



COURSE CATALOG

2023-2024



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:

<u>Alphabet</u>	<u>Counselor</u>	<u>Counselor Email</u>	<u>Extension</u>
A-C	Thomas Roach	troach@rowlandschools.org	x3232
D-Jh	April Escalera	april.escalera@rowlandschools.org	x3218
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Mo-She	Rebecca Hupman	rhupman@rowlandschools.org	x3215
Shi-Z	Jo Gray	jo.gray@rowlandschools.org	x3211

Board of Education

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The Rowland Unified School District is committed to equal opportunity for all individuals in education and in employment. Rowland Unified prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, medical information, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer, Silvia Rivas, by phone at (626)854-8392, by email at srivas@rowlandschools.org, or in person at Rowland Unified School District at 1830 Nogales Street, Rowland Heights, 91748.

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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 seven items:

- Proof of Residency (gas/water/electric bill, escrow papers or rental agreement)
If you and your child are renting a house/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 house/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.
- ELPAC 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 starting 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/ 3years 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 Living Earth)
- 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** (must be 20 credits in the same pathway) (See page 13 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.

Aeries Portal

Aeries Portal 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 Aeries Portal at aeries.rowlandschools.org/homelink. You will need the following information to log-on to Aeries Portal: 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.

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.

Students entering after the 6th week of the semester without check-out grades from the previous school, or have been dis-enrolled from school for more than 15 days in a semester, will receive no credit for the semester.

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. 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.

SAMPLE 4 –YEAR ACADEMIC PLANS

AVID	ELD	Regular/Non-Honors	Honors/AP	IB
<p><u>Summer- Grade 9 or 10</u> Health</p> <p><u>Grade 9</u> English 9 World History Honors Algebra 1 Biology PE/Band/Sport World Language 1 AVID 9</p> <p><u>Grade 10</u> English 10 AP European History Geometry Chemistry PE 10/Band/Sport World Language 2 AVID 10</p> <p><u>Grade 11</u> English 11 AP US History Algebra 2 World Language 3 Visual/Performing Arts AVID 11</p> <p><u>Grade 12</u> <u>English 12</u> AP Govt/Econ College Algebra Anatomy World Language 4 AVID Senior Seminar</p>	<p><u>Summer- Grade 9 or 10</u> Health</p> <p><u>Grade 9</u> English 9 ELD 1/2/3 Algebra 1 Biology PE/Band/Sport ELD Reading</p> <p><u>Grade 10</u> English 10 World History Geometry Physical Science PE 10/Band/Sport ELD 2/3</p> <p><u>Grade 11</u> English 11 US History Algebra 2 Chemistry World Language 1 Career Pathway Elective</p> <p><u>Grade 12</u> English 12 Govt/Econ College Algebra/Elective World Language 2 Career Pathway Elective Visual/Performing Arts</p>	<p><u>Summer- Grade 9 or 10</u> Health</p> <p><u>Grade 9</u> English 9 Visual/Performing Arts Algebra 1 Biology PE/Band/Sport World Language 1</p> <p><u>Grade 10</u> English 10 World History Geometry Chemistry PE 10/Band/Sport World Language 2</p> <p><u>Grade 11</u> English 11 US History Algebra 2 Physics World Language 3 Career Pathway Elective</p> <p><u>Grade 12</u> English 12 Govt/Econ College Algebra/Pre-calc Anatomy World Language 4 Career Pathway Elective</p>	<p><u>Summer- Grade 9 or 10</u> Health</p> <p><u>Grade 9</u> English 9 Honors World History Honors Geometry/Algebra 2 Biology Honors PE/Band/Sport World Language 1</p> <p><u>Grade 10</u> English 10 Honors AP European History Algebra 2/Pre-calc Chemistry PE 10/Band/Sport World Language 2</p> <p><u>Grade 11</u> AP English Language AP US History AP Calc AB/BC AP Biology World Language 3 Visual/Performing Art</p> <p><u>Grade 12</u> AP English Literature AP Govt/Econ AP Calc BC/AP Stats AP Enviro Science World Language 4/AP Elective</p>	<p><u>Summer- Grade 9 or 10</u> Health</p> <p><u>Grade 9</u> English 9 Honors World History Honors Geometry/Algebra 2 Biology Honors PE/Band/Sport World Language 1 Visual/Performing Arts</p> <p><u>Grade 10</u> English 10 Honors AP European History Algebra 2/Pre-calc Chemistry PE 10/Band/Sport World Language 2</p> <p><u>Grade 11</u> IB English HL 1 AP US History AP Calc AB/BC IB Biology HL 1 World Language 3 IB Psychology/IB ESS</p> <p><u>Grade 11 - Summer</u> Govt/Econ</p> <p><u>Grade 12</u> IB English HL 2 IB 20th Century Wld Hist IB Math SL/HL2 IB Biology HL 2 IB World Language TOK</p>

GRADUATION REQUIREMENTS

- Earn 225 credits
- Complete 60 Community Activity Requirement hours
- Take 2 elective classes in the same career pathway

CAREER PATHWAYS

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

Academic Plan

Students will discuss their Academic Plan 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.

Minimum Course 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 (4 th year recommended)	3
d. Laboratory Science: A year-long course in two lab disciplines such as Biology Living Earth, Chemistry or Physics (3 rd year recommended)	2
e. World Language (same language); 3 rd year recommended	2
f. Visual and Performing Arts	1
g. College Preparatory Electives	1
	15 total

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. World Language (same language)	2
f. Visual & Performing Arts	1
g. College Prep Electives	1
	15 total

California Colleges

	Community College 114 campuses	California State University (CSU) 23 campuses	University of California (UC) 9 campuses	Independent/ Private Colleges over 100 campuses
Examples	Chaffey Citrus Fullerton Mt. SAC Rio Hondo	CSU Fullerton Cal Poly Pomona Long Beach State CSU Los Angeles	UC Berkeley UC Davis UC Irvine UCLA UC San Diego	Azusa Pacific Chapman Univ. of La Verne Stanford USC
High School courses required	High School diploma or 18 yrs old	15 A-G Courses	15 A-G Courses	15 A-G Courses
GPA	No GPA minimum	2.0 min in A-G courses in 10 th & 11 th grade	3.0 min in A-G courses in 10 th & 11 th grade	GPA varies
Admissions test	Not required	Not required	Not required	Check College Website
Extra-curricular activities	Not required	Not required	Yes	Yes
Estimated cost of attendance	\$1,310*	\$7,438*	\$17,177*	\$40,000-\$60,000*

*Fees/tuition only for the 2023-24 school year – does not include books, housing costs, transportation or personal expenses

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

Mt. San Antonio College	Cal Poly Pomona	UC Riverside	Univ. of Southern California (USC)
Tuition/fees \$ 1,350	Tuition/fees \$ 7,438	Tuition/fees \$ 17,012	Tuition/fees \$ 68,237
Books & supplies \$ 1,971	Books \$ 995	Books \$\$ 1,750	Books \$ 1,200
	Housing \$16,682	Housing \$ 18,925	Housing \$ 19,200
	Transportation \$ 1,735	Transportation \$ 925	Transportation \$ 464
	Personal/Misc fees \$ 2,306	Personal/Misc Fees \$ 1,925	Personal/Misc fees \$ 1,820
Total Expenses \$ 3,321	Total Expenses \$29,156	Total Expenses \$ 40,537	Total Expenses \$ 90,921

All expenses listed above are for the 2023-2024 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.

