This academic program planning guide is interactive. Click on the ORANGE content areas below for more information about that topic.

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Dear Students and Parents/Guardians:

Welcome to Roseville High School (RHS). We are excited to share with you this course selection guide, where you will find an abundance of information regarding:

- Course descriptions
- Exciting and innovative programs, including AVID, advanced placement courses, dance, culinary arts, and Project Lead the Way.
- Roseville High School’s graduation requirements and college entrance (UC/CSU a-g) courses of study which will prepare you for a variety of college and career pathways.
- Resources to assist you in developing your four-year plan at RHS and a fifth year plan for post-secondary education (college).

Whether you are a new student or are returning to Roseville High School, you will want to use the information provided in this guide to help you plan your academic path towards graduation and post-secondary education. Planning ahead and setting academic goals will assist you in remaining focused and prepare you to meet the challenges of a diverse and changing world. Therefore, we ask that you please review the contents of this guide along with all registration materials and then carefully select the courses that meet your goals for graduation and college preparation.

We appreciate your collaborative efforts in carefully selecting your courses, developing a meaningful and rigorous four-year plan, and completing the required registration materials. Your part in this process is very important and will ensure a smooth and successful registration process.

We look forward to another successful school year and are eager to work with you through your high school journey.

Sincerely,

Roseville High School Counseling Staff

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**HOMELINK: CONNECTING PARENTS AND STUDENTS TO SCHOOL INFORMATION**

HomeLink is your connection to grade, attendance, and homework information. To create a student or parent account, please follow the instructions posted at our HomeLink website: [http://rjuhsd.us/homelink](http://rjuhsd.us/homelink). If you have trouble creating an account or accessing information, please contact our registrar, Dana Studebaker, at (916) 782-3753 ext. 3020 or via e-mail at dstudebaker@rjuhsd.us.
The California Constitution requires that schools provide a free public education, unless a charge is specifically authorized by law. (California Constitution, Article IX-5) (Hartzell vs. Connel 1984)

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

PERMISSIBLE FEES

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

EDUCATION CODE §17551

Students may be charged a fabrication fee for the direct costs in purchasing a project/property fabricated in a class such as a bookcase in woodshop. The charge is limited to the direct costs for the project. Absent purchase of the project for its direct costs, the school site may keep the project as its own personal property.
<table>
<thead>
<tr>
<th>High School Subject Area</th>
<th>RHS Graduation Requirements Note: One year equals 10 credits</th>
<th>UC Requirements for Freshman Admission</th>
<th>CSU Requirements for Freshman Admission</th>
<th>NCAA Eligibility Requirements (D1) = Division 1 (D2) = Division 2</th>
</tr>
</thead>
</table>
| Social Science UC/CSU “a” | Three years (30 credits) to include:  
- World Studies or  
- AP European History  
- US History  
- Government/Economics  
- AP Human Geography | Two years of history/social science, including one year of US History or one-half year of US History & one-half year of civics or American Gov’t; and one year of world history, cultures, and geography | Two years, including one year of US History or US History and government and one year of other approved social science | (D1) Two years (D2) Two years |
| English UC/CSU “b” | 4 years (40 credits) in grades 9, 10, 11, and 12 | Four years of approved courses | Four years of approved courses | (D1) Four years (D2) Three years |
| Mathematics UC/CSU “c” | Two years (20 credits) including successful completion of CCIM1 or higher and one additional math class beyond CCIM1 | Three years, including minimum completion of CCIM1, CCIM2 and CCIM3 or higher Four years recommended | Three years, including minimum completion of CCIM1, CCIM2, and CCIM3 or higher | (D1) Three years (D2) Two years CCIM1 or higher for both D1 and D2 |
| Science UC/CSU “d” | Two years (20 credits) including:  
- One year of biological  
- One year of physical | Two years with lab required, chosen from Biology, Chemistry, and Physics Three years recommended | Two years, including one year of biological and one year of physical science; one of which must be from the “D” subject area and another from either the “D” or “G” subject area | (D1) Two years (D2) Two years Natural or Physical Science (including 1 year of Lab Science if offered) |
| World Language UC/CSU “e” | One year (10 credits) of either visual and performing arts or world language | Two consecutive years in same language required (or through the second year of a language)* American Sign Language allowed Three years recommended | Two consecutive years in same language required (or through the second year of a language)* American Sign Language allowed | (D1) One year of additional English, mathematics or natural/physical science PLUS four years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). (D2) Three years of additional English, mathematics or natural/physical science PLUS four years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |
| Visual and Performing Arts UC/CSU “f” | One year of approved course | One year of approved course | One year of approved course | |
| Electives UC/CSU “g” | 110 Credits | One year of approved course | One year of approved course | |
| Physical Education | Two years (20 credits)  
- PE 9  
- PE 10 | No Requirement | No Requirement | |
| Health & Wellness | One year (10 credits) in 9th grade | No Requirement | No Requirement | |
### Reminders:
All courses required for UC/CSU Colleges MUST be passed with a “C” grade or better. Refer to the RHS Course Catalog for complete list of approved “A-G” courses. For more detailed information, visit these respective websites: www.ucop.edu, www.calstate.edu, www.eligibilitycenter.org. *Taking Spanish 1 in 8th grade and then taking Spanish 2 at RHS will fulfill the language requirement. In addition to qualify for UC, CSU, and other 4 year universities and to best prepare for community colleges: Complete the SAT or ACT (including the writing portion). SAT Subject tests may be recommended or required at specific universities or for certain majors.

![Table](#)
The mission statement at Roseville High School is:

“Working together, we will prepare every student for post-secondary education.”

We want our students to do more than just earn a high school diploma. When students graduate from RHS, they need to be prepared to continue their education. What does it mean to be “prepared” for an education after you graduate? The California Dept. of Education is now providing that definition with a College and Career Indicator (CCI). To be “prepared” for life after high school, students need to graduate meeting at least one of the following standards:

1. Completion of courses that meet the University of California (UC) a-g criteria\(^{(1)}\) plus one of the following criteria:
   - Completion of a Career Technical Education (CTE) Pathway\(^{(2)}\)
   - At least a Level 3 "Standard Met" on ELA or Math and at least a Level 2 "Standard Nearly Met" on the other subject area on the CAASPP\(^{(3)}\) in the junior year
   - A passing grade on one semester/two quarters of a Dual Enrollment\(^{(4)}\) course
   - A passing score on one Advanced Placement (AP) Exam\(^{(5)}\)

2. Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
   - Completion of courses that meet the University of California (UC) a-g criteria
   - At least a Level 3 "Standard Met" on ELA or Math and at least a Level 2 "Standard Nearly Met" on the other subject area on the CAASPP in the junior year
   - A passing grade on one semester/two quarters of a Dual Enrollment course

3. Passing Score on two Advanced Placement (AP) Exams

4. At least a Level 3 "Standard Met" on both ELA and Mathematics on the CAASPP in the junior year

5. Completion of two semesters/three quarters of Dual Enrollment with a passing grade

We have a responsibility to ensure that we are giving our students every chance to meet the state standards for being “prepared.” To that end, RHS is committed to enrolling students into the courses they need to be “prepared” when they graduate. Students may not always get what they want. But they will get what they need.

Keep this commitment in mind when signing up for classes. Keep it in mind when collaborating with counselors. Keep it in mind when requesting schedule changes. Keep it in mind when working with teachers.

It is important because…

“Working together, we will prepare every student for post-secondary education.”

\(^{(1)}\) For University of California (UC) a-g criteria see page...
\(^{(2)}\) For Career Technical Education (CTE) Pathway criteria see page...
\(^{(3)}\) The CAASPP is the California Assessment of Student Progress given annually in the spring to all juniors.
\(^{(4)}\) A Dual Enrollment Course is a course taken in high school that is approved by a college for college credit
\(^{(5)}\) For Advanced Placement (AP) criteria see page...

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Our pathways help students become prepared for life after high school. What is a pathway? It’s a sequence of at least three progressively more challenging elective courses in a variety of student interest areas. Most of these courses fulfill the UC/CSU a-g requirements. **Freshmen have room to start two of the pathways below in their freshman year.** The “future courses” show just some of the additional classes students can take after they take an introductory course.

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>FRESHMAN COURSE</th>
<th>FUTURE COURSES</th>
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<tr>
<td>AVID</td>
<td>AVID 9 <em>(Yearlong Pathway)</em></td>
<td>AVID 10, 11, 12</td>
</tr>
<tr>
<td>Bio Medical</td>
<td>Principles of Biomedical Science</td>
<td>Human Body Systems</td>
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<td></td>
<td></td>
<td>Medical Interventions</td>
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<tr>
<td></td>
<td></td>
<td>Biomedical Innovation</td>
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<tr>
<td>Culinary and Hospitality</td>
<td>Culinary 1</td>
<td>Culinary 2 <em>(Methods, World Cuisines &amp; Catering)</em></td>
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<td></td>
<td></td>
<td>Culinary 3 <em>(Adv. Techniques &amp; Tiger Café)</em></td>
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<td>Culinary 4 <em>(Interns &amp; Entrepreneurs)</em></td>
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<tr>
<td>Computer Science</td>
<td>Exploring Computer Science</td>
<td>IT Essentials</td>
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<tr>
<td></td>
<td></td>
<td>AP Computer Science Principles</td>
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<td></td>
<td></td>
<td>Technology Innovations</td>
</tr>
<tr>
<td>Engineering</td>
<td>Intro to Engineering and Design</td>
<td>Computer Integrated Manufacturing Design and Development</td>
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<tr>
<td>Leadership and Service</td>
<td>Leadership</td>
<td>Student Government</td>
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<td></td>
<td>Peer Helping</td>
<td>Recreation Administration</td>
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<tr>
<td></td>
<td></td>
<td>Peer Helping</td>
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<td>Students Teaching Students</td>
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<tr>
<td>Media and Journalism</td>
<td>Media Productions</td>
<td>Advanced Media Productions</td>
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<tr>
<td></td>
<td>Multimedia</td>
<td>Yearbook</td>
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<tr>
<td></td>
<td>Yearbook</td>
<td>Media Management</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Band</td>
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<td></td>
<td>Dance 1</td>
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<td></td>
<td>Beginning Drama</td>
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<td></td>
<td>Beginning Guitar</td>
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<td></td>
<td>Beginning Piano</td>
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<tr>
<td>Visual Arts</td>
<td>Digital Photography 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Art 1, 2, 3, 4 &amp; AP Studio Art Drawing or 2D</td>
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<tr>
<td></td>
<td></td>
<td>Ceramics 1, 2, AP Studio Art 3D</td>
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<tr>
<td></td>
<td></td>
<td>Digital Photo 2, AP Studio Art 2D</td>
</tr>
</tbody>
</table>
Our schedule allows students to take multiple pathways in their four years at RHS to get where they want, and need, to go. You can graduate with AP Courses, plus “The Arts,” plus a Career Technical Education program of study on your transcript. Or, you can focus your time and energy on one area like AVID, Band, Computers, Dance, Science or Theatre. The following four-year plans are just samples that illustrate the flexibility students have to make a variety of pathways work over four years. Please keep in mind that if an open elective slot is available it indicates an opportunity to add academic elective courses or pathway courses.

