everyday life. Students will explore key concepts such as supply and demand, market structures, fiscal and monetary policy, personal finance, and the role of government in the economy. Through engaging lessons, real-world case studies, and interactive projects, students will develop critical thinking and decision-making skills to analyze economic issues and trends. The course also emphasizes financial literacy, teaching students budgeting, saving, investing, and responsible credit use. By the end of the course, students will be equipped with the tools to make informed economic decisions as active participants in their communities and the broader global economy.

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

AP Microeconomics	5 credits	12
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Prerequisites: None

This semester-long AP Economics course provides California high school students with a rigorous introduction to the principles of microeconomics and macroeconomics, preparing them for the AP Economics exam. The course covers essential topics such as market dynamics, production costs, market structures, fiscal and monetary policy, international trade, and economic growth. Students will analyze real-world economic scenarios, interpret data using graphs and models, and evaluate the impact of government policies on the economy. The course emphasizes critical thinking, quantitative reasoning, and effective communication to foster a deeper understanding of economic systems. Designed for motivated students, this course challenges learners to apply economic concepts to current events and global issues, equipping them with the analytical tools needed for college-level economics studies and beyond.

This course is anticipated to fulfill 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.

Government **5 credits** **12**

Prerequisites: None

This semester-long high school government course introduces students to the structure and functions of the United States government, with a focus on federal, state, and local systems, including California's unique government processes. Students will study the Constitution, the three branches of government, the system of checks and balances, and the role of citizens in a democratic society. Through interactive lessons, debates, and analysis of current events, students will explore topics such as civil rights, public policy, elections, and the role of political institutions. Emphasizing civic engagement, the course encourages students to critically analyze their responsibilities as informed and active participants in shaping their communities and understanding the complexities of governance in a modern world.

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

AP United States Government and Politics **5 credits** **12**

Prerequisites: None

This semester-long AP Government course offers California high school students an in-depth exploration of the structure, functions, and processes of the United States government, preparing them for the AP U.S. Government and Politics exam. The course examines the Constitution, the three branches of government, civil liberties and rights, political ideologies, public policy, and the role of citizens in a democratic society. Students will analyze foundational documents, Supreme Court cases, and current political events to develop critical thinking and analytical skills. Through discussions, debates, and research, students will gain a nuanced understanding of government institutions and their impact on individuals and society. This course is designed for motivated students seeking a comprehensive understanding of American government and a foundation for active civic engagement.

This course is anticipated to fulfill 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 credits** **11 - 12**

Prerequisites: None

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 credits** **10 - 12**

Prerequisites: None

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 and Entertainment & Visual Performing Arts

COURSE NAME	GRADE
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Introduction to Art **10 credits** **9 - 12**

Prerequisite: None

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 credits** **10 - 12**

Prerequisite: Successful completion of Introduction to Art with a B or higher

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

Three-Dimensional Art **10 credits** **10 - 12**

Prerequisite: Successful completion of Introduction to Art with a B or higher

Three-dimensional art is intended to help students understand and appreciate the essential elements and principles of art. Students will explore three-dimensional design techniques using various materials, including paper-mâché, wood, wire, fiber, leather, clay, metal, and other materials. They will develop an individual portfolio.

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

Yearbook **10 credits** **10 - 12**

Prerequisite: Approval of instructor

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

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

Arts Media Pathway Courses

COURSE NAME	GRADE
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Intro to Digital Photography & Design **10 credits** **9 - 12**

Prerequisite: None

This course introduces students to the fundamentals of digital photography and graphic design. Students will learn to work with digital cameras, studio lights, and the Adobe Creative Cloud to create digital and printed artwork while working to create their portfolios. Students will increase their visual awareness and ability to read images using the elements of art and design principles.

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

Advanced Digital Photography & Design **10 credits** **10 - 12**

Prerequisite: Intro to Digital Photography & Design with a B+ or higher

This digital arts course is designed to give students a thorough understanding of digital photographic techniques and equipment. Emphasis is on composition, communication, tonality, and image manipulation. Students will increase their visual awareness and ability to read images using the elements of art and design principles. Historical and contemporary photographers and art movements will be analyzed and discussed. Students will develop their portfolios using digital cameras, studio lights, the Adobe Creative Cloud, and other tools. This course may be repeated for credit with instructor approval.