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 same 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.

Career Pathway Graduation Requirement	Career Pathway Career Certification Program
<ul style="list-style-type: none"> <input type="checkbox"/> All students must select a pathway <input type="checkbox"/> Take 2 electives in the same pathway 	<ul style="list-style-type: none"> <input type="checkbox"/> Students voluntarily join the program <input type="checkbox"/> 5 approved courses of instruction connected to the selected pathway <input type="checkbox"/> Career-related activities offered to students: <ul style="list-style-type: none"> • Classroom Speakers • Career Interest Assessment • Career Interest • Job Shadowing • Internship • Research Project • Presentation • Exit Interview • Portfolio

Career Pathways Offered:

Arts, Media & Entertainment

Computer Science

Education & Child Development

Engineering/Construction/Transportation

Finance & Marketing

Health Science & Medical Technology

Hospitality

Public Services

Rowland High School Career Pathway Electives 2023-2024

Arts, Media & Entertainment	Computer Science	Education & Child Development	Engineering/ Construction/ Transportation
Architecture & Design & Adv* Art, Adv & Spec Proj, AP Studio Art Band (Marching, Jazz) Choir (Acapella/Chamber/Concert/Vocal) Construction Technology I, II Dance I & II Design, Visual and Media Arts I, II & III Drill Team/Color Guard Orchestra Percussion Ensemble Photo Media I, II, III & Spec Proj Theatre Beg, Int, Adv, & Spec Proj Wind Ensemble I, II Yearbook	Computer Information Technologies* AP Computer Science A AP Computer Science Principles	ASB / Leadership Child Development Life Management Parenting and Family Life Psychology AP/IB *	Architecture & Design & Adv* Automotive I, II, & III Construction Technology I, II* Engineering Design Tech I, II & III Geometry Special Projects/Technology

Finance & Marketing	Health Science & Medical Technology	Hospitality	Public Services
Accounting & Adv Accounting Computer Information Technologies* Marketing Personal Finance	Anatomy/Physiology Biology Living Earth Biology Honors, AP & IB Chemistry & Chemistry AP Computer Information Technologies* Diversified Health Occupations Forensics Science Investigations Medical Assistant Clinical & Admin Psychology AP/IB*	Foods and Nutrition & Adv Gourmet and International Foods Pro Start I, II Restaurant Management/Culinary Arts	Criminal Justice – Law Enforcement Diversified Health Occupations Forensic Science Investigation Psychology AP/IB* Law Enforcement Academy

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.

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.

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Arts, Media & Entertainment	
Performing Arts	Design, Visual & Media Arts
Core Courses (One is required)	
<ul style="list-style-type: none"> • Beginning Theatre* • Beginning Choir* • Marching Band* (Year 1) • Dance* (Year 1) 	<ul style="list-style-type: none"> • Art* • Photo Media I* • Design, Visual and Media Arts I
Area of Concentration (Three are required)	
<p style="text-align: center;">Instrumental Music</p> <ul style="list-style-type: none"> • Marching Band* (2 Additional years) (meets part of the PE requirement) • Advanced Course from avail. Instrumental Classes (1 Year)▲ <p style="text-align: center;"><u>Instrumental Classes</u></p> <ul style="list-style-type: none"> • Percussion Ensemble* • Jazz Band* • Wind Ensemble II* • Orchestra* 	<p style="text-align: center;">Media Arts</p> <ul style="list-style-type: none"> • Design, Visual and Media Arts II* • Design, Visual and Media Arts III* • Photo Media Special Projects
<p style="text-align: center;">Theatre and Dance <u>Theatre Arts</u></p> <ul style="list-style-type: none"> • Intermediate Theatre* • Advanced Theatre* or IB Theatre* (2 Yrs)▲ • Theatre Special Projects <p style="text-align: center;"><u>Building and Construction Trades</u></p> <ul style="list-style-type: none"> • Construction Technology II (<i>Set Design Emphasis</i>) <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> • Dance 1 & 2* (3 Yrs)▲ • Drill Team/Color Guard 	<p style="text-align: center;">Graphic Publications & Photography <u>Photography</u></p> <ul style="list-style-type: none"> • Photo Media II* • Photo Media III* • Photo Media Special Projects <p style="text-align: center;"><u>Graphic Publications</u></p> <ul style="list-style-type: none"> • Journalism* (not offered at RHS) • Yearbook (3 Yrs)▲
<p style="text-align: center;">Vocal Music</p> <ul style="list-style-type: none"> • Advanced Courses from avail. Vocal Music Classes (3 Yrs) <p style="text-align: center;"><u>Vocal Classes</u></p> <ul style="list-style-type: none"> • Intermediate Choir*▲ • Advanced Choir*▲ 	<p style="text-align: center;">Design Art</p> <ul style="list-style-type: none"> • Advanced Courses from avail. Art Classes* (3 Yrs)▲ <p style="text-align: center;"><u>Art Classes</u></p> <ul style="list-style-type: none"> • 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.
 # Approved for Advanced Placement (AP)

Sample Career Opportunities

Performing Arts		Design, Visual & Media Arts	
<ul style="list-style-type: none"> • Composer • Critic • Musician • Singer • Stage Actor • Stage hand • Teacher 	<ul style="list-style-type: none"> • Audio Engineer • Conductor • Lighting director • Make-up Artist • Music Director • Music Producer • On-air talent 	<ul style="list-style-type: none"> • Advertising Writer • Animator • Architect • Commercial Artist • Newscaster • Photographer • Radio DJ • Studio Artist • Teacher • Writer/Journalist 	<ul style="list-style-type: none"> • Camera Operator • Costume Designer • Editor • Grip • Independent Filmmaker • Screenwriter • Story-boarder • TV / Movie Director • TV / Movie Producer • Webpage Designer

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Computer Science
Core Courses (One is required)
<ul style="list-style-type: none"> • Computer Science Essentials (not offered at RHS) • Computer Information Technologies*
Area of Concentration Software and Systems Development (Three are required)
<ul style="list-style-type: none"> • Computer Science Principles AP *# • Computer Science A AP *#
<p>Computer Science Senior Seminar* (Required Course) (Includes Internship, Portfolio, Resume, Interview, Project and Presentation)</p>
Graduation and Certification
College • Trade School • Employment

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

Sample Career Opportunities

Engineering	Applications
<ul style="list-style-type: none"> • Programmers • Designers • Computer Systems Engineer 	<ul style="list-style-type: none"> • Programmers • Gamers • Software Developers • Web Developers • Database Administrators

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Education & Child Development	
Core Courses (Two are required)	
<ul style="list-style-type: none"> • Life Management* • Parent and Family Life 	
Area of Concentration (Two are required)	
<p style="text-align: center;">Child Development</p> <ul style="list-style-type: none"> • Child Development* • Psychology AP*# • Psychology IB* 	<p style="text-align: center;">Education</p> <ul style="list-style-type: none"> • ASB / Leadership* • Humanities* (not offered at RHS) • Parent and Family Life* • Psychology AP*# • Psychology IB*
<p>Family & Consumer Sciences Senior Seminar* (Required Course) (Includes Internship, Portfolio, Resume, Interview, Project and Presentation)</p>	
Graduation and Certification	
College • Trade School • Employment	

