COURSE CATALOG

2018-2019
John A. Rowland High School  
2000 S. Otterbein Avenue  
Rowland Heights, CA 91748  
(626) 965-3448  
rowlandhs.org

Dear Students and Parents:

This booklet contains important information about scheduling your high school classes. A brief description of each course is presented along with any prerequisites which must be met before you are eligible to take the course. The latest information on high school graduation, college entrance requirements, and alternative programs is included. It is important to plan your schedule carefully and accurately as schedule changes impact the master schedule, hiring of teachers, and availability of programs for you.

We invite you to meet with your counselor for guidance and to plan a successful career in high school and beyond graduation. Students are assigned a counselor based on their last name:

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>Counselor</th>
<th>Counselor Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Da</td>
<td>Lynn Cross</td>
<td><a href="mailto:lmcross@rowlandschools.org">lmcross@rowlandschools.org</a></td>
<td>x3214</td>
</tr>
<tr>
<td>De-J</td>
<td>April Escalera</td>
<td><a href="mailto:april.escalera@rowlandschools.org">april.escalera@rowlandschools.org</a></td>
<td>x3218</td>
</tr>
<tr>
<td>K-Mel</td>
<td>Steven Elder</td>
<td><a href="mailto:seller@rowlandschools.org">seller@rowlandschools.org</a></td>
<td>x3212</td>
</tr>
<tr>
<td>Men-Se</td>
<td>Rebecca Hupman</td>
<td><a href="mailto:rhupman@rowlandschools.org">rhupman@rowlandschools.org</a></td>
<td>x3215</td>
</tr>
<tr>
<td>Sh-Z</td>
<td>Jo Liu</td>
<td><a href="mailto:jliu@rowlandschools.org">jliu@rowlandschools.org</a></td>
<td>x3211</td>
</tr>
<tr>
<td>RSP &amp; AVID</td>
<td>Thomas Roach</td>
<td><a href="mailto:troach@rowlandschools.org">troach@rowlandschools.org</a></td>
<td>x3232</td>
</tr>
</tbody>
</table>

**Board of Education**

President: Lynne Ebenkamp  
Vice President: Cary C. Chen  
Clerk: Donna Freedman  
Member: David M. Malkin  
Member: Angelena M. Pride

**Rowland High Administrators**

Principal: Mitchell Brunyer  
Assistant Principal: Kelli Reese  
Assistant Principal: Mike Ward  
Assistant Principal: Arian Whitley  
Assistant Principal: Kim Braswell

The Rowland Unified School District does not discriminate on the basis of race, color, national origin, ethnic group identification, ancestry, religion, age, marital status, gender, sex, sexual orientation, physical or mental disability, medical condition, and political belief or affiliation in admission or access to, or treatment or employment in, its programs and activities including adult and vocational education. Inquiries related to this statement should be forwarded as follows: Students – contact Title IX-chairs - Director of Pupil Services or Director of Special Projects, (626) 965-2541; Employees – contact Assistant Superintendent of Personnel, (626) 854-8336.

Revised April 2018

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
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Santana Alternative Education Center
Special Admit Program
Summer School

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Enrollment Information**

**Enrollment Process**

New students should access the “How to Enroll” section on our website (rowlandhs.org) and follow the instructions for creating an account and submitting information. After completing the online process, print the enrollment form and attachments and call the school to schedule an enrollment appointment.

In addition to the forms printed from the online enrollment process, you are required to provide the following six items:

- Proof of Residency (gas/water/electric bill, escrow papers or rental agreement)
  - If you and your child are renting a room from someone, the owner of the house needs to provide the proof of residency described above, copy of ID, and sign our Responsibility of Utilities – Proof of Residence Form verifying that you and your child are indeed renting a room at the address stated.
- Identification of the Parent/Guardian (driver’s license, ID card, passport or permanent resident card).
- Guardianship/Caregiver Form (only if the student is living with someone other than a parent).
- Transcripts/Checkout Grades.
- CELDT Scores if student was/is considered English Learner.
- Immunization records from either the doctor or the previous school.
- Birth Certificate.

Students must have their parent/legal guardian with them when they come in for the enrollment appointment.

If your child is currently enrolled in Special Education classes, you must make an appointment with our School Psychologist **BEFORE** making an appointment to enroll with the counselor. The telephone number is 626 965-3448 extension 3328.

If your child speaks a language other than (or in addition to) English, he/she may have to take a placement test before enrolling.

If you and your child do not live within the Rowland High School attendance boundaries but are wishing to attend Rowland, you must go through the Intra/Inter District transfer process by staring at your home school or district.

If you have any questions, please call the counselor’s secretary before the day of your appointment at 626-965-3448.
Requirements for High School Graduation

1. **Number of Credits**
In order to participate in graduation ceremonies, a student must earn a minimum of 225 credits in the following classes:
   - 40 credits/4 years of English
   - 30 credits/3 years of Social Studies comprised of 10 credits of World History, 10 credits of U.S. History, and 10 credits of American Government/Economics
   - 20 credits/2 years of Science (a physical science and Biology)
   - 20 credits/2 years of Mathematics (Minimum Algebra 1 and one additional math class above Algebra 1)
   - 10 credits/1 year of **either** Foreign Language or Fine Arts
   - 20 credits/2 years of Physical Education
   - 5 credits/1 semester of Health
   - 80 additional credits/8 additional courses

2. **20 Credits in a Career Pathway elective** (must be 20 credits in the same pathway) (See page xii for more details)

3. **Community Activity Requirement (CAR)** All students are required to demonstrate involvement in school/community activities for a total of 60 hours during the student’s high school career. This requirement can be met through participation in out-of-class activities such as performances, athletic events, clubs, competition, and unpaid community involvement. Each student should aim for completing 15 hours per each year of high school.

4. **Technology Proficiency** Students can demonstrate technology proficiency simply by passing their classes. Students may also take the Computer Applications class to meet this requirement.

**Homelink**
Homelink is a website that the District uses to update the student’s demographic information on a yearly basis. It also allows you to view your student’s grades, unofficial transcripts, attendance records, class schedule, graduation status and more. You can access Homelink at aeries.rowlandschools.org/homelink. You will need the following information to log-on to Homelink: Email account; student permanent identification number; valid area code and telephone number; and verification code. You can obtain all of these from the main office at Rowland High School or from your student’s schedule or report card.

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*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Grading Scale and Level Placement

I. Definition of Credit
The number of times per week that a class meets determines the number of credits which may be earned in the class in one semester. Board Policy indicates that one credit is earned for 15 hours of class time or its equivalent. In order to earn five credits, a student needs to be enrolled in a class which meets five times a week for a full semester and receive a grade of D- or higher.

II. Grading Scale
A - Outstanding
B - Good Achievement
C - Satisfactory
D - Minimum Achievement
F - Failure (No Credit)
*I - Incomplete (No Credit)
W/F - Withdrawal Failure (No Credit)
NC - No Credit
P - Pass

*An incomplete shall be given only when the student has, for some excellent reason, not had time or opportunity to complete some large part of the required work.

It is the student's responsibility to make arrangements and complete all required work. An incomplete grade must be made up within 6 weeks of the close of the grading period or the grade becomes an F.

No D policy for Honors/AP/IB – There will not be a D grade option in the honors/AP/IB programs. This policy will allow for RHS to: maintain a high standard throughout the program, allow for clear exit criteria (removal from the program), and provide opportunity for remediation through existing structures.

III. Expected level of credits
9th grade status - student has earned 0 to 49 credits
10th grade status - student has earned 50 to 99 credits
11th grade status - student has earned 100 to 159 credits
12th grade status - student has earned 160 or more credits

Valedictorian Selection Process
The student with the highest Grade Point Average (GPA) will be selected as Valedictorian and the student with the second highest GPA will be selected as Salutatorian. A weighted system provides an additional point for courses designated as IB or AP on the UC A-G course list. To be eligible, students must have attended Rowland High for at least three years, met all A-G requirements and have the highest GPA in the class. All eight semesters are counted.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Registration for 2018-2019

Please choose your courses carefully. These decisions affect teacher assignments, room allocations, and textbook purchases. Requests for schedule changes may not be honored after courses are selected. Choose carefully as your choices may be permanent.

Sample 4-Year Plan to Graduate from Rowland High School

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Credits</th>
<th>10th Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Earth Science</td>
<td>10</td>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
<td>Math</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td>Biology</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td>Elective</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Credits</th>
<th>12th Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
<td>Government/Economics</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td>Elective</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td>Elective</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td>Elective</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9-12th Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>5</td>
</tr>
</tbody>
</table>

Students entering after the 15th day of the semester without check-out grades from the previous school will receive no credit for the semester.

Students will discuss their 4-year plans and career pathway choices with their counselors. Graduation requirements and college planning are introduced to students and parents in the eighth grade. Planning continues throughout the student’s high school career. Counselors provide valuable information and guidance in the area of post-high school preparation. If a student earns a D in an academic class, he/she may need to make-up that grade to maintain college admissions eligibility. Students should check with their counselor for more information.

Program Changes

During pre-registration, students and parents are provided information to help them make decisions regarding course selection. Requests for changes based on likes or dislikes of teacher or class members will not be honored. Classes chosen during registration affect teacher assignments, room allocation, and textbook purchases. Counselors have worked hard to give students their 1st choice electives but sometimes students will have to accept their 2nd or 3rd choice. (Sometimes students may have to take a class they did not choose.) Please choose carefully as your choices may be permanent. Thank you for your understanding.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
Rowland High School 4-Year Education Plan Samples

Student Name _____________________ Year of Graduation_______ Date_______

<table>
<thead>
<tr>
<th>COLLEGE PREP</th>
<th>HONORS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9TH GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Honors</td>
<td>English Honors</td>
</tr>
<tr>
<td>Elective</td>
<td>World History Honors</td>
<td>World History Honors</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Biology Honors</td>
<td>Biology Honors</td>
</tr>
<tr>
<td>PE/Marching Band/Pep/Sport</td>
<td>PE/Marching Band/Pep/Sport</td>
<td>PE/Marching Band/Pep/Sport</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>Foreign Language 1</td>
<td>Foreign Language 1</td>
</tr>
<tr>
<td><strong>10TH GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Honors</td>
<td>English Honors</td>
</tr>
<tr>
<td>World History</td>
<td>European History AP</td>
<td>European History AP</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>PE/Marching Band/Pep/Sport</td>
<td>PE/Marching Band/Pep/Sport</td>
<td>PE/Marching Band/Pep/Sport</td>
</tr>
<tr>
<td>Foreign Language 2</td>
<td>Foreign Language 2</td>
<td>Foreign Language 2</td>
</tr>
<tr>
<td><strong>11TH GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Language &amp; Comp AP</td>
<td>English IB</td>
</tr>
<tr>
<td>US History</td>
<td>US History AP</td>
<td>US History AP</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Foreign Language 3</td>
<td>Foreign Language 3</td>
<td>Foreign Language 3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>12TH GRADE</strong></td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>English Literature AP</td>
<td>English IB</td>
</tr>
<tr>
<td>Government/Economics</td>
<td>Govt/AP Econ AP</td>
<td>20th Century Wld. Hist. IB</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
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<td>Foreign Language 4</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>9-12th GRADE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Fine Arts</td>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

**GRADUATION REQUIREMENTS**
- Earn 225 credits
- Complete 60 Community Activity Requirement (CAR) hours
- Demonstrate Technology Proficiency
- Take 2 elective classes in the same Career Pathway

**CAREER PATHWAYS**
- Arts, media & entertainment
- Computer Science
- Education & Child Development
- Engineering/Construction/Transportation
- Finance & Marketing
- Health Science & Medical Technology
- Hospitality
- Public Services

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Minimum Requirements for College Admission

University of California (UC)

A-G Course Requirements:
a. World History and U.S. History/Government 2 years
b. English 4
c. Mathematics: Algebra I, Geometry, Algebra II (4th year recommended) 3
d. Laboratory Science: A year-long course in two lab disciplines 2
   such as Biology, Chemistry or Physics (3rd year recommended)
e. Foreign Language (same language); 3rd year recommended 2
f. Visual and Performing Arts 1
g. College Preparatory Electives 1

15 total

Entrance Exam Requirement: either the SAT with Essay or the ACT with Writing

California State University (CSU)

A-G Course Requirements:
a. U.S. History and Social Science 2 years
b. English 4
c. Mathematics (must include Algebra II) 3
d. Laboratory Science (Physical and Life) 2
e. Foreign Language (same language) 2
f. Visual & Performing Arts 1
g. College Prep Electives 1

15 total

Entrance Exam Requirement: either the SAT or the ACT

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
## SAT vs. ACT: How do the tests compare?

The SAT focuses on reasoning plus focus on knowledge, skills, and understanding. The ACT focuses on knowledge and understanding.

<table>
<thead>
<tr>
<th></th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When is it administered?</strong></td>
<td>Seven (7) times per year</td>
<td>Six (6) times per year</td>
</tr>
</tbody>
</table>
| **What is the test structure?** | Math (2 sections)  
Reading  
Writing  
Essay Optional | Mathematics  
Reading  
Writing  
Science  
Essay Optional |
| **Length of test** | Total 3 hours and 50 minutes (including essay)                        | Total 3 hours and 50 minutes (including essay)                        |
| **Questions** | 4 answer choices per question  
No penalty for wrong answers | 4 answer choices per question (5 for Math)  
No penalty for wrong answers |
| **How is the test scored?** | Composite (total) score from 400 to 1600.  
Math: 200-800  
Evidence-Based Reading & Writing 200-800  
“Science Score” does not affect composite  
Essay score does not affect composite score | Composite (average) score from 1 to 36  
Mathematics: 1 to 36  
Reading: 1 to 36  
English: 1 to 36  
Science: 1 to 36  
Essay score does not affect composite score |
| **Math** | Emphasis on problem solving & application  
No calculator for part of the test  
Up to Pre-Calculus | Emphasis on application  
Calculator permitted  
Up to basic trigonometry |
| **Reading** | College-level passages in U.S. & World literature, science, history/social studies.  
Emphasis on comprehension, analysis & evidence based on passages and information graphics. | Passages from prose, humanities, social and natural science  
Emphasis on comprehension of passages |
| **Vocabulary** | Context-based questions found in both the Reading and Writing Tests | Word-in-context questions found in Reading Test only. |
| **Science** | Charts, graphs, tables, and science scenarios/passages integrated throughout SAT | Single test focused on analyzing and interpreting charts, graphs and tables. |
| **Writing** | Passages with accompanying grammar, usage, mechanics, and “expression of ideas” questions | Passages with accompanying grammar, usage, mechanics, and rhetoric questions |
| **Essay** | Optional, last section (50 minutes long)  
Analyze a passage’s argument | Optional, last section (50 minutes long)  
Construct an argument |

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
# California Colleges

<table>
<thead>
<tr>
<th>Examples</th>
<th>Community College</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
<th>Independent/ Private Colleges over 100 campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chaffey</td>
<td>CSU Fullerton</td>
<td>UC Berkeley</td>
<td>Azusa Pacific</td>
</tr>
<tr>
<td></td>
<td>Citrus</td>
<td>Cal Poly Pomona</td>
<td>UC Davis</td>
<td>Chapman</td>
</tr>
<tr>
<td></td>
<td>Fullerton</td>
<td>Long Beach State</td>
<td>UC Irvine</td>
<td>Univ. of La Verne</td>
</tr>
<tr>
<td></td>
<td>Mt. SAC</td>
<td>CSU Los Angeles</td>
<td>UCLA</td>
<td>Stanford</td>
</tr>
<tr>
<td></td>
<td>Rio Hondo</td>
<td></td>
<td>UC San Diego</td>
<td>USC</td>
</tr>
<tr>
<td>High School courses required</td>
<td>High School diploma or 18 yrs old</td>
<td>15 A-G Courses</td>
<td>15 A-G Courses</td>
<td>15 A-G Courses</td>
</tr>
<tr>
<td>GPA</td>
<td>No GPA minimum</td>
<td>2.0 min in A-G courses in 10th &amp; 11th grade</td>
<td>3.0 min in A-G courses in 10th &amp; 11th grade</td>
<td>GPA varies</td>
</tr>
<tr>
<td>Admissions test</td>
<td>Not required</td>
<td>ACT or SAT</td>
<td>ACT with Writing or SAT with Essay</td>
<td>ACT with Writing or SAT with Essay</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>Not required</td>
<td>Not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cost of attendance</td>
<td>$1,348*</td>
<td>$7,297*</td>
<td>$15,675*</td>
<td>$54,323*</td>
</tr>
</tbody>
</table>

*Fees/tuition only for the 2017-18 school year – does not include books, housing costs, transportation or personal expenses

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
College Degree Explanations

2 Year Degrees - Earned at community colleges and trade/technical schools.
  A.A.  Associate of Arts
  A.S.  Associate of Science

4 Year Degrees - Also known as undergraduate degrees. Earned at CSU, UC, private colleges and some trade/technical schools
  B.A.  Bachelor of Arts
  B.S.  Bachelor of Science

Graduate Degrees - Earned at CSU, UC and independent/private colleges- usually takes 2–3 years beyond a B.A./B.S.
  M.A.  Master of Arts
  M.S.  Master of Science
  M.B.A.  Master of Business Administration
  M.Ed  Master of Education
  M.F.A.  Master of Fine Arts
  M.S.W.  Master of Social Work

Doctoral /Professional Degrees - Earned at U.C. and independent/private colleges - usually takes 4 – 6 years beyond a B.A./B.S.
  D.D.S.  Doctor of Dental Science
  D.V.M.  Doctor of Veterinary Medicine
  Ed.D.  Doctor of Education
  J.D.  Juris Doctor – Law
  M.D.  Medical Doctor
  O.D.  Doctor of Optometry
  PharmD  Doctor of Pharmacy
  Ph.D.  Doctor of Philosophy

Estimated Annual College Expenses for California Residents

<table>
<thead>
<tr>
<th>Mt. San Antonio College</th>
<th>Cal Poly Pomona</th>
<th>UC Riverside</th>
<th>Univ. of Southern California (USC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/fees</td>
<td>University fees $7,297</td>
<td>University fees $15,675</td>
<td>Tuition/fees $54,323</td>
</tr>
<tr>
<td>Books &amp; supplies</td>
<td>Books &amp; supplies 1,854</td>
<td>Books &amp; supplies 1,300</td>
<td>Books &amp; supplies 1,200</td>
</tr>
<tr>
<td></td>
<td>Room &amp; Board 14,514</td>
<td>Room &amp; board 17,000</td>
<td>Room &amp; board 14,886</td>
</tr>
<tr>
<td></td>
<td>Transportation 900</td>
<td>Transportation 650</td>
<td>Transportation 540</td>
</tr>
<tr>
<td></td>
<td>Personal/Misc fees 1,450</td>
<td>Personal/Misc Fees 1,500</td>
<td>Personal/misc fees 1,324</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>Total Expenses $26,015</td>
<td>Total Expenses $36,125</td>
<td>Total Expenses $72,273</td>
</tr>
</tbody>
</table>

All expenses listed above are for the 2017-2018 school year for full-time students enrolled in at least 12 units. You need to contact each individual college for current tuition/university fees and miscellaneous expenses.

*This course meets the University of California/California State University entrance requirements.
  + Weighted course
Rowland Unified School District
Career Pathways

All students will select a career pathway of interest to them before their junior year. For graduation, all students must take 20 credits of electives in the career pathway. Students wanting greater emphasis in their career pathway may choose to participate in the Career Certification Program and earn additional recognition at graduation in addition to their high school diploma.

The chart below shows a comparison of requirements to meet the career pathway graduation requirement and requirements for the Career Certification Program.