### SAMPLE 4 YEAR PLANS: Graduation and Minimum A-G requirements

<table>
<thead>
<tr>
<th>FROSH</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>World Studies</td>
<td>US History</td>
<td>Government and Economics</td>
</tr>
<tr>
<td>CCIM1</td>
<td>CCIM2</td>
<td>CCIM3</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>NGSS Biology</td>
<td>NGSS Physics</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
</tr>
<tr>
<td>PE</td>
<td>PE 10</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
</tr>
<tr>
<td>Elective (Pathway of interest)</td>
<td>VAPA</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
</tr>
</tbody>
</table>

### SAMPLE 4 YEAR PLANS: AVID & Advanced Placement (AP)

<table>
<thead>
<tr>
<th>FROSH</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre AP English 9</td>
<td>Honors English 10</td>
<td>AP Language</td>
<td>AP Literature</td>
</tr>
<tr>
<td>Pre AP Geography</td>
<td>AP European History</td>
<td>AP US History</td>
<td>Government &amp; Economics</td>
</tr>
<tr>
<td>CCIM1</td>
<td>CCIM2</td>
<td>CCIM3</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>NGSS Biology</td>
<td>NGSS Physics</td>
<td>Physiology</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 4</td>
</tr>
<tr>
<td>AVID 9</td>
<td>AVID 10</td>
<td>AVID 11</td>
<td>AVID 12</td>
</tr>
<tr>
<td>AVID 9</td>
<td>AVID 10</td>
<td>AVID 11</td>
<td>AVID 12</td>
</tr>
<tr>
<td>PE 9</td>
<td>PE 10</td>
<td>Spanish 3</td>
<td>VAPA</td>
</tr>
<tr>
<td>FROSH</td>
<td>SOPHOMORE</td>
<td>JUNIOR</td>
<td>SENIOR</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Pre AP English 9</td>
<td>Honors English 10</td>
<td>AP Language</td>
<td>AP Literature</td>
</tr>
<tr>
<td>Pre AP Geography</td>
<td>AP European History</td>
<td>AP US History</td>
<td>Government &amp; Economics</td>
</tr>
<tr>
<td>CCIM1</td>
<td>CCIM2</td>
<td>CCIM3</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>NGSS Biology</td>
<td>NGSS Physics</td>
<td>Physiology</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>French 2</td>
<td>French 3</td>
<td>AP French</td>
</tr>
<tr>
<td>French 1</td>
<td>Elective (Pathway of interest)</td>
<td>French 4</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>VAPA</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
<td>Elective (Pathway of interest)</td>
</tr>
<tr>
<td>PE 9</td>
<td>PE 10</td>
<td>Pre-Calc</td>
<td>Elective (Pathway of interest)</td>
</tr>
</tbody>
</table>
University of California / California State University

a - g  Certified Course List Roseville High School 2020 - 2021

a. HISTORY/SOCIAL SCIENCE
   Geography and World Cultures
   World Studies
   US History
   Government
   Economics DE
   Psychology/Sociology DE
   AP European History
   AP US History
   AP Government and Politics
   AP Human Geography
   AP Comparative Gov. & Politics

d. LABORATORY SCIENCE
   AP Biology
   NGSS Biology
   NGSS Physics
   AP Chemistry
   AP Environmental Science
   NGSS Chemistry
   AP Physics 1
   Physiology
   Principles of the Biomedical Sciences (PLTW)
   Human Body Systems (PLTW)
   Medical Interventions (PLTW)
   Biomedical Innovation (PLTW)

c. MATHEMATICS
   CCIM1
   CCIM2
   CCIM3
   Pre-Calculus
   College Algebra
   AP Calculus AB
   AP Calculus BC
   AP Statistics

e. LANGUAGE OTHER THAN ENGLISH
   French 1, 2, 3, 4
   Spanish 1, 2, 3, 4
   AP French
   AP Spanish
   Native Spanish 1, 2

f. VISUAL AND PERFORMING ARTS
   Art 1
   Art 2
   Art 3
   AP Studio Art 2-D Design
   AP Studio Art 3-D Design
   AP Studio Art Drawing
   AP Art History
   AP Art History
   Concert Choir
   Chamber Choir
   Beginning Drama DE
   Intermediate Theatre Arts/Drama
   Advanced Drama DE
   Beginning Guitar
   Intermediate Guitar
   Marching Band
   Advanced Guitar
   Symphonic Band
   Jazz Ensemble
   Ceramics 1
   Multimedia
   Ceramics 2
   Musical Theatre
   Ceramics 3
   Photography 1
   Dance 1
   Photography 2
   Dance 2
   Beginning Piano
   Dance 3
   Intermediate Piano
   Dance 4
   Advanced Piano
   Choreography Dance History

b. ENGLISH
   CP English 9
   CP English 10
   Honors English 10
   CP English 11
   AP Language Composition
   CP English 12
   English 12 DE
   AP Literature Composition 12
   Expository Reading and Writing

g. COLLEGE PREPARATORY ELECTIVES
   AVID 9, 10, 11, 12
   Intro to Creative Writing
   Intermediate Creative Writing
   Culinary 1
   Culinary 2
   Culinary 3
   Culinary 4
   Economics
   EAP Mathematics (ESM)
   AP Macroeconomics
   AP Psychology
   AP Computer Science A
   Info Tech Essentials
   Exploring Comp Science
   AP Comp Science Principles
   Media Productions
   Advanced Media Productions
   Media Management
   Yearbook

community college courses
Community College courses may fulfill UC/CSU “a – g” and/or RJUHSD graduation requirements. For more information about Concurrent Enrollment (BP 6172.1) of Community College Courses and the Grading Policy (BP 5121.1) go to the RJUHSD website at www.rjuhsd.us.

Underlined courses denote “weighted” honors credit:  A = 5, B = 4, C = 3

When applying to college, students must submit community college transcript

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UNIVERSITY OF CALIFORNIA (UC Davis, Berkeley, etc.)

The UC system includes ten four-year universities offering a variety of BA and BS degrees. Master’s and doctoral postgraduate (Ph.D) programs are also available. To qualify for entrance, students must have a high school diploma, successfully complete the A-G course of study with a grade of C or better, and take the ACT plus Writing or SAT examination. **Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system.** Entrance GPA and requirements may vary depending on the major area of study and the campus selected.

CALIFORNIA STATE UNIVERSITY (CSU Sacramento, Chico, etc.)

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

PRIVATE UNIVERSITIES/COLLEGES (Stanford, William Jessup, etc.)

There are many private colleges and universities in California and throughout the United States offering a variety of BA and BS degree programs. Master's degree and Doctorate/Professional degree programs are also available. Their entrance requirements are similar to those of the University of California or the California State University systems.

OUT-OF-STATE UNIVERSITIES/COLLEGES (University of Nevada, Reno, Oregon State, etc.)

There are over 3400 out-of-state colleges and universities throughout the United States offering a variety of BA and BS degree programs as well as Master's and Doctorate/Professional degree programs. Their entrance requirements vary per school. Consult the individual college catalogs and websites for specific information regarding entrance requirements.

COMMUNITY COLLEGES

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

CAREER/TECHNICAL SCHOOLS

These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time, usually six to 18 months. Some of these schools are available here in the Sacramento area.

MILITARY

Armed services of the United States that train members in a variety of careers. Requires a high school diploma or its equivalent and the Armed Services Vocational Aptitude Battery (ASVAB).
ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELD is designed to act as an integrated program to meet the academic, cultural and social needs of English Learners (EL). English Language Learner program provides three levels of English Language Development (ELD) – beginning, intermediate and advanced. Student’s ELD placement is determined by the overall performance on the English Language Proficiency Assessment for California (ELPAC) that is used to assess how well the student can listen, speak, read and write in English. The student will take the ELPAC on an annual basis. Additionally, each student is provided whole-class instruction in an academic program consistent with the students’ assessed needs. Please refer to English Language Development classes for specific ELD level course descriptions in conjunction with ELPAC prerequisites.

SPECIAL EDUCATION

Roseville High School has special education courses designed to provide instruction and support for a student’s individual needs. Eligibility for special education is determined by an IEP team through assessment in all areas of suspected disability. Students may be referred for an evaluation by teachers, parents or counselors with parental consent. An Individualized Educational Plan (IEP) is developed for each student based upon identified areas of need. All students receiving special education services are mainstreamed as much as possible according their IEP to receive a Free and Appropriate Public Education (FAPE).
Advanced Placement Courses: Are They Right For You?

RHS Advanced Placement Students:
- Have a desire to learn
- Have a tendency to embrace challenges
- Persist despite obstacles
- See effort as a path to mastery
- Learn from constructive criticism
- Are inspired by others’ success
- Take active responsibility for improving
- See adversity as an opportunity to learn and grow their skills
- Actively seek learning opportunities and new challenges
- Have positive and high expectations

Academic Preparation
You don’t need to be top of your class to be an AP student, but you’ll want to be prepared for the AP course you choose. Talk to a counselor or teacher about the subjects that interest you and ask about your options for learning the skills to help you succeed.

Motivation
You show your determination when you do the things that matter to you. The effort pays off and you feel a huge sense of accomplishment when you see how much you can do when you try. That is the kind of commitment that is sought out and rewarded in AP classes.

Get Involved
In AP classes, learning means sharing your ideas and expressing yourself. Add your unique perspective—the dialog and debate contributes to the knowledge that everyone shares.

Get Support
With AP, you get to explore new ideas with your classmates and AP teachers. See and feel what college work is actually like, while receiving the support to help you get there.

Get to Know Yourself
In AP classes, you can set bigger goals for yourself and do things you never thought possible. AP students can really test and push themselves while gaining confidence, developing good study habits, and enjoying a great learning experience.