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

Sample Career Opportunities

Child Development	Education
<ul style="list-style-type: none"> • Child Psychologist • Elementary Aide • Family Counselor • Preschool Aide • Preschool Director • Preschool Teacher • Recreation Leader • Teacher 	<ul style="list-style-type: none"> • Anthropologist • Athletic Director • Audiovisual Librarian • Camp Director • College Professor • Corporate Trainer • Librarian • Motivational Speaker • School Administrator • School Counselor • Teacher • Teacher's Aide • Tourist Guide

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Engineering / Construction / Transportation		
Building & Construction Trades	Engineering & Architecture	Transportation Diagnostics & Repair
Core Courses (Two are required)		
<ul style="list-style-type: none"> • Geometry* • Construction Technology I* • Engineering Design Tech* • Architecture & Design*▲ 	<ul style="list-style-type: none"> • Geometry* • Introduction to Engineering Design* • Construction Technology I* 	<ul style="list-style-type: none"> • Geometry* • Automotive I*
Area of Concentration (Two are required)		
<ul style="list-style-type: none"> • Advanced Architecture & Design*▲ • Engineering & Design Tech II* • Engineering & Design Tech III* • Special Projects/Technology 	<ul style="list-style-type: none"> • Construction Technology II* • Civil Engineering and Architecture * (not offered at RHS) • Engineering & Design Tech II* • Engineering & Design Tech III* • Special Projects/Technology 	<ul style="list-style-type: none"> • Automotive II* • Automotive III*
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
▲CSU-UC Fine Art Credit

Sample Career Opportunities

Engineering & Architecture	Building & Construction Trades	Transportation Diagnostics & Repair
<ul style="list-style-type: none"> • Architect • Civil Engineer • Electrical Engineer • Environmental Engineer • Facilities Engineer • Mechanical Engineer • Plumbing Engineer • Structural Engineer 	<ul style="list-style-type: none"> • Assembler • Carpenter • Cabinetmaker • Contractor • Electrician • Estimator • Fabricator • Fitter • Plumber 	<ul style="list-style-type: none"> • Airplane Mechanic • Alignment Technician • Auto Body Repair Tech • Auto Diagnostic Tech • Automotive Machinist • Brake and Front-End Tech • Lubrication Technician • Mechanic

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Finance & Marketing	
Core Courses (Two are required)	
<ul style="list-style-type: none"> Business Foundations* (not offered at RHS) Computer Information Technologies* Personal Finance* 	
Area of Concentration (Two are required)	
<p style="text-align: center;">Financial Services</p> <ul style="list-style-type: none"> Accounting* Advanced Accounting* 	<p style="text-align: center;">Marketing, Sales & Service</p> <ul style="list-style-type: none"> Marketing* International Marketing (not offered at RHS) Entrepreneurship (not offered at RHS)
<p>Business Senior Seminar* (Required Course) (Includes Internship, Portfolio, Resume, Interview, Project and Presentation)</p>	
Graduation and Certification	
College • Trade School • Employment	

*Career Technical Education course approved for UC Admissions

Sample Career Opportunities

Financial Services	Marketing, Sales & Service
<ul style="list-style-type: none"> Account Collector Accountant Accounts Payable Clerk Appraiser Auditor Chief Financial Officer Claims Agent Controller Cost Estimator Loan Specialist Tax Preparer 	<ul style="list-style-type: none"> Account Executive Advertising Executive Brand Manager Buyer Direct Marketer Event Marketer Market Analyst Marketing Administrator Media Planner Product Manager Public Relations Officer

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Health Science & Medical Technology	
Patient Care	Bio-Technology
Core Courses (Two are required)	
<ul style="list-style-type: none"> • Biology Living Earth • Biology Honors • Diversified Health Occupations* 	<ul style="list-style-type: none"> • Principals of Bio-Medical Science * (not offered at RHS) • Human Body Systems * (not offered at RHS) • Anatomy/Physiology
Area of Concentration (Two are required)	
<ul style="list-style-type: none"> • Anatomy/Physiology • Biology AP/IB • Chemistry or AP Chemistry • Computer Information Technologies* • Forensics Science Investigations* • Medical Assistant – Administrative* • Medical Assistant - Clinical* • Psychology AP/IB 	<ul style="list-style-type: none"> • Medical Interventions * (not offered at RHS) • Bio Medical Interventions* (not offered at RHS) • Forensic Science Investigations*
Health & Medical 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

Patient Care Path	Bio-Technology Path
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Acupuncturist • Anesthesiologist • Audiologist • Dentist • Forensics • Medical Physicist • Pathologist • Physician • Psychiatrist • Radiologist • Veterinarian

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)	
<p style="text-align: center;">Food Science & Nutrition</p> <ul style="list-style-type: none"> • Advanced Foods and Nutrition* • Gourmet and International Foods* • ProStart I 	<p style="text-align: center;">Food Service & Hospitality</p> <ul style="list-style-type: none"> • Gourmet and International Foods* • ProStart I • ProStart II • Restaurant Management/Culinary Arts*
<p>Family & Consumer Sciences Senior Seminar* (Required Course) (Includes Internship, Portfolio, Resume, Interview, Project and Presentation)</p>	
Graduation and Certification	
College • Trade School • Employment	

*Career Technical Education course approved for UC Admissions

Sample Career Opportunities

Food Science & Nutrition	Food Service & Hospitality
<ul style="list-style-type: none"> • Dietitian • Food Service Supervisor • Food Technologist 	<ul style="list-style-type: none"> • Baker/Cake Decorator • Caterer • Chef • Chef Assistant • Dietitian • Food Service Supervisor • Food Technologist • Restaurant Manager

Rowland Unified School District

Career Certification Program ♦ Sequence of Courses

Public Services
Public Safety
Core Courses (Two are required)
<ul style="list-style-type: none"> • Criminal Justice – Law Enforcement* • Diversified Health Occupations*
Area of Concentration (Two are required)
<ul style="list-style-type: none"> • Forensic Science Investigations* • Law Enforcement Academy* • Psychology AP/IB*# • Psychology/Sociology* (not offered at RHS) • Public Safety Academy (not offered at RHS)
<p>Public Services Senior Seminar* (Required Course) (Includes Internship, Portfolio, Resume, Interview, Project and Presentation)</p>
Graduation and Certification
College • Trade School • Employment

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

Sample Career Opportunities

Public Safety
<ul style="list-style-type: none"> • Animal Control Worker • Correctional Officer • Law Enforcement Officer • Loss Prevention Specialist • Military Service • Probation Officer

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.

<u>Course</u>	<u>Grade</u>
Accounting.....	10-12
Advanced Accounting.....	11-12
Computer Science A AP.....	10-12
Computer Science Principles AP.....	10-12
Computer Information Technologies.....	9-12
Marketing	10-12
Personal Finance	9-12
Senior Seminar Business Certificate.....	12

***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**

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 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, cyber security, and simulation.

***+Computer Information Technologies**

Articulation with Mt. SAC (Courses CISB 31)

Computer Information Technologies 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 Information Technologies is a required core course for the Rowland Unified School District Finance & Marketing Career Certification Program. 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.

***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/California State University entrance requirements.
+ Weighted course

***Personal Finance**

Articulation with Mt. SAC (Courses BUSA 71)

Learn how to invest, manage, 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 Information Technologies, 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.