<table>
<thead>
<tr>
<th>Career Pathway Graduation Requirement</th>
<th>Career Pathway Career Certification Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ All students must select a pathway</td>
<td>□ Students voluntarily join the program</td>
</tr>
<tr>
<td>□ Take 2 electives in the same pathway</td>
<td>□ 5 approved courses of instruction connected to the selected pathway</td>
</tr>
<tr>
<td></td>
<td>□ Career-related activities offered to students:</td>
</tr>
<tr>
<td></td>
<td>• Classroom Speakers</td>
</tr>
<tr>
<td></td>
<td>• Career Interest Assessment</td>
</tr>
<tr>
<td></td>
<td>• Career Interest</td>
</tr>
<tr>
<td></td>
<td>• Job Shadowing</td>
</tr>
<tr>
<td></td>
<td>• Internship</td>
</tr>
<tr>
<td></td>
<td>• Research Project</td>
</tr>
<tr>
<td></td>
<td>• Presentation</td>
</tr>
<tr>
<td></td>
<td>• Exit Interview</td>
</tr>
<tr>
<td></td>
<td>• Portfolio</td>
</tr>
</tbody>
</table>

Selected career paths include:

Arts, media & Entertainment
Computer Science
Education & Child Development
Engineering/Construction/Transportation
Finance & Marketing
Health Science & Medical Technology
Hospitality
Public Services

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Rowland High School Career Pathway Electives 2018-2019**

<table>
<thead>
<tr>
<th>Arts, Media &amp; Entertainment</th>
<th>Computer Science</th>
<th>Education &amp; Child Development</th>
<th>Engineering/Construction/Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Design &amp; Adv*</td>
<td>Computer Applications*</td>
<td>ASB / Leadership</td>
<td>Architecture &amp; Design &amp; Adv*</td>
</tr>
<tr>
<td>Band (Marching, Jazz)</td>
<td>AP Computer Science Principles (PLTW)</td>
<td>Child Care Occupations (ROP)</td>
<td>Automotive Technology II (ROP)</td>
</tr>
<tr>
<td>Choir (Acapella/Chamber/Concert/Vocal)</td>
<td></td>
<td>Child Development</td>
<td>Construction Technology I, II</td>
</tr>
<tr>
<td>Commercial Photography (ROP)</td>
<td></td>
<td>Life Management</td>
<td>Engine Performance (ROP)</td>
</tr>
<tr>
<td>Construction Technology I, II</td>
<td></td>
<td>Parenting and Family Life</td>
<td>Geometry</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td>Psychology AP *</td>
<td>Intro to Engineering Design (PLTW)</td>
</tr>
<tr>
<td>Digital Animation (ROP)</td>
<td></td>
<td></td>
<td>Special Projects/Technology</td>
</tr>
<tr>
<td>Digital Graphic Design I, II (ROP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drill Team/Color Guard</td>
<td>Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>Percussion Ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchestra</td>
<td>Photo Media I, II, &amp; Spec Proj</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Beg, Int, Adv, &amp; Spec Proj</td>
<td>Video Production III ROP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind Ensemble I, II</td>
<td>Wind Ensemble I, II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearbook</td>
<td>Yearbook</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance &amp; Marketing</th>
<th>Health Science &amp; Medical Technology</th>
<th>Hospitality</th>
<th>Public Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Adv Accounting</td>
<td>Anatomy/Physiology</td>
<td>Food Service &amp; Hospitality (ROP)</td>
<td>Criminal Justice (ROP)</td>
</tr>
<tr>
<td>Computer Applications*</td>
<td>Chemistry</td>
<td>Foods and Nutrition</td>
<td>Forensic Science (ROP)</td>
</tr>
<tr>
<td>Marketing</td>
<td>Computer Applications*</td>
<td>Gourmet and International Foods</td>
<td>Law Enforcement Academy (ROP)</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>Forensics Science (ROP)</td>
<td>Pro Start I, II (ROP)</td>
<td>Medical Core (ROP)*</td>
</tr>
<tr>
<td>Retail Sales Merchandising (ROP)</td>
<td>Medical Assistant (ROP)</td>
<td></td>
<td>Psychology AP*</td>
</tr>
<tr>
<td></td>
<td>Medical Core (ROP)*</td>
<td></td>
<td>Public Safety Academy (ROP)</td>
</tr>
<tr>
<td></td>
<td>Principals of Bio-Medical Science (PLTW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology AP*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports Medicine (ROP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surgical Technician (ROP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If any of the above courses are used to meet a graduation requirement, it may not be used to fulfill the 20 credits needed to meet the career pathway elective requirement.

* Indicates a course in more than one pathway.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Career Certification Program

The Rowland Unified School District Career Certification Program provides students the opportunity to earn a Certificate of Completion in a career pathway in addition to earning their high school diploma at graduation.

Students develop professional and personal skills preparing them for employment and higher education.

The following pages show the sequence of courses students complete to earn their certification. Each pathway requires the completion of five elective courses including the final senior seminar course.

What is Senior Seminar?

Senior Seminar brings together the knowledge and skills students have learned throughout the Career Certification Program. Students focus on the following areas:

Internship—Students are placed at a local business where they work after school in a non-paid position for 36 hours over a 7-week period to gain practical experience in their career interest area.

Research Project—Students design and complete a project that demonstrates advanced knowledge related to their area of specialization.

Presentation—Students prepare an oral presentation of their project to present to an audience of professionals for review.

Portfolio—Students assemble a portfolio containing a collection of work representing their four years of study. The portfolio is presented in an exit interview to a panel of professionals for evaluation.

Reaching the Goal

Students commit to reaching the following program standards to earn certification:

- Complete the pathway sequences of courses
- Earn a “B” average (80%) in the core courses
- Earn a “B” or better grades in advanced courses
- Earn a “B” or better in Senior Seminar

To sign up and get more information, see one of your career pathway teachers or see your guidance counselor.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
## Arts, Media & Entertainment

### Performing Arts
- **Core Courses**
  - Beginning Theatre*
  - Beginning Choir
  - Marching Band* (Year 1)
  - Dance* (Year 1)

### Design, Visual & Media Arts
- **Core Courses**
  - Art*
  - Photo Media I*

### Area of Concentration

#### Instrumental Music
- Marching Band* (2 Additional years)
  (meets part of the PE requirement)
- Advanced Course from avail. Instrumental Classes (1 Year)▲
- Percussion Ensemble*
- Jazz Band*
- Wind Ensemble II*
- Orchestra*

#### Media Arts
- Animation or Video Production
- Advanced Courses from avail. Filmmaking Classes (2 years)▲

#### Available Filmmaking Classes
- Digital Animation (ROP)*
- Digital Graphic Design I (ROP)
- Digital Graphic Design II (ROP) (not offered at RHS)
- Beginning Theatre*
- Video Production I (ROP)
- Video Production II (ROP)

#### Theatre and Dance

#### Theatre Arts
- Intermediate Theatre*
- Advanced Theatre* or IB Theatre* (2 Yrs)▲
- Theatre Special Projects

#### Building and Construction Trades
- Construction Technology II (Set Design Emphasis)

#### Dance
- Dance* (3 Yrs)▲
- Drill Team/Color Guard

#### Vocal Music
- Advanced Courses from avail. Vocal Music Classes (3 Yrs)
- Intermediate Choir▲
- Advanced Choir*▲

#### Graphic Publications & Photography
- Photo Media II*
- Photo Media Special Projects
- Commercial Photography (ROP)*

#### Journalism* (not offered at RHS)
- Yearbook (3 Yrs)▲
- Digital Graphic Design I (ROP)
- Digital Graphic Design II (ROP) (not offered at RHS)

#### Art Classes
- Architecture & Design*
- Ceramics II* (not offered at RHS)
- Advanced Architecture & Design*
- IB Visual Arts HL*
- Art Advanced*
- AP Studio Art*
- Art Special Project*

## Arts & Communications Senior Seminar*
(Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

## Graduation and Certification

**College • Trade School • Employment**

*Arts & Communications courses approved for UC Admissions
▲Course choices must show increased challenge and skill development in advanced training.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
## Sample Career Opportunities

<table>
<thead>
<tr>
<th>Performing Arts</th>
<th>Design, Visual &amp; Media Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Composer</td>
<td>• Audio Engineer</td>
</tr>
<tr>
<td>• Critic</td>
<td>• Conductor</td>
</tr>
<tr>
<td>• Musician</td>
<td>• Lighting director</td>
</tr>
<tr>
<td>• Singer</td>
<td>• Make-up Artist</td>
</tr>
<tr>
<td>• Stage Actor</td>
<td>• Music Director</td>
</tr>
<tr>
<td>• Stage hand</td>
<td>• Music Producer</td>
</tr>
<tr>
<td>• Teacher</td>
<td>• On-air talent</td>
</tr>
<tr>
<td></td>
<td>• Advertising Writer</td>
</tr>
<tr>
<td></td>
<td>• Animator</td>
</tr>
<tr>
<td></td>
<td>• Architect</td>
</tr>
<tr>
<td></td>
<td>• Commercial Artist</td>
</tr>
<tr>
<td></td>
<td>• Newscaster</td>
</tr>
<tr>
<td></td>
<td>• Photographer</td>
</tr>
<tr>
<td></td>
<td>• Radio DJ</td>
</tr>
<tr>
<td></td>
<td>• Studio Artist</td>
</tr>
<tr>
<td></td>
<td>• Teacher</td>
</tr>
<tr>
<td></td>
<td>• Writer/Journalist</td>
</tr>
<tr>
<td></td>
<td>• Camera Operator</td>
</tr>
<tr>
<td></td>
<td>• Costume Designer</td>
</tr>
<tr>
<td></td>
<td>• Editor</td>
</tr>
<tr>
<td></td>
<td>• Grip</td>
</tr>
<tr>
<td></td>
<td>• Independent Filmmaker</td>
</tr>
<tr>
<td></td>
<td>• Screenwriter</td>
</tr>
<tr>
<td></td>
<td>• Story-boarder</td>
</tr>
<tr>
<td></td>
<td>• TV / Movie Director</td>
</tr>
<tr>
<td></td>
<td>• TV / Movie Producer</td>
</tr>
<tr>
<td></td>
<td>• Webpage Designer</td>
</tr>
<tr>
<td></td>
<td>• Camera Operator</td>
</tr>
<tr>
<td></td>
<td>• Costume Designer</td>
</tr>
<tr>
<td></td>
<td>• Editor</td>
</tr>
<tr>
<td></td>
<td>• Grip</td>
</tr>
<tr>
<td></td>
<td>• Independent Filmmaker</td>
</tr>
<tr>
<td></td>
<td>• Screenwriter</td>
</tr>
<tr>
<td></td>
<td>• Story-boarder</td>
</tr>
<tr>
<td></td>
<td>• TV / Movie Director</td>
</tr>
<tr>
<td></td>
<td>• TV / Movie Producer</td>
</tr>
<tr>
<td></td>
<td>• Webpage Designer</td>
</tr>
</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Rowland Unified School District
Career Certification Program • Sequence of Courses

Computer Science
Core Courses
(One is required)

• Computer Science Essentials (PLTW) (not offered at RHS)
• Computer Applications*

Area of Concentration
Software and Systems Development
(Three are required)

• Computer Science Principles AP (PLTW) *
• Computer Science A AP(PLTW) #
• Cyber Security (PLTW) to be offered in 2019-20 school year

Computer Science Senior Seminar* (Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

Graduation and Certification
College • Trade School • Employment

*Career Technical Education course approved for UC Admissions
# Approved for Advanced Placement (AP)

Sample Career Opportunities

<table>
<thead>
<tr>
<th>Engineering</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Programmers</td>
<td>• Programmers</td>
</tr>
<tr>
<td>• Designers</td>
<td>• Gamers</td>
</tr>
<tr>
<td>• Computer Systems Engineer</td>
<td>• Software Developers</td>
</tr>
<tr>
<td></td>
<td>• Web Developers</td>
</tr>
<tr>
<td></td>
<td>• Database Administrators</td>
</tr>
</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Rowland Unified School District
Career Certification Program • Sequence of Courses

### Education & Child Development

#### Core Courses
(Two are required)

- Life Management*
- Parent and Family Life

#### Area of Concentration
(Two are required)

<table>
<thead>
<tr>
<th>Child Development</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Child Development*</td>
<td>• ASB / Leadership*</td>
</tr>
<tr>
<td>• Child Care Occupations (ROP) 2 Yrs</td>
<td>• Careers in Education(ROP)</td>
</tr>
<tr>
<td>• Psychology AP*#</td>
<td>• Humanities* (not offered at RHS)</td>
</tr>
<tr>
<td>• Psychology IB*</td>
<td>• Parent and Family Life</td>
</tr>
</tbody>
</table>

Sample Career Opportunities

<table>
<thead>
<tr>
<th>Child Development</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Child Psychologist</td>
<td>• Anthropologist</td>
</tr>
<tr>
<td>• Elementary Aide</td>
<td>• Athletic Director</td>
</tr>
<tr>
<td>• Family Counselor</td>
<td>• Audiovisual Librarian</td>
</tr>
<tr>
<td>• Preschool Aide</td>
<td>• Camp Director</td>
</tr>
<tr>
<td>• Preschool Director</td>
<td>• College Professor</td>
</tr>
<tr>
<td>• Preschool Teacher</td>
<td>• Corporate Trainer</td>
</tr>
<tr>
<td>• Recreation Leader</td>
<td>• Librarian</td>
</tr>
<tr>
<td>• Teacher</td>
<td>• Motivational Speaker</td>
</tr>
</tbody>
</table>

Family & Consumer Sciences Senior Seminar*
(Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

Graduation and Certification

College • Trade School • Employment

*Career Technical Education course approved for UC Admissions

# Approved for Advanced Placement (AP)

*This course meets the University of California/California State University entrance requirements.

+ Weighted course
Rowland Unified School District  
Career Certification Program • Sequence of Courses

**Engineering / Construction / Transportation**

<table>
<thead>
<tr>
<th>Building &amp; Construction Trades</th>
<th>Engineering &amp; Architecture</th>
<th>Transportation Diagnostics &amp; Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong> (Two are required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Geometry*</td>
<td>• Geometry*</td>
<td>• Geometry*</td>
</tr>
<tr>
<td>• Introduction to Engineering Design* (PLTW)</td>
<td>• Introduction to Engineering Design* (PLTW)</td>
<td>• Automotive I</td>
</tr>
<tr>
<td>• Construction Technology I</td>
<td>• Construction Technology I*</td>
<td>• Automotive II* (not offered at RHS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area of Concentration</strong> (Two are required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Architecture &amp; Design*</td>
<td>• Civil Engineering and Architecture (PLTW)* (not offered at RHS)</td>
<td>• Automotive Technology II (ROP) 2 Yrs</td>
</tr>
<tr>
<td>• Advanced Architecture &amp; Design*</td>
<td>• Special Projects/Technology</td>
<td>• Engine Performance (ROP) 2 Yrs</td>
</tr>
<tr>
<td>• Principles of Engineering (PLTW)* (not offered at RHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engineering &amp; Design Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engineering Design &amp; Development (PLTW)* (not offered at RHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Robotics (ROP) (not offered at RHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Applied Engineering (ROP) (not offered at RHS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special Projects/Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Senior Seminar*** *(Required Course)*  
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

**Graduation and Certification**

- College • Trade School • Employment

*Career Technical Education course approved for UC Admissions

**Sample Career Opportunities**

<table>
<thead>
<tr>
<th>Engineering &amp; Architecture</th>
<th>Building &amp; Construction Trades</th>
<th>Transportation Diagnostics &amp; Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Architect</td>
<td>• Assembler</td>
<td>• Airplane Mechanic</td>
</tr>
<tr>
<td>• Civil Engineer</td>
<td>• Carpenter</td>
<td>• Alignment Technician</td>
</tr>
<tr>
<td>• Electrical Engineer</td>
<td>• Cabinetmaker</td>
<td>• Auto Body Repair Tech</td>
</tr>
<tr>
<td>• Environmental Engineer</td>
<td>• Contractor</td>
<td>• Auto Diagnostic Tech</td>
</tr>
<tr>
<td>• Facilities Engineer</td>
<td>• Electrician</td>
<td>• Automotive Machinist</td>
</tr>
<tr>
<td>• Mechanical Engineer</td>
<td>• Estimator</td>
<td>• Brake and Front End Tech</td>
</tr>
<tr>
<td>• Plumbing Engineer</td>
<td>• Fabricator</td>
<td>• Lubrication Technician</td>
</tr>
<tr>
<td>• Structural Engineer</td>
<td>• Fitter</td>
<td>• Mechanic</td>
</tr>
</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
**Finance & Marketing**

Core Courses
(Those are required)

- Business Foundations* (not offered at RHS)
- Computer Applications*
- Personal Finance*

Area of Concentration
(Two are required)

<table>
<thead>
<tr>
<th>Financial Services</th>
<th>Marketing, Sales &amp; Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accounting*</td>
<td>• Marketing*</td>
</tr>
<tr>
<td>• Advanced Accounting*</td>
<td>• International Marketing (not offered at RHS)</td>
</tr>
</tbody>
</table>

**Business Senior Seminar*** (Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

**Graduation and Certification**

**College • Trade School • Employment**

*Career Technical Education course approved for UC Admissions

**Sample Career Opportunities**

<table>
<thead>
<tr>
<th>Financial Services</th>
<th>Marketing, Sales &amp; Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Account Collector</td>
<td>• Account Executive</td>
</tr>
<tr>
<td>• Accountant</td>
<td>• Advertising Executive</td>
</tr>
<tr>
<td>• Accounts Payable Clerk</td>
<td>• Brand Manager</td>
</tr>
<tr>
<td>• Appraiser</td>
<td>• Buyer</td>
</tr>
<tr>
<td>• Auditor</td>
<td>• Direct Marketer</td>
</tr>
<tr>
<td>• Chief Financial Officer</td>
<td>• Event Marketer</td>
</tr>
<tr>
<td>• Claims Agent</td>
<td>• Market Analyst</td>
</tr>
<tr>
<td>• Controller</td>
<td>• Marketing Administrator</td>
</tr>
<tr>
<td>• Cost Estimator</td>
<td>• Media Planner</td>
</tr>
<tr>
<td>• Loan Specialist</td>
<td>• Product Manager</td>
</tr>
<tr>
<td>• Tax Preparer</td>
<td>• Public Relations Officer</td>
</tr>
</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Rowland Unified School District**  
**Career Certification Program • Sequence of Courses**

## Health Science & Medical Technology

### Core Courses

<table>
<thead>
<tr>
<th>Patient Care Path</th>
<th>Bio-Technology Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Two are required)</td>
<td></td>
</tr>
</tbody>
</table>

- **Patient Care Path**
  - Biology/Biology Honors*
  - Medical Core (ROP)*

- **Bio-Technology Path**
  - Principals of Bio-Medical Science (PLTW)*
  - Human Body Systems (PLTW)*
  - Anatomy/Physiology*

### Area of Concentration

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>(Two are required)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Anatomy/Physiology*
- Biology AP/IB*
- Chemistry or AP Chemistry*
- Computer Applications*
- Forensics Science (ROP)*
- Medical Assistant (ROP)
- Psychology AP/IB*
- Sports Medicine (ROP) (not offered at RHS)
- Surgical Technician (ROP)

- Medical Interventions (PLTW)* (not offered at RHS)
- Bio Medical Interventions (PLTW)* (not offered at RHS)
- Forensic Science (ROP)
- Sports Medicine (ROP) (not offered at RHS)
- Surgical Technician (ROP)

### Health & Medical Senior Seminar*

*(Required Course)*

(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

### Graduation and Certification

<table>
<thead>
<tr>
<th>College</th>
<th>Trade School</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- *Career Technical Education course approved for UC Admissions*

### Sample Career Opportunities

<table>
<thead>
<tr>
<th>Patient Care Path</th>
<th>Bio-Technology Path</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

- Biomedical Equipment Technician
- Certified Nursing Assistant (CNA)
- Dental Hygienist
- EEG and EKG Technician
- Emergency Medical Technician (EMT)
- Licensed Vocational Nurse (LVN)
- Medical Assistant
- Medical Lab Technologist
- Medical Record Technician
- Operating Room Technician

- Acupuncturist
- Anesthesiologist
- Audiologist
- Dentist
- Forensics
- Medical Physicist
- Pathologist
- Physician
- Psychiatrist
- Radiologist
- Veterinarian

*This course meets the University of California/California State University entrance requirements.*

+ Weighted course
Rowland Unified School District
Career Certification Program • Sequence of Courses

**Hospitality**

**Core Courses**
(One is required)

- Foods and Nutrition*

**Area of Concentration**
(Three are required)

<table>
<thead>
<tr>
<th>Food Science &amp; Nutrition</th>
<th>Food Service &amp; Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advanced Foods and Nutrition (not offered at RHS)</td>
<td></td>
</tr>
<tr>
<td>• Gourmet and International Foods*</td>
<td></td>
</tr>
<tr>
<td>• ProStart I</td>
<td></td>
</tr>
<tr>
<td>• Gourmet and International Foods*</td>
<td></td>
</tr>
<tr>
<td>• Food Service &amp; Hospitality (ROP) 2 Yrs</td>
<td></td>
</tr>
<tr>
<td>• ProStart I</td>
<td></td>
</tr>
<tr>
<td>• ProStart II (ROP)</td>
<td></td>
</tr>
</tbody>
</table>

**Family & Consumer Sciences Senior Seminar***
(Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

**Graduation and Certification**

College • Trade School • Employment

*Career Technical Education course approved for UC Admissions
# Approved for Advanced Placement (AP)

**Sample Career Opportunities**

<table>
<thead>
<tr>
<th>Food Science &amp; Nutrition</th>
<th>Food Service &amp; Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dietitian</td>
<td></td>
</tr>
<tr>
<td>• Food Service Supervisor</td>
<td></td>
</tr>
<tr>
<td>• Food Technologist</td>
<td></td>
</tr>
<tr>
<td>• Baker/Cake Decorator</td>
<td></td>
</tr>
<tr>
<td>• Caterer</td>
<td></td>
</tr>
<tr>
<td>• Chef</td>
<td></td>
</tr>
<tr>
<td>• Chef Assistant</td>
<td></td>
</tr>
<tr>
<td>• Dietitian</td>
<td></td>
</tr>
<tr>
<td>• Food Service Supervisor</td>
<td></td>
</tr>
<tr>
<td>• Food Technologist</td>
<td></td>
</tr>
<tr>
<td>• Restaurant Manager</td>
<td></td>
</tr>
</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
# Public Services

## Public Safety

### Core Courses
(Two are required)

- Criminal Justice (ROP)*
- Medical Core (ROP)*

### Area of Concentration
(Two are required)

- Forensic Science (ROP)
- Law Enforcement Academy (ROP) (not offered at RHS)
- Psychology AP*#
- Psychology/Sociology*
- Public Safety Academy (ROP) (not offered at RHS)

---

## Public Services Senior Seminar* (Required Course)
(Includes Internship, Portfolio, Resume, Interview, Project and Presentation)

---

## Graduation and Certification

College • Trade School • Employment

*Career Technical Education course approved for UC Admissions

---

## Sample Career Opportunities

### Public Safety

- Animal Control Worker
- Correctional Officer
- Law Enforcement Officer
- Loss Prevention Specialist
- Military Service
- Probation Officer

---

*This course meets the University of California/California State University entrance requirements.