Adapted from: https://apstudent.collegeboard.org/home

AP COMPUTER SCIENCE PRINCIPLES
Course ID# 356175
Open to grades: 10-12
Prerequisite: CCIM2 or equivalent.
Placement Recommendation: Exploring Computer Science is strongly recommended. A grade of “C” or better in prerequisite coursework.
UC/CSU – Elective (“g”)

AP Computer Science Principles is a new AP course and is designed to be equivalent to a first-semester introductory college computing course. Students in Computer Science Principles will explore the seven big ideas of computing: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact of technology. Students will follow the engaging UC Berkeley course, Beauty and Joy of Computing. Upon successful completion of the course, students will be prepared to take AP Computer Science A.
AP COMPUTER SCIENCE A  
Course ID# 167553

Open to grades: 11-12  
Prerequisite: Successful completion CCIM3 or equivalent.  
Placement Recommendation: Strong reasoning and reading skills are recommended. A grade of “C” or better in prerequisite coursework.  
UC/CSU – Elective (“g”)

AP Computer Science A is designed for college bound students or advanced computer skilled students who desire to take the AP Computer Science Exam A for college credit. AP Computer Science is intended to be equivalent to a beginning computer science course at a university. Programming in Java is emphasized while studying design issues to create programs that are adaptable, reusable, and understandable. Students will use Java in the development of algorithms, fundamental data structures, and learn common programming techniques for application development. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. **AP Computer Science A students will earn 3 college credits from CSU, Sacramento through the ACE program. **

AP ENGLISH LANGUAGE & COMPOSITION  
Course ID# 207423

Open to grades: 11; fulfills CP English 11 requirement  
Prerequisite: Successful completion of CP English 10 or Honors English 10.  
Placement recommendation: Strong critical reading, writing, critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.  
UC/CSU – English (“b”)

Students in this course study the fundamentals of rhetoric which can be applied to academic writing at the college level. Students will read and analyze a variety of non-fiction. Students participate in writing seminars that use student writing as the focus for analysis. Emphasis will be placed on acquiring the skills necessary to pass the AP Language and Composition exam. This college level course requires a high level of motivation and commitment due to extensive reading and writing requirements.

AP LANGUAGE AND COMPOSITION / AP US HISTORY (A/B YEARLONG)  
Course ID# 207421 / 657251

Open to grades: 11  
Prerequisite: Successful completion of CP/ Honors English 10 & CP World Studies/AP European History.  
Placement recommendation: Strong critical reading and writing skills. A grade of “B” or better in prerequisite coursework.  
UC/CSU - English (“b”) & History/Social Science (“a”)

Designed for university-bound students. Year-long, blocked course integrated with AP US History to provide a more enriched learning environment and to prepare students for the Advanced Placement Exam. Students in this course study the fundamentals of rhetoric which can be applied to academic writing at the college level. Students will read and analyze a variety of non-fiction selections. Students participate in writing seminars that use student writing as the focus for analysis. Emphasis will be placed on acquiring the skills necessary to pass the AP Language and Composition exam. This college level course requires a high level of motivation and commitment due to extensive reading and writing requirements.

AP LITERATURE/ COMPOSITION 12  
Course ID# 207433

Open to grades: 12; fulfills CP English 12 requirement  
Prerequisite: Successful completion of CP English 11 or AP English Language and Composition.  
Placement recommendation: A grade of “B” or better in CP English 11 or “C” or better in AP English Language and Composition.  
UC/CSU – English (“b”)

Students in this course will read and analyze short stories, novels, drama, poetry and nonfiction. Students will interpret, analyze and evaluate these works through discussion and written composition. Emphasis will be placed on the skills necessary to pass the AP Literature and Composition exam. This college-level course requires a high level of motivation and commitment due to the extensive reading and writing requirements.
AP FRENCH  
Open to grades: 10-12  
Prerequisite: Successful completion of French 4  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)

Advanced Placement language course designed for university preparatory students who are planning to take the AP exam. The course will continue to develop previous skills in the language with an emphasis placed on grammar as well as on communication. Course work will include discussion, interviews, interpretations, written compositions and oral presentations. Literature serves as a basis for both oral and written work.

AP SPANISH  
Open to grades: 10-12  
Prerequisite: Successful completion of Spanish 4  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)

Advanced Placement language course designed for university preparatory students who are planning to take the AP exam. The course will continue to develop previous skills in the language with an emphasis placed on grammar as well as on communication. Course work will include discussion, interviews, interpretations, written compositions and oral presentations. Literature serves as a basis for both oral and written work.

AP CALCULUS AB  
Open to grades: 11-12  
Prerequisite: Successful completion of Pre-Calculus.  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Mathematics (“c”)

An advanced placement course designed for university preparatory students. This course provides instruction in the concepts of limits, continuity, derivatives, and anti-derivatives of algebraic functions. The basic concepts in algebra set theory and trigonometry are reviewed briefly before they are used to study limits. Students taking Calculus AB are expected to take Calculus BC.

AP CALCULUS BC  
Open to grades: 11-12  
Prerequisite: Successful completion of AP Calculus AB  
Placement recommendation: None  
UC/CSU – Mathematics (“c”)

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses (AP Calculus AB and BC) represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. The curriculum is based on the College Board guidelines. Topics included are: functions and graphs, techniques and applications of derivatives and integration, polynomial approximations, and Taylor and Maclaurin series.
AP STATISTICS  
Course ID# 407523

Open to grades: 11-12  
Prerequisite: Successful completion of CCIM3  
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.  
UC/CSU – Mathematics (“c”)

This course is equivalent to a non-Calculus Introduction to Statistics course in college. The main concepts include: data analysis (10%), experimental design (10%), linear regression (10%), probability (30%), and inference (40%). There are also projects each quarter that will require time outside of class where the students will need to work in groups to complete presentations and displays. All students will take the final exam in the beginning of May (a released AP test) and are encouraged to take the AP Statistics Exam to earn college credits.

AP BIOLOGY  
Course ID# 557103

Open to grades: 10-12  
Prerequisite: Successful completion of Biology, Chemistry, and CCIM1.  
Placement recommendation: Strong reading, writing and reasoning skills. Grade of “B” or better in both Biology and Chemistry; Grade of “C” or better in CCIM1.  
UC/CSU – Language other than English (“e”)

Advanced Placement Biology is a college-level chemistry course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. This course differs from NGSS Biology in the depth of study and amount of quantitative analysis in the laboratory work. Topics covered include cell structure & function, respiration, photosynthesis, cell division, heredity, genetics, evolution, taxonomy, plants, human physiology, human reproduction, animal behavior, and ecology. The course is fast paced and students need to be prepared. Students should have strong math skills and an interest in pursuing science as a major in college.

AP CHEMISTRY  
Course ID# 607203

Open to grades: 10-12  
Prerequisite: Successful completion of CCIM3 and Chemistry.  
Placement recommendation: Strongly recommend completion or concurrent enrollment in Pre-Calculus. Students should have a strong background in chemistry and an interest in majoring in science. A grade of “B” or better in prerequisite course work. Students enrolled are expected to take the AP exam.  
UC/CSU – Laboratory Science (“d”)

Advanced Placement Chemistry is a college-level chemistry course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. Topics covered include Atoms & Elements, Structure & Properties of Matter, Chemical Reactions, Kinetics, Thermodynamics and Equilibrium. Students should have strong math skills and an interest in pursuing science as a major in college.

AP ENVIRONMENTAL SCIENCE  
Course ID# 607603

Open to grades: 11-12  
Prerequisite: Successful completion of CCIM2 and Chemistry/AP Chemistry.  
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.  
UC/CSU – Laboratory Science (“d”)

Advanced Placement Environmental Science is a college-level course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems natural and human made and evaluate these problems and examine alternative solutions. APES is designed to prepare students for the AP exam in the spring. Students should have strong math skills and an interest in pursuing science as a major in college.

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AP PHYSICS 1

Open to grades: 11-12
Prerequisite: Successful completion of CCIM3 and Physics.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework. Strongly recommend completion of or concurrent enrollment in Pre-Calculus.
UC/CSU – Laboratory Science (“d”)

An advanced and fast-paced college-level Physics class covering the foundations of Physics. Included topics cover all major branches of Physics including kinematics, mechanics, thermodynamics, sound, optics, electricity and magnetism, and nuclear physics. It is assumed that students will have already had some exposure to Physics prior to taking this class. Advanced trigonometric and pre-calculus techniques will be used to solve a variety of challenging and high-level Physics problems to prepare students to take the Advanced Placement Physics 1 Exam in the spring.

AP EUROPEAN HISTORY / HONORS ENGLISH 10 (A/B YEARLONG)  

Open to grades: 10
Prerequisite: Successful completion of CP English 9.
Placement recommendation: Strong critical reading and writing skills. A grade of “B” or better in prerequisite coursework.
UC/CSU - History/Social Science (“a”) & English (“b”)

Designed for university-bound students. Year-long, blocked course integrated with Honors English 10 to provide a more enriched learning environment and to prepare students for the Advanced Placement Exam. Emphasizes analytical thinking skills and the development of improved essay writing skills. Students will be expected to study a college based text along with the supplementary reading materials which includes primary sources. The course content covers the history of Europe from the 1300’s to present. Successful performance on the Advanced Placement Exam will enable students to obtain college credit at selected universities. Designed to facilitate those students who will seek further enrollment in AP courses.

AP US HISTORY / AP LANGUAGE AND COMPOSITION (A/B YEARLONG)  

Open to grades: 11
Prerequisite: Successful completion of CP/Honors English 10 & World Studies/AP European History/AP Human Geography.
Placement recommendation: A grade of “B” or better in prerequisite coursework.
UC/CSU - History/Social Science (“a”) & English (“b”)

Designed for university-bound students. Year-long, blocked course integrated with AP Language and Composition to provide a more enriched learning environment and to prepare students for the Advanced Placement Exams. This course emphasizes analytical thinking skills and the development of improved essay writing skills. AP US History is a rigorous, in-depth examination of the course of American cultural development from colonial to contemporary times. Students who complete the course are encouraged to take the College Level Examination Program or Advanced Placement American History Examination. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in American History at selected colleges and universities. Preparation for college testing in American History is the major focus of this course. Students are expected to have skills necessary for college-level performance. Students will engage in the process of framing an inquiry, selecting relevant sources and organizing evidence in support of a hypothesis. Primary and secondary sources of information will be examined and analyzed. Students will develop skills in logic, critical thinking and high-level expository writing.
AP UNITED STATES GOVERNMENT AND POLITICS  
Course ID# 657354

Open to grades: 12  
Prerequisite: None  
Placement recommendation: None  
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP US Government MUST also sign up for AP Comparative Government and Politics, AP Microeconomics, and AP Macroeconomics. Each course is a nine (9) week five (5) credit course. This course is designed for the advanced student who desires to continue studying at the college level. It provides students an opportunity to gain a critical perspective on government and politics in the United States. It involves the study of general concepts used to interpret American politics and the analysis of specific case studies. The Advanced Placement examination will be offered in May. A successful performance on the Advanced Placement exam will enable students to obtain college credit in Political Science at selected colleges and universities.