+ Weighted course

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

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.

<u>COURSE</u>	<u>GRADE</u>
English 9	9
English 9 Honors.....	9
English 10.....	10
English 10 Honors.....	10
English 11.....	11
English Language and Composition AP	11
English HL1 IB.....	11
English 12.....	12
English Literature AP	12
English HL2 IB.....	12
Yearbook	9-12

***English 9**

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**

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**

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**

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.

*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.

<u>Course</u>	<u>Grade</u>
ELD I	9-12
ELD II.....	9-12
ELD III	9-12

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 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.

- Students interact through spoken and written expression for personal expression.
- Students learn strategies to extend communicative competence.
- Students begin to understand and use academic vocabulary.

Goal 2: Students use English to succeed academically in school courses.

- Students use English to interact in their classes.
- Students use English to process and construct subject matter learned in classes in spoken and written form.
- Students learn and use strategies to apply academic knowledge.
- 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.

- Students use the English language appropriately to address audience, purpose and setting.
- Students use English to communicate and interpret messages and negotiate meanings
- 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.

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 English Language Proficiency Assessment for California (ELPAC). 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 ELPAC results, grade point average, benchmarks, and teacher recommendation. ELD II and ELD III students are concurrently registered in a grade level English class. Students are placed in other core classes depending on grade level.

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.

English Learner Levels

ELD I (Beginner)

ELD II (Intermediate)

ELD III (Advanced)

Colleges do not count ELD I, II, or III as meeting the A-G English Requirement.

Definition:

ELD = English Language Development

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.

<u>Course</u>	<u>Grade</u>
Child Development.....	10-12
Foods and Nutrition.....	9-12
Foods and Nutrition Advanced.....	10-12
Gourmet and International Foods.....	11-12
Life Management.....	9-12
Restaurant Management / Culinary Arts.....	10-12
Parenting and Family Life.....	11-12
ProStart 1.....	11
ProStart 2.....	11
Senior Seminar Family and Consumer Science.....	12

***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.

***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.

***Foods & Nutrition Advanced**

Prerequisite: Teacher approval or B or better on Foods and Nutrition and Gourmet and International Foods (both semesters).

This class is part of a sequence of courses within the Hospitality, Tourism and Recreation Industry Sector. It will focus on instruction applied to the fundamental principles of Food and Nutrition. This course will help students understand how to be healthy now and in the future through nutritional practices and choices. Students will incorporate the critical thinking practices of access, selection, evaluation and information processing in this applied laboratory-based course. This course focuses on nutrition, health and wellness, food safety and sanitation, food purchasing, food preparation techniques, meal service, etiquette, cultures, food production and technology along with facilities and equipment. Students use equipment and supplies for food preparation labs. Through reading, writing, listening, and speaking students will develop the ability to research, collect data, analyze information, report findings and evaluate food products through personal and/or group performance.

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

***Gourmet and International Foods**

Prerequisite: Teacher approval or B or better on ProStart1 or Foods and Nutrition (both semesters).

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).

***Restaurant Management/Culinary Arts**

This program will prepare students for entry-level positions in the food service industry or post-secondary education. Students pursuing this career pathway will have in-depth, hands on experiences that emphasize food service and hospitality standards such as: food production, food preparation, menu development, menu costing, purchasing, receiving, food cost, inventory, catering, fine dining, banquets, community service, random kind acts, restaurant ala carte service, time management, fundraising, and customer service. Students will understand the responsibilities of food service management and safe work practices. Students will learn the importance of California labor laws, safety and sanitation guidelines and demonstrate leadership skills working with staff, student employees, and customers.

***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.

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

ProStart 2

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.

***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

Course	Grade
Architecture & Design	9-12
Architecture & Design Advanced	10-12
Automotive 1.....	9-12
Automotive 2	10-12
Automotive Technology III	10-12
Construction Technology 1.....	9-12
Construction Technology 2.....	10-12
Engineering & Design Technology 1.....	9-12
Engineering & Design Technology 2	9-12
Engineering & Design Technology 3	9-12
Industrial Technology Special Projects	10-12
Senior Seminar Technology	12

*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 147)

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 147)

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

***Automotive 1**

Articulation with Rio Hondo (Course AUTO 101)

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.

***Automotive 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.

***Automotive Technology III**

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.

***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.

+ Weighted course

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

***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 transits, 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.

***Engineering & Design Technology 1**

Articulation with Mt. SAC (Course IDE 120)

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**

Articulation with Mt. SAC (Course IDE 120)

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**

Articulation with Mt. SAC (Course IDE 120 & MFG 140)

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 tolls used for creating production prototypes, mock-ups, and proof of concepts through additive/subtractive manufacturing process. Focus is on toll and process selection, safety, and machine operation skills and techniques.

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

+ Weighted course

Industrial Technology Special Projects

Articulation with Mt. SAC (Course IDE 120 & MFG 140)

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 120/MFG 140)

***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.

<u>Course</u>	<u>Grade</u>
Algebra I.....	9-12
Geometry.....	9-12
Geometry Honors (not offered at RHS).....	9-12
Algebra II.....	9-12
Algebra II Honors.....	9-12
College Algebra.....	9-12
Pre-calculus/Trigonometry.....	9-12
AP Pre-calculus/Trigonometry.....	9-12
Calculus AB – AP.....	10-12
Calculus BC – AP.....	11-12
Statistics – AP.....	11-12
IB Math Applications and Interpretation SL.....	12
IB Math Applications and Interpretation HL.....	12

***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 (Not offered at RHS)**

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 (“A” Recommended) and Geometry (“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 AP Precalculus.

***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 **recommended**.

***AP Pre-Calculus/Trigonometry**

Prerequisite: Algebra II Honors and Geometry ("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 AP Precalculus 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.

***+IB Math Applications and Interpretation SL (Standard Level)**

Prerequisites: IB Diploma Candidate, Precalculus/Trigonometry

How do we make sense of the world around us? How can we utilize patterns and structures to design practical solutions that apply to real life? In this course, we study Numbers & Algebra (arithmetic and geometric sequences, exponents, financial applications), Statistics & Probability (simple & combined probability, random variables and distributions, hypothesis testing), Functions (linear, quadratic, power, exponential, sinusoidal), Geometry & Trigonometry (circles, plane shapes, three-dimensional shapes, right triangle trig), and Calculus (rates of change, derivatives, optimization) with a focus on application and math modeling topics. We focus on the process of learning including discourse, collaboration, and originality of thought. By incorporating theory of knowledge and relevant technology into our mathematical study, we draw upon intuition and reasoning, investigate structures, and formulate original solutions based on mathematical evidence. Furthermore, we engage in math academic writing through development of the Mathematical Exploration, the culminating product of students' investigation of an interesting math topic.