+ Weighted course
Business Department

All courses in the Business Department meet the career pathway/elective requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>10-12</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>11-12</td>
</tr>
<tr>
<td>Computer Science A AP (PLTW)</td>
<td>10-12</td>
</tr>
<tr>
<td>Computer Science Principles AP</td>
<td>10-12</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>9-12</td>
</tr>
<tr>
<td>Marketing</td>
<td>10-12</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>9-12</td>
</tr>
<tr>
<td>Senior Seminar Business Certificate</td>
<td>12</td>
</tr>
</tbody>
</table>

*Accounting
Articulation with Mt. SAC (Courses BUSA 11, 68, 72)
Accounting is a one-year course open to students in Grades 10-12. Students will learn the nine steps in the accounting cycle and practice accounting methods and procedures used by sole proprietorships in industry, both manually and on a computer using Peachtree accounting software. Students, upon completing the course, will have attained entry-level bookkeeping skills in the areas of accounts receivable, accounts payable, payroll, purchases, cash payments, sales, cash receipts and financial statements for a sole proprietorship. Students who choose to continue their education will have attained a solid accounting base.

This course is required for those students who wish to pursue the financial services pathway toward the Rowland Unified School District Finance & Marketing Career Certification Program. This course meets the University of California A-G admission requirements. It counts as an elective under the “G” category. Students completing this course with a grade of “C” or higher will earn 11 free college semester units from Mount San Antonio College. No examination is required to receive these college units.

*Advanced Accounting
Prerequisite: Accounting
Articulation with Mt. SAC (Courses BUSA 11, 68, 72)
This course is designed for students who have a sincere interest in accounting and would like to expand their knowledge of accounting. Using Peachtree accounting software, advanced accounting will teach students to automate the ten steps of the corporate accounting cycle. After computerizing their learning, students will complete various projects on the computer using special journals. Students will maintain financial records for a merchandising corporation, publicly held corporations will be covered along with the topics of depreciation, uncollectible debts, inventory valuation and notes payable and receivable.

This course is the second year course in the Accounting strand of the Finance & Marketing Career Certification Program. This course meets the University of California A-G admission requirements. It counts as an elective under the “G” category. Students completing this course with a grade of “C” or higher will earn 11 free college semester units from Mount San Antonio College. No examination is required to receive these college units.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**+Computer Science A AP PLTW**

**Prerequisite: AP Computer Science Principles**

Computer Science A (CSA) aligns with the College Board’s CSA framework. CSA builds on the basic skills learned in PLTW Computer Science Principles (CSP) to teach students Java and authentic Android™ app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students’ prior knowledge and skills until they are able to complete an app development cycle independently from the ground up.

**++Computer Science Principles AP**

**Prerequisite: Students must have earned a “B” or better in Geometry**

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

**++Computer Applications**

**Articulation with Mt. SAC (Courses CISB 31)**

Computer Applications is a one-year course open to all students in grades 9-12. Students will learn computer applications and keyboarding skills. Students will learn basic parts of the computer, proper keyboarding technique, word processing, spreadsheet construction, database management, multimedia presentations and exposure to the Internet. Students will learn how to proofread and complete basic formatting and editing functions on the computer. The student will produce letters, reports, memorandums, outlines, lists, tables, desktop publishing, and electronic worksheets, generate charts and tables.

Computer Applications is a required core course for the Rowland Unified School District Finance & Marketing Career Certification Program. In addition, it meets the technology proficiency graduation requirement and is a course that meets the two-course career pathway. It is strongly recommended for all students to improve their Microsoft Office skills for school and employment. This course qualifies for 3 units of Mount San Antonio College credit by exam. This course meets the University of California A-G admission requirements. It counts as an elective under the “G” category.

**Marketing**

Students will learn what it takes to successfully market products in the United States, and gain an awareness of the global marketplace. Students will learn marketing functions and strategies that include sales, promotion, buying, marketing research, and management. Marketing occupations involve frequent use of teamwork, decision-making and leadership skills. Students will practice these skills through classroom activities and projects. Students will gain awareness to marketing careers, their trends and requirements. Students will practice effective communication skills through written and oral presentations. Marketing and communication skills used as a career choice or used as a consumer, will better prepare students for their future. This course is designed to provide the student with the basic skills, knowledge and understanding necessary for employment. This course meets the University of California A-G admission requirements. It counts as an elective under the “G” category.

*This course meets the University of California/California State University entrance requirements.

+ Weighted course
**Personal Finance**
Learn how to invest, mange, and protect our money. Finance is a one-year course providing an overview of economics, financial services and institutions, investments (stocks, bonds, and other investment options), the importance of establish credit, maintaining a strong credit score, preventing identification theft, time value of money, buying/renting/selling a home, taxes, insurance (life, auto, home, health), estate/retirement planning, and money management.

This course is an entry-level course that satisfies a career pathway course requirement in the Business Career Pathway as well as a course in the Business Certification program. This course qualifies for 3 units Mount San Antonio College credit by earning a “C” or better.

**Senior Seminar Business Certification**
Prerequisites: Computer Applications, Business Foundations, or Personal Finance and the completion of, or concurrent enrollment in the two advanced courses in their chosen pathway. Students must have earned a “B” average or above in these four courses.

Seminar is a one-year course offered to senior students who are completing the Certification Program in the area of Education and Child Development or in the area of Hospitality.

This Course includes a 36-hour internship, which provides students with a supervised practical workplace experience. Students complete an extensive research project, which is presented both orally and in writing. Students also develop a portfolio, which will help them organize and present a collection of their work for the purpose of assessment as well as for presentation to prospective employers.

The prerequisites of the course include the completion of the pathway core course culminating in a “B” average. Additionally, advanced courses in the chosen path must be completed culminating in a yearly “B” average in each class.

Upon successful completion of this course, students will receive a certificate of completion from Rowland Unified School District.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**English Department**

All courses in the English Department meet the English requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>9</td>
</tr>
<tr>
<td>English 9 SDAIE</td>
<td>9</td>
</tr>
<tr>
<td>English 9 Honors</td>
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</tr>
<tr>
<td>English 10</td>
<td>10</td>
</tr>
<tr>
<td>English 10 SDAIE</td>
<td>10</td>
</tr>
<tr>
<td>English 10 Honors</td>
<td>10</td>
</tr>
<tr>
<td>English 11</td>
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</tr>
<tr>
<td>English 11 SDAIE</td>
<td>11</td>
</tr>
<tr>
<td>English Language and Composition AP</td>
<td>11</td>
</tr>
<tr>
<td>English HL1 IB</td>
<td>11</td>
</tr>
<tr>
<td>English 12</td>
<td>12</td>
</tr>
<tr>
<td>English 12 SDAIE</td>
<td>12</td>
</tr>
<tr>
<td>English Literature AP</td>
<td>12</td>
</tr>
<tr>
<td>English HL2 IB</td>
<td>12</td>
</tr>
<tr>
<td>Yearbook</td>
<td>9-12</td>
</tr>
<tr>
<td>Strategic Reading</td>
<td>9-12</td>
</tr>
<tr>
<td>Intensive Reading</td>
<td>9</td>
</tr>
</tbody>
</table>

*English 9/English 9 SDAIE*

This course prepares students for college and career expectations. It is a Common Core standards-based course which integrates vocabulary development, language structure, usage, and mechanics, literary analysis and interpretation, the writing process, listening and speaking skills, critical thinking, research, and reading comprehension while students undergo a rigorous study of the major genres in literature and the text structures of informational and argumentative texts.

*English 9 Honors*

The English Department recommends that students entering English 9 Honors earn an “A” or “B” in 8th grade English class prior to enrollment in this course.

This course prepares students for Advanced Placement and International Baccalaureate programs. It is a Common Core standards-based course which focuses on a rigorous study of the novel, short story, drama, nonfiction, and poetry. Students will do an in-depth review of the writing process, MLA format and other research skills, and speaking and listening skills.

*English 10/English 10 SDAIE*

This course prepares students for college and career expectations. It is a Common Core standards-based course which integrates literary and expository texts and builds on the skills, concepts, and vocabulary taught in English 9. Students will continue to review and refine their use of standard English grammar; further develop composition, listening and speaking skills; and continue to enhance their reading comprehension.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
*English 10 Honors
The English Department recommends that students entering English 10 Honors earn a grade of “B” or better in English 9 Honors or an “A” in a regular English 9 class prior to enrollment in this course.
This course prepares students for Advanced Placement and International Baccalaureate programs and will build upon the skills, concepts, and vocabulary taught in English 9 Honors. This course is centered around an in-depth study of literary and informational texts and emphasizes grammar review, vocabulary development, practice of speaking and listening skills, research, and further refinement of composition skills with an added focus on timed writing.

*English 11/English 11 SDAIE
This course prepares students for college and career expectations. It is a Common Core standards-based course which utilizes the study of American literature and builds on concepts learned and practiced in English 9 and English 10. This course will further develop reading comprehension, grammar, composition, speaking and listening, and research skills.

*+English Language and Composition AP (grade 11)
The English Department recommends that students entering AP English Literature earn a score of 75% or better in English 10 Honors prior to enrollment in this course.
This course prepares students for rigorous introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

*English 12/English 12 SDAIE
This course prepares students for college and career expectations. It is a Common Core standards-based course which includes an emphasis on composition, including argumentative, informative, and narrative writing that demonstrates higher-order thinking skills. Composition skills, reading comprehension, listening and speaking opportunities, and research skills will also be emphasized.

*+English Literature AP (grade 12)
The English Department recommends that students entering AP English Literature earn a score of 75% or better in AP English Language and Composition or IB English prior to enrollment in this course.
This course prepares students for a rigorous introductory college-level literary analysis course. The course engages students in the 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, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**English HL1 & HL2 IB**
The IB Diploma Programme Language A (English): This course prepares students for college and career expectations, and for a rigorous introductory college-level course. As part of a two-year course (IB English 11 and IB English 12), this course will continue to develop students’ understanding of the techniques involved in literary criticism and promote the ability to form independent literary judgments. Students completing this course will have a thorough knowledge of a range of texts and continue to build an understanding of other cultural perspectives; further develop skills of analysis and the ability to support an argument in clearly expressed writing; refine their ability to engage in close, detailed analysis of a written text; further develop powers of expression, both in oral and written communication, in a variety of styles and situations; and have an appreciation of literature and further develop an understanding of the techniques involved in literary criticism. The International Baccalaureate Program promotes a student’s enjoyment of and lifelong interest in literature.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) and elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination.

The aims of the IB English: Literature course at higher levels are to:

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- Develop the students’ powers of expression, both in oral and written communication, and provide the opportunity for practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- Introduce students to a range of literary works from different periods, genres, styles and contexts and broaden the students’ perspective through the study of works from other cultures and languages
- Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- Develop the ability to engage in close, detailed analysis of a written text
- Promote in students an enjoyment of, and lifelong interest in, literature

**Yearbook**
**Prerequisite:** Teacher approval
Students will learn and apply the techniques of layout and design in compiling the school yearbook. This course may be repeated for elective credit.

**Intensive Reading**
This course prepares students, who are at least two years or more behind in their reading levels and have received poor grades in their content classes due to low literacy skills, to find more success. The course is an interactive class that combines technology, independent reading, and teacher-directed instruction using research proven practices known to improve student reading ability. Students will work on organization and time management, writing, and utilize technology that enhances reading, vocabulary, and spelling. Students will be given readings that are matched to their level of independent reading ability.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Strategic Reading**
This course prepares students for the literacy demands of the 21st century through a rigorous combination of explicit instruction, inquiry-based learning, contemporary and relevant literature and informational texts, real-world writing and projects, and supportive technology through teacher-led exploration and instruction and small group and independent learning experiences. Students will explore expert questions, develop comprehension skills, and work on writing, structure, developing word choice and voice, and use proper grammar and mechanics.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
English Language Development Department

All courses in the English Language Development Department meet the English requirement for graduation and are one year in length unless stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD I</td>
<td>9-12</td>
</tr>
<tr>
<td>ELD II</td>
<td>9-12</td>
</tr>
<tr>
<td>ELD III</td>
<td>9-12</td>
</tr>
</tbody>
</table>

The ELD Program works to ensure the full implementation of the ELA/ELD Language Arts framework. The English Language Arts is linked to English Language Development Standards in all domains and supports the acquisition of academic language.

Students in ELD II and ELD III are registered to take grade level English SDAIE classes ensuring equity through expansion of course access.

The ELD courses are aligned to the new State Proficiency Level Descriptors contained in the California English Language Development Standards. They are Emerging, Expanding and Bridging. These descriptors are a continuum of increasing proficiency in language learning and use.

The English Language Development Program has three goals:

Goal 1:  Students use English to communicate in social settings.
  o Students interact through spoken and written expression for personal expression.
  o Students learn strategies to extend communicative competence.
  o Students begin to understand and use academic vocabulary.

Goal 2:  Students use English to succeed academically in school courses.
  o Students use English to interact in their classes.
  o Students use English to process and construct subject matter learned in classes in spoken and written form.
  o Students learn and use strategies to apply academic knowledge.
  o Students increase English skills in more contexts, increase vocabulary and linguistic structures, apply language skills appropriate to their age and grade level.

Goal 3:  Students use English appropriately for social and cultural purposes.
  o Students use the English language appropriately to address audience, purpose and setting.
  o Students use English to communicate and interpret messages and negotiate meanings
  o Students transition to full engagement in grade-level academic tasks and activities in a variety of content areas.

Rowland High School English Language Development Program provides systematic pathways to the core English language arts curriculum. The English Language Development courses enable students to meet the challenging demands of each grade level content course at Rowland High School.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
The ELD Program provides for the successful achievement of the California English Language Development Standards that are organized into six domains:

1. Listening and speaking
2. Reading: word analysis skills, fluency, and vocabulary
3. Reading comprehension
4. Literary response and analysis
5. Writing strategies and applications
6. Writing conventions

Students initially are placed in the appropriate level of ELD class based on the results of the California English Language Development Test (CELDT). They remain in the program until re-designated English proficient as mandated by state and federal law. Yearly placement is based on multiple measures such as CELDT results, grade point average, benchmarks, and teacher recommendation. RHS provides a comprehensive program of Sheltered (SDAIE) courses. ELD II and ELD III students are concurrently registered in a grade level English SDAIE class. Students are placed in other SDAIE core classes depending on grade level. Please refer to each core department for SDAIE courses.

**ELD I/RIP I**
This course prepares non-English Speakers to use English for immediate needs and develops English language skills for non-English Speakers. It is a Common Core standards-based course which includes an emphasis on the understanding and use of academic vocabulary and language, reading comprehension, listening and speaking skills, and the writing process. Students will participate in activities to enhance positive self-image and cross-cultural understanding will be incorporated into the course. Student placement level is determined by the California English Language Development Test that is given at the time of registration. The Proficiency Level Descriptor for ELD I is the “Emerging” Level. ELD I is a developmental course, not a remedial one. This is a one year course which may be repeated for one additional year with teacher recommendation. This is a two hour block class including one hour of Reading.

**ELD II/RIP II**
This course prepares limited English proficient students for an intermediate level of English language development. It is a Common Core standards-based course which includes communicative oral language development while providing more emphasis on English reading and writing, vocabulary and linguistic development, grammar and mechanics, listening and speaking skills, and the writing process. Students will participate in activities to enhance positive self-image and cross-cultural understanding will be incorporated into the course. The Proficiency Level Descriptor for ELD II is the “Expanding” Level. This is a 2 hour block class including one hour of Reading.

**ELD III/RIP III**
This course prepares limited English proficient students for a transitional intermediate level of English language development and college and career expectations. It is a Common Core standards-based course which includes communicative oral language development while providing more emphasis on English reading and writing, vocabulary development, grammar and mechanics, listening and speaking skills, and the writing process. Students will participate in activities to enhance positive self-image and cross-cultural understanding will be incorporated into the course. The Proficiency Level Descriptor for ELD III is the “Bridging” Level. This is a 2 hour block class including one hour of Reading.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**English Learner Levels**

ELD I (Beginner)

ELD II (Intermediate)

ELD III (Advanced)

---

4-Year Colleges accept English classes below this line, but colleges do not consider ELD I, II, or III as English classes.

English SDAIE*

English Regular

English Honors

Definitions:
ELD = English Language Development
SDAIE = Specially Designed Academic Instruction in English

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Family and Consumer Sciences Department

All courses in the Family and Consumer Science Department meet the career pathway/elective requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>10-12</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>10-12</td>
</tr>
<tr>
<td>Gourmet and International Foods</td>
<td>11-12</td>
</tr>
<tr>
<td>Life Management</td>
<td>9-12</td>
</tr>
<tr>
<td>Parenting and Family Life</td>
<td>11-12</td>
</tr>
<tr>
<td>ProStart 1</td>
<td>11</td>
</tr>
<tr>
<td>ProStart 2 (ROP)</td>
<td>12</td>
</tr>
<tr>
<td>ROP Careers in Education</td>
<td>9-12</td>
</tr>
<tr>
<td>ROP Child Care Occupations</td>
<td>10-12</td>
</tr>
<tr>
<td>ROP Food Service and Hospitality</td>
<td>9-12</td>
</tr>
<tr>
<td>Senior Seminar Family and Consumer Science</td>
<td>12</td>
</tr>
</tbody>
</table>

ROP Careers in Education
This course prepares students to assist with instructional activities and introduces a variety of careers in education. Students study such topics as standards and licensing regulations; operational procedures; emergency and disaster procedures; child growth and development; positive interaction, guidance and discipline; developmentally appropriate practices; nutrition; health and safety; instructional assistance; supervision; recreational activities; clerical work; use of computers and educational technology; and professionalism.

*Child Development
The Child Development course for sophomores, juniors and seniors prepares students to better understand the aspects of human growth and development. Students learn about the importance of prenatal care essential for a healthy baby. Proper parenting techniques for the newborn infant and preschooler are emphasized. The care and understanding of developmental needs and characteristics of the whole child from prenatal through adolescents is covered. Special topics such as child abuse, latch key children, children of alcoholics and divorces are studied. This course is a UC approved A-G elective.