AP COMPARATIVE GOVERNMENT & POLITICS  
Course ID# 657364

Open to grades: 12  
Prerequisite: None  
Placement recommendation: None  
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP Comparative & Politics Government MUST also sign up for AP United States Government and Politics, AP Microeconomics, and AP Macroeconomics. Each course is a nine (9) week five (5) credit course. AP Comparative Government explores the political theory and everyday practices that direct the daily operation of the governments in six countries throughout the world (Great Britain, China, Russia, Mexico, Nigeria, and Iran). By building a theoretical framework and exploring case studies, we will be able to draw meaningful comparisons and contrasts between our six countries. This course will prepare you to take the AP exam for Comparative Government. As this class is taught at the college level, it requires a substantial amount of reading, critical thinking, and initiative. You will not simply learn how government works, but will develop a critical understanding of the strengths and weaknesses of the six countries’ political systems, and how you as a citizen structure into our modern-day globalized society.

AP HUMAN GEOGRAPHY  
Course ID# 654123

Open to grades: 10-12  
Prerequisite: None  
Placement recommendation: Strong reading, writing, and critical thinking skills.  
UC/CSU – History/Social Science (“a”)

AP Human Geography is a course that focuses on the distribution, processes, and effects of human populations on the planet. The course provides a systematic study of human geography. In-depth concepts to be covered include: population, cultural patterns and processes, political organization, agriculture and rural land use, industrialization and economic development, and cities and urban land use. Emphasis is placed on geographic models and their applications. This is a college-level course.

AP MICROECONOMICS  
Course ID# 657453

Open to grades: 12  
Prerequisite: None  
Placement recommendation: Strong organizational skills and determination  
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP Microeconomics MUST also sign up for AP Macroeconomics, AP US Government, and AP Comparative Government and Politics. Each course is a nine (9) week five (5) credit course. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
AP MACROECONOMICS

Open to grades: 12
Prerequisite: None
Placement recommendation: Strong organizational skills and determination
UC/CSU – Elective credit (“g”)

This is one of four courses in a yearlong block. Students who sign up for AP Macroeconomics MUST also sign up for AP Microeconomics, AP US Governments, and AP Comparative Government and Politics. Each course is a nine (9) week five (5) credit course. This is a college-level course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic macroeconomics analytical tools, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Students will also examine the impact of international trade and international finance.

AP PSYCHOLOGY

Open to grades: 11-12
Prerequisite: None
Placement recommendation: None
UC/CSU – Elective (“g”)

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AP STUDIO ART: DRAWING

Open to grades: 10-12
Prerequisite: Successful completion of Art 2.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

This drawing course is intended to address a very broad interpretation of drawing issues and media. The portfolio will be graded on quality, concentration and breadth of formal, technical and expressive means. Students must be self-motivated and able to work independently.

AP STUDIO ART: 2-D DESIGN

Open to grades: 10-12
Prerequisite: Successful completion of Art 2.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

2-D Design is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The portfolio will be graded on quality, concentration and breadth of formal, technical and expressive means. Students must be self-motivated and able to work independently.
AP STUDIO ART 3-D DESIGN

Course ID# 107133

Open to grades: 10-12
Prerequisite: Successful completion of Ceramics 2.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.

UC/CSU – Visual & Performing Arts (“f”)

*Requested contribution of $35.00 for materials

In the AP Studio 3-D Design course students will have an opportunity to pursue an in-depth exploration of their interest in a broad range of additive and subtractive art building experiences. They will have to apply everything they know and think they know about the concrete world around them, in order to manipulate it in order to convey their chosen meaning and to take 3-dimensional building to a college level.

AP ART HISTORY

Course ID# 107123

Open to grades: 11-12
Prerequisite: Successful completion of CP/Honors English 10
Placement recommendation: Strong critical reading and writing skills. A grade of “B” or better in prerequisite coursework.

UC/CSU – Visual & Performing Arts (“f”)

An advanced class designed to provide students with a critical understanding and enjoyment of painting, sculpture and architecture throughout history. The class will prepare students for the Advanced Placement Examination. Readings, lecture, slides, discussions, research and presentations and field trips will be used to teach students about the history of art. The class will prepare students for the Advanced Placement Examination (AP exam).

AVID – Advancement Via Individual Determination

Roseville High School has the distinction of being an AVID National Demonstration site. AVID is a four-year program that seeks students in the academic middle. AVID classes are a yearlong commitment. Application, interview, and AVID Site Team approval are required.

Typically, applicants are students who . . .
- Have a desire for preparation for four-year university
- Demonstrate academic determination and strong work ethic
- Possess the ability to communicate and collaborate well with others
- Are able to meet or exceed a-g university entrance requirements with AVID support
- Will complete college entrance exams (PSAT, SAT, ACT) and at least one Advanced Placement course and exams by the time they graduate
- May be the first in their family to earn a four-year university degree

AVID 9

Course ID# 801113 (Fall) / 801213 (Spring)

Open to grades: 9
Prerequisite: Application and interview required
Placement recommendation: AVID students challenge themselves academically in order to be eligible for four-year University.

UC/CSU – Elective (“g”)

Students will focus on transitioning to high school life and improving the foundational learning skills necessary for a college preparatory curriculum. Students will develop writing, inquiry, collaboration, and reading skills along with binder organization, note-taking, time management, goal setting, and college exploration. Students engage in collaborative tutorial sessions to gain a greater understanding of material in their content area classes. This is not a time spent doing homework.

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AVID 10
Course ID# 802123 (Fall) / 802133 (Spring)

Open to grades: 10
Prerequisite: None
Placement recommendation: AVID students challenge themselves academically in order to be eligible for four-year university.
UC/CSU – Elective (“g”)

Students will develop and extend the foundational learning skills necessary for a college preparatory curriculum and will practice for and take the PSAT. Students will further develop writing, inquiry, collaboration, and reading skills at a more rigorous level. They will engage in collaborative tutorial sessions to gain a greater understanding of material in their content area classes. Students are expected to apply binder organization, note-taking, time management, and goal setting curriculum to their daily work in all their classes.

AVID 11
Course ID# 803133 (Fall) / 803143 (Spring)

Open to grades: 11
Prerequisite: None
Placement recommendation: AVID students challenge themselves academically in order to be eligible for four-year university.
UC/CSU – Elective (“g”)

Students will prepare to meet college entrance requirements and improve college readiness skills. Students will develop critical reading and writing skills, refine study and organization habits, and practice public speaking skills. Students work collaboratively with peers and college student tutors. They will learn about post-secondary options, financial aid, college life, and majors in preparation for senior year decisions. Students will prepare for and take college entrance exams, draft forms for letters of recommendation, create a high school resume, and draft personal statements. Students are encouraged to take at least one AP class and the corresponding exam or a CSU/UC transferable community college class.

AVID 12
Course ID# 804143 (Fall) / 804153 (Spring)

Open to grades: 12
Prerequisite: AVID 11 strongly recommended. Enrollment is limited to students with a 3.0 GPA or better with a schedule that meets or exceeds a-g college entrance requirements, including at least one AP or community college class. Students must be applying to four-year universities.
Placement recommendation: AVID students challenge themselves academically in order to be eligible for four-year university.
UC/CSU – Elective (“g”)

Students will continue to learn in a collaborative environment with peers and college student tutors. Students will write college admissions essays, fill out college applications, and complete the process of applying for financial aid through the FAFSA form, Cal-grant GPA verification form, and scholarships. In preparation for the rigors of university, students will read, write, and research at the college entry level. Students will take at least one AP class and the corresponding exam or a CSU transferable community college class. Students and parent/guardian are required to attend school sponsored information nights.

AVID TEACHER INTERN
Course ID# 753353

Open to grades: 12
Prerequisite: Excellent attendance, academic record, and communication skills. Requires Instructor approval.
Academic senior students will serve as tutors and mentors in the AVID 7-AVID 11 classrooms.

Academic senior students will serve as tutors and mentors in the AVID 7, AVID 8, or AVID 9 classrooms. Students must demonstrate mature and responsible work habits. Teacher interns placed at Buljan Middle School need to provide their own transportation. All interns are required to attend training meetings at Roseville High School.
The Roseville HS Career Technical Education Pathways and Courses are designed to integrate core academic knowledge with industry standard technical and occupational knowledge and skills. In our Career Technical Education courses students work hands-on using industry standard equipment, partner with industry professionals, and participate in local and national leadership programs. Each pathway prepares students with clear direction to various post-secondary options. In order to help our students achieve career and/or college readiness, students are encouraged to complete a pathway by taking the introductory, concentrator, and capstone courses for at least one pathway. Students can choose a Career Technical Education Pathway in Computer Science, Media, Culinary, Biomedical, and Engineering.

**Computer Science Program of Study**

The RHS Computer Science Pathway is a series of three courses that focus on building critical thinking and problem solving skills that will prepare students for high paying, high demand jobs in the competitive technology field. Our CS pathway is focused on software development and systems programming. There are two additional courses outside of the primary pathway that would supplement a student’s knowledge. IT Essentials which focuses on technology support, computer repair and cybersecurity and AP Computer Science A which focuses on programming in Java.

**Introductory Course**

Exploring Computer Science

**Concentrator Course**

AP Computer Science Principles

**Capstone Course**

Technology Innovation

IT Essentials (Tiger Tech)

EXPLORING COMPUTER SCIENCE (ECS)  
Course ID# 167613

**Open to grades:** 9-12  
**Prerequisite:** Algebra 1 or CCIM1 or current enrollment is acceptable.  
**UC/CSU – Elective (“g”)**

Exploring Computer Science (ECS) is a gateway course into the growing field of computer science. The ECS curriculum is a highly collaborative and project based learning environment. The course covers topics around computer ethics, privacy, web design, computer programming, data as well as robotics. The class has a strong emphasis on problem solving and serves as a platform to build the foundational programming and problem solving skills necessary for success in Computer Science industry. No prior experience is required to take this course, however if you have experience, there are opportunities for you to expand and share your expertise with your peers.
IT ESSENTIALS ("Tiger Tech")  
**Course ID# 163603**  
**Open to grades:** 9-12  
**Prerequisite:** Exploring Computer Science strongly recommended  
**UC/CSU – Elective ("g")**  

IT Essentials is the official course name for the RHS “Tiger Tech” program, which is a student-run technology organization that will provide technical services and support for RHS staff and students. The program will be set up and run like a small startup tech company, where students will be assigned specific positions within the organization, including student management positions. Working in teams, the students will provide tech support, training, and customer service to the RHS campus and community. Students will benefit from guest speakers and trainers from technology industry representatives, RHS staff, and from the RJUHSD tech department. Students will develop skills in computer hardware, software, and networking, and will also learn the business side of IT services, including customer service, project management, goal-setting, and time management. This course supports the Computer Science Program of Study. *Students may earn 2 + 2 credit with Sierra College for successfully completing this class with a “B” or better.*

AP COMPUTER SCIENCE PRINCIPLES  
**Course ID# 356175**  
**Open to grades:** 10-12  
**Prerequisite:** CCIM2 or equivalent with a C or better.  
**Placement Recommendation:** Exploring Computer Science is strongly recommended.  
**UC/CSU – Elective (“g”)**  

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. Students in Computer Science Principles will explore the seven big ideas of computing: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact of technology. Students will follow the engaging UC Berkeley course, Beauty and Joy of Computing. Upon successful completion of the course, students will be prepared to take AP Computer Science and or Technology Innovation.  