***+IB Math Applications and Interpretation HL (Higher Level)**

Prerequisites: IB Diploma Candidate, AP Calculus AB

How do we make sense of the world around us? How can we utilize patterns and structures to design practical solutions that apply to real life? In this course, we study Numbers & Algebra (arithmetic and geometric sequences, exponents, financial applications), Statistics & Probability (simple & combined probability, random variables and distributions, hypothesis testing), Functions (linear, quadratic, power, exponential, sinusoidal), Geometry & Trigonometry (circles, plane shapes, three-dimensional shapes, right triangle trig), and Calculus (rates of change, derivatives, optimization) with a focus on application and math modeling topics. We focus on the process of learning including discourse, collaboration, and originality of thought. By incorporating theory of knowledge and relevant technology into our mathematical study, we draw upon intuition and reasoning, investigate structures, and formulate original solutions based on mathematical evidence. Furthermore, we engage in math academic writing through development of the Mathematical Exploration, the culminating product of students' investigation of an interesting math topic.

The HL course is inclusive of all SL content and extends beyond to explore additional and more advanced topics such as the Poisson distribution, nonlinear regression, the complex number system, vectors and matrices, multivariate calculus, systems of differential equations, and graph theory. This course is suitable for anyone who is proficient in mathematics, looking for a stimulating intellectual challenge, and is considering pursuing a career in the STEM fields.

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

Non-Departmental

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

<u>Course</u>	<u>Grade</u>
AVID 9	9
AVID 10.....	10
AVID 11.....	11
AVID Senior Seminar	12
AVID Tutor.....	11-12
Community of Caring.....	9-12
Criminal Justice – Law Enforcement	9-12
Diversified Health Occupations.....	9-12
Forensic Science Investigation.....	10-12
Law Enforcement Academy.....	11-12
Health	9-12
Leadership (ASB)	9-12
Medical Assistant – Administrative.....	10-12
Medical Assistant – Clinical	11-12
Office Experience/Student Assistant	9-12

***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.

***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.

*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.

***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.

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.

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

***Criminal Justice – Law Enforcement**

Articulation with Mt. SAC (Course ADJU 1)

Introduction to Law introduces students to the U.S. legal system, including constitutional, criminal, and civil law. Students learn about legal concepts, historical foundations, and principles and procedures of law, experiencing law and justice as dynamic forces, shaped by people and events over time. Students understand the role of the legislative, executive, and judicial branches of government, learning why and how laws are created, enforced, interpreted, and changed. They look at the relationship between law, public policy, and advocacy at the federal, state, and local levels of government. They learn the foundations of criminal law with a focus on crimes against the person and the foundations of civil law with a focus on strict product liability and negligence. Finally, students explore civil and human rights issues and the role of advocacy and civics in reforming our legal system. At the center of each unit in the course is a Key Assignment that involves substantial reading, critical thinking, collaborating, writing, listening, and speaking. Students will participate in simulations, mock trials, multimedia presentations, Socratic seminars, and debates. In addition, throughout the year, students explore legal, public services, and criminal justice career pathways through interaction with industry professionals.

***Diversified Health Occupations**

This course builds on basic principles of medical science, terminology and vocabulary needed to work in the healthcare field. Students will focus on anatomy, physiology, pathologies of the various systems, structural details of the human body and a rigorous study of the body systems. Students will apply scientific methodologies of developing hypotheses, evaluating data, inquiry and drawing conclusions to the practices employed by health care professionals. Comprehensive medical vocabulary will be related to the body styles and medical specialties, integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and career opportunities in healthcare; as well as the roles and responsibilities of the health care team. In addition, students will receive instruction in CPR and First Aid. Students will have the opportunity to participate in a work-based learning Community Classroom.

***Forensic Science Investigation**

Prerequisite: Criminal Justice – Law Enforcement

Articulation with Mt. SAC (Course ADJU 50)

This course is designed as an introduction to the field of forensic science. This will provide students with 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, fingerprint techniques; including comparison, rolling of prints, pattern identification, and the Henry Classification. Students will have the opportunity to participate in work-based learning/Community Classroom.

Law Enforcement Academy

Prerequisite: Criminal Justice and Forensic Science Investigation

Law Enforcement Academy is intended to provide students with an educational and practical orientation into the law enforcement profession. Students will have the type of quality experience that will permit them to better understand and appreciate the law enforcement profession and to facilitate their acceptance by departmental personnel. At the center of each unit in the course are key assignments that involve substantial reading, critical thinking, collaborating, writing, listening, and speaking. Students will participate in simulations, mock trials, multimedia presentations, scenarios, and debates. In addition, throughout the year, students explore legal, public services, and criminal justice career pathways through interaction with industry professionals.

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

+ Weighted course

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.

***Medical Assistant – Administrative & Clinical**

Prerequisite: Diversified Health Occupations

Articulation with Mt.SAC (Course MEDI 90)

The Medical Assistant-Administrative and the Medical Assistant- Clinical courses will provide students with skills necessary to obtain entry-level positions within a medical facility. Integrated throughout the courses are basic “core class” skills and career preparation standards associated with patient care. Students will have the opportunity to participate in work-based learning/Community Classroom Internship.

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.

*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.

<u>Course</u>	<u>Grade</u>
9th Grade Physical Education	9
10th Grade Physical Education	10
Athletics	9-12
Dance I	9-12
Dance II.....	10-12
PEP	9-12
Weight Training.....	10-12

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, Badminton

Girls – Track, Softball, Swimming, Badminton

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

***Dance I**

Prerequisite: Students must earn a C or better in PE. Auditions to be held in the Spring.

Dance 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.

***Dance II**

Prerequisite: Students must earn a C or better in PE. Auditions to be held in the Spring.

Dance II is an intermediate to advanced dance course that develops on the basic movement fundamentals and technique learned in Dance I. The class will cover ballet, jazz, hip hop, lyrical, modern, and world dance. Students will also have an opportunity to organize and develop artistic ideas and choreography. Each class will include a warm up, stretching, body control, body mechanics, across the floor progressions, and dance combinations. This course requires multiple live performances for students to showcase their work. Additionally, the students will be able to critique various forms of dance as an art and analyze the historical and political views of dance.

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

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

<u>Course</u>	<u>Grade</u>
Biology Living Earth.....	9-12
Biology Living Earth Honors.....	9-10
Biology IB.....	11-12
Biology AP.....	11-12
Chemistry Earth Systems.....	10-12
Chemistry AP.....	11-12
Environmental Science AP.....	11-12
Physical Science.....	10-12
Physics of the Universe.....	10-12
Anatomy/Physiology.....	12
Senior Seminar Health and Medical Sciences.....	12

***Biology Living Earth**

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

***Biology Living Earth 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 and AP Biology, both offered in the junior year. Laboratory experiences are an integral part of the course and students can expect homework daily. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

***+Biology IB HL1 & HL2**

Prerequisite: Completion of Biology Honors and Chemistry or concurrent enrollment in Chemistry

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative____ skills, analyze results, collaborate with peers and evaluate and communicate their findings. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

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

***+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. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

***Chemistry Earth Systems**

Prerequisite: Biology Living Earth or Biology Honors and Algebra 1.

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. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

***+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, 20% of this course is Laboratory work. This course may not be repeated for credit.

***+Environmental Science AP**

Prerequisite: Biology Living Earth or Biology Honors & Chemistry Recommended with a "C+" or better

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. 20% of this course is Laboratory work. This course may not be repeated for credit.

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

***+Environmental Systems IB**

Prerequisite: Biology Honors & Chemistry Recommended

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues. 20% of this course is Laboratory work. This course may not be repeated for credit.