*Foods & Nutrition
Foods & Nutrition provides opportunities for students to plan, prepare, and evaluate nutritious meals. The curriculum covers entertaining, food budgeting, food terminology, marketing and storing of foods and the use and care of kitchen equipment. Students work in small groups of 4-6 preparing food, one to two days a week. The food topics are baking, salads, casseroles, egg cookery, vegetables, fruit, dairy foods and meats.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Gourmet and International Foods*
Students will learn to plan, prepare and evaluate international foods for their personal meals or for future occupational objectives. Students will learn to appreciate the differences in international cuisines and the historical and geographical reasons for these differences. They will also gain a greater understanding of meal patterns across the U.S. and become more conscious of the variety of cuisines. Students will plan, prepare and evaluate a variety of gourmet foods to expand their awareness of restaurant terminology. Special dietary needs of athletes, elderly, children, vegetarians; weight loss programs etc. will be covered.

**Life Management**
Articulation with Mt. SAC (Course FCS 41)
Students will learn: 1) Consumer Education; 2) Foods and Nutrition; 3) Clothing and Textiles; 4) Housing; 5) Child Development and, 6) Interpersonal Relationships. Each unit is approximately six weeks in length. While exploring the many content areas, students will be exposed to career opportunities for each area. Course work includes hands on projects. This course is articulated for 3 units at Mt. San Antonio College (Life Management FCS 41).

**Parenting/Family Life**
Students learn about the factors that affect the development of self, family and resources. This course of study covers interpersonal relationships from dating to marriage and family life. It also covers career options, money management and consumer resources, rights and responsibilities. The focus on family living begins with differences in family composition, preparation for future families, the significance and functions of family roles and responsibilities, coping with pressure and crisis in individual and family life. Students will have opportunities to develop problem solving skills, prioritizing skills, goal selection and decision making skills, comparative shopping skills and evaluation of choices and apply those to home and work life.

**ProStart 1**
This course prepares students with the culinary and management skills needed for a career in the restaurant and foodservice industry. Students will have a strong foundation in the areas of food safety, workplace safety, displaying professionalism, kitchen equipment, cooking and nutrition, communication, leadership, customer service, and cooking methods.

**ProStart 2 (ROP)**
Articulation with Mt. SAC (Course HRM 51)
This course prepares students with the history of foodservice, the lodging industry, food preparation techniques, marketing, purchasing, and inventory control. The student will be given the National Exam at the end of the year. With successful completion of the ProStart 2 National Exam and other requirements the student will be awarded with a National ProStart Certificate.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
ROP Child Care Occupations
Articulation with Mt. SAC (Course CHILD 11)
Prerequisite: TB clearance. This course can be taken for 1 semester, 1 year, or 2 years for certificate.
This course prepares students to work as a Teacher's Aide in a preschool or other childcare related occupation. In addition to classroom instruction, students have the opportunity to work with preschool aged children in licensed childcare centers. Students supervise the young child in age-appropriate curriculum and activities, facilitating their emotional, physical, social and intellectual growth. Students provide positive guidance, discipline and interaction. In addition to working with children, students have a working knowledge of licensing requirements, childcare standards and local health and safety regulations. Students who complete this program may be hired as a “Teacher” according to Title 22. This program has been recognized by the State Dept. of Education as a Program of Excellence.

ROP Food Service and Hospitality
Articulation with Mt. SAC (Course HRM 51)
This course prepares students for a minimum of an entry-level position in the restaurant field. Students complete both practical experience in the on-campus restaurant lab and advisory approved curriculum to best prepare them for real life experiences. Students are exposed to most aspects of the restaurant industry such as: fast food, banquets, fine dining, delivery service, catering, customer service, purchasing, receiving, food cost percentage and profit and loss. In addition, students have an understanding of basic California State safety and sanitation guidelines, employment skills and menu planning. Students demonstrate professionalism working with staff, student staff, student employees, customers and purveyors.

*Senior Seminar Family and Consumer Sciences
Required: “B” average in Life Management and “B” or better in advanced courses in area of emphasis.
Seminar is a one-year course offered to senior students who are completing the Certification Program in the area of Education and Child Development or in the area of Hospitality.

This Course includes a 36-hour internship, which provides students with a supervised practical workplace experience. Students complete an extensive research project, which is presented both orally and in writing. Students also develop a portfolio, which will help them organize and present a collection of their work for the purpose of assessment as well as for presentation to prospective employers.

The prerequisites of the course include the completion of the pathway core course culminating in a “B” average. Additionally, advanced courses in the chosen path must be completed culminating in a yearly “B” average in each class.

Upon successful completion of this course, students will receive a certificate of completion from Rowland Unified School District.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Industrial Technology Department

All courses in the Industrial Technology Department meet the career pathway/elective requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester. * meets a-g requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Architecture &amp; Design</td>
<td>9-12</td>
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<tr>
<td>Architecture &amp; Design Advanced</td>
<td>10-12</td>
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<tr>
<td>Automotive 1</td>
<td>9-12</td>
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<tr>
<td>Construction Technology 1</td>
<td>9-12</td>
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<tr>
<td>Construction Technology 2</td>
<td>10-12</td>
</tr>
<tr>
<td>Introduction to Engineering Design</td>
<td>9-12</td>
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<tr>
<td>Engineering &amp; Design Technology 1</td>
<td>9-12</td>
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<tr>
<td>Engineering &amp; Design Technology 2</td>
<td>9-12</td>
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<tr>
<td>Engineering &amp; Design Technology 3</td>
<td>9-12</td>
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<tr>
<td>Industrial Technology Special Projects</td>
<td>10-12</td>
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<tr>
<td>ROP Automotive Technology</td>
<td>10-12</td>
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<tr>
<td>ROP Engine Performance</td>
<td>10-12</td>
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<tr>
<td>Senior Seminar Technology</td>
<td>12-12</td>
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</tbody>
</table>

*Architecture & Design
Articulation with Mt. SAC (Course ARCH 141)
This course focuses on the study and application of the design process through the review and application of the elements of art and the principles of design. Students will study the history of residential architecture, including the language of architecture and how culture influences structure and design trends. Master architects, past and present, will be also studied. Students will express their creativity in a visual form through sketching, mechanical drawing, and other architectural design methods using a variety of different mediums including pencils, pen and ink, watercolor, computer generation, and assorted model building materials. Theories of aesthetic valuing will be stressed using portfolio review. This course is UC Fine Art course, and is Articulated for 3 units at Mt. San Antonio College (ARCH 141)

*Architecture & Design Advanced
Articulation with Mt. SAC (Course ARCH 101)
This second-year course will prepare students to build upon information and skills previously acquired to showcase their creativity and aesthetic expression by developing original, creative, and functional architectural works. This course focuses on the study and application of the design process through the review and application of the elements of art and the principles of design. Students will study the history of residential architecture, including the language of architecture and how culture influences structure and design trends. Master architects, past and present, will be also studied. Students will express their creativity in a visual form through sketching, mechanical drawing, and other architectural design methods using a variety of different mediums including pencils, pen and ink, watercolor, computer generation, and assorted model building materials. Theories of aesthetic valuing will be stressed using portfolio review. This course is UC Fine Art course, and is Articulated for 3 units at Mt. San Antonio College (ARCH 101)

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Automotive 1
Students will learn a fundamental understanding of modern vehicle operation. Class work, lecture, homework, participation, tests and project assignments may all be used to evaluate a student's progress. Students will be given the opportunity to observe, discuss and participate in vehicle and engine operation demonstrations. Students will also understand the proper use of hand/power tools and equipment. Discussion and explanation of career opportunities and emerging technical fields in transportation will be explored.

*Construction Technology 1
Fine Arts credit for graduation only
This course prepares students to deal with the tasks performed in the residential and commercial construction trades. This course also serves as a prerequisite for enrollment in advanced vocational and technical education courses. It comprises the study of safety, career opportunities, tools and machines, planning and design, economics, citizenship, management, applicable mathematics, blueprint reading, component nomenclature, trade vocabulary, residential and commercial construction standards, construction manufacturing standards, and specialized skills. Competencies related to each standard in the construction cluster are taught.

*Construction Technology 2
Fine Arts Credit for graduation only
Recommendation: Grade of “C” or better in Construction Tech 1 and teacher approval
This course prepares students with the competencies and information needed in residential and commercial construction. It comprises the study of fasteners and hardware, finishes and coatings, materials, installation techniques, laminating and bending methods, new and emerging technologies, mapping and surveying, levels and transit, foundations and floors, walls and partitions, roof systems, electrical wiring, interior and exterior finishes, floor coverings, metal construction, heating and cooling, plumbing, concrete and brick masonry, insulation, glazing, maintenance, and landscaping. Also included is the study of hoisting cranes, earth-moving equipment, ditching and trenching equipment, pump and compressor operation, plaster and trim operations, and the related mathematics, vocabulary, physical science, and management skills. Courses in the following or similar areas of instruction should be reported under this CBEDS code: Building Maintenance; Construction; Construction Inspection; Construction Math; Ceiling Acoustics; and Landscape Construction.

*Introduction to Engineering Design (PLTW)
Using state-of-the-art 3D design software, discover the role of an engineer in taking an idea from the design process to product testing to manufacturing or production. Produce an incredible, working prototype of your project with a 3D printer, Laser Engraver, and CNC. You will work on projects, activities, and problems not only of interest to you, but that have global and human impacts. Work in teams to design and improve products, document your solutions, and communicate them to others. This course is UC approved A-G elective course.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Engineering & Design Technology 1
Fine Arts credit for graduation only
This course prepares students interested in careers in the design and production of visual communications. Students plan, prepare and interpret drawings and models through traditional drafting or computer-aided drafting and design (CADD) techniques.
The final design projects provide students with the knowledge and skills to develop, collaborate, and work on a design team and complete two projects: one architectural and one mechanical. Means of reaching the completing these projects are: reversing engineering, original design modification, or from original idea conception. The final designs are accompanied by proper documentation, which includes: broad drafts, CAD drawings, project abstract, project summary and project specifications.
This course is articulated for 3 units at Mt. San Antonio College. (IDE 120)

Engineering & Design Technology 2
Fine Arts credit for graduation only
This concentrator course builds upon the Engineering Design I introduction course and provides students with additional concepts and experiences required for career readiness and pursuing further education in Engineering Technology career pathway, which precedes this pathway capstone course. This concentrator course leads to the capstone course in the Engineering Technology pathway sequence of courses.
Students will walk through the design and build a mobile robot to play a sport-like game. During this process they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or in a sponsored Robotics Competition.

Engineering & Design Technology 3
Fine Arts credit for graduation only
Engineering Design III expands learning opportunities for students interested in preparing for careers in the design, prototyping, and production of advanced visual communications. Students plan, prepare and interpret drawings and models through traditional drafting or computer-aided drafting and design (CADD) techniques to produce a product.
This course will focus on methods and tools used for creating production prototypes, mock-ups, and proof of concepts through additive/subtractive manufacturing process. Focus is on tool and process selection, safety, and machine operation skills and techniques.

Industrial Technology Special Projects
Prerequisite: Teacher approval
This is a course of independent, advanced students working closely with an advisor. Students work on academic or advanced work in a specific field of automotives, architecture, or Computer Aided Design (CAD). Architecture: Third-Fourth level advanced architectural & design with a focus on site analysis, design conceptualization, form making, program development and presentation. Emphasis is on critical thinking and problem solving integrated with the artistic design process. Investigations will stress symbolic expression, aesthetics, craftsmanship, technical skills, vocabulary and physical object making through the design of multi-family residential, institutional and cultural buildings.
This course is articulated with Mt. San Antonio College. (IDE 121/147)

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
ROP Automotive Technology 2  
Articulation with Rio Hondo (Course AUTO 103)  
Prerequisite: Student must be age 15 or older or have teacher approval.  
This course prepares students for the field of Automotive Technician. Students receive instruction in component identification, fault diagnosis and replacement, precision measuring, rebuilding and repair, adjustment and servicing procedures. Instruction will provide students with entry-level skills in automatic transmission /transaxle, brakes, electrical system, engine performance, engine repair, heating and air conditioning, manual drive train and axles, and front-end repair. Instruction includes lecture, demonstration and live, hands-on work. Evaluation is academic and competency based. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and other employment skills.

ROP Engine Performance  
Prerequisite: Student must be age 15 or older or have teacher approval.  
This competency-based course is one in a sequence of courses designed to meet the Automotive Service Excellence (ASE) Program Certification Standards set by the National Technician Education Foundation (NATEF). It provides students with technical instruction and practical experience in an automobile are incorporating sustainable and green vehicle technologies. Instruction includes classroom and workplace policies and procedures in accordance with federal, state, and local safety and environmental regulations. It covers the proper use, maintenance, and storage of auto repair tools and equipment, the effective use of service manuals and computer-based information systems, and an introduction to the different engine designs, automotive electricity, hybrid vehicles, and alternative fuel vehicles. Emphasis is placed on the techniques in the following areas or engine performance diagnosis and repair: general computerized engine controls, and ignition system. It also teaches trade mathematics, resource management, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

*Technology Senior Seminar  
Prerequisite: “B” average grade or better in Design Technology and “B” or better grade pathway courses in area of emphasis  
This course includes a 36-hour internship, which provides students with a supervised practical workplace experience. Students complete an extensive research project, which is presented both orally and in writing. Students also develop a portfolio, which will help them organize and present a collection of their work for the purpose of assessment as well as for presentation to prospective employers. Students will receive a certificate upon completion of the course with a grade of “B” or better.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
Math Department

All courses in the Mathematics Department meet the mathematics requirement for graduation, are one year in length, and may not be repeated for credit. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Algebra I</td>
<td>9-12</td>
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<tr>
<td>Geometry</td>
<td>9-12</td>
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<tr>
<td>Geometry Honors</td>
<td>9-12</td>
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<tr>
<td>Algebra II</td>
<td>9-12</td>
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<tr>
<td>Algebra II Honors</td>
<td>9-12</td>
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<tr>
<td>College Algebra</td>
<td>9-12</td>
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<tr>
<td>Pre-calculus/Trigonometry</td>
<td>9-12</td>
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<tr>
<td>Pre-calculus/Trigonometry Honors</td>
<td>9-12</td>
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<tr>
<td>Calculus AB – AP</td>
<td>10-12</td>
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<tr>
<td>Calculus BC – AP</td>
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<tr>
<td>Statistics – AP</td>
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<tr>
<td>Mathematical Studies SL – IB</td>
<td>11-12</td>
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<tr>
<td>Math SL – IB</td>
<td>12</td>
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<tr>
<td>Math HL/2\textsuperscript{nd} year IB</td>
<td>12</td>
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</tbody>
</table>

*Algebra 1
This course prepares students in the critical areas of: deepening and extending students’ understanding of linear and exponential relationships, applying linear models to data, and analyzing, solving, and using exponential and quadratic functions. The course develops student's fluency with linear, quadratic, and exponential functions. Students will develop their understanding of the Real Number System, working with algebraic quantities, seeing structure in algebraic expressions, creating and reasoning with equations and inequalities, interpreting and building functions, working with linear, quadratic and exponential functions, and interpreting categorical and quantitative data. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for Geometry.

*Geometry
Prerequisite: Algebra I
This course prepares students in the critical areas of: geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability. The main purpose of Geometry is to develop students’ fluency with congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties and equations, geometric measurement and dimension, geometric modeling, conditional probability, the rules of probability, and making decisions using probability. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for Algebra 2.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Geometry Honors
Prerequisite: Algebra I (“B” Recommended)
This advanced course prepares students in the critical areas of: geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability. The main purpose of Geometry Honors is to develop students’ advanced fluency with congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties and equations, geometric measurement and dimension, geometric modeling, conditional probability, the rules of probability, and making decisions using probability. In addition to meeting all the requirements of the standard Geometry course, students will be challenged to solve sophisticated problems requiring advanced critical thinking skills. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for Algebra 2 Honors.

*Algebra II
Prerequisite: Algebra I and Geometry (“C” recommended)
This course prepares students in the critical areas of: modeling, functions, number and quantity, algebra, and statistics and probability. The main purpose of Algebra 2 is to develop students’ fluency with the complex number system, seeing structure in expressions, polynomials and rational expressions, creating and reasoning with equations and inequalities, interpreting and building functions, linear, quadratic and exponential functions, trigonometric functions, expressing geometric properties with equations, interpreting categorical and quantitative data, and making inferences and justifying conclusions based on data analysis. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for higher level math.

*Algebra II Honors
Prerequisite: Algebra I Honors and Geometry Honors (“B” Recommended)
This advanced course prepares students in the critical areas of: modeling, functions, number and quantity, algebra, and statistics and probability. The main purpose of Algebra 2 Honors is to develop students’ advanced fluency with the complex number system, seeing structure in expressions, polynomials and rational expressions, creating and reasoning with equations and inequalities, interpreting and building functions, linear, quadratic and exponential functions, trigonometric functions, expressing geometric properties with equations, interpreting categorical and quantitative data, and making inferences and justifying conclusions based on data analysis. In addition to meeting all the requirements of the standard Algebra 2 course, students will be challenged to solve sophisticated problems requiring advanced critical thinking skills. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for Precalculus Honors.

*College Algebra
Prerequisite: Algebra II
The primary purpose of College Algebra is to ensure that students have the algebra skills necessary for success in Precalculus and other advanced mathematics courses. This course prepares students in the critical areas of: modeling, functions, number and quantity, algebra, and statistics and probability. The main emphasis of College Algebra is to develop students’ fluency with the complex number system, seeing structure in expressions, polynomials and rational expressions, creating and reasoning with equations and inequalities, interpreting and building functions, linear, quadratic and exponential functions, trigonometric functions, expressing geometric properties with equations, interpreting categorical and quantitative data, and making inferences and justifying conclusions based on data analysis. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for Precalculus.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Pre-Calculus/Trigonometry**  
**Prerequisite:** Algebra II or College Algebra and Geometry ("B" recommended)  
This course prepares students in the critical areas of: complex numbers, rational, exponential, and trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves. The main purpose of Precalculus is to develop students’ fluency with the complex number system, vector and matrix quantities, seeing structure in expressions, the arithmetic of polynomials and rational expressions, creating and reasoning with equations and inequalities, interpreting and building functions, advanced trigonometric functions and identities, similarity with right triangles and trigonometry, and expressing geometric properties with equations. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for AP Calculus or AP Statistics. Homework is assigned daily and the availability of a graphing calculator is **required**.

**Pre-Calculus/Trigonometry Honors**  
**Prerequisite:** Algebra II Honors and Geometry Honors ("A" recommended)  
This advanced course prepares students in the critical areas of: complex numbers, rational, exponential, and trigonometric functions and their inverses, inverse functions, vectors and matrices, and parametric and polar curves. The main purpose of Precalculus Honors is to develop students’ advanced fluency with the complex number system, vector and matrix quantities, seeing structure in expressions, the arithmetic of polynomials and rational expressions, creating and reasoning with equations and inequalities, interpreting and building functions, advanced trigonometric functions and identities, similarity with right triangles and trigonometry, and expressing geometric properties with equations. In addition to meeting all the requirements of the standard Precalculus course, students will be challenged to solve sophisticated problems requiring advanced critical thinking skills. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for AP Calculus or AP Statistics. A significant amount of homework is assigned daily and the availability of a graphing calculator is **required**.

**+Calculus AB - AP**  
**Prerequisite:** Pre-Calculus/ Trigonometry ("B" recommended)  
This AP course prepares students for the study of advanced mathematical applications including the study of limits, derivatives, and integration. These three main concepts will be applied to more advanced concepts including topics such as finding three-dimensional volumes, and solving differential equations. Throughout the course, students will be required to use a graphing calculator to solve problems. AP Calculus AB emphasizes a multi-representational approach to presenting and solving problems, including graphically, numerically, analytically, and verbally. The availability of a graphing calculator is **required**.

**+Calculus BC - AP**  
**Prerequisite:** Calculus AB ("B" is highly recommended)  
Students will learn to further their understanding and abilities in Limits, Differentiation, and Integration. In addition, Calculus BC introduces the advanced study of parametric functions, vectors in a plane, polar functions, Series, Power Series and Taylor Polynomials. Like AP Calculus AB, AP Calculus BC emphasizes a multi-representational approach to present and solve problems, including graphically, numerically, analytically, and verbally. Students will continue to use a graphing calculator throughout this course. The availability of a graphing calculator is **required**.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
**Statistics - AP**

Prerequisite: College Algebra, (Pre-calculus is recommended)

Students will learn to use multiple methods, including exploring data, sampling, experimentation, anticipating patterns, and statistical inference. Students will use graphing calculators and possibly computers to enhance their understanding of the material through a mixture of lectures, projects, and reading statistical data. Topics studied include graphical representation of data, probability, binomial and geometric distributions, mean, and standard deviation, graphing and analyzing data, designing surveys and experiments, and performing statistical inference. Students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for IB Mathematical Studies, and/or advanced mathematics classes in college. The availability of a graphing calculator is required.