**AP Computer Science Principles students in (11th and 12th grade) will earn 3 college credits from CSU, Sacramento through the ACE program.**

AP COMPUTER SCIENCE A  
**Course ID# 167553**  
**Open to grades:** 11-12  
**Prerequisite:** Successful completion of CCIM3 or equivalent with a C or better.  
**Placement Recommendation:** Completion of AP Computer Science Principles and strong reasoning and reading skills are recommended.  
**UC/CSU – Elective (“g”)**  

AP Computer Science A is designed for college bound students or advanced computer skilled students who desire to take the AP Computer Science Exam A for college credit. AP Computer Science is intended to be equivalent to a beginning computer science course at a university. Programming in Java is emphasized while studying design issues to create programs that are adaptable, reusable, and understandable. Students will use Java in the development of algorithms, fundamental data structures, and learn common programming techniques for application development. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.  

**AP Computer Science A students will earn 3 college credits from CSU, Sacramento through the ACE program**

TECHNOLOGY INNOVATION  
**Course ID# 167633**  
**Open to grades:** 11-12  
**Prerequisite:** Successful completion of AP Computer Science Principles or AP Computer Science A with a C or better  

Technology Innovation students will apply the programming and computing concepts learned throughout the Computer Science Pathway (ECS, AP CSP, AP CSA) to a semester long computing project. Technology Innovation is a project based course in which students propose and complete a semester long programming project (app, website, game, robot, Arduino, Raspberry Pi, etc.). Students will learn and use the Agile software development process, Git version control as well as marketing and business concepts related to software development and the technology industry.
The RHS media program includes both beginning, advanced, and management courses to prepare students for careers in the ever-changing journalism and broadcast industry. Students learn principles, values and skills in introductory courses, which are beneficial when transitioning to advanced courses where they will have an active role in RHS’ award-winning news organization Eye of the Tiger. In the Media Management course, students take on leadership roles as editors and producers. Students lead and work in the program to produce widely received broadcasts, newspapers and web content.

**Introductory Course**
- Media Productions

**Concentrator Course**
- Adv Media Productions

**Capstone Course**
- Media Management

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**MULTIMEDIA**

- **Course ID# 101653**
- **Open to grades:** 9-12
- **Prerequisite:** Ability to type a consistent 20 words per minute or Instructor approval
- **Satisfies high school visual and performing arts graduation requirement**
- **UC/CSU – VAPA (“P”)**

This course will provide students with training and opportunities to apply knowledge and skills in the principles of image editing, multimedia design, graphic file formats, Photoshop, Flash, audio files, and basic programming. Students will apply these skills in creating animations, computer art, and digital presentations. Students will be prepared to study multimedia design at the next level, and will be able to use multimedia for their own applications in other courses.

**MEDIA PRODUCTIONS**

- **Course ID# 101673**
- **Open to grades:** 9-12
- **Prerequisite:** None
- **UC/CSU – Elective (“g”)**

Media Production: This course is an entry-level course in which students learn the basics of media production - including broadcast, print, online and social media. Students will write articles and produce video packages in preparation for the Advanced class, where they will join Eye of the Tiger. Students will learn to use video cameras, edit video and write in journalistic style. Students learn to communicate effectively by writing scripts, planning productions, structuring show rundowns, and editing. Technically, students learn how to operate video and audio equipment, including cameras, various types of microphones, mixers, and work in industry standard software through the Adobe suite of products. This course also introduces students to studio production in the school's TV studio.

**ADVANCED MEDIA PRODUCTIONS**

- **Course ID# 102713(Fall) / 102723 (Spring)**
- **Open to grades:** 9-12
- **Prerequisite:** Media productions
- **UC/CSU – Elective (“g”)**

Advanced Media Productions: This course will apply the writing, video editing and filming to the production of Eye of the Tiger's newscasts, newspaper, live streams and online presence. Students will learn to work in production teams as producers, reporters, directors, on-air talent, audio engineers, switchers, graphic artists, etc...
MEDIA MANAGEMENT

Course ID# 102703

Open to grades: 11-12
Prerequisite: Successful completion of Advanced Media Productions
UC/CSU – Elective (“g”)

This capstone course for the Multimedia Production pathway and is designed to provide students with training in the principles and practices of high quality business leadership and management. Students will demonstrate advanced knowledge and skills in preproduction, production, and post-production practices in an educational and work based environment. Students will fill leadership positions for Eye of the Tiger and oversee it's newscast, newspaper, online presence and livestreams. Students will learn and apply knowledge and skills in planning and time management, team building, communications, motivating people, decision-making and problem-solving, ethics and integrity, resource management, conflict resolution, labor/government/business relations, workplace diversity, leadership qualities, and management styles – while serving in leadership positions with the RHS Media Productions classes.

Culinary Arts & Hospitality Management Program of Study

Spice up YOUR schedule with Roseville’s CULINARY ARTS & Hospitality Management Program of Study!

Develop real world skills and resourcefulness in our commercial kitchen and employability skills for life that can put YOU a step ahead after high school! Four on-campus levels to help you explore a variety of careers and contacts in the food industry while enjoying the delicious results of your hard work as you learn! College credit and industry ServSafe Certification are available to program completers along with numerous industry competitive recognition and scholarship opportunities.

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CULINARY 1:

Open to grades: 9-12

*Requested contribution of $30.00 for consumable food costs

UC/CSU – Elective (“g”)

Love food? Learn how the “pros” do it by and discover where good food comes from using foundational cooking methods preparing a variety of “from scratch” sweet and savory dishes including baked goods, soups, salads, breakfast foods and entrées with an emphasis on freshness, affordability, nutrition and flavor! Earn your Food Handler Certification and develop transferrable workplace skills that will make YOU an irresistible employee. Learn the language of Culinary Arts and the business of food and with “hands-on” lab experiences twice a week using the National Restaurant Association's ProStart Curriculum.

***Please note: Peanuts, tree nuts and shellfish are used in the Culinary Arts Program.
CULINARY 2: METHODS, WORLD CUISINES & CATERING  
Course ID# 303222

Open to grades: 10-12  
*Requested contribution of $40.00 for consumable food costs  
Prerequisite: Successful completion of Culinary 1: Introduction to Food and Beverage  
Placement recommendation: A grade of “C” or better in prerequisite coursework and teacher recommendation.  
Students should be self-directed, responsible, and be able to work collaboratively.  
UC/CSU – Elective (“g”)

Take your passion for food to the next level and explore cuisines of the world, developing “palate memory” and the ability to use flavor profiles in your daily cooking. Expand and develop culinary technique and cooking methods to include Grand and derivative sauces, plated desserts, pastry, chocolate, and a wide variety of proteins, grains, fruits and vegetables. Apply your culinary and business skills in the back and front of the house by developing menus and hosting staff lunches once a month in the “Tiger Café”. The National Restaurant Association’s ProStart Foundation curriculum and ServSafe training are put into action in “hands on” labs three times per week.  

***Please note: Peanuts, tree nuts and shellfish are used in the Culinary Arts Program.

CULINARY 3: ADVANCED TECHNIQUES & TIGER CAFE  
Course ID# 303223

Open to grades: 10-12  
*Requested contribution of $40.00 for consumable food costs  
Prerequisite: Successful completion of Culinary 2: Methods, World Cuisines & Catering  
Placement recommendation: A grade of “C” or better in prerequisite coursework and teacher recommendation.  
Students should be self-directed, responsible, and be able to work collaboratively, and display strong leadership skills.  
UC/CSU – Elective (“g”)

Is the food industry for you? Your skills are put to work day to day in a busy commercial kitchen catering a variety of campus and community events while developing an understanding of cooking for “purpose”. Structured to simulate a working restaurant or catering business, student leaders cost, plan, test and serve recipes to suit clients’ purposes and budgets using fresh and affordable ingredients and creative culinary techniques. Numerous and diverse food service events develop an awareness of the spectrum of industry careers and opportunities while teaching the business side of food from an owner/operators perspective. Earn college credit, scholarships and job referrals while filling your resume with relevant experience for life! *students will be required to participate in a few food service events after school hours.  

***Please note: Peanuts, tree nuts and shellfish are used in the Culinary Arts Program.

CULINARY 4: INTERNS & ENTREPRENEURS  
Course ID # 303224

Open to grades: 11-12  
Prerequisite: Culinary 1-3 and Instructor approval.  
*Students should be mature, pro-active and professional.  
UC/CSU – Elective (“g”)

Get a taste of careers within the food and hospitality industry while supporting Tiger Café in a leadership role. Assist and lead in web design/maintenance, marketing/communications, event/menu planning, budgeting/billing, knife skills, and recipe testing. Refine front-of-house service skills and experience by managing a variety of food service events as you continue to expand your culinary back-of-house knowledge and skills. Prepare for the management level ServSafe certification exam which, along with rigorous course curriculum and intern experience, earns credit at schools such as Johnson & Wales, Art Institutes and American River College. *students will be required to participate in a few food service events after school hours.  

***Please note: Peanuts, tree nuts and shellfish are used in the Culinary Arts Program.

* List of labs and direct costs available upon request.  
* Refer to Page 2 regarding permissible fees.
The Biomedical Sciences Pathway offers students the opportunity to develop relevant skills while working together to find solutions for real world problems. Students build their knowledge in biomedical science, confidence in their capacity to tackle difficult problems, and the ability to effectively communicate and collaborate with their peers.

**Introductory Course**

- Principles of the Biomedical Sciences

**Concentrator Course**

- Human Body Systems

**Capstone Course**

- Medical Interventions
- Biomedical Innovation

### PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS)

**Course ID# 356013**

**Open to grades:** 9-12  
**Prerequisite:** Successful completion of NGSS Biology  
**Placement recommendation:** A grade of “B” or higher in prerequisite coursework. A college preparatory mathematics course taken within the same school year (i.e. CCIM1 or higher).  
**UC/CSU – Science (“d”)**  
*Requested contribution of $20.00 for materials*

Students explore the concepts of human medicine and are introduced to research processes and to bioinformatics. Hands-on projects enable students to investigate human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Over the length of the course, students work together to determine the factors that led to the death of a fictional person. After pinpointing those factors, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The key biological concepts embedded in the curriculum include homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Where appropriate engineering principles are also incorporated into the curriculum. These include the design process, feedback loops, fluid dynamics, and the relationship of structure to function.