***Physical Science**

Prerequisite: Successful completion of Biology Living Earth

This course is a college preparatory lab-based course that immerses students in the topic areas of Chemistry, Physics, and Earth and Space Sciences. This comprehensive view gives the students an understanding of the concepts and principles of science and provides fundamental skills in scientific inquiry, problem-solving and technological skills necessary to compete successfully in the 21st century. Some areas of study include atomic structure, the periodic table, astronomy, force and motion, cycling of matter, and relationships within Earth systems. 20% of this course is Laboratory work. This course may not be repeated for credit.

***Physics**

Prerequisite: Biology Living Earth or Biology Honors. 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. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

***Anatomy/Physiology**

Prerequisite: Biology Living Earth or Biology Honors.

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. 20% of this course is Laboratory work. This course may **not** be repeated for credit.

***Senior Seminar Health and Medical Sciences**

Prerequisite: Diversified Health Occupations, "B" average in Health, Biology Living Earth, and Physical Science and "B" or better in two of the following advanced courses: Chemistry, Physics, Anatomy/Physiology, 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.

<u>Course</u>	<u>Grade</u>
World History, Culture & Geography	10
World History, Culture & Geography Honors	9-10
U.S. History	11
U.S. History Honors AP.....	11
American Government	12
American Government AP	12
Economics.....	12
Economics AP.....	12
Psychology AP.....	12
Twentieth Century World History IB	12
European History AP	10 & 12
Theory of Knowledge IB.....	12
Psychology IB	11-12
Senior Seminar Public and Human Services	12

***World History, Culture and Geography**

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.

*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**

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. Student 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 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.

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

***+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.

***+American Government**

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**

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.

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

***+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.

***+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.

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

***+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

***+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.

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.

Inclusion

Inclusion occurs when students with 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.

SAI Class

English 9

English 10

English 11

English 12

CI Technology

Biology Living Earth

Physical Science

US History

World History

Government

Economics

Algebra 1

Geometry

SAI is composed of students whose IEP goals can be appropriately met within a self contained classroom. The length of the school day must be at least the same length of time as the general education school day. A 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 educational specialist is responsible for the instruction, supervision, and coordination of the educational program for enrolled students.

Extensive Needs Program

The 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.

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.

Course	Grade
A'Capella Choir.....	9-12
Advanced Art	10-12
AP Studio – 2D	10-12
AP Studio – 3D	10-12
AP Studio Art.....	10-12
Art.....	9-12
Art Special Project	11-12
Chamber Singers	9-12
Concert Choir	9-12
Design Visual Media Arts I.....	9-12
Design Visual Media Arts II	10-12
Design Visual Media Arts III.....	11-12
Drill Team/Color Guard.....	9-12
IB Visual Arts HL 1.....	11
IB Visual Arts HL 2.....	12
IB Visual Arts SL	9-12
Jazz Band	9-12
Marching Band	9-12
Orchestra.....	9-12
Percussion Ensemble.....	9-12
Photo Media 1	9-12
Photo Media 2	10-12
Photo Media 3	10-12
Photo Media Special Projects	11-12
Theatre Beginning	9-12
Theatre Intermediate	10-12
Theatre Advanced	11-12
Theatre Project Advanced.....	11-12
Treble Singers	9-12
Senior Seminar Arts and Communications.....	12
Vocal Ensemble	9-12
Wind Ensemble 1	9-12
Wind Ensemble 2	9-12

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

Chart for Fine Art Requirements

RHS Visual and Performing Arts Classes	Fine Art Approved by UC/CSU
A'Cappella	√
Advanced Art	√
Advanced Theatre	√
AP Art – 2D	√
AP Art – 3D	√
AP Art	√
Architectural Design	√
Architectural Design Advanced	√
Art	√
Art Special Project	√
Beginning Theatre	√
Chamber Singers (Infusion)	√
Concert Choir (Enchantment)	√
Design Visual Media Arts I, II, & III	√
Drill Team (after 2 years of PE)	√
Intermediate Theatre	√
Jazz Band	√
Marching Band (after 2 years of PE)	√
Orchestra	√
Percussion Ensemble	√
Photo Media I	√
Photo Media II	√
Photo Media III	√
Photo Special Project	No
Theatre Advanced	√
Treble Singers (Charisma)	√
Visual Arts IB HL 1	√
Visual Arts IB HL 2	√
Visual Arts IB SL	√
Vocal Ensemble (Silhouette)	√
Wind Ensemble I (Woodwind)	√
Wind Ensemble II (Brass)	√

*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.

***Design, Visual, & Media Arts I**

This introductory course exposes students to the basic principles and techniques of graphic design, and animation through multi-step, and developmental processes using Adobe® Photoshop and Illustrator. Students will begin with exercises in design principles: composition, layout, and color theory. Students will build on their basic skills to create projects demonstrating advancement in techniques such as line, scale, repetition, symmetry, transparency, hierarchy, balance, alignment, proximity, contrast, perspective, movement, and typography. Students will learn online safety, security, ethics and etiquette as well as be exposed to multiple job possibilities in the design, visual and media arts profession.

***Design, Visual, & Media Arts II**

***Prerequisite:** Design, Visual, & Media Arts I with a grade of C or better, or consent of the instructor.

Articulation with Mt. SAC (Course ANIM 108)

Students will continue to learn and develop their ability in Adobe® Photoshop and Illustrator to apply visual arts concepts to create, present, and respond to visual art. Students will also learn Adobe® After Effects and MAYA to experience interaction among peers in sharing work to produce a product and develop cultural interpretations into visual vernaculars suitable for specific target markets. The class will help students develop a portfolio, including an artist's statement and selections of the student's best work, suitable for employment or college applications. Students will learn, practice and apply an occupational safety work environment that complies to OSHA standards and conditions.

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

***Design, Visual, & Media Arts III**

Prerequisite: Design, Visual, & Media Arts II with a grade of C or better, or consent of the instructor.

In this advanced level course, students will choose the appropriate geometry type for 3D models and use a range of methods for creating NURBS surfaces including revolves, lofts, birails, and trims. They will also create a skeleton of joints for a character that allows for accurate motion and bind a character to a skeleton and weight it for accurate deformation. All aspects of video and animation techniques will be covered including applying straightforward animation and non-linear animation techniques using character sets and the Trax Editor and creating animations in which characters interact with environmental objects realistically. Coursework will also include creating advanced renders, visual effects in Adobe® After Effects, MAYA, and 3D printing. Students use advanced motion graphics as well as other techniques.

***Drill Team/Color Guard**

Prerequisite: Students must be enrolled simultaneously in Marching Band, Beginning Band, Wind Ensemble or Auxiliary Units

This course 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 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.

***Photo Media II**

Articulation Mt. SAC (Course PHOT 10)

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

Photo Media 2 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 2 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 III**

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

Photography, as a non-verbal language, allows students to increase their visual perception and provides a medium for creative expression. Advanced Photography is the capstone course in the sequence of classes following Photo Media I – II. In this course third- and/or fourth-year students will continue to develop and expand their creative potentials in photography incorporating the elements of art and the principles of design using both natural and studio lighting. Students will explore and combine an aesthetic and expressive use of the photographic medium to complete projects as they continue to build portfolios of their works. Students will perform advanced levels of digital manipulation using various computer software programs. Students will analyze and evaluate photographers and photographic movements and issues. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem-solving, workplace safety, and technology and employment literacy.

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

*Weighted 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.