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

Advanced Graphic Design	10 credits	10 - 12
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Prerequisite: Intro to Digital Photography & Design

This is an in-depth digital arts course focusing on explorations in principles of advertising, digital art, and video production. Topics include branding, digital illustration, video editing, and multi-page publication design. Students will explore and combine various software programs (Adobe Photoshop, Illustrator, InDesign, and video editors) to create real-world items like logos, t-shirt designs, board and card games, magazines, & student news videos as they work to create an individual portfolio of their work.

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

Intro to Digital Communication and Design	10 credits	9 - 12
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Prerequisite: None

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

Advanced Digital Communication and Design	10 credits	10 - 12
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Prerequisite: Completion of Video Production & Broadcasting I

This 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

Performing Arts

COURSE NAME	GRADE
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Beginning Band	10 credits	9 - 12
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Prerequisite: None

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 will 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	10 credits	9 - 12
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Prerequisite: Spring Audition Required. Previous experience playing an instrument and 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 orchestra 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 ensembles at RIHS. Students will 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 is anticipated to fulfill the UC/CSU "F" requirement

Orchestra 10 credits**9 - 12**

Prerequisite: Spring Audition Required. Previous experience playing an instrument and 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 orchestra 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 Orchestra will cover many styles of orchestra music and be one of the premier performing ensembles at RIHS. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Orchestra welcomes all C instruments, including Guitar, Strings, Flute, Percussion, Mallets, Piano & any other C Instrument.

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

Guitar I 10 credits**9 - 12**

Prerequisite: None

Guitar Class is an engaging course designed for students of all skill levels, from beginners to those with some experience. Throughout the semester, students will learn fundamental skills, including tuning, strumming, fingerpicking, and chord progressions, while gaining a basic understanding of music theory such as scales and rhythm. The class will focus on building a repertoire of popular songs across various genres, encouraging both individual and group performances to develop confidence and stage presence. Additionally, students will have opportunities for creativity through composition and improvisation. With hands-on lessons, weekly practice assignments, and regular showcases, this class aims to equip students with the tools to express themselves musically and enjoy the fulfilling experience of playing the guitar.

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

Piano I 10 credits**9 - 12**

Prerequisite: None

This course will study the beginning level of piano performance. Students will work at their own pace and will learn music theory related to the piano. Students will explore music heritage, learn music theory, and learn how to perform different styles and genres of music. Students will learn performance techniques and have the opportunity to perform at piano recitals.

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

Piano II 10 credits**9 - 12**

Prerequisite: Spring Audition Required. Completion of Beginning Piano I, Private Piano Instruction, or Beginning Band is required.

This course will study intermediate piano performance. Students will work at their own pace and will learn to play and perform many styles of music at a greater level of difficulty. They will continue the exploration of music heritage and will learn music theory, chording, critiquing, composition, and accompaniment. Students will study and perform different styles and genres of music. Students will learn performance techniques and perform at piano recitals.

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

Choir I 10 credits**9 - 12**

Prerequisite: None

In this entry-level concert choir, students will learn the fundamentals of singing, blending, and reading music. Students will sing repertoire from various eras of musical history and various 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. Students will also be introduced to music theory and note reading. This beginning choir class is an introduction to show choir, and beginning dance and acting elements will be integrated into final performances. The rehearsal and performance schedule will require a time commitment outside the regular school day/calendar to include rehearsals, concerts, and festivals. Participation in all performances is mandatory.

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

Choir II 10 credits 10 - 12

Prerequisite: Spring Audition Required. Previous experience singing in a choir or show choir is required.

Advanced Show Choir will study various advanced choral styles in three-and-four-part harmony. Students will receive instruction in music theory and choral music heritage to develop an appreciation of musical styles. Technical dance choreography and acting will be combined with advanced choral singing to perform as a show choir. 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 to fulfill the UC/CSU "F" requirement

Drama: Introduction to Theater 10 credits 9 - 12

Prerequisite: None

Introduction to Theatre introduces students to the theatrical arts. In this entry level theatre course, students will learn the history of theatre, stage terminology, and beginning acting. Units include: creative dramatics, monologue, improvisation, duet acting, the art of storytelling, puppetry, radio drama, foley art, theater tech, set design, and introduction to musical theater. Students will have the opportunity to creatively plan, produce and work behind the scenes for a school musical production. The rehearsal and performance schedule will require a time commitment outside of the regular school day/calendar to include rehearsals, and theatrical performances. Participation in all performances is mandatory.