### HUMAN BODY SYSTEMS (HBS)

**Course ID# 356023**

**Open to grades:** 10-12  
**Prerequisite:** Successful completion of Principles of the Biomedical Sciences.  
**Placement recommendation:** College prep math course taken within the same school year (i.e. CCIM1 or higher). A grade of “C” or higher in prerequisite coursework and a 70% average on the assessment portion of the PBS grade.  
**UC/CSU – Science (“d”)**  
*Requested contribution of $20.00 for materials*

Students examine the processes, structures, and interactions of the human body systems to learn how they work together to maintain homeostasis (internal balance) and good health. Using real-world cases, students take the role of biomedical professionals and work together to solve medical mysteries. Hands-on projects include designing experiments, investigating the structures and functions. Students will be sculpting a human body using 3-D Manikins throughout the course.
MEDICAL INTERVENTIONS (MI)  

**Course ID# 356033**

- **Open to grades:** 11-12
- **Prerequisite:** Successful completion of Human Body Systems.
- **Placement recommendation:** College prep math course taken within the same school year (i.e. CCIM1 or higher). A grade C or higher in prerequisite coursework and a 70% average on the assessment portion of the HBS grade.
- **Articulation Agreement** - Medical Interventions students who score an A or a B on an additional final exam may receive 3 units of American River Junior College credits, which are transferable to CSU.
- **UC/CSU – Science (“d”)**
- *Requested contribution of $20.00 for materials*

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

BIOMEDICAL INNOVATION (BI)  

**Course ID# 356043**

- **Open to grades:** 12
- **Prerequisite:** Successful completion of Medical Interventions.
- **Placement recommendation:** College prep math course taken within the same school year (i.e. CCIM1 or higher). A grade of “C” or higher in prerequisite coursework and a 70% average on the assessment portion of the MI grade.
- **UC/CSU – Science (“d”)**
- *Requested contribution of $30.00 for materials*

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. Class Contribution: $30.00.

**ENGINEERING**

Employers need an available pool of skilled workers—from entry-level through engineers—The RHS engineering program follows a proven hands-on, real-world, cutting-edge problem-solving approach to engineering and manufacturing. The RHS engineering program is committed to developing innovators who lead the design and implementation of practical solutions to meet the ever-changing societal and workforce challenges of today and beyond. In this project based program, students will learn and apply the design process through hands-on coursework while developing strong proficiency in technology, teamwork, and communication skills. Note—Students may be charged a fabrication purchase fee for projects.

**Introductory Course**
- Introduction to Engineering and Design DE

**Concentrator Course**
- Computer Integrated Manufacturing DE

**Capstone Course**
- Principles of Engineering DE

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INTRODUCTION TO ENGINEERING AND DESIGN DE (ADVM 0062 SIERRA COLLEGE)  
Course ID# TBD  
Open to grades: 9-12  
Prerequisite: Successful completion of CCIM1

Introduction to use and operation of a CAD/CAM software system. Developing part geometry with Computer Aided Design (CAD), importing files, planning cutting and machine operations, and developing machine tool paths using Computer-Aided Machining (CAM).

COMPUTER INTEGRATED MANUFACTURING DE (ADVM 0066 SIERRA COLLEGE)  
Course ID# TBD  
Open to grades: 10-12  
Prerequisite: Successful completion of Introduction to Engineering and Design  
Placement recommendation: A grade of “B” or better in prerequisite course.

Principles and operative skills to setup, program, and operate Computer Numerical Control (CNC) milling machines, designed to impart basic manufacturing knowledge and skills. Instruction of Geometrics, Computer-Aided Manufacturing (CAM), beginning CNC operations and manual programming skills, and measurement.

PRINCIPLES OF ENGINEERING DE (MECH 8 SIERRA COLLEGE)  
Course ID# TBD  
Open to grades: 11-12  
Prerequisite: Successful completion of Introduction to Engineering and Design and Computer Integrated Manufacturing  
Placement recommendation: A grade of “B” or better in prerequisite courses.

General principles, concepts, terminology, and applications of electronics in the context of mechatronics technology. (CSU) Mechatronics is the merger of mechanics, electronics and computer technologies. From ATMs and copy machines to medical lab equipment, automated package handling, ski lifts, water processing facilities, industrial robots, food and beverage manufacturing and more, mechatronics describes the automated systems that are an important part of our everyday lives. Through hands-on labs and projects, students will learn how to program a micro-controller, build circuits and pneumatic systems, engineer structures and much more.

ENGLISH

The Roseville High School English Department is dedicated to helping students develop the writing and critical thinking skills necessary for success in the 21st century. The California State Standards for Language Arts guide us in providing students access to both fiction and non-fiction texts; we employ this literature as a springboard for a variety of argumentative and persuasive writing tasks, providing students with the tools necessary for success in both college and workplace writing.

CP ENGLISH 9  
Course ID# 201113  
Required for all grade 9 students  
UC/CSU – English (“b”)

This college preparatory course emphasizes critical reading and writing skills through a study of both fiction and nonfiction. Students will write both analytical and persuasive compositions. The writing process, as well as writing conventions, is taught in conjunction with a vocabulary program designed to expand word usage and comprehension.
This pre-AP course provides a foundation to prepare university-bound students for the rigors of future honors and AP courses. Students will engage in higher order thinking, reading and writing skills while exploring the unique characteristics of selected world regions from a geographic and literary perspective. This integrated course will utilize 21st century technologies and emphasize the depth and complexity of writing.

CP ENGLISH 10
Course ID# 202213
Required for grade 10 students
UC/CSU – English (“b”)

This college preparatory course emphasizes content established by state standards. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college-level entry tests. Vocabulary and research skills are developed in context with the writing process and literary analysis.

HONORS ENGLISH 10
Course ID# 206223
Open to grade 10 students and fulfills English 10 requirement
Prerequisite: Successful completion of English 9 and completion of assigned summer reading.
Placement recommendations: A grade of “B” or better in prerequisite courses.
UC/CSU – English (“b”)

Designed for college-preparatory students as preparation for AP English. This course provides an academically accelerated curriculum for students desiring advanced, challenging studies. The course will include an extensive reading list covering a broad array of literary interests and experiences. Critical thinking skills and writing fluency will be emphasized.

HONORS ENGLISH 10 / AP EURO HISTORY (A/B YEARLONG)
Course ID# 206221 / 657151
Open to grades: 10
Prerequisite: Successful completion of CP English 9.
Placement recommendation: Strong critical reading and writing skills. A grade of “B” or better in prerequisite coursework.
UC/CSU - English requirements (“b”) & History/Social Science (“a”)

Designed for university-bound students. Year-long, blocked course integrated with AP European History to provide a more enriched learning environment and to prepare students for the Advanced Placement Exam. Emphasizes analytical thinking skills and the development of improved essay writing skills. Literature is aligned with the history of Europe from the 1300’s to present. Designed to facilitate those students who will seek further enrollment in AP Language and AP Literature.

CP ENGLISH 11
Course ID# 203313
Required for grade 11 students
UC/CSU – English (“b”)

This college preparatory course emphasizes content established by state standards. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college-level entry tests. Vocabulary and research skills are developed in context with the writing process and literary analysis.
AP ENGLISH LANGUAGE & COMPOSITION

Open to grades: 11; fulfills CP English 11 requirement
Prerequisite: Successful completion of CP English 10 or Honors English 10.
Placement recommendation: Strong critical reading, writing, critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – English (“b”)

Students in this course study the fundamentals of rhetoric which can be applied to academic writing at the college level. Students will read and analyze a variety of non-fiction. Students participate in writing seminars that use student writing as the focus for analysis. Emphasis will be placed on acquiring the skills necessary to pass the AP Language and Composition exam. This college level course requires a high level of motivation and commitment due to extensive reading and writing requirements.

AP LANGUAGE AND COMPOSITION / AP US HISTORY (A/B YEARLONG)

Open to grades: 11; fulfills CP English 11 requirement
Prerequisite: Successful completion of CP/ Honors English 10 & CP World Studies/AP European History.
Placement recommendation: Strong critical reading and writing skills. A grade of “B’” or better in prerequisite coursework.
UC/CSU - English requirements (“b”) & History/Social Science (“a”)

Designed for university-bound students. Year-long, blocked course integrated with AP US History to provide a more enriched learning environment and to prepare students for the Advanced Placement Exam. Students in this course study the fundamentals of rhetoric which can be applied to academic writing at the college level. Students will read and analyze a variety of non-fiction selections. Students participate in writing seminars that use student writing as the focus for analysis. Emphasis will be placed on acquiring the skills necessary to pass the AP Language and Composition exam. This college level course requires a high level of motivation and commitment due to extensive reading and writing requirements.

CP ENGLISH 12

Required for grade 12 students
UC/CSU – English (“b”)

This college preparatory course emphasizes content established by state standards. Writing conventions such as usage and mechanics are directly taught and students study additional grammar skills needed to prepare for college-level entry tests. Vocabulary and research skills are included in the course.

ERWC CP ENGLISH 12

Open to grades: 12; fulfills CP English 12 requirement
UC/CSU – English (“b”)

The ERWC Course is an A-G approved college preparatory course in English that provides targeted instruction in the areas of critical reading and writing strategies. The Early Assessment Program was established to allow students to measure their readiness for college-level English in their junior year of high school. ERWC was designed as an alternative English curriculum to offer an opportunity for those students who demonstrated a “conditionally ready” status on the EAP to improve their skills during their senior year. Students who pass the course with a grade of C or better will be moved to the “college ready” designation and are then able to enroll in college level courses.

AP LITERATURE AND COMPOSITION 12

Open to grades: 12; fulfills CP English 12 requirement
Prerequisite: Successful completion of CP English 11 or AP English Language and Composition.
Placement recommendation: A grade of “B” or better in CP English 11 or “C” or better in AP English Language and Composition.
UC/CSU – English (“b”)

Students in this course will read and analyze short stories, novels, drama, poetry and nonfiction. Students will interpret, analyze and evaluate these works through discussion and written composition. Emphasis will be placed on the skills necessary to pass the AP Literature and Composition exam. This college-level course requires a high level of motivation and commitment due to the extensive reading and writing requirements.

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ENGLISH 12 DE (ENGL 0001A SIERRA COLLEGE)  
Course ID# TBD

Open to grades: 12  
Prerequisite: Successful completion of CP English 11 or AP English Language and Composition.  
Placement recommendation: A grade of “B” or better in CP English 11 or “C” or better in AP English Language and Composition.  
UC/CSU – English (“b”)

Develops and refines students' ELA 11 or 12 writing, reading, and critical thinking skills by introducing the conventions of academic conversations and arguments in an academic community. Students read and discuss a variety of works from different literary genres, focusing on nonfiction and expository texts, reading 20 or more pages per week. The course also emphasizes research skills, including accessing college library databases, evaluating and documenting sources, using MLA style, and practicing academic integrity. Students write essays in expository and argumentative prose, including at least one research paper, in response to class reading and outside research, for a total of at least 6500 words. *Students in this dual enrollment course will earn Sierra College credit for ENGL 0001A.