***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.

***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.

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

*** 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.**

Active participation is mandatory at all concerts and extra rehearsals for this course.

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.

***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.

<u>Course</u>	<u>Grade</u>
French 1.....	9-12
French 2.....	9-12
French 3.....	9-12
French 4.....	10-12
French Advanced Placement	10-12
French IB	11-12
Spanish 1.....	9-12
Spanish A-B (native speaker).....	9-12
Spanish 2	9-12
Spanish 3	9-12
Spanish 4	10-12
Spanish Advanced Placement.....	10-12
Spanish IB	11-12
Chinese (Mandarin) 1.....	9-12
Chinese (Mandarin) 2	9-12
Chinese (Mandarin) 3	9-12
Chinese (Mandarin) 4	10-12
Chinese (Mandarin) Advanced Placement	10-12
Chinese (Mandarin) IB	11-12
Korean 1.....	9-12
Korean 2.....	9-12
Korean 3.....	9-12
Korean 4.....	10-12
Korean 4 Honors	10-12
Korean 5 Honors	10-12
Korean IB	11-12

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 4 Honors, Korean 5 Honors, 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

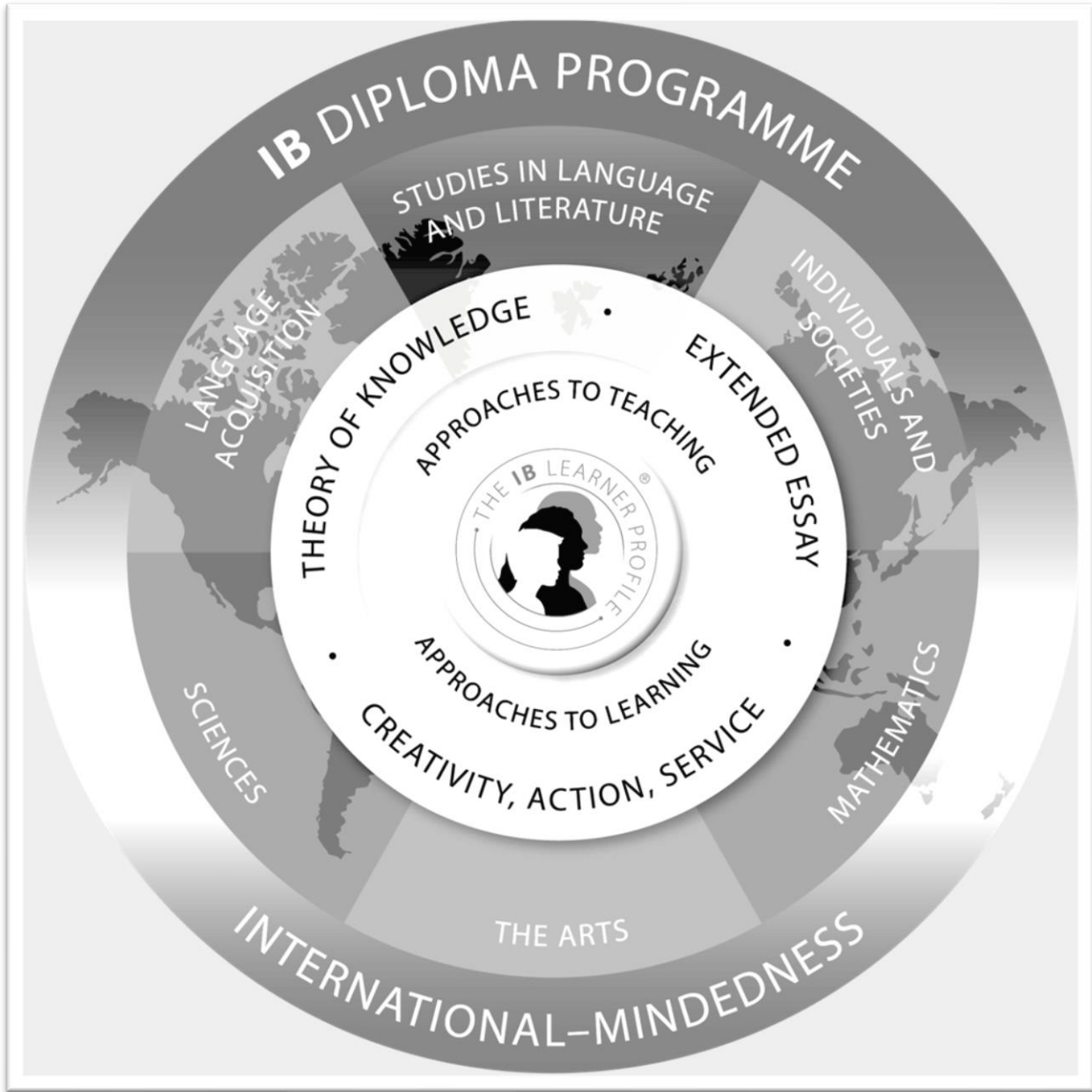
***+AP/IB French, Spanish, Chinese (Mandarin)**

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

Rowland High School
International Baccalaureate Program



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*** - We nurture our curiosity, developing skills for inquiry and research.
 - Knowledgeable*** - We develop and use conceptual understanding, exploring knowledge across disciplines
 - Thinkers*** - We use critical and creative thinking skills to analyze and take responsible action
 - Communicator*** - We collaborate effectively, listening carefully to the perspectives of other individuals
 - Principled*** - We act with integrity and honesty, with a strong sense of fairness and justice
 - Open-minded*** - We seek and evaluate a range of points of view
 - Caring*** - We have a commitment to service, and we act to make a positive difference in the lives of others
 - Courageous*** - We are resourceful and resilient in the face of challenges and change
 - Balanced*** - We understand the importance of balancing different aspects of our lives
 - Reflective*** - We thoughtfully consider the world and our own ideas and experience

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.

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.

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.

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.

- IB Diploma Program candidates' study six courses over two years.
- These courses are labeled HL (two years of study) and SL (one year of study).
- Students are required to take either 3 HL and 3 SL courses or 4 HL and 2 SL courses
- Students are required to choose one subject from each of the six academic groups, although they can choose a double individuals and society or double science option instead of a Group 6 subject.
- All students will take English, World Language, History, Biology, and Math
- Students will have the option to take one of the following: Psychology, Environmental Systems, Theater, or Visual Arts
- Students must also complete the requirements for the Core (CAS, EE, and TOK).

Group 1 – Studies in Language and Literature - English

IB English (11th) and IB English HL (12th)

Group 2 – Language Acquisition - World Languages

Spanish, French, Korean, Chinese (all SL, 11th or 12th)

Group 3 – Individuals and Society - History

IB History HL – IB US (11th) and IB 20th Century World (12th)

IB Psychology SL (11th or 12th)

Group 4 - Sciences

IB Biology HL (11th and 12th)

IB Environmental Systems (11th and 12th)

Group 5 - Mathematics

IB Math Applications and Interpretation SL/HL (12th)

Group 6 - The Arts

IB Visual Arts SL/HL (11th and/or 12th)

The Core – Theory of Knowledge - TOK (11th and 12th)

Students in the IB program must take American Government and Economics in either summer school between either the 10th and 11th grades, 11th and 12th, or during their senior year if the schedule allows. Government and Economics are required courses to graduate from RHS.