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

World Language

COURSE NAME	GRADE
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Spanish 1 10 credits 9 - 12

Prerequisite: None

Spanish 1 is an introductory course designed to provide students with foundational skills in both written and oral communication in Spanish, preparing them for future college-preparatory coursework. The course emphasizes active participation in both individual and group settings, focusing on developing proficiency in listening, speaking, reading, and writing. Instruction is conducted primarily in Spanish, fostering an immersive environment where students engage in authentic communication through various activities and assignments. Additionally, the course encourages students to deepen their understanding of linguistic and cultural diversity, promoting respect for different cultural heritages and enhancing global awareness.

This course fulfills the UC/CSU "E" requirement

Spanish 2 10 credits 9 - 12

Prerequisite: Completion of Spanish 1

Building on the foundational skills acquired in Spanish 1, Spanish 2 expands students' proficiency by introducing more complex grammatical structures, vocabulary, and the use of past tenses. As students continue to improve their communication skills, they are also exposed to cultural content from Spanish-speaking countries, allowing for a broader understanding of global perspectives. This course strengthens the foundation laid in Spanish 1 while preparing students for more advanced studies in the language.

This course fulfills the UC/CSU "E" requirement

Spanish 2 Honors 10 credits 9 - 12

Prerequisite: Recommended B or higher in Spanish 1

For those seeking a more rigorous challenge, **Spanish 2 Honors** offers a deeper and accelerated exploration of Spanish. In this course, students focus on refining their command of the language, with an emphasis on mastering complex grammar, pronunciation, and sentence structures. Students are expected to engage with authentic reading materials in Spanish and apply their linguistic skills to a variety of real-world situations. The course is designed for students who are ready for a more intensive study, expanding both their language proficiency and cultural awareness.

This course fulfills the UC/CSU "E" requirement

Spanish 3	10 credits	10 - 12
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Prerequisite: Spanish 2 or Spanish 2 Honors or approval of the instructor

Spanish 3 continues the upward progression, offering a rigorous college-preparatory experience that builds on the grammatical and cultural concepts introduced in Spanish II. In this course, students are expected to communicate actively in Spanish, exploring deeper connections between Hispanic cultures and their own. Projects incorporating community and technological resources help students develop practical research and presentation skills. The course aims to prepare students for advanced language study and to broaden their global perspective.

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

Spanish 3 Honors	10 credits	10 - 12
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Prerequisite: Spanish 2 or Spanish 2 Honors or approval of the instructor

For students seeking an even more advanced challenge, **Spanish 3 Honors** is designed to elevate proficiency to a near-native level. The first semester focuses on refining sentence structure and writing skills, requiring students to justify their syntax both in writing and oral exercises. In the second semester, students delve into Spanish culture, history, and literature, reading and interpreting significant works of Spanish prose and poetry. By the end of the course, students will be well-prepared for the AP Spanish Language and Culture course and will be ready to take the Spanish achievement examination.

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

Spanish for Heritage Speakers 1 Honors	10 credits	9 - 12
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Prerequisite: Prior exposure to Spanish as a first, second or third- generation student, or significant immersion in a Spanish-speaking culture with a strong interest in learning the language.

Heritage Speaker 1 Honors is a multi-level course aimed at students who are already proficient in spoken Spanish and possess a basic ability to read the language. This course enhances grammatical understanding, spelling, and writing skills, while fostering a sense of pride and self-esteem in students' linguistic heritage. Emphasis is placed on improving sentence structure, mastering orthographic conventions, and strengthening both written and oral communication. Through immersive reading and writing exercises, students will continue to refine their Spanish proficiency.

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

Spanish for Heritage Speakers 2 Honors	10 credits	9 - 12
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Prerequisite: Completion of Spanish 1, prior exposure to Spanish as a first, second or third- generation student, or significant immersion in a Spanish-speaking culture with a strong interest in learning the language, and teacher recommendation.