INTRO TO CREATIVE WRITING  
Course ID# 211682

Open to grades: 10-12  
UC/CSU – Elective (“g”)

A course designed for general-level or college prep students who are interested in writing poetry, short fiction, autobiography and drama. Students will engage in an intense study of these literary genres and will explore their creativity through the medium of written language. Students will write, select and edit manuscripts and graphics, will discuss design and layout, and will process copy for the production of the school literary magazine. Students will work in a “writer’s workshop” setting with many opportunities to discover their writing talents and to enjoy the thrill of seeing their published works.

INTERMEDIATE CREATIVE WRITING  
Course ID# 211692

Open to grades: 10-12 Prerequisite: Intro to Creative Writing  
UC/CSU – Elective (“g”)

A course designed for general-level or college prep students who are interested in continuing their journey of writing poetry, short fiction, autobiography and drama. Students will engage in an intense study of the medium of written language with an emphasis on the novella. Students will focus on the development of the novella from beginning to end using an advanced outline allowing for plot, character, and setting development. By the end of the semester, students will have a draft of a 25,000-word novella. Students will also write, select and edit manuscripts and graphics, will discuss design and layout, and will process copy for the production of the school literary magazine. Students will work in a “writer’s workshop” setting with many opportunities to discover their writing talents and to enjoy the thrill of seeing their published works.

YEARBOOK  
Course ID# 212683 (Fall) / 212693 (Spring)

Open to grades: 9-12  
Placement recommendation: Successful completion of English classes with a grade of “C” or better  
UC/CSU – Elective (“g”)

Designed for general or college-preparatory students with an interest in cataloging school activities in order to produce the school yearbook. Students will learn to use computer software as well as online cloud-based servers and software to write copy and prepare layouts, as well as learn how to conduct interviews and take photographs, all while adhering to strict deadlines. Some after school work is required. Possibility for advancement within the program is available if students choose to take the class for more than one year. Enrollment during both terms is ideal, as students are producing a publication that spans the course of a full year. However, if the student is only able to take the class for one term during the school year, the student must be enrolled during the fall. Course may be repeated for credit.

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ELD Goal:

EL students use English in meaningful and relevant ways appropriate to grade level and context.

ELD Descriptors:

Students will demonstrate knowledge of content through oral presentation, writing, reading, listening, collaborative conversation and multimedia. English learners at all levels of English language proficiency fully participate in grade level tasks in all content areas with various degrees of scaffolding in order to develop both content knowledge and English. EL students can engage in complex, cognitively demanding social and academic activities requiring language when provided with appropriate linguistic support.

ELD ENGLISH 1

Course ID# 205603 (Fall) / 205613 (Spring)

Open to grades: 9-12
Prerequisite: ELPAC Level 1

Students in ELD 1 learn to use English for immediate needs and begin to understand and use academic vocabulary and other features of academic language. Students enter this class with limited English skills and exit with basic communication skills in social and academic contexts.

ELD ENGLISH 2

Open to grades: 9-12
Prerequisite: ELPAC Level 2

Students in ELD 2 learn a greater variety of vocabulary and linguistic structures, and apply their language skills in more sophisticated ways. Students in this class increasingly engage in using the English language in more complex, cognitively demanding situations. They leave this class able to use English to learn and communicate about a range of topics and academic content areas.

ELD ENGLISH 3

Open to grades: 9-12
Prerequisite: ELPAC Levels 3/4

Students in ELD 3 continue to learn and apply a range of high level English language skills, including comprehension and production of highly technical texts. Students leave this class able to communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

EL INTERVENTION

Open to grades: 9-12

This course provides academic intervention and support to English Language Learners. The course previews, and reviews content and skills taught in the college-prep English curriculum and across all content areas. Students will experience Specially Designed Academic Instruction in English (SDAIE) to improve listening, speaking, reading, and writing skills. In addition, students will learn time management, outlining, note taking, organization, active listening, research methods and test-taking strategies.
According to the California State Board of Education, "Good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities." This philosophy guides the curriculum offered in our Health classes at Roseville High School.

HEALTH & SAFETY  
Course ID# 521153  
Open to grades: 9

Designed to give students knowledge, attitudes and decision-making skills to develop and maintain their own healthy lifestyles. The course thoroughly examines the three categories of health; social, mental and physical. In addition, there will be instruction in school orientation; decision-making; the human life cycle; substance abuse; first aid; public safety; accident prevention and disaster preparation.

MATHEMATICS

The Roseville High School Mathematics Department seeks to provide an excellent mathematics education for all students. Using the CCSS Mathematics Standards, we work together to develop units that are thought provoking, meaningful, and challenging. We aim to provide an environment for students that fosters the development of their collaboration, communication, and reasoning skills. We are committed to teaching students the topics outlined for each course, as well as developing students' ability to problem solve and think critically.

RHS Math Recommended Course Sequence

Advanced Math Courses

Required Courses

CCIM1 → CCIM2 → CCIM3  
College Algebra  
Pre-Calc  
AP Statistics  
AP Calc AB  
AP Calc BC

ESM Sr Math
This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Integrated Mathematics 1 will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. The fundamental purpose of Integrated Mathematics 1 is to formalize and extend students’ understanding of linear functions and their applications. The critical topics of study deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The Integrated Mathematics courses follow the structure began in the K-8 standards of presenting mathematics as a coherent subject, mixing standards from various conceptual categories. **For students needing to repeat this course, we have a self-paced version of the course that uses primarily online resources. See your math teacher for details.

This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: key characteristics of quadratic functions compared with those of linear and exponential functions; creating and solving equations and inequalities involving linear, and quadratic expressions; probability; and similarity of triangles based on dilations and proportional reasoning. **For students needing to repeat this course, we have a self-paced version of the course that uses primarily online resources. See your math teacher for details.

This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Topics of study include: statistics involving data distributions, connecting characteristics and behaviors of polynomial functions; analyze, graph, and transform, rational functions, radical functions, and trigonometry functions with and without technology; build an understanding and fluency with exponential and logarithmic functions; and composition of functions.

The intent of the ESM Senior Math course is to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education mathematics courses and workplace requirements. The goal of the course is to strengthen and extend students’ mathematical foundation by deepening and simultaneously expanding conceptual understandings of mathematical theory, skills and strategies. Content will include specific topics from pre-calculus and discrete mathematics. Lessons and tasks will provide students with opportunities to solve challenging problems in which they gather, analyze, and evaluate information, work effectively in groups to make decisions using critical reasoning skills and communicate concisely through written and oral language.
PRE-CALCULUS

Course ID# 404483

Open to grades: 10-12
Prerequisite: Successful completion of CCIM3.
Placement recommendation: A grade of “B” or better in prerequisite coursework.
UC/CSU – Mathematics (“c”)

College preparatory course designed for students to learn the skills and proficiencies necessary to be successful in Advanced Placement Calculus. The areas of study include: the fundamentals of college-level algebra, geometric and algebraic interpretations of functions and inverse functions, linear and quadratic inequalities, rational functions, exponential and logarithmic functions and their applications, conic sections, matrices, an introduction to limits, and trigonometric functions and their properties.

COLLEGE ALGEBRA

Course ID# 402243

Open to grades: 10-12
Prerequisite: Successful completion of CCIM3.
Placement recommendation: A grade of “C” or better in prerequisite coursework.
UC/CSU – Mathematics (“c”)

College Algebra is a one-term course designed for students to learn the knowledge and skills necessary to perform successfully in Pre-Calculus or AP Statistics. Students will work on becoming proficient in the following areas: Equations and Inequalities, Functions and Graphs, Conics, Polynomials, Exponential and Logarithm, Trigonometric Functions, Analytic Trigonometry, Systems of Equations and Inequalities, and Intro to Statistics. This course is designed to lead to higher levels of math, such as AP Statistics.

AP CALCULUS AB

Course ID# 407503

Open to grades: 11-12
Prerequisite: Successful completion of Pre-Calculus.
Placement recommendation: A grade of “B” or better in prerequisite coursework.
UC/CSU – Mathematics (“c”)

An advanced placement course designed for university preparatory students. This course provides instruction in the concepts of limits, continuity, derivatives, and anti-derivatives of algebraic functions. The basic concepts in algebra set theory and trigonometry are reviewed briefly before they are used to study limits. Students taking Calculus AB are expected to take Calculus BC.

AP CALCULUS BC

Course ID# 407513

Open to grades: 11-12
Prerequisite: Successful completion of AP Calculus AB
Placement recommendation: None
UC/CSU – Mathematics (“c”)

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses (AP Calculus AB and BC) represent college-level mathematics for which most colleges grant advanced placement and credit. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. The curriculum is based on the College Board guidelines. Topics included are: functions and graphs, techniques and applications of derivatives and integration, polynomial approximations, and Taylor and Maclaurin series.

AP STATISTICS

Course ID# 407523

Open to grades: 11-12
Prerequisite: Successful completion of CCIM3
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – Mathematics (“c”)

This course is equivalent to a non-Calculus Introduction to Statistics course in college. The main concepts include: data analysis (10%), experimental design (10%), linear regression (10%), probability (30%), and inference (40%). There are also projects each quarter that will require time outside of class where the students will need to work in groups to complete presentations and displays. All students will take the final exam in the beginning of May (a released AP test) and are encouraged to take the AP Statistics Exam to earn college credits.

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MATH INTERVENTION

ACCESS TO INTEGRATED MATH 1
Course ID# 401203
Open to grades: 9-10

This course includes standards from both 8th Grade Common Core Math Standards and Common Core Integrated Math 1 to provide the support needed for student success in the Common Core Integrated Math Pathway. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. More specifically, units will develop functions and systems, data and modeling, as well as congruence, proof, constructions, and coordinates.

PHYSICAL EDUCATION

PE 9
Course ID# 501013
Open to grades: 9

An introduction to various physical activities and sports. Instruction includes basic skills, rules, safety, etiquette, sportsmanship, care of equipment and personal hygiene. All freshman students will be required to participate and pass the California State Physical Fitness Tests (PFT) that include: mile run, push-ups, curl-ups, trunk lift, shoulder stretch or sit and reach, and body mass index. (Students must pass five of the six criteria).

PE 10
Course ID# 502023
Open to grades: 10

This course is designed to build upon the concepts taught in PE 9 with more emphasis on learning life-long skills and activities, analyzing personal fitness activities and developing personal goals. All sophomore students who have not past the PFT will be required to participate and pass the PFT that includes: mile run, push-ups, curl-ups, trunk lift, shoulder stretch or sit and reach, and body mass index. (Students must pass five of the six criteria).