IB courses are assessed both externally and an internally 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, World Languages, and TOK. 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.

RHS IB DIPLOMA PROGRAM – 11th and 12th Grades

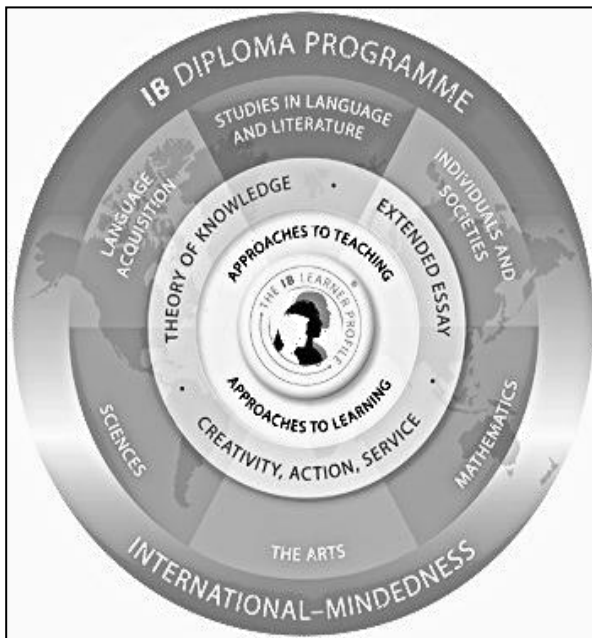
HIGHER LEVEL (HL) COURSE OFFERINGS (two-year courses, taken in 11th and 12th grades)
English, History, Biology, Mathematics (Calculus BC preferred), Theater Arts, Visual Arts

STANDARD LEVEL (SL) COURSE OFFERINGS (one-year or two-year courses)
Spanish, French, Chinese (Mandarin), Korean, Psychology, Biology, Environmental Systems,
Mathematics, 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



Rowland's IB Course Sequence

- Group 1 – Studies in Language and Literature - English**
IB English HL 1 (11th)
IB English HL 2 (12th)
- Group 2 – Language Acquisition - World Languages**
Spanish, French, Korean, Chinese (all SL), (11th or 12th)
- Group 3 – Individuals and Society – History**
IB History HL – IB US (11th) and IB 20th Century World (12th)
IB Psychology SL (11th or 12th) if not choosing an Art
- Group 4 – Sciences**
IB Biology HL 1 (11th) IB Biology HL 2 (12th)
IB Environmental Systems SL (11th) if not choosing an Art
- Group 5 – Mathematics (choose one)**
IB Math Applications and Interpretation SL (12th)
IB Math Applications and Interpretation HL (12th)
- Group 6 – The Arts**
IB Visual Arts SL/HL (11th and/or 12th)
- The Core – Theory of Knowledge/TOK (11th and 12th)**

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:

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

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

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).

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 years' 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.

IB 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 Environmental Systems) instead of courses in the Arts to earn an IB Diploma.

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.

SUBJECT	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
GROUP 1 Language A - Literature				
ENGLISH	Honors English	Honors English	IB English (HL 1)	IB English (HL 2)
GROUP 2 Language B Language Acquisition				
WORLD LANGUAGES (Option 1)	Spanish, French, Korean, or Chinese I	Spanish, French, Korean, or Chinese II	Spanish, French, Korean, or Chinese III	IB Spanish, French, Korean, or Chinese (SL)
WORLD LANGUAGES (Option 2)	Spanish, French, Korean, or Chinese II	Spanish, French, Korean, or Chinese III	Spanish, French, Korean, or Chinese IV, V	IB Spanish, French, Korean, or Chinese (SL)
WORLD LANGUAGES (Option 3)	Spanish, French, Korean, or Chinese III	Spanish, French, Korean, or Chinese III, IV, V	IB Spanish, French, Korean, or Chinese (SL)	
GROUP 3 Individuals and Society				
HISTORY (Option 1)	Honors World History	AP European History	AP/IB US History	IB 20 th Century World History (HL)
HISTORY Double Group 3 (Option 2)	Honors World History	AP European History	AP/IB US History and IB Psychology (SL)	IB 20 th Century World History (HL)
HISTORY (Option 3)	Honors World History	AP European History	AP/IB US History	IB 20 th Century World History (HL) and IB Psychology (SL)
GROUP 4 The Sciences				
SCIENCE Double Group 4 (Option 1)	Honors Biology	Chemistry	IB Biology (HL 1)	IB Biology (HL 2)
SCIENCE (Option 2)	Honors Biology	Chemistry	IB Biology (HL 1) and IB Environmental Systems (SL)	IB Biology (HL 2)

SUBJECT	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
GROUP 5 Mathematics				
MATH (Option 1)	Pre-Calculus/AP	AP Calculus AB	AP Calculus BC	IB Math Applications and Interpretation HL or IB Math Applications and Interpretation SL
MATH (Option 2)	Pre-Calculus/AP	AP Calculus AB	AP Statistics	IB Math Applications and Interpretation HL or IB Math Applications and Interpretation SL
MATH (Option 4)	Algebra 2/Honors	Pre-Calculus	AP Calculus AB	IB Math Applications and Interpretation SL
MATH (Option 5)	Geometry	Algebra 2	Pre-Calculus	IB Math Applications and Interpretation SL
MATH (Option 6)	Geometry	Algebra 2	AP Statistics	IB Math Applications and Interpretation SL
MATH (Option 8)	Algebra 2/Honors	Pre-Calculus/AP	AP Statistics	IB Math Applications and Interpretation SL
GROUP 6 The Arts				
THE ARTS (Option 2)	Beginning Art	Advanced Art	IB Visual Arts (SL) or IB Visual Arts HL 1)	IB Visual Arts (HL 2)
Non-Arts Option Second Subject				
Double Group 4 (Same as Science Option 1)	Honors Biology	Chemistry	IB Biology (HL 1) and IB Environmental Systems (SL)	IB Biology (HL 2)
Double Group 3 (Same as History Option 2 or 3)	Honors World History	AP European History	AP/IB US History and IB Psychology SL	IB 20th Century World History (HL) and 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 10 th grade	Summer School After 11 th grade	Government And Economics If not taken

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.**

Stride

Stride 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 – Physical Science, Biology Living Earth

Other/Electives – Health, Physical Education Spanish 1

Social Studies – World History, US History, Government, Economics

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 \$175.00 (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.)

Mt. SAC Dual Enrollment

Dual Enrollment provides high school students the opportunity to take Mt. SAC college level courses for free! Some of the benefits of participating in the Dual Enrollment program include:

- * Accumulate college credits for free
- * Free access to Mt. SAC resources and services
- * Get exposed to college expectations
- * Graduate college on time
- * Free access to Mt. SAC resources and services
- * Explore different careers, majors and interests
- * Strengthen your academic performance

For more information, contact Mr. Roach at troach@rowlandschools.org or 626-965-3448 ext. 3232

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.

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 Program (ALP)

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, and accelerated learning opportunities. The ALP 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 in the Rowland High School Library.

Homework Help Online 24/7

RUSD students grades 3-12 can access 24/7 Tutoring through PAPER, an educational support system that connects students with an expert tutor via on-demand live chat. Students log in through their Clever account. Once connected, tutors deliver 1:1 academic support in English/Spanish/Mandarin across more than 200 academic subject areas.

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.

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.