**Mathematical Studies SL - IB Program**

This course prepares students in the critical areas of: problem solving, sophisticated mathematical reasoning, and enhanced critical thinking. This IB course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. The main purpose of IB Mathematical Studies is to develop students’ fluency in the following topics: number and algebra, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical modeling, and an introduction to differential calculus.

**Mathematics SL - IB Program**

This IB course prepares students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The main purpose of IB Mathematics SL is to develop students’ advanced fluency in the following topics: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus and mathematical explorations.

**Mathematics HL /2nd year - IB Program**

This IB course prepares students who have a good background in mathematics and are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The main purpose of IB Mathematics HL is to develop students’ advanced fluency in the following topics: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus and mathematical exploration. Throughout the course, students will apply the Mathematical Practices and develop a greater understanding of mathematical concepts and skills in preparation for more advanced college level mathematics classes.
Non-Departmental

All courses listed below are one year in length. 5 credits per semester except Student Assistant.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>AVID 9</td>
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<td>AVID 10</td>
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<tr>
<td>AVID 11</td>
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<tr>
<td>AVID Senior Seminar</td>
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<tr>
<td>AVID Tutor</td>
<td>12</td>
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<tr>
<td>Career and College Readiness</td>
<td>9</td>
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<tr>
<td>Community of Caring</td>
<td>12</td>
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<tr>
<td>Health</td>
<td>9-12</td>
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<tr>
<td>Leadership (ASB)</td>
<td>9-12</td>
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<tr>
<td>Office experience/Student Assistant</td>
<td>9-12</td>
</tr>
</tbody>
</table>

*AVID 9 (Advancement Via Individual Determination)
Prerequisite: Teacher approval
This course prepares students for college readiness and success. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. Students are required to have a GPA between 2.5 and 3.5, good attendance and work habits. Meets Technology graduation requirement.

*AVID 10 (Advancement Via Individual Determination)
Prerequisite: Teacher approval
This second sequence of Advancement Via Individual Determination (AVID) prepares students for college readiness and success. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals. Students are required to have a GPA between 2.5 and 3.5, good attendance and work habits. Meets Technology graduation requirement.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**AVID 11 (Advancement Via Individual Determination)**

**Prerequisite: Teacher approval**

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. The course requires that students read essays, speeches, articles, and letters by leaders in contemporary society, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. Students are required to have a GPA between 2.5 and 3.5, good attendance and work habits. Meets Technology graduation requirement.

**AVID Senior Seminar**

**Prerequisite: Teacher approval**

Students continue their practice of analyzing a prompt or academic task, selective and purpose-driven reading, focused note-taking, and integrating sources into texts. Students individually study a leader by finding sources and drafting, revising, and editing a number of assignments, all of which culminate in a final college level research paper. This course involves substantial critical reading, analytical writing, and literary analysis.

Senior Seminar students receive assistance with the college admission procedures. This includes the application, personal statement, financial aid, scholarships and registration/completion of the SAT/ACT.

**AVID Tutor**

**Prerequisite: Teacher approval**

AVID Tutors play a vital role in the AVID Elective class, while also benefiting within other content-area classes at school. As a key component to the collaboration portion of the AVID System, tutorials are a time and place where students come with complex questions from any content class and get guiding support to confront tough problems and solve them within their own means. Using their knowledge and experience, AVID trained tutors is then able to conduct collaborative tutorials that lead to increased student participation and success. Trained tutors are able to create an environment where students feel comfortable asking questions from their content-area classrooms. Tutors are essential to the success of AVID, acting as a resource and role model for AVID students both academically and socially. Specific instruction is provided in WICOR (writing, inquiry, collaboration, organizational and reading) and Cornell Note Taking. Under the direct supervision of the AVID teacher/classroom teacher, AVID Tutors provide instruction individually and in small groups, assisting in all subject areas using class notes and other materials to help further the growth and knowledge of the AVID student.

**Career and College Readiness**

**Prerequisite: Teacher approval**

College and Career Seminar is a two semester course that is designed to help students learn and practice valuable skills to help them be college and career ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

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*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Community of Caring  
**Prerequisite:**  Teacher approval  
Students will learn to organize, implement and oversee student-related activities. This course introduces leadership characteristics, parliamentary procedures, public speaking, office management, and budget planning.

**Health**  
**One semester course**  
This course prepares students with the knowledge and skills that can lead to lifelong positive health attitudes and behaviors. The major content areas of health instruction will include: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco and other drugs; nutrition; environmental health; family living; individual growth and development; and communicable and chronic disease. This course may not be repeated for credit. **This course may not be repeated for credit.**

* **Leadership (ASB)**  
**Prerequisite:**  Teacher approval  
Student leadership is a project based course aimed at increasing students’ capacities to meet the challenges in a variety of areas of leadership. Through the planning and execution of numerous events for the school and community, students will discover how to communicate and work with diverse groups of people towards making effect change in their communities. Students will develop and enhance intrapersonal and interpersonal skills as well as learn the philosophical foundations and fundamentals of effective leadership. Students will read extensively about the nature of leadership and its different styles. Additionally, students will write frequently, write critically, reflectively, persuasively, and speak about the real world issues from the planning of events.

**Office Experience/Student Assistant**  
A student may not earn academic credit for being a student assistant; however they may earn Community Activity Requirement hours. A student may earn a maximum of 15 CAR hours for 1 year of Student Assisting. Student assistants may tutor or perform non-confidential clerical duties. Student assistants may not perform duties relating to student records and grades. A student assistant class does not count as one of the student’s minimum 5 class requirement.

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*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Physical Education Department

All courses in the Physical Education Department meet the physical education requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>9th Grade Physical Education</td>
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<tr>
<td>10th Grade Physical Education</td>
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<tr>
<td>Athletics</td>
<td>9-12</td>
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<tr>
<td>Dance 1</td>
<td>10-12</td>
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<tr>
<td>PEP</td>
<td>9-12</td>
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<tr>
<td>Weight Training</td>
<td>10</td>
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Coed Physical Education – PE 9 and PE 10
This is a year-long course required of all freshmen and sophomores. Students will gain instruction in strategy, game skills, and tournament play in a variety of team sports. Students will utilize motor skills, movement patterns, principles and strategies to perform a variety of physical activities. Students will demonstrate an ability to assess and maintain a level of physical fitness to improve health and performance and to be lifelong learners.

Athletics
Athletics is open to all students at Rowland High School. Five units of P.E. credit will be granted for participation on an athletic team or in an off-season conditioning program. Students must have athletic director's approval, coach’s approval, and have completed their clearance papers, which include a doctor's exam, proof of medical insurance and a 2.0 grade point average.

The following sports are offered:

**Fall**
- Boys - Football, Cross Country, Water Polo
- Girls - Volleyball, Tennis, Cross Country, Golf

**Winter**
- Boys - Basketball, Soccer, Wrestling
- Girls - Basketball, Soccer, Water Polo, Wrestling

**Spring**
- Boys - Track, Baseball, Tennis, Golf, Swimming
- Girls – Track, Softball, Swimming

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Dance 1  
Prerequisite: Students must earn a C or better in PE. Auditions to be held in the Spring. 
Dance 1 is an introductory course to the movement fundamentals of a variety of dance styles improving technique, self-confidence, and creative ability. The emphasis of this course is on terminology, technique, history, memorization of movement through performance, and choreography. Throughout this course students will learn; jazz, ballet, modern, hip-hop, lyrical, and world dance. After a warm up each day, students will complete across the floor progressions, and learn new movements. Each unit, students will learn new combinations to music and be able to demonstrate their knowledge of the style of dance. Students will work in group settings to choreograph and dance in class performances. The mission of this dance program is to produce well rounded members of society with an appreciation for the arts. 

PEP  
Prerequisite: Tryout selections are made in the Spring for students enrolled. Grade point requirement of 2.0 
Students are expected to support all major athletic events and as many minor events as time allows. Students must be willing to devote many hours to after school and outside activities since active participation is mandatory. 

Weight Training – Boys/Girls  
Prerequisite: C or better in Physical Education 9  
This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning will be taught throughout this course. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

*This course meets the University of California/California State University entrance requirements. 
+ Weighted course
ROP Courses

All ROP courses meet the Career Pathway/Elective requirement for graduation and are one year in length unless otherwise stated.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Automotive Technology II</td>
<td>10-12</td>
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<tr>
<td>Careers in Education</td>
<td>9-12</td>
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<tr>
<td>Child Care Occupations</td>
<td>10-12</td>
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<tr>
<td>Criminal Justice</td>
<td>9-12</td>
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<tr>
<td>Digital Animation</td>
<td>9-12</td>
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<tr>
<td>Digital Graphic Design I</td>
<td>9-12</td>
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<tr>
<td>Engine Performance</td>
<td>11-12</td>
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<tr>
<td>Food Service and Hospitality</td>
<td>9-12</td>
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<tr>
<td>Forensic Science I</td>
<td>10-12</td>
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<tr>
<td>Medical Core I/II</td>
<td>9-12</td>
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<tr>
<td>Photography</td>
<td>9-12</td>
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<tr>
<td>Retail Sales (off campus course)</td>
<td>9-12</td>
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<tr>
<td>Surgical Technician</td>
<td>10-12</td>
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<tr>
<td>Video Production I/II</td>
<td>9-12</td>
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</table>

Articulation for college credit allows high school students to earn college credit for coursework completed before active enrollment at the college. Students wishing to take advantage of articulation credit will be required to pass an exam. The exam will be made available at the completion of the high school course.

ROP Automotive Technology II
Articulation with Rio Hondo (Course AUTO 103)
Prerequisite: Student must be age 15 or older or have teacher approval.
This course prepares students for the field of Automotive Technician. Course is designed to train students in an advanced variety of automotive skill areas such as: tune-ups, brakes, safety, automatic transmission, engine repairs, service station skills, and parts department. Classroom lecture and hands-on practice in a lab along with community classroom/on-the-job training is held at auto shops and auto retail stores in the local area. Evaluation is academic and competency based. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and other employment skills.

ROP Careers in Education
This course prepares students to assist with instructional activities and introduces a variety of careers in education. Students study such topics as standards and licensing regulations; operational procedures; emergency and disaster procedures; child growth and development; positive interaction, guidance and discipline; developmentally appropriate practices; nutrition; health and safety; instructional assistance; supervision; recreational activities; clerical work; use of computers and educational technology; and professionalism.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
ROP Child Care Occupations
Prerequisite: Successful completion of Careers in Education course and TB clearance.
Articulation with Mt. SAC (Course CHLD 11)
Two year course leading to Child Care Aide Certificate
This course prepares students to work as a Teacher’s Aide in an infant/toddler center or other childcare related occupation. In addition to classroom instruction, students have the opportunity to work with infant/toddler-aged children in a childcare center where parents are on-site. Students supervise the infant/toddler in age-appropriate curriculum and activities, facilitating their emotional, physical, social and intellectual growth. Students provide positive guidance, redirection and interaction. In addition to working with infant/toddlers, students gain a working knowledge of licensing requirements, childcare standards and local health and safety regulations. Students demonstrate professionalism working with children, their families, other students and staff. This course is WASC Accredited. Students who complete this program may be hired as a “Teacher” according to Title 22. This program has been recognized by the State Dept. of Education as a Program of Excellence.

*ROP Criminal Justice
Articulation with Mt. SAC (Courses ADJU 1, 3)
This course is designed to give students both theory and hands-on experience in law enforcement occupations. Included are an understanding of institutions and agencies within the administration of justice, criminal traffic, and juvenile proceedings, substance abuse, and emergency preparedness. Emphasized throughout the course is the importance of effective communication and interpersonal skills, personal and professional development, strong academic skills, problem-solving, safety, and the use of technology.

*ROP Digital Animation (Fine Art Credit)
Articulation with Mt. SAC (Courses ANIM 108)
This competency-based course introduces students to the field of animation and helps them develop the essential skills for traditional animation and animated film making as well as gain knowledge about the career opportunities within the field. The course is based on three concentrations of all animation: Animation Mechanics, Art and Cinema Skills, Pencil-Acting and Story-Telling. Elements and techniques of the story, basic drawing, technical animation and timing, character construction and design, layout and the history of animation are also covered. Storytelling and acting is emphasized. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety and technology.

*ROP Digital Graphic Design I (Fine Art Credit)
Articulation with Mt. SAC (Courses ARTC 100)
This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
ROP Engine Performance
Prerequisite: Student must be age 15 or older or have teacher approval.
This competency-based course is one in a sequence of courses designed to meet the Automotive Service Excellence (ASE) Program Certification Standards set by the National Technician Education Foundation (NATEF). It provides students with technical instruction and practical experience in an automobile are incorporating sustainable and green vehicle technologies. Instruction includes classroom and workplace policies and procedures in accordance with federal, state, and local safety and environmental regulations. It covers the proper use, maintenance, and storage of auto repair tools and equipment, the effective use of service manuals and computer-based information systems, and an introduction to the different engine designs, automotive electricity, hybrid vehicles, and alternative fuel vehicles. Emphasis is placed on the techniques in the following areas or engine performance diagnosis and repair: general computerized engine controls, and ignition system. It also teaches trade mathematics, resource management, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

ROP Food Service and Hospitality
Articulation with Mt. SAC (Course HRM 51)
This program prepares students for a minimum of an entry-level position in the restaurant field. Students complete both practical experience in the on-campus restaurant lab and advisory approved curriculum to best prepare them for real life experiences. Students are exposed to most aspects of the restaurant industry such as: fast food, banquets, fine dining, delivery service, catering, customer service, purchasing, receiving, food cost percentage and profit and loss. In addition, students have an understanding of basic California State safety and sanitation guidelines, employment skills and menu planning. Students demonstrate professionalism working with staff, student staff, student employees, customers and purveyors.

ROP Forensic Science I
Prerequisite: Successful completion of Criminal Justice
This course is designed as an introduction to the field of forensic science. This will provide students with the entry-level skills for future opportunities in this field. The course will introduce the students to crime scene investigation, photographing of the crime scene, collection and preservation of evidence, and fingerprint techniques including comparison, rolling of prints, pattern identification and the Henry Classification.

*ROP Medical Core I/II
Articulation with Mt. SAC (Course Medi 90)
This course is for students who are or will be enrolled in a skills-specific ROP class and for those pursuing a career requiring post-secondary education. Topics include socio-economic issues affecting health care in the United States, anatomy and physiology, pathologies of the various systems, job titles and changes in levels of responsibilities, basic medical terminology, and career planning. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and other employment skills. This course assists with preparation for a career in the medical field.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**ROP Photography**

*Articulation with Mt. SAC (Course PHOT 10)*

This course is designed to prepare students for careers in photography and/or explore career options related to photography or an ancillary field. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology, and other employment skills. The class includes black and white and color film developing, black and white and color negative printing, basic photographic presentation techniques, photo equipment identification and use. The class also provides students opportunities through laboratory experiences to learn portraiture, wedding, commercial photography and current techniques in photo journalism. A major emphasis is placed on the fine arts aspect of photography through discussions and critiques of the photographs of great master photographers, as well as technical comparisons to student-produced work. A portion of this class is dedicated to photo composition via technology. Students at all levels will have the opportunity to use digital cameras, photo-editing computer software, basic scanning equipment, and general digital photographic processes using Macintosh computer systems. Students will prepare a digitally mastered CD portfolio of examples of their best work.

**ROP Retail Sales (off campus course)**

*After school class on Monday & Wednesday at the Puente Hills Mall in the Sears Lower Basement*

This course prepares students for entry-level employment in retail sales and merchandising through classroom instruction and on-the-job training at various community sites. Included are retail operations, sales and marketing, advertising, shipping, receiving, customer service, cashering and visual display.

**ROP Surgical Technician**

Surgical Technicians are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. Surgical Technicians prepare the operating room by preparing and selecting sterile supplies, preparing patients for surgery, review patient charts, and observe vital signs. Surgical Technicians function as the sterile member of a surgical team who will pass instruments, sutures, and supplies during surgery. This course provides an overview of the patient care concepts, including the ethical and legal responsibilities of the Surgical Technologist, communicating with the patient, pre-operative care, and patient's response to illness and hospitalization, as well as, assessment of the patient's physical and psychological needs. Other topics include: medical terminology, operating room environment and safety, pharmacology, anesthesia, incision sites, physiology of wound healing, and biomedical sciences. Characteristics of the Certified Surgical Technologist, related professional organizations for surgical technology, as well as, continuing education and credentialing requirements are covered.

**ROP Video Production I**

This course prepares the student to work in a broadcast TV studio, cable television production, independent video production company, audio/video departments, and post-production companies. Basic production skills, studio operation, on-location taping and working together as a production team prepare the student for an entry-level production position. Integrated throughout the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills.

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*This course meets the University of California/California State University entrance requirements.

+ Weighted course
ROP Video Production II
Students in this instructional program will be trained to carryout support tasks involved in the successful production of a live television broadcast. They gain expertise in the use of lighting, sound, camera, and switching equipment and software used in various live broadcasts (news, dramatic, musical, dance, and reality based performance genre). Students will become familiar with the skills and equipment necessary for each production element, as well as the collaborative interaction required for success.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Science Department

All courses in the Science Department meet the science requirement for graduation and are one long in length unless otherwise stated. 5 credits per semester. *meets a-g requirement

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Earth Science</td>
<td>9-12</td>
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<tr>
<td>Earth Science SDAIE</td>
<td>9-12</td>
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<tr>
<td>Biology</td>
<td>10-12</td>
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<tr>
<td>Biology SDAIE</td>
<td>10-12</td>
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<tr>
<td>Biology Honors</td>
<td>9-10</td>
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<tr>
<td>Human Body Systems (PLTW)</td>
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<td>Biology IB</td>
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<tr>
<td>Biology AP</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Chemistry AP</td>
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<tr>
<td>Environmental Science AP</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Physics IB (HL) One</td>
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<tr>
<td>Physics IB(HL) Two</td>
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<tr>
<td>Anatomy/Physiology</td>
<td>12</td>
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<tr>
<td>ROP Medical Core I</td>
<td>9-12</td>
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<tr>
<td>Principles of Biomedical Science (PLTW)</td>
<td>9-12</td>
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<tr>
<td>Senior Seminar Health and Medical Sciences</td>
<td>12</td>
</tr>
</tbody>
</table>

*Earth Science/Earth Science SDAIE
This laboratory science course is designed for all students. This course is designed to meet the California State Science Standards in the areas of Earth Science as well as Investigation and Experimentation. Topics explored include astronomy, plate tectonics, energy cycles, atmospheric and oceanic convection, climate, biogeochemical cycles, structure and composition of the atmosphere, and California geology. Laboratory experiences are an integral part of the course and students can expect homework daily. *This course may not be repeated for credit.*

*Biology/Biology SDAIE
Prerequisite: Successful completion of Earth Science
This laboratory science course meets the California State Science Standards in the areas of Biology as well as Investigation and Experimentation. Topics explored include cell biology, genetics, ecology, evolution, and physiology. Laboratory experiences are an integral part of the course and students can expect homework daily. *This course may not be repeated for credit.*

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Biology Honors  
Prerequisite: It is recommended that students earn an “A” in a regular 8th grade science class or an “A” or a “B” in an honors-level 8th grade science class prior to enrollment in this course. It is also recommended that students earn an “A” in their 8th grade math class.  
The same topics are offered as in Biology with emphasis on math and writing. College level laboratories will be performed. The course is designed to prepare students for the Standard Level International Baccalaureate Biology class offered in the junior year. Laboratory experiences are an integral part of the course and students can expect homework daily. This course may not be repeated for credit.

*Human Body Systems (PLTW)  
Prerequisite: Principles of Biomedical Science  
In the Human Body Systems course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

*Biology IB  
Prerequisite: Completion of Biology Honors and Chemistry or concurrent enrollment in Chemistry  
This IB course uses a college level textbook and prepares the student for the International Baccalaureate Exam in May. Students will work together on a group research project and perform college level laboratories. The course will cover 7 major concepts in depth: cells, the chemistry of life, cells and energy, genetics, ecology, evolution and human health and physiology. Laboratory experiences are an integral part of the course and students can expect homework daily. This course may not be repeated for credit.

**Biology AP  
Prerequisite: Completion of Biology Honors and Chemistry  
This course uses a college level textbook and prepares the student for the Advanced Placement Exam in May. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The course will cover 3 general areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Laboratory experiences are an integral part of the course and students can expect homework daily. This course may not be repeated for credit.