Heritage Speaker 2 Honors is a multi-level course aimed at students who are already proficient in spoken Spanish and possess a basic ability to read the language. This course enhances grammatical understanding, spelling, and writing skills, while fostering a sense of pride and self-esteem in students' linguistic heritage. Emphasis is placed on improving sentence structure, mastering orthographic conventions, and strengthening both written and oral communication. Through immersive reading and writing exercises, students will continue to refine their Spanish proficiency.

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

AP Spanish Language and Culture	10 credits	11 - 12
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Prerequisite: Complete Spanish 3 or 3 Honors with a B or higher or teacher recommendation

AP Spanish Language and Culture is an advanced course designed to develop students' cognitive, analytical, and communicative skills to a high level of proficiency. This immersion-based course prepares students for the College Board's AP Spanish Language and Culture exam. The course focuses on the three modes of communication—interpersonal, interpretive, and presentational—and encourages students to refine their language skills in all areas. Conducted almost entirely in Spanish, this course challenges students to engage in authentic, meaningful communication while deepening their cultural understanding and critical thinking abilities.

This course is anticipated to fulfill the UC/CSU “E” 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.

Career Technical Education

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 meet A - G graduation requirements.

COURSE NAME	GRADE
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STEM Leadership	10 credits	9 - 12
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Prerequisite: Application, interview, and acceptance into program

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

Computer Science Pathway Courses

COURSE NAME	GRADE
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PLTW Computer Science Essentials	10 credits	9 - 12
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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 "G" requirement

Video Game Design and Development	10 credits	9 - 12
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Prerequisite: None

The Video Game Design and Development course provides high school students with an introduction to the creative and technical aspects of game creation. Students will learn how to design, program, and develop 2D and 3D video games using industry-standard tools like Unity and Unreal Engine. The course covers essential topics such as game mechanics, level design, storytelling, and interactive media, while also exploring the impact of video games on culture and society. By working on hands-on projects, students will build their own game prototypes, collaborate with peers, and develop problem-solving and programming skills. This course is perfect for students interested in pursuing careers in game development, computer science, or digital media.

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

AP Computer Science Principles	10 credits	10 - 12
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Prerequisite: Completion of Computer Science Essentials or Video Game Design and Development with a grade of B or higher.

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" and "G" requirement (can be used as a 3rd year science course)

AP Computer Science A

10 credits

11 - 12

Prerequisite: Completion of Computer Science Essentials or Video Game Design and Development or AP Computer Science Principles with a grade of B or higher.

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 “C” and “G” requirement

Robotics and Engineering Pathway Courses

COURSE NAME	GRADE
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PLTW Introduction to Engineering Design (IED)

10 credits

9 - 12

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” and “G” requirements (can be used as a 3rd year science course)

Robotics

10 credits

9 - 12

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

PLTW Computer Integrated Manufacturing

10 credits

10 - 12

Prerequisite: Completion of Introduction to Engineering Design and/or AP Computer Science Principles with a grade of C or higher.

Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

This course is anticipated to fulfill the UC/CSU “D” or “G” requirement (can be used as a 3rd year science course)

Biomedical Science Pathway Courses

COURSE NAME	GRADE
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PLTW Introduction to Biomedical Science	10 credits	9 - 12
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Prerequisite: Completion or concurrent enrollment in 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” or “G” requirement (can be used as a 3rd year science course)

PLTW Human Body System	10 credits	10 - 12
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Prerequisite: Completion of Introduction to Biomedical Science

Human Body Systems (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings—clinical, research, and public health. Through both individual and collaborative team activities, projects, and problems, students tackle real-world challenges that biomedical professionals face in the field. Students work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital™ 3D interactive models, simulations, and assessments to visualize human anatomy and physiology. Students develop skill in technical documentation to represent and communicate experimental findings and solutions to problems, as well as skill in ethical reasoning and clinical empathy.

This course fulfills the UC/CSU “D” or “G” requirement (can be used as a 3rd year science course)

PLTW Medical Intervention	10 credits	10 - 12
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Prerequisite: Completion of Introduction to Biomedical Science and Human Body System

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

This course fulfills the UC/CSU “D” or “G” requirement (can be used as a 3rd year science course)