*Chemistry  
Prerequisite: Biology. Algebra II or Pre-calculus is strongly recommended  
In this course students will explore chemistry concepts by using mathematics and computation thinking, planning and carrying out investigations, developing models, constructing explanations and engaging in argument from evidence. Students will apply scientific and engineering practices to chemistry science challenges. The curriculum includes topics related to Matter and its interactions (atomic theory, nuclear chemistry, periodic table and trends), Motion and Stability (chemical bonding, states of matter and solutions, acids and bases, gas laws, chemical reactions) and Energy (energy transfer, kinetics and equilibrium) as well as topics related to health and the ecosystem. Laboratory experiences are an integral part of the course and students can expect homework daily. This course may not be repeated for credit. This course may not be repeated for credit.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
**Chemistry AP**
Prerequisite: Completion of both semesters of Chemistry with a grade of “B” or better and successful completion of or concurrent enrollment in Pre-Calculus.
This college-level course is designed for serious-minded science students and uses a college level textbook, OWL online homework and guided inquiry labs to prepare students for the AP Chemistry exam in May. This course covers advanced topics and centers around Six big ideas: Structure of Matter, Bonding and Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics, and Chemical Equilibrium as well as seven Scientific Practices: drawing, explaining and interpreting representations, using mathematics and logical routines strategies, asking and refining scientific questions, designing and implementing data collection, analyzing and evaluating data, making predictions and justifying claims with data, connection chemistry concepts across the big ideas. This class is a 2 hour block.

**Environmental Science AP**
Prerequisite: Biology & Chemistry Recommended
This course will provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

**Physics**
Prerequisite: Biology. Algebra II or Pre-calculus is strongly recommended
This laboratory science course meets the California State Science Standards in the areas of Physics as well as Investigation and Experimentation. Topics explored include motions and forces, vectors, conservation of energy and momentum, heat and thermodynamics, waves, electric and magnetic phenomena. Students perform laboratory activities using various technologies. Students can expect homework daily. **This course may not be repeated for credit.**

**Physics IB (HL) One**
Prerequisite: Completion of Biology Honors & Chemistry
This IB course is the first year of a two year higher level physics sequence which prepares students to take the International Baccalaureate Higher Level Physics examination in their senior year. Students use a college level textbook and computer assisted data analysis as they work their way through the IB course of study. This laboratory science course meets the California State Science Standards in the areas of Physics as well as Investigation and Experimentation. Topics explored include motions and forces, vectors, conservation of energy and momentum, heat and thermodynamics, waves, electric and magnetic phenomena. Students perform laboratory activities using various technologies. Students can expect independent reading and written homework daily. **This course may not be repeated for credit.**

**Physics IB (HL) Two**
Prerequisite: Completion of IB Physics (HL) One
The IB course is the second year of a two year higher level physics sequence which prepares seniors to take the International Baccalaureate Higher Level Physics examination in May. Students use a college level textbook and computer assisted data collection as they work their way through the IB course of study. This laboratory science course meets the California State Science Standards in the areas of Physics as well as Investigation and Experimentation. Topics explored include motions and forces, vectors, conservation of energy and momentum, heat and thermodynamics, waves, electric and magnetic phenomena, and additional IB Higher Level material. Students perform laboratory activities using various technologies. Students can expect independent reading and written homework daily. **This course may not be repeated for credit.**

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Physiology/Anatomy
Prerequisite: Biology
Students will study the functions and structures of the human body. Lab dissections of frogs and fetal pigs will supplement the course work. Laboratory experiences are an integral part of the course and students can expect homework daily. This course may not be repeated for credit.

*ROP Medical Core I
Articulation with Mt. SAC (Course Medi 90)
This course is for students who are or will be enrolled in a skills-specific ROP class and for those pursuing a career requiring post-secondary education. Topics include socio-economic issues affecting health care in the United States, anatomy and physiology, pathologies of the various systems, job titles and changes in levels of responsibilities, basic medical terminology, and career planning. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and other employment skills. This course assists with preparation for a career in the medical field.

*Principles of Biomedical Science (PLTW)
Prerequisite: Biology recommended
This course provides an introduction to the bio-medical sciences through exciting hands-on projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Bio-medical Sciences program and lay the scientific foundation for subsequent courses.

*Senior Seminar Health and Medical Sciences
Prerequisite: ROP Medical Core, “B” average in Health, Earth Science and Biology and “B” or better in two of the following advanced courses: Chemistry, Physics, Physiology/Anatomy, IB Biology.
This course provides opportunities for seniors who are interested in a career related to the medical field. The objectives of the course are to develop communication, technology and research skills that will be essential to success in the medical workplace or in further education. This course includes a 36 hour internship in a medical facility, a written research paper, a senior project which demonstrates advanced knowledge in the student’s area of emphasis, an oral project presentation, completion of a portfolio and portfolio interview.
Students will receive certification upon completion of the course with a “B” or better.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Social Science Department**

All courses in the Social Science Department meet the social science requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

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<th>Course</th>
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<tbody>
<tr>
<td>World History, Culture &amp; Geography</td>
<td>10</td>
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<tr>
<td>World History, Culture &amp; Geography SDAIE</td>
<td>10</td>
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<td>World History, Culture &amp; Geography Honors</td>
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<tr>
<td>U.S. History</td>
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<tr>
<td>U.S. History SDAIE</td>
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<tr>
<td>U.S. History Honors AP</td>
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<tr>
<td>American Government</td>
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<td>American Government SDAIE</td>
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<td>American Government AP</td>
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<td>Economics</td>
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<tr>
<td>Psychology AP</td>
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<tr>
<td>Twentieth Century World History IB</td>
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<tr>
<td>European History Advanced Placement</td>
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<tr>
<td>Theory of Knowledge IB</td>
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<td>Psychology IB</td>
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<tr>
<td>Senior Seminar Public and Human Services</td>
<td>12</td>
</tr>
</tbody>
</table>

*World History, Culture and Geography/World History SDAIE*

This course prepares students to become better critical thinkers with an emphasis on developing knowledge and cultural understanding, democratic understanding and civic values, and reading, writing and speaking skills. Students will practice reading literacy in order to cite textual evidence, determine the central ideas of a primary or secondary source, determine cause and effect, determine the meaning of words and phrases as they are used in a text, recognize text structure, compare points of view and compare and contrast the same topic in several sources. Students will practice writing in order to write arguments to support claims, write informative texts to examine and convey complex ideas and information, produce clear and coherent writing and conduct research projects. While practicing literacy skills, students will examine significant social, economic and political developments, trends and events in the world from 1750 to present day. **This course may not be repeated for credit.**

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*This course meets the University of California/California State University entrance requirements.
+ Weighted course*
**World History, Culture and Geography Honors**

Prerequisite: It is recommended students earn an “A” in a regular 8th grade history class or an “A” or a “B” in an honors level 8th grade history class prior to enrollment in this course. It is also recommended that students earn an “A” in their 8th grade English class.

This course prepares students to become better critical thinkers with an emphasis on developing; knowledge and cultural understanding, democratic understanding and civic values, and reading, writing and speaking skills. Students will practice reading literacy in order to cite textual evidence, determine the central ideas of a primary or secondary source, determine cause and effect, determine the meaning of words and phrases as they are used in a text, recognize text structure, compare points of view and compare and contrast the same topic in several sources. Students will practice writing in order to write arguments to support claims, write informative texts to examine and convey complex ideas and information, produce clear and coherent writing and conduct research projects. While practicing literacy skills, students will examine significant social, economic and political developments, trends and events in the world from 1750 to present day. The difference in this honors course lies in the depth of study and the ability to apply knowledge. Assignments are designed to equip students for the expectations and rigor of Advanced Placement and International Baccalaureate courses, especially AP European and AP United States history. This course may not be repeated for credit.

**U.S. History/U.S. History SDAIE**

This course prepares students to continue to develop the historical thinking skills of source analysis, thesis development, questioning strategies, and learning to support arguments with historical evidence introduced in previous history courses. Students will continue to apply reading literacy standards in order to cite specific textual evidence, determine central ideas from primary and secondary sources, evaluate explanations for actions/events and authors’ differing points of view, and integrate information from diverse sources. Students will learn to apply writing literacy standards in order to focus on writing arguments, developing claims, using appropriate language, gathering and evaluating sources, and drawing on evidence to support opinions and historical arguments. These reading and writing literacy standards will be emphasized, developed, and utilized during the year. Students will learn the political, economic, diplomatic, intellectual, social, and cultural history of the United States. A standard high school textbook will be used as well as several other primary and secondary supplemental texts, documents, resources, and materials. The time period covered will be from America’s discovery and colonization beginning in 1492 to the present day, with an emphasis on the 20th century. This course may not be repeated for credit.

**++U.S. History AP**

This course prepares students in three ways. First it is designed to challenge students seeking to gain greater depth and understanding of United States History. Secondly it is to equip them to be successful on the APUSH Exam. Thirdly it is to ready students for the type of work given in college. The focus is on the development, utilization, and assessment of historical thinking skills centered on thematic learning objectives. Students will investigate the content of U.S. history for significant events, individuals, developments, and processes and use the same thinking skills and methods employed by historians. Students will learn to utilize the critical and historical thinking skills of analyzing evidence, interpretation, comparison, contextualization, synthesis, causation, understanding patterns of continuity and change over time, periodization, argumentation, and using evidence to support an argument. Students will also learn to make connections among historical developments in different times and places. AP United States History is equivalent to a yearlong introductory US History college course. A college level text will be used as well as several other primary and secondary supplemental texts, documents, resources, and materials. The curriculum will cover the time period 1400-present. This course may not be repeated for credit.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**+American Government/Government SDAIE**  
This class covers structure and process of government, basic political philosophies, and the rights and responsibilities of citizenship. **This course may not be repeated for credit.**

**American Government AP**  
Students will learn a basic understanding of government and politics in the United States. The course will cover the experiences gained during the colonial period that provided the necessary skills in self-government to build a nation after independence from Great Britain had been achieved. Additionally, we will analyze the development and ratification of the Constitution as a reaction to the weaknesses of the Articles of Confederation that made it impossible for the young nation to flourish. We will also analyze the principles embedded in the American Constitution that reflect the American beliefs about the nature of man. The concepts of federalism, separation of powers, checks and balances, popular sovereignty, limited government, and the natural rights of man speak volumes about the Framers’ belief in human nature. We will also analyze the development of judicial review, the role of political parties, the impact of mass media on politics, and the role of money and special interests groups in the development of public policies. **This course may not be repeated for credit.**

**Economics/Economics SDAIE**  
This course examines the basic economic ideas of scarcity, resource allocation, and price materials. These ideas are applied to an understanding of the workings of the American free enterprise system. **This course may not be repeated for credit.**

**++ Economics AP**  
This course examines the U.S. free enterprise system with emphasis on the macroeconomy and examining the GDP, unemployment and the fiscal and monetary policies of the United States. This class prepares the student for the Advanced Placement Exam in Macro Economics.  
**This course may not be repeated for credit.**

**++ European History AP**  
This course prepares students to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide students with areas of historical inquiry for investigation throughout the course. Students will learn to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Essay writing and critical thinking skills will be emphasized, developed, and utilized during the year. A college level text will be used as well as several other supplemental texts and materials. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. **This course may not be repeated for credit.**

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*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
**+Psychology AP**
Prerequisite: A grade of C or better in last English and History class is recommended
The course prepares students to understand the systematic and scientific study of human behavior and the mental processes of human beings and other animals. The course also prepares students to understand the biological, cognitive and sociocultural influences on human behavior. Students will learn psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice as well as application & usage of the scientific method. In addition, students will learn to evaluate claims & evidence, analyze bias in psychological research, and effectively communicate their ideas. A college level text will be used as well as several other secondary supplemental texts, resources, and materials. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. This course may **not** be repeated for credit.

**+Twentieth Century World History IB**
Prerequisite: AP U.S. History
This course prepares students in three ways. First it is designed to challenge students seeking a greater depth and understanding of 20th century European and American history. Secondly it is to equip them to be successful on the IB History Exam. Thirdly it is to ready students for the type of work given in college especially in the areas of reading, writing, and research. The goal is to further develop a student's ability to: analyze historical documents, weigh evidence and interpretations presented in historical scholarship, and present reasons and evidence clearly and persuasively. Students will show an awareness of and evaluate different approaches to, and interpretations of historical issues and critically engage with a range of historical sources in order to comprehend, analyze and evaluate them in a historical context. Students will learn to demonstrate knowledge and understanding of key historical terms, processes, and concepts related to chronology, cause and effect, continuity and change, comparison and contrast, and interpretation. Students will learn to construct written arguments, within time constraints, as preparation for the examination. IB 20th Century World History is the second year course of the two-year HL History of the Americas requirement for the IB diploma. A college level textbook will be used as well as several other primary and secondary supplemental texts, documents, resources, and materials.

**+Theory of Knowledge IB**
This course prepares students to reflect on the nature of knowledge by critically examining different ways of knowing (sense perception, emotion, language, imagination, faith, intuition, memory and reason) and different areas of knowledge (sciences, the arts, mathematics, ethics, religious knowledge systems, indigenous knowledge systems, and history). Students will learn to reflect critically and ask questions about ways of knowing and areas of knowledge, consider the role and nature of knowledge, be aware of themselves as thinkers, and recognize the need to act responsibly in an increasingly interconnected but uncertain world. The TOK class is composed almost entirely of questions. The most central of these questions is 'How do I know that a given assertion is true, or a given judgment is well justified?' After completing TOK, students will hopefully have a greater appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications and be able to demonstrate ways to apply their knowledge with greater awareness and credibility.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Psychology IB**
The course prepares students to understand the systematic and scientific study of human behavior and the mental processes of human beings and other animals. The course also prepares students to understand the biological, cognitive and sociocultural influences on human behavior. Students will learn psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice as well as application & usage of the scientific method. In addition, students will learn to evaluate claims & evidence, analyze bias in psychological research, and effectively communicate their ideas. A college level text will be used as well as several other secondary supplemental texts, resources, and materials. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

**Senior Seminar Public and Human Services**
Prerequisite: “B” average or better in core pathway courses and advanced courses in area of emphasis.
This course provides opportunities for seniors who are interested in a career related to Public and Human Services. The objective of the course is to develop communication, technology and research skills that will be essential in the workplace or in further education. This course includes a 36 hour internship in the local community, a written research paper, a senior project which demonstrates advanced knowledge in their area of emphasis, an oral project presentation, completion of a portfolio and a portfolio interview.
Students will receive certification upon completion of the course with a “B” or better.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Special Education

Educational programs for students with special learning needs are available for a wide range of identified disabilities. An Individual Educational Plan (IEP) is written and implemented to meet the students’ individual learning needs in the least restrictive environment. See your Guidance counselor for more information. Special education classes are scheduled by permission only. These courses are not on the a-g list and are not college prep.

Resource Specialist Program (RSP)
The students’ academic focus is upon meeting Individual Educational Program (IEP) goals. RSP specialists assist students with individual accommodations and modifications for assignments, projects, tests, etc. as written in the annual IEP.

Inclusion
Inclusion occurs when students with severe disabilities are enrolled in general education classrooms. The student is treated as an equal, participating member of the class, and the classroom teacher has the primary responsibility for the students’ educational program.

Special Day Class
| English 9  | Computer Applications | Government |
| English 10 | Biology               | Economics  |
| English 11 | Earth Science        | Algebra 1 AB |
| English 12 | US History           | Algebra 1 CD |
| Intensive Reading | World History      | Applied Algebra & Geometry |

The Special Day Class (SDC) is composed of students whose IEP goals can be appropriately met within the special day program. The length of the school day must be at least the same length of time as the general education school day. An SDC student can attend the regular program for any part of the school day as specified in the IEP. The IEP team may limit the school day to less time than the regular school day. The special day class teacher is responsible for the instruction, supervision, and coordination of the educational program for enrolled students.

Severely Disabled Program
The SD educational program is designed with objectives that are sequenced developmentally in order to provide skills leading to independence in adulthood. The courses offered provide for alternative methods of instruction and the materials are aimed at fostering positive self-concepts and good work habits.

The primary focus of the program for student is to provide opportunities to develop skills for independently executing self-help skills, daily living skills, and employability skills. Community Based Instruction (CBI) provides the student opportunities to reinforce appropriate social behavior. Domains of focus include; math, reading, language and communications, vocational and domestic areas, community access, and recreation and leisure.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**Visual and Performing Arts Department**

All courses in the Visual and Performing Arts Department courses meet the fine arts requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A’ Cappella</td>
<td>9-12</td>
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<tr>
<td>Advanced Art &amp; Special Projects</td>
<td>10-12</td>
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<tr>
<td>AP Studio – 2D</td>
<td>10-12</td>
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<tr>
<td>AP Studio – 3D</td>
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<tr>
<td>AP Studio Art</td>
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<tr>
<td>Art</td>
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<tr>
<td>Art Special Project</td>
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<tr>
<td>Chamber Singers</td>
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<td>Concert Choir</td>
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<tr>
<td>Drill Team/Color Guard</td>
<td>9-12</td>
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<tr>
<td>IB Theatre Arts HL 1</td>
<td>11</td>
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<tr>
<td>IB Theatre Arts HL 2</td>
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<tr>
<td>IB Visual Arts HL 1</td>
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<tr>
<td>IB Visual Arts HL 2</td>
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<tr>
<td>Jazz Band</td>
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<tr>
<td>Marching Band</td>
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<tr>
<td>Orchestra</td>
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<tr>
<td>Percussion Ensemble</td>
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<tr>
<td>Photo Media 1</td>
<td>9-12</td>
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<tr>
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<td>Photo Media Special Projects</td>
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<tr>
<td>ROP Photo-commercial</td>
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<tr>
<td>ROP Video Production 1</td>
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<tr>
<td>ROP Video Production 2</td>
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<tr>
<td>Theatre Beginning</td>
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<tr>
<td>Theatre Intermediate</td>
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<td>Theatre Advanced</td>
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<tr>
<td>Theatre Project Advanced</td>
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<tr>
<td>Treble Singers</td>
<td>9-12</td>
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<tr>
<td>Senior Seminar Arts and Communications</td>
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<tr>
<td>Vocal Ensemble</td>
<td>9-12</td>
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<tr>
<td>Wind Ensemble 1</td>
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</tr>
<tr>
<td>Wind Ensemble 2</td>
<td>9-12</td>
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</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
### Chart for Fine Art Requirements

<table>
<thead>
<tr>
<th>RHS Visual and Performing Arts Classes</th>
<th>Fine Art Approved by UC/CSU</th>
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<tbody>
<tr>
<td>A'Cappella</td>
<td>✓</td>
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<tr>
<td>Advanced Art</td>
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<td>Advanced Theatre</td>
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<td>AP Art – 2D</td>
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<td>Art Special Project</td>
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<tr>
<td>Beginning Theatre</td>
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<tr>
<td>Chamber Singers (Infusion)</td>
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<td>Concert Choir (Enchantment)</td>
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<tr>
<td>Construction Tech 1</td>
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<tr>
<td>Construction Tech 2</td>
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</tr>
<tr>
<td>Drill Team (after 2 years of PE)</td>
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<tr>
<td>Digital Animation ROP</td>
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<tr>
<td>Engineering/Design Technology</td>
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<td>Intermediate Theatre</td>
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<tr>
<td>Jazz Band</td>
<td>✓</td>
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<tr>
<td>Marching Band (after 2 years of PE)</td>
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<tr>
<td>Orchestra</td>
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<tr>
<td>Percussion Ensemble</td>
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<td>Photo Media II</td>
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<td>ROP Photography</td>
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<td>Theatre Arts IB HL 1</td>
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<td>Theatre Arts IB HL 2</td>
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<tr>
<td>Theatre Arts IB SL</td>
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<tr>
<td>Theatre Advanced</td>
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<tr>
<td>Treble Singers (Charisma)</td>
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<tr>
<td>Visual Arts IB HL 1</td>
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<tr>
<td>Visual Arts IB HL 2</td>
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<tr>
<td>Visual Arts IB SL</td>
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<tr>
<td>Vocal Ensemble (Silhouette)</td>
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<tr>
<td>Wind Ensemble I (Woodwind)</td>
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<tr>
<td>Wind Ensemble II (Brass)</td>
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</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**A’ Cappella Male Chorale** - This course prepares male students to learn music theory, sight reading, singing in two to three part harmony and performance techniques. Auditions within the group will be held for an advanced small group capable of singing multiple harmonies with advanced performance techniques. Required attendance at the winter and spring concerts with possible off-campus performing based on skill level.

**Advanced Art and Special Projects**
This course is required for those students who wish to pursue the Art – Arts & Visual Communications pathway in the RUSD Arts & Communication Career Certification Program.

This course prepares students to continue working on more advanced projects that will lead to the creation of a personalized portfolio. Students will be expected to create art with a deeper understanding of the figure while working independently on 2-D and 3-D projects. Students must have had prior experience in a Fine Arts course or have had comparable experience as this is an advanced course of art. Advanced Art students are also expected to be a part of a bi-yearly art show that is centered on a predetermined theme chosen by the students. Additionally, students will also gain valuable experience in stage craft and mural design, creating props and crafting backdrops/murals.

**AP Studio Art – 2D**
Prerequisite: Art/Advanced Art and/or consent of instructor
The course promotes a sustained investigation of all three aspects of portfolio development: quality, concentration, and breadth. Students develop mastery in light and shade, line quality, rendering form, composition, surface manipulation, and illusion of depth. The course includes group critiques, with the teacher, enabling students to learn to analyze and discuss their own artworks as well as artworks of their peers. The completed portfolio will be submitted to the College Board for College Credit. As with any Advanced Placement course, students are also expected to spend some time working outside of the classroom on assignments and other works.

**AP Studio Art – 3D**
Prerequisite: Art/Advanced Art and/or consent of instructor
The course teaches students a variety of concepts and approaches in 3-D design so that the student is able to demonstrate a range of abilities and versatility with technique. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. These principles include: unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship. The completed portfolio will be submitted to the College Board for College Credit. As with any Advanced Placement course, students are also expected to spend some time working outside of the classroom on assignments and other works.

**+AP Studio Art Drawing/Painting**
Prerequisite: Art/Advanced Art and/or consent of instructor
This course prepares students for an intensive study of the Process of Art, Art Critique, Art History and Art Theory, culminating into the creation of a student art portfolio. Students will be expected to create a body of work based upon three areas of Quality, Concentration and Breadth. Students will expand their drawing and design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. The completed portfolio will be submitted to the College Board for College Credit. As with any Advanced Placement course, students are also expected to spend some time working outside of the classroom on assignments and other works.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Art
This course is a required core course for students who wish to pursue the Art and Visual Communications pathway in the RUSD Arts & Communication Career Certification Program
This course prepares students to learn the elements and principles of design through a variety of artistic techniques as well as the study of multicultural art history, criticism and aesthetics. This course is designed to introduce students to the Fine Arts while also placing an emphasis on gallery craft. Students will build on their existing skills and be challenged to improve their abilities. 2-D and 3-D design will be covered in both the 1st and 2nd semester of this course.

*Chamber Singers
Prerequisite: Must pass instructor's audition
Advanced Show Choir - This is a mixed show choir of singers who move well and can follow advanced choreography with strong performance techniques. Opportunities for instrumentalists and dancers are available. Emphasis will be on developing performance techniques, building solo vocal skills while reading and singing multiple part musical scores with advanced choral technique. Students will need to work effectively in small groups both musically as well as in areas of production and stagecraft. Multiple off-campus performing opportunities and festivals will be available depending on skill level. A small shared donation is asked for cost of maintaining the program.

*Concert Choir
Female Choir - This all ladies beginning choir will introduce music theory, sight reading, performance techniques, singing in two to three part harmony and beginning dance. This course is open to all students and is the training ground for the advanced girls show choir. A small shared donation is asked for cost of maintaining the program.

*Drill Team/Color Guard
Prerequisite: Students must be enrolled simultaneously in Marching Band, Beginning Band, Wind Ensemble or Auxiliary Units
Dance 1 involves student participation in various aspects of movement and equipment techniques. The student will obtain aesthetic perception and valuing, creative expression, and will study the heritage and history of dance. Those goals will be accomplished by various activities and performance throughout the course. Expression of movement style, equipment techniques and forms will take place through creative development of space, time, and force. The students will also focus on the ability to work in a group situation while developing performance and composition skills. This course is aligned to the State of California Visual & Performing Arts Standards.

*+IB Theatre Arts SL/HL 1 & 2
Prerequisite: Participation in IB Program or consent of instructor
This IB Theatre Arts program concentrates on theatre of many cultures, the similarities and differences, through the study of their theorists, theatrical practices, history, and literature. Students will gain experience and knowledge of the theatre through production of theatrical pieces for the classroom and the stage as well as analysis and research.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**+IB Visual Arts SL/HL 1 & 2**
The aims of Rowland High School’s IB Art program are to develop aesthetic, imaginative, and creative faculties and gain visual awareness, perception and critical judgment of the arts of various cultures. It also helps students discover or develop an enjoyable means of creative visual expression through studio work according to their temperament and capabilities. Students pursue quality through vigorous independent research and reflection, study, individual studio experimentation and persistent endeavors and exhibit a lively informed and inquiring mind towards art and design in all of its form. This is demonstrated in an exhibit of 12-30 pieces of Art senior year and interview for assessment.

**Jazz Band**
Prerequisite: Must pass instructor’s audition and be enrolled simultaneously Marching Band
Active participation is mandatory at all concerts and extra rehearsals for this course.
Students must be willing to devote many hours to rehearsals and performances. Jazz Band by audition only.

**Marching Band**
Prerequisite: Must pass instructor’s audition. Students must be enrolled simultaneously in Jazz Band, Wind Ensemble, Percussion Ensemble or Dance. Active participation is mandatory at all concerts and extra rehearsals.
This course is for Physical Education credit for those students enrolled in the prerequisite classes. Students must be willing to devote many hours to rehearsals and performances. This course is required for those students who wish to pursue the Instrumental Music Performing Arts pathway in the RUSD Arts & Communication Career Certification Program.

**Orchestra**
Prerequisite: 1 year playing experience
This course is offered for students who play the violin, viola, cello, and double bass. Students are expected to practice regularly and perform in school/community concerts every semester. Students will learn the fundamentals of playing string instruments, including posture, techniques, music theory, music appreciation and individual/ensemble playing.

**Percussion Ensemble**
Prerequisite: Students must be enrolled simultaneously in Marching Band
Emphasis will be on developing percussion skills necessary to compete in band and percussion competitions.

**Photo Media 1**
Photo Media 1 is a course where a student will explore and develop his or her creativity to produce and display photographic art. Using light and shadow as their canvas, students will learn how to incorporate the elements of art and the principles of design into their photographs. Students will use digital cameras, scanners and computers to create, alter, manipulate and enhance photographic images using industry standard digital software, including Adobe PhotoShop in our 36-seat MacIntosh computer lab. Traditional 35mm film exposure, development and printing will also be included in the course. This course is one of the Core Courses in the Communications Strand of the Arts & Communications Certification Program. This course meets the Fine Arts requirement for graduation, and also meets the University of California/California State University “F” (fine arts) entrance requirements.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*Photo Media II*

ArticulationMt. SAC (Course PHOT 10)

Prerequisite: Student must have a grade of “C” or better in Photo Media I and teacher’s approval.

Photo Media II is a course where a student will continue to develop and expand his or her creative potential in photography. Students will incorporate the elements of art and the principles of design into their photographs as they work on advanced projects using both natural and studio lighting. Students will use digital single lens reflex (DSLR) cameras with various lenses and other advanced photographic equipment. Students will do advanced levels of digital manipulation using various computer software titles, including Adobe PhotoShop in our 36-seat MacIntosh computer lab. This course meets the Fine Arts requirement for graduation, and also meets the University of California/California State University “f” (fine arts) entrance requirements. Photo Media II is also articulated with Mt. San Antonio College, allowing some students to earn college credits for the work done in this high school course.

Photo Media Special Projects

Prerequisite: Student must have a grade of “C” or better in Photo Media II and teacher’s approval.

This course prepares students to continue to express their visual and creative potential in Photography. Through the use of principles of design and composition, photography becomes a means for the student artist to express feelings, impressions, and a personal vision of reality. Students will be working on special interest projects to help them make informed career choices. This course includes beginning and advanced skills in portraiture, commercial, and industrial photography. This class allows students to learn at their own individualized rate of progress. Instruction includes specialized learning experiences in the theory, laboratory, and studio work as each relates to all phases of camera operation and photographic output. Also included are advanced composition techniques, color dynamics, advanced digital skills, and the use of special cameras, lenses, meters, lighting, and other photographic equipment. Students will continue to develop skills in digital manipulation techniques and photographic restoration using various software titles, including Adobe PhotoShop. This course is one of the Advanced Courses in the Communications Strand of the Arts & Communications Certification Program. This course can be repeated. Students can earn up to 30 credits in Special Projects/Photography.

*ROP Digital Animation*

ArticulationMt. SAC (course ANIM 108)

This competency-based course introduces students to the field of animation and helps them develop the essential skills for traditional animation and animated film making as well as gain knowledge about the career opportunities within the field. The course is based on three concentrations of all animation: Animation Mechanics, Art and Cinema Skills, Pencil-Acting and Story-Telling. Elements and techniques of the story, basic drawing, technical animation and timing, character construction and design, layout and the history of animation are also covered. Storytelling and acting is emphasized. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety and technology.

*This course meets the University of California/California State University entrance requirements.

+ Weighted course
*ROP Photography
This course is designed to prepare students for careers in photography and/or explore career options related to photography or an ancillary field. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology, and other employment skills. The class includes black and white and color film developing, black and white and color negative printing, basic photographic presentation techniques, photo equipment identification and use. The class also provides students opportunities through laboratory experiences to learn portraiture, wedding, commercial photography and current techniques in photo journalism. A major emphasis is placed on the fine arts aspect of photography through discussions and critiques of the photographs of great master photographers, as well as technical comparisons to student-produced work. A portion of this class is dedicated to photo composition via technology. Students at all levels will have the opportunity to use digital cameras, photo-editing computer software, basic scanning equipment, and general digital photographic processes using Macintosh computer systems. Students will prepare a digitally mastered CD portfolio of examples of their best work.

*ROP Video Production 1
This course prepares the student to work in a broadcast TV studio, cable television production, independent video production company, audio/video departments, and post-production companies. Basic production skills, studio operation, on-location taping and working together as a production team prepare the student for an entry-level production position. Integrated throughout the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employment skills. Meets the Fine Arts requirement for graduation.

*ROP Video Production 2
Students in this instructional program will be trained to carry out support tasks involved in the successful production of a live television broadcast. They gain expertise in the use of lighting, sound, camera, and switching equipment and software used in various live broadcasts (news, dramatic, musical, dance, and reality based performance genre). Students will become familiar with the skills and equipment necessary for each production element, as well as the collaborative interaction required for success.

*Senior Seminar Arts and Communication
Prerequisite: Three years of visual arts, performing arts, journalism or yearbook and concurrent enrollment in visual arts, performing arts, journalism or yearbook, or consent of the instructor. Students must have earned a “B” average or above in prerequisite courses or consent of the instructor.
This course is offered to seniors who are completing the Arts and Communications Career Certification program. This course includes a 36 hour internship in their field of study, a project, an oral presentation, an exit interview, and a portfolio. The portfolio will help the student organize and present a collection of his/her work for the purpose of assessment as well as for presentation to prospective employers. Students will receive certification upon successful completion of the program.

*Theatre Beginning
This course is a required core course for students who wish to pursue the Performing Arts pathway in the RUSD Arts & Communication Career Certification Program
This course provides an overview of the art of the theatre with an emphasis on performance activities including scene study, monologue work, pantomime, Reader’s and Children’s Theatre, Comedy Sportz and improvisation, and oral interpretation. Technical work, such as set, lighting, makeup and sound design is also covered. Students are given the opportunity to become familiar with the latest techniques and technology in the profession and assess their importance to the art of the theatre.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
* Theatre Intermediate
Prerequisite: “B” or better in Beginning Theatre or recommendation of teacher
In-depth performance and production work includes acting styles and period theatre, technical drafting of advanced design work, and application of theatre history to performance and design work. Student performances and projects are entered into local and state-wide competitions and festivals. Students also prepare productions to perform on and off campus in a variety of community outreach programs.

* Theatre Advanced
Prerequisite: “B” or better in Beginning Intermediate or recommendation of teacher
Students are given the opportunity to study the most advanced techniques in performance/design and apply them to projects of their choice. Students have access to the most advanced technology available on site. Creativity is emphasized through a concentration on original work and individual interpretation. Each student is encouraged to develop his/her artistic voice. Advanced level student projects benefit both school and community. This curriculum changes each year, therefore, this course may be repeated for credit.

Theatre Project Advanced
Prerequisite: Consent of Instructor
This course is designed to give students who are considering Theatre as a major the opportunity for in-depth specific study in their field of choice. Students complete projects to challenge their knowledge and ability as determined by contract between teacher and student(s).

*Treble Singers
Prerequisite: Must pass instructor's audition
Intermediate/Advanced Girls Show Choir - This is an all-girls show choir of singers who can move well. Emphasis is on reading musical scores, intermediate choral singing, developing solo techniques, maintaining 3-4 part harmony, and intermediate choreography. Some off-site performing opportunities & festivals may be available depending on skill level. A nominal shared donation is asked to cover production costs.

*Vocal Ensemble
Prerequisite: Audition recommended
Jazz Choir - This mixed intermediate course continues into a higher level of music theory, sight reading musical scores, intermediate choral singing, maintaining four part harmony and developing solo techniques. A small shared donation is asked for cost of maintaining the program.

*Wind Ensemble 1
Prerequisite: Intermediate to advanced proficiency in music; must be simultaneously enrolled in Marching Band.
Members must be willing to devote many hours to rehearsals for performance in school and civic events. Students will build musical proficiency in this class. Music of various styles will be performed. Active participation is mandatory at all concerts and extra rehearsals for this course.

*Wind Ensemble 2
Prerequisite: Entrance is based on playing ability as demonstrated by an audition and teacher approval; must be simultaneously enrolled in Marching Band
Active participation is mandatory at all concerts and extra rehearsals for this course.
Members must be willing to devote many hours to outside performances and to attend all performances. Some Pep Band performances will be required. Music history and theory are integrated into the course.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**World Languages Department**

All courses in the World Language Department meet the foreign language/fine arts requirement for graduation and are one year in length unless otherwise stated. 5 credits per semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<tbody>
<tr>
<td>French 1</td>
<td>9-12</td>
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<td>French 2</td>
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<tr>
<td>French 3</td>
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<tr>
<td>French 4</td>
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<tr>
<td>French Advanced Placement</td>
<td>10-12</td>
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<tr>
<td>French IB</td>
<td>11-12</td>
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<tr>
<td>Spanish 1</td>
<td>9-12</td>
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<tr>
<td>Spanish A-B (native speaker)</td>
<td>9-12</td>
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<tr>
<td>Spanish 2</td>
<td>9-12</td>
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<tr>
<td>Spanish 3</td>
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<td>Spanish 4</td>
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<tr>
<td>Spanish Advanced Placement</td>
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<tr>
<td>Spanish IB</td>
<td>11-12</td>
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<tr>
<td>Chinese (Mandarin) 1</td>
<td>9-12</td>
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<tr>
<td>Chinese (Mandarin) 2</td>
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<td>Chinese (Mandarin) 3</td>
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<td>Chinese (Mandarin) 4</td>
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<tr>
<td>Chinese (Mandarin) Advanced Placement</td>
<td>10-12</td>
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<tr>
<td>Chinese (Mandarin) IB</td>
<td>11-12</td>
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<tr>
<td>Korean 1</td>
<td>9-12</td>
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<td>Korean 2</td>
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<td>Korean 3</td>
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<td>Korean 4</td>
<td>10-12</td>
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<tr>
<td>Korean 5</td>
<td>10-12</td>
</tr>
<tr>
<td>Korean IB</td>
<td>11-12</td>
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</tbody>
</table>

Our World Language classes are structured to emphasize all four aspects of language learning: reading, writing, speaking and understanding, with heavy stress on meaningful communication. One year presently meets a district graduation requirement. Two years present a general overview of the language and its intricacies and meets the entrance requirement for most colleges. The third year is required by some universities. This year serves to refine and practice the usage of the language to the point of mastery and introduces the student to the basic aspects of its literature. The fourth year emphasizes composition and critical thinking in the language and literature. The AP/IB course further develops the students’ proficiency in reading, writing, speaking and listening. It prepares the student for the Advanced Placement and/or IB Examinations.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*French 1, Spanish 1, Chinese (Mandarin) 1, Korean 1
Students will learn to develop connections between the textbook and their own life experiences. It will cover the areas of listening comprehension, vocabulary/structure, reading comprehension, syntax, and culture at beginner's level. Upon successful completion of this course, the student will be eligible to take the second level of the target language.

*Spanish A-B
Students will learn to develop connections between the textbook and their own life experiences. It will cover the areas of listening comprehension, vocabulary/structure, reading comprehension, syntax, and culture at beginner's level. Upon successful completion of this course, the student will be eligible to take the second level of Spanish language.

*French 2, Spanish 2, Chinese (Mandarin) 2, Korean 2
This course prepares students to further develop the target language. The course objective is to provide a balanced World Language Program, which will enable students to develop connections between the textbook and their own life experiences, and it will cover the areas of listening comprehension, vocabulary/structure, reading comprehension, syntax, and culture at beginner's level. This course is conducted in the target language as much as possible.

*French 3, Spanish 3, Chinese (Mandarin) 3, Korean 3
This course prepares serious students to further develop the target language. The objective is to develop connections between the textbook and their own life experiences, and it will cover the areas of listening comprehension, vocabulary/structure, reading comprehension, complex syntax at intermediate level; also it will deepen cultural experiences including introductory literature. This course is conducted in the target language.

*French 4, Spanish 4, Chinese (Mandarin) 4, Korean 4
This fourth level course prepares the very serious and motivated student. Students will learn the structures and vocabulary presented at a high level. Emphasis is placed on the reading, writing, speaking and listening skills requiring more proficiency and fluency. The different aspects of culture are further taught.

*Korean 5, IB Korean+
Prerequisite: Students must have a grade of “B” in Korean 3 and 4. Teacher recommendation is also required. This course prepares students who have chosen to advance their proficiency in all four language skills: Reading, writing, speaking and listening. This course covers the equivalent of a third-year college course in advanced Korean writing and conversation. It provides practice of aural/oral skills, reading comprehension, grammar and composition. It promotes cultural awareness. There is intensive review of structures and vocabulary, IB students have the opportunity to take the IB examinations.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*++AP/IB French, Spanish, Chinese (Mandarin)
Prerequisite: Students must have a grade of “B” in French 3, Spanish 3, Chinese 3, Korean 3, scored well on the Advanced Placement Entrance Exam and have teacher recommendation or have a grade of "B" in French 4 or Spanish 4 or Chinese 4 or Korean 4.
AP/IB French/Spanish/Chinese/Korean is for those students who have chosen to advance their proficiency in all four language skills: Reading, writing, speaking and listening. Students will learn college-level studies while still in high school. The course objective is to provide a balanced program, which will enable students to develop connections between the texts and their own life experiences. The course will prepare students to demonstrate proficiency in: interactive communication (Written and Spoken Interpersonal mode), receptive communication (Aural, Visual, and Audiovisual Interpretative mode), and productive communication (Written and Spoken Presentational mode.) Further, it takes a holistic approach to language proficiency and recognizes the complex interrelatedness of cultural awareness of the language in question. Instruction in this course delivered exclusively in the target language.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Rowland High School’s IB Philosophy

“You don’t have to be a genius to be in IB, but you do have to be motivated.”

IB at Rowland High School offers students a greater challenge in all areas of a student’s development: thinking, speaking, writing, and interpersonal skills. The IB program is a way to reach and stretch students that sometimes are willing to be unchallenged. The IB Diploma Program is be a cornerstone for the school as Rowland readies students for the 21st century.

The uniqueness of the IB Diploma Program is its greatest attraction for the school. Because of the interdisciplinary nature of the subject areas plus the additional core requirements, the IB Diploma represents the best opportunity for students to demonstrate their academic ability and well roundedness. The IB Diploma awards many types of achievement: success across different academic disciplines, personal academic and emotional growth, and world awareness. The diploma provides students with a core of knowledge and skill that will provide a foundation for life after high school.

The IB Philosophy

“IB provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social and cultural perspectives necessary for the adult world that lies ahead of them. The intent is that students should learn how to learn, how to analyze, how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment.”

IB Mission Statement

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

- The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.
- The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.
- IB learners strive to be:
  - Inquirers
  - Knowledgeable
  - Thinkers
  - Communicator
  - Principled
  - Open-minded
  - Caring
  - Courageous
  - Balanced
  - Reflective

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
IB Information

Who can participate in IB? Students who are...
- Seeking greater academic and extracurricular challenges
- Determined and self-motivated
- Willing to work hard
- Non-geniuses
- Thinkers

What is the IB Diploma Program?
The IB Diploma Program is an academically challenging and balanced program of education that prepares students for success at university and life beyond. The program has gained recognition and respect from the world’s leading universities. The Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:
- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- Develop the skills and a positive attitude towards learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the program’s unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service.

Why choose IB?
- Internationally recognized academic program
- Promotes academic preparedness and creates well-rounded students
- Intellectual rigor and high academic standards
- Cohesive, standardized and diverse curriculum
- Preparation for college
- Promotes global and cultural awareness
- Meaningful community service

IB is the most rigorous curriculum at RHS and is one of the things colleges look for on a transcript. For students applying to private schools, counselors are asked if a student has taken the most demanding curriculum available and counselors will only answer, “Yes” if the student is in IB.

Rowland High School’s IB Program
The IB Diploma Program is taught during the 11th and 12th grades. It is designed as an academically challenging, intellectually stimulating, and socially rewarding balanced program of education. With examinations and assessments that prepare students for success at the university level and life beyond the IB Diploma has gained recognition and respect from the worlds’ leading universities.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
IB Diploma Program students/candidates study six courses at higher level and/or standard level (3 HL and 3 SL or 4 HL and 2 SL) as well as completing the requirements for the Core (CAS, EE, and TOK). Students are required to choose one subject from each of the six academic groups, although they can choose a double science or individuals and society option instead of a Group 6 subject.

<table>
<thead>
<tr>
<th>Group 1 – Studies in Language and Literature - English</th>
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<tbody>
<tr>
<td>IB English (11th) and IB English HL (12th)</td>
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<table>
<thead>
<tr>
<th>Group 2 – Language Acquisition - World Languages</th>
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</thead>
<tbody>
<tr>
<td>Spanish, French, Korean, Chinese (all SL, 11th or 12th)</td>
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<table>
<thead>
<tr>
<th>Group 3 – Individuals and Society - History</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB History HL – IB US (11th) and IB 20th Century World (12th)</td>
</tr>
<tr>
<td>IB Psychology SL (11th or 12th)*</td>
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<tr>
<th>Group 4 - Sciences</th>
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<tbody>
<tr>
<td>IB Biology SL (11th) and/or IB Physics HL (11th and 12th)</td>
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<tr>
<th>Group 5 - Mathematics</th>
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</thead>
<tbody>
<tr>
<td>IB Math Studies SL (12th) or IB Mathematics SL (12th) or</td>
</tr>
<tr>
<td>IB Mathematics HL (12th), requires Calculus BC</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Group 6 - The Arts</th>
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<tbody>
<tr>
<td>IB Theater Arts SL/HL (11th and/or 12th)</td>
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<tr>
<td>IB Visual Arts SL/HL (11th and/or 12th)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Core – Theory of Knowledge - TOK (11th and 12th)</th>
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</table>

*if IB Psychology is chosen then student must be in IB Physics HL or Math HL

Students in the IB program must take American Government and Economics in summer school between either the 10th and 11th grades or 11th and 12th grades. Government and Economics are required courses to earn a RHS diploma.

Each IB course requires an external assessment and an internal assessment. The external assessment is an IB written and sanctioned exam which is sent to IB for scoring. The internal assessment is a teacher-supervised, student-generated product. These assessments include essays, portfolios, lab books, research journals, artistic compositions, and oral presentations in English and a foreign language.

Students are awarded an IB Diploma after successful completion of all courses and Core requirements as well as receiving passing grades and earning enough points on the IB Exams. Students who do not successfully complete the full diploma will be issued certificates in the subjects successfully passed.

When does IB start?

The IB Diploma program officially starts in the 11th grade. And to adequately prepare students for this program the 9th and 10th-grade schedule includes honors courses allowing students to transition at the appropriate level into IB diploma program in the 11th and 12th grades. The honors courses and schedule is mostly the same for all RHS honors students interested in choosing the IB diploma pathway beginning in the 11th grade and those that choose a different pathway.

*This course meets the University of California/California State University entrance requirements.  
+ Weighted course
How does a student get into Rowland’s IB Program?
Rowland’s IB program has an open-door philosophy and we encourage all interested students to apply. It is best to register as an 8th grader in order to get a proper schedule that will allow an easier transition into IB in 11th grade. Students can also register as 9th or 10th graders, providing requirements have been met. Parents and students are expected to attend an IB informational meeting.

RHS IB Diploma Program at a glance

**RHS IB DIPLOMA PROGRAM – 11th and 12th Grades**

**HIGHER LEVEL (HL) COURSE OFFERINGS** (two-year courses, taken in 11th and 12th grades)
- English
- History
- Physics
- Mathematics (Calculus BC preferred)
- Theater Arts
- Visual Arts

**STANDARD LEVEL (SL) COURSE OFFERINGS** (one-year or two-year courses)
- Spanish
- French
- Chinese (Mandarin)
- Korean
- Psychology
- Biology
- Mathematics
- Math Studies
- Theater Arts
- Visual Arts

**ADDITIONAL REQUIREMENTS FOR THE DIPLOMA: THE CORE** (two-years)
- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity, Service (CAS)

**IB Circle**

<table>
<thead>
<tr>
<th>Rowland’s IB Course Sequence</th>
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<td><strong>Group 4 – Sciences</strong></td>
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<td>IB Biology SL (11th)</td>
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<tr>
<td>and/or</td>
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<tr>
<td>IB Physics HL (11th and 12th)</td>
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<tr>
<td><strong>Group 5 – Mathematics (choose one)</strong></td>
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<tr>
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<tr>
<td>IB Mathematics SL (12th)</td>
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<tr>
<td>IB Mathematics HL (12th), prefer Calculus BC taken</td>
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<tr>
<td><strong>Group 6 – The Arts (choose one)</strong></td>
</tr>
<tr>
<td>IB Theater Arts SL/HL (11th and/or 12th)</td>
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<tr>
<td>IB Visual Arts SL/HL (11th and/or 12th)</td>
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<tr>
<td><strong>The Core – Theory of Knowledge/TOK</strong> (11th and 12th)</td>
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</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
The Core

Think of the Core (ToK, EE, CAS) as identity work for the student and at its best it is an authentic extension of the student rather than only a task to complete. The goal is for students to have a better understanding of their own interests. The Core asks students three questions:

- ToK - who am I and how do I construct knowledge?
- EE – who am I and how do I become a researcher?
- CAS – who am I and how do I give back to the community?

Theory of Knowledge – TOK: Theory of Knowledge (TOK) is the capstone of the IB program. The course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical). It challenges students to reflect critically and ask questions about ways of knowing and areas of knowledge. The TOK class is composed almost entirely of questions. The most central of these questions is 'How do I know that a given assertion is true, or a given judgment is well justified?' After completing TOK, students will hopefully have a greater appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

Extended Essay - EE: The extended essay is an opportunity for the student to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). In the Diploma Program, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding, and enthusiasm about a self-chosen topic.

Creativity, Activity, Service – CAS: Creativity, Activity, Service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one separately.

- **Creativity:** Exploring and extending ideas leading to an original or interpretative product or performance
- **Activity:** Physical exertion contributing to a healthy lifestyle.
- **Service:** Collaborative and reciprocal engagement with the community in response to an authentic need

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning

7 Learning Outcomes – there must be evidence that students have:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

**Earning an IB Diploma**

- Student successfully completes all requirements for either:
  - 4 HL courses and 2 SL courses OR 3 HL courses and 3 SL courses
- Tests in six subject areas during the junior and senior year. Each exam is worth 1–7 points.
- 11th Grade: only SL exams (a maximum of 2) can be taken.
- 12th Grade: all HL exams and any SL exams not taken during the 11th grade.
- Successful completion of the Extended Essay, Theory of Knowledge, and CAS.
  - Up to 1-3 bonus points can be awarded for EE and TOK essays.
- 24 points earned in the six subject area exams are required for the IB Diploma.
- Do not meet any Failing Conditions

Scores of 4 are considered passing and that should be the candidate’s goal in each of the six subject areas. Students can, depending on their total score, have at most two scores of 2 in an HL or SL to be eligible for the diploma, but higher scores on the other exams must balance these. For some students, the bonus points for the EE and TOK can be the deciding factor in earning the diploma.

**IB Diploma Fail Conditions**

A candidate will not qualify for the award of diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

**Failing conditions and associated codes**

1. CAS requirements have not been met.
2. Candidate’s total points are fewer than 24.
3. An N (no grade) has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E (failing grade) has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

*This course meets the University of California/California State University entrance requirements.

+ Weighted course
RHS Support Services
- IB Coordinator - administers the IB program at the school, provides up-to-date information to students and parents, advocates on behalf of the IB program, works with counselors and the administration, and serves liaison between students and the program
- Teachers - trained in IB subjects, coursework, and grading policies
- Counselors - informed of the IB program and requirements

Drop Policy
While Rowland High School encourages all capable students to try IB, not all students will want to stay. Students are asked in the spring prior to registering for next year’s courses if they wish to stay or leave the IB program. Students staying will complete an IB Registration form and students not completing this form will be dropped. Students may decide to drop IB in mid-semester or at the semester but this does not mean he/she may change his/her schedule at any time. Students sign up for yearlong classes and class schedules might not be changed mid-semester or at the semester. If students decide to drop after the registration period there is no guarantee the student will receive a student created schedule or desired AP and elective classes.

Honor Code
IB students should be content creators not content imitators. IB students are principled and act with integrity and honesty. IB students will not claim as their own the work of others.

Rowland High School’s IB Honor Code begins with the belief that every student has the right to pursue an education free from any form of academic dishonesty. The IB course of study is challenging, and while group study and collaboration is both accepted and encouraged, ethical conduct is expected at all times.

IB students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources and/or sources used within an assignment. They will not give their work to others to pass off as their own. Any form of malpractice may cause a student not be eligible for a grade in the subject concerned.

The IB Organization defines malpractice (cheating) as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following:
  a. Plagiarism: the representation of the ideas or work of another person as the candidate’s own.
  b. Collusion: supporting malpractice by another candidate.
  c. Duplication of work: the presentation of the same work for different assessment components.
  d. Misconduct: Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.
Rowland High School’s
IB Diploma Program – Sequence of Courses

IB students are required to choose subjects from each of the six academic groups to be eligible for an IB Diploma. However, a student can choose a second subject from either Group 3 or 4 in the 11th/12th grades (IB History and IB Psychology or IB Biology and IB Physics) instead of courses in the Arts to earn an IB Diploma. If IB Psychology is chosen then a student must take Physics HL or Math HL.

Over the course of two years a student must take 3 HL and 3 SL courses or 4 HL and 2 SL courses. At least one and no more than two SL courses must be taken and tested in the junior year.

HL (Higher Level) courses, require two years of enrollment and must be taken consecutively in the 11th and 12th grades.
SL (Standard Level) courses, require at least one year of enrollment and may be taken in the 11th and/or 12th grades.

Courses needed to complete the IB Diploma Program and Graduation Requirements.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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</thead>
<tbody>
<tr>
<td><strong>GROUP 1</strong> Language A</td>
<td></td>
<td></td>
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<tr>
<td>ENGLISH</td>
<td>Honors English</td>
<td>Honors English</td>
<td>IB English</td>
<td>IB English HL</td>
</tr>
<tr>
<td><strong>GROUP 2</strong> Language B</td>
<td></td>
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<tr>
<td>WORLD LANGUAGES</td>
<td>Spanish, French, Korean, or Chinese I</td>
<td>Spanish, French, Korean, or Chinese II</td>
<td>Spanish, French, Korean, or Chinese III</td>
<td>IB Spanish, French, Korean, or Chinese (SL)</td>
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<tr>
<td>(Option 1)</td>
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<tr>
<td>WORLD LANGUAGES</td>
<td>Spanish, French, Korean, or Chinese II</td>
<td>Spanish, French, Korean, or Chinese III</td>
<td>Spanish, French, Korean, or Chinese IV, V</td>
<td>IB Spanish, French, Korean, or Chinese (SL)</td>
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<td>(Option 2)</td>
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<tr>
<td>WORLD LANGUAGES</td>
<td>Spanish, French, Korean, or Chinese III</td>
<td>Spanish, French, Korean, or Chinese III</td>
<td>IB Spanish, French, Korean, or Chinese (SL)</td>
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<tr>
<td>(Option 3)</td>
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<tr>
<td><strong>GROUP 3</strong> Individual and Society</td>
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<tr>
<td>HISTORY</td>
<td>Honors World History</td>
<td>AP European History</td>
<td>AP US History</td>
<td>IB 20th Century World History (HL)</td>
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<tr>
<td>(Option 1)</td>
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<tr>
<td>HISTORY</td>
<td>Honors World History</td>
<td>AP European History</td>
<td>AP US History and IB Psychology (SL) if IB Psychology is chosen then student must be in IB Physics HL or Math HL</td>
<td>IB 20th Century World History (HL)</td>
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<td>(Option 2)</td>
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<tr>
<td>HISTORY</td>
<td>Honors World History</td>
<td>AP European History</td>
<td>AP US History</td>
<td>IB 20th Century World History (HL) and IB Psychology (SL)</td>
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<tr>
<td>(Option 3)</td>
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<tr>
<td><strong>GROUP 4</strong> The Sciences</td>
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<tr>
<td>SCIENCE Double Science</td>
<td>Honors Biology</td>
<td>Chemistry</td>
<td>IB Biology (SL) IB Physics 1 (HL)</td>
<td>IB Physics 2 (HL)</td>
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<tr>
<td>(Option 1)</td>
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<tr>
<td>SCIENCE</td>
<td>Honors Biology</td>
<td>Chemistry</td>
<td>IB Biology (SL)</td>
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<td>(Option 2)</td>
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<tr>
<td>SCIENCE</td>
<td>Honors Biology</td>
<td>Chemistry</td>
<td>IB Physics 1 (HL)</td>
<td>IB Physics 2 (HL)</td>
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<td>(Option 3)</td>
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</tbody>
</table>

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
**SUBJECT** | **9TH GRADE** | **10TH GRADE** | **11TH GRADE** | **12TH GRADE**
---|---|---|---|---
**GROUP 5** Mathematics | | | | 
MATH (Option 1) | Pre-Calculus | AP Calculus AB | AP Calculus BC | IB Math (HL) or IB Math (SL) 
MATH (Option 2) | Pre-Calculus | AP Calculus AB | AP Statistics | IB Math (HL) or IB Math (SL) 
MATH (Option 3) | Pre-Calculus | AP Calculus AB | IB Math (SL) | 
MATH (Option 4) | Algebra 2 | Pre-Calculus | AP Calculus AB | IB Math (SL) or IB Math Studies (SL) 
MATH (Option 5) | Geometry | Algebra 2 | Pre-Calculus | IB Math Studies (SL) 
MATH (Option 6) | Geometry | Algebra 2 | AP Statistics | IB Math Studies (SL) 
MATH (Option 7) | Algebra 2 | AP Statistics | IB Math Studies (SL) | 
MATH (Option 8) | Algebra 2 | Pre-Calculus | AP Statistics | IB Math Studies (SL) 
**GROUP 6** The Arts | | | | 
THE ARTS (Option 1) | Beginning Drama (if ASB, but must be a part of 2 productions) | Beginning or Inter. Drama | IB Theater (SL) or IB Theater 1 HL | IB Theater 2 (HL) 
THE ARTS (Option 2) | Beginning Art | Advanced Art | IB Visual Arts SL or IB Visual Arts 1 HL | IB Visual Arts 2 (HL) 
**Non-Arts Option** Second Subject | | | | 
Double Science (Same as Science Option 1) | Honors Biology | Chemistry | IB Biology (SL) and IB Physics 1 HL | IB Physics 2 HL. 
Double Individuals and Society (Same as History Option 2 or 3) | Honors World History | AP European History | AP US History and/or IB Psychology SL if IB Psychology is chosen then student must be in IB Physics HL or Math HL | IB 20th Century World History (HL) and/or IB Psychology (SL) 
**TOK** | | | | 
IB TOK (Mondays) | IB TOK | 
**P.E.** 2 Years Required | Marching Band, Sports, PE | Marching Band, Sports, PE | Elective | Elective 
**Government And Economics** 1 Year (semester each) | Summer School After 10th grade | Summer School After 11th grade | | 

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
Alternative Programs
A variety of alternative and supplemental programs are available to meet the special needs of students. NOTE: No more than 40 credits per semester may be earned.

FuelEd
FuelEd is an online credit recovery program for students who failed a class and need to make it up. It is free to Rowland students and they may enroll by speaking with their counselor. Attendance is mandatory Monday through Friday and any absence must be cleared through the attendance office just like any other class. Each course is web-based with an online instructor, and a certificated Rowland teacher serves as the Mentor/Supervisor each class period.

The following courses are offered:

- **English** – English 9, 10, 11, 12
- **Mathematics** – Algebra I, Algebra II, Geometry
- **Science** – Earth Science, Biology
- **Social Studies** – World History, US History, Government, Economics
- **Other/Electives** – Health, Physical Education, Spanish 1

Brigham Young University Online Program
If you need to make up a D or F grade you may be able to repeat the class through BYU’s online program. The cost of a 5 credit semester class is $150.00 (not including textbooks), but prices are subject to change without notice. You must have prior approval from your RHS counselor before enrolling. Students cannot be enrolled in a BYU course and also concurrently taking the same course at RHS. Courses which were not approved by your counselor will not be put on your High School transcript.

How the Program Works:
Make sure you identify yourself as an RHS student by registering with Rowland High's ACT code of 052696. After you enroll, BYU will give you instructions on what to expect concerning your specific course. In general, you complete all assignments online with your online instructor. Once all assignments have been submitted and received by BYU, you can request your final exam. Your final exam will be mailed to Mrs. Escalera, the Exam Proctor, and she will contact you so you can pick a day to take your final exam in person with her. Contact Mrs. Escalera at april.escalera@rowlandschools.org with any questions you have.

To learn more about this program go the counseling page on our website and look for the BYU Online Courses tab. Rowlandhs.org > Counseling > Credit Recovery > BYU online courses.

California High School Proficiency Examination
The California High School Proficiency Examination (CHSPE) provides an opportunity for eligible persons who are proficient in the basic skills taught in California's public high schools to receive a high school equivalency certificate and withdraw from school with written parent permission. Students must be at least 16 years old, have been enrolled in the tenth grade for one academic year or longer or will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are in the fall and spring of each school year.)

Early Graduation
Four years of high school is usually required for graduation. Administrative approval is necessary in order to graduate in less than four years. A student **MUST consult with the counselor by May of their sophomore year to develop a course of study** to graduate early.

*This course meets the University of California/California State University entrance requirements.
+ Weighted course
General Education Development (GED)
The equivalent of a high school diploma may be earned by successfully completing the GED test. In order to be eligible to take the test, a student must be 18 and cannot be enrolled in a regular day high school. The Rowland Adult and Community Education Center is an official testing center for the GED. Their phone number is (626) 965-5975.

Alternative Learning Center (ALC)
Its unique learning environment aims to serve students seeking or requiring opportunities outside of the traditional classroom setting. These variations include multiple learning modalities and flexible schedules, as well as independent, online and accelerated learning opportunities. The ALC also seeks to provide families with community agency support as well as family outreach and education opportunities.

Homework Help in Library
Students are available to assist other students with homework in the core subjects from 2-4 pm Monday-Thursday.

Santana Alternative Education Center
Santana High School provides an alternative to the comprehensive high school. A student must be 16 years of age, have parent permission and be accepted by the Continuation Admissions and Discharge Committee. Students interested in attending the alternative education school should meet with their counselor to determine whether this is an appropriate placement. Santana includes the ACCEPT Program for pregnant minors and new parents.

Special Admit Program
Both academic and vocational courses are available through the Special Admit Program at various community colleges. A student may earn college credit while enrolled in high school. The majority of the courses are available in the afternoon or evening. A complete list of courses, application forms and more information are available from the community college website.

Summer School
Summer school is available as funds are available and this may change from one summer to the next. Each summer we hope to offer support classes, several make-up classes, as well as a few go-ahead classes. Summer classes we are offering will be posted to our website each May. Go to rowlandhs.org > counseling > summer school. Remember, summer school is based on a lottery system and not all students will be chosen.

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+ Weighted course