PE 9 / 10
Course ID# 501033
Placement requirement: Required for all students who have not successfully completed PE 9 and/or PE 10 or who have not successfully completed the Physical Fitness Test.

Course designed to reinforce the importance of physical health and fitness. Emphasis will be placed on sportsmanship in recreational activities. Students needing to make up both PE 9 and PE 10 may take this course twice for credit. Students who have not passed the physical fitness testing during their freshman or sophomore class will be required to take PE 9/10 until they successfully complete the test or until they graduate (whichever comes first).

ATHLETIC PE
Course ID# 513253 (Fall) / 513303 (Spring)
Open to grades: 10-12
Prerequisite: 9th and 10th graders must have a grade of “B” or better in their most recent PE class

Designed to assist today’s student athletes in balancing the demands of athletics and academics. Areas of emphasis will be on learning styles, conditioning, endurance training, sports psychology, tutoring, sports theories, injury prevention, nutrition, self-analysis, history of sports and application of sports knowledge to lifelong learning.

GROUP FITNESS
Course ID# 512113 (Fall) / 512123 (Spring)
Open to grades: 10-12
Prerequisite: Successful completion of PE 9 and PE 10 or enrolled in PE 10.

Designed as a fun elective P.E. class for students who want to exercise and improve and/or maintain their level of physical fitness. This class is a great way to get in shape in a fun way by doing a wide variety of physical activities that include kickboxing, yoga, X-biking, circuit training, weights, cross training, step aerobics and athletic conditioning.

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RECREATION ADMINISTRATION
Course ID# 514353
Open to grades: 11-12
Prerequisite: Teacher approval

Recreation Administration is designed to teach students leadership, management, and organized skills through the creation and implementation of youth recreational activities. Through instruction via theory, direct instruction, guest lectures, and team building exercises, students will learn how social, emotional, and physical well-being is maintained through participation in a wide variety of recreation activities and sports. Students will learn instructional techniques as well as the specifics of popular community sports. They will design and direct intramural programs during lunch time and after school under the direct supervision of the instructor. Recommended students will then be placed into internships in educational settings or with local recreation programs where they will operate more independently with teacher facilitation. *Students will need to complete the application and interview process.

WEIGHT TRAINING
Course ID# 512153
Open to grades: 10-12
Prerequisite: Successful completion of PE 9 and PE 10 or enrolled in PE 10.

Designed to provide the opportunity to develop high levels of fitness through involvement in weight training, running and calisthenics. May be repeated for credit.

ADVANCED WEIGHT TRAINING
Course ID# 512163
Open to grades: 11-12
Prerequisite: Successful completion of Weight Training.

Designed to provide the opportunity to develop high levels of fitness through involvement in weight training, running and calisthenics. May be repeated for credit.

SCIENCE

The Science Department at Roseville High School is dedicated to providing learning opportunities that are designed to allow students to develop scientific literacy and problem solving skills through the implementation of the Next Generation Science Standards. Emphasis is placed on the NGSS Science Practices, Cross Cutting Concepts, and Disciplinary Core Ideas so that students can discover, interpret, and apply scientific knowledge to solve problems. Students use technology and work cooperatively towards the goal of becoming lifelong learners in a global environment.

Completion of CCIM1 recommended for NGSS Physics & Physiology
Completion of CCIM2 recommended for NGSS Chemistry
Completion of CCIM3 recommended for AP Physics

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NGSS BIOLOGY  
Open to grades: 9-12  
UC/CSU – Science (“d”)

NGSS Biology is the first course aligned with California’s Framework for the Next Generation Science Standards and will fulfill the RJJUHSD life science graduation requirement. It is recommended for all 9th grade students and will meet the UC/CSU “d” laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas include energy and matter flow in ecosystems, history of the Earth, human impacts on ecosystems, inheritance and variation in life, natural selection, evolution, and biotechnology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios.

NGSS PHYSICS  
Open to grades: 10-12  
Prerequisite: Successful completion of CCIM1 and NGSS Biology  
Placement recommendation: Highly mathematically saturated course. Use of math throughout the course. Recommend a grade of “C” or better in Biology and a grade of “C” or better in CCIM1.  
UC/CSU – Science (“d”)

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

NGSS CHEMISTRY  
Open to grades: 10-12  
Prerequisite: Successful completion of CCIM2 and Physics  
Placement recommendation: A grade of a “C” or better in prerequisite coursework. Strong problem solving skills are necessary including the ability to rearrange algebraic equations. Strong critical thinking skills are recommended with the ability to engage in laboratory and discussion exercises.  
UC/CSU – Science (“d”)

NGSS Chemistry is our third course aligned with California’s Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended as the third NGSS course for students who have taken NGSS Biology and NGSS Physics. It is recommended for 10th or 11th grade students and meets the UC/CSU “d” laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of Chemistry and how it interacts with systems on Earth including global warming and ocean acidification. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios. Students will also develop laboratory skills, engage in data analysis, and exercise critical thinking to explain chemical phenomena.

PHYSIOLOGY  
Open to grades: 11-12 or with Teacher approval  
Prerequisite: Successful completion of Biology and Physics.  
Placement recommendation: A grade of “C” or better in Biology. Strong analytical skills are recommended with structural recall and retention ability.  
UC/CSU – Science (“d”)

Designed for college-preparatory students, this course considers the structural and functional interrelationships of the systems in the human body. The course includes class discussions, numerous labs, extensive work with slides, models, and multiple dissections. Special emphasis is placed on medical terminology and common diseases and disorders. This is an ideal course for those who intend to pursue a medically related career or who are simply interested in a better understanding of the human body.
AP BIOLOGY  
Course ID# 557103

Open to grades: 10-12
Prerequisite: Completion of NGSS Biology and Chemistry.
Placement recommendation: A grade of “B” or better in Biology and Chemistry and a grade of “C” or better in CCIM2 and English (or concurrent enrollment). Strong reading and reasoning skills are recommended. Student should be self-directed with strong analytical and problem-solving skills. Students enrolled are expected to take the AP exam
UC/CSU – Science (“d”)

Advanced Placement Biology is a college-level biology course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. This course differs from Biology in the depth of study and amount of quantitative analysis in the laboratory work. Topics covered include cell structure & function, respiration, photosynthesis, cell division, heredity, genetics, evolution, taxonomy, plants, human physiology, human reproduction, animal behavior, and ecology. The course is fast paced and students need to be prepared. Students should have strong math skills and an interest in pursuing science as a major in college.

AP CHEMISTRY  
Course ID# 607203

Open to grades: 10-12
Prerequisite: Successful completion of CCIM3 and Chemistry.
Placement recommendation: Strongly recommend completion or concurrent enrollment in Pre-Calculus. Students should have a strong background in chemistry and an interest in majoring in science. A grade of “B” or better in prerequisite course work. Students enrolled are expected to take the AP exam.
UC/CSU – Laboratory Science (“d”)

Advanced Placement Chemistry is a college-level chemistry course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. Topics covered include Atoms & Elements, Structure & Properties of Matter, Chemical Reactions, Kinetics, Thermodynamics and Equilibrium. Students should have strong math skills and an interest in pursuing science as a major in college.

AP ENVIRONMENTAL SCIENCE  
Course ID# 607603

Open to grades: 11-12
Prerequisite: Successful completion of CCIM2.
Placement recommendation: Recommend completion of Chemistry with a “B” grade. A grade of “B” or better in CCIM2. Student must be self-directed with strong analytical and problem-solving skills. Students enrolled are expected to take the AP exam
UC/CSU – Science (“d”)

Advanced Placement Environmental Science is a college-level course designed to meet the requirement of the advanced placement curriculum as defined by the College Board. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems natural and human made and evaluate these problems and examine alternative solutions. APES is designed to prepare students for the AP exam in the spring. Students should have strong math skills and an interest in pursuing science as a major in college.

AP PHYSICS 1  
Course ID# 607393

Open to grades: 10-12
Prerequisites: Successful completion of CCIM3 and Physics. Students enrolled are expected to take the AP exam
Placement recommendation: Strongly recommend completion or concurrent enrollment in Pre-Calculus or higher math level and a grade of “B” or better in prerequisite coursework. It is assumed that students will have already had some exposure to Physics prior to taking this class. Advanced trigonometric and pre-calculus techniques will be used to solve a variety of challenging and high level Physics problems throughout the course.
UC/CSU – Science (“d”)

An advanced and fast-paced college-level Physics class covering the foundations of Physics. Included topics cover all major branches of Physics including kinematics, mechanics, thermodynamics, sound, optics, electricity and magnetism, and nuclear physics to prepare students to take the Advanced Placement Physics 1 Exam in the spring.
Roseville High School Social Science Course Offerings

**Recommended Course Sequence for Optimum Success in Advanced Placement Pathway**

**9th Grade**
- Pre AP Geography and World Cultures
  - Year-long A/B block integrated with English

**10th Grade**
- World History
  - or
- AP Human Geography
  - Can be taken 10th, 11th, 12th

**11th Grade**
- United States History

**12th Grade**
- U.S. Government and Economics
  - or

**AP ELECTIVES**
- *Recommended 11th and 12th grade*
  - AP Human Geography
  - AP Psychology

**Pre AP Geography and World Cultures**
- Year-long A/B block integrated with English 9

**AP European History**
- Year-long A/B block integrated with Honors English 10

**AP US History**
- Year-long A/B block integrated with AP Language

**AP U.S. Government**
- One semester integrated with
  - AP Comparative Government
  - AP Microeconomics
  - One semester integrated with
  - AP Macroeconomics

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SOCIAL SCIENCE

The RHS Social Science Department offers several course options for students. The course offerings provide students with a core knowledge of history, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing. The study of social science encourages young people to make informed and reasoned decision for the public good and to become global citizens in a culturally diverse and interdependent world.

**GEOGRAPHY AND WORLD CULTURES / CP ENGLISH 9**

*Course ID# 651013 / 201113*

**Open to grades:** 9
**Placement recommendation:** None
**UC/CSU - History/Social Science (“a”) / English (“b”)**

This pre-AP course provides a foundation to prepare university-bound students for the rigors of future honors and AP courses and is aligned to Common Core Standards. Students will engage in higher order thinking, reading and writing skills while exploring the unique characteristics of selected world regions from a geographic and literary perspective. This integrated course will utilize 21st century technologies and emphasize the depth and complexity of writing.

**WORLD STUDIES**

*Course ID# 652103*

**Open to grades:** 10
**UC/CSU – History/Social Science (“a”)**

In this college prep course, students study major turning points that shaped the modern world, from the late eighteenth century through the present. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues as they relate them to their historical, geographic, political, economic, and cultural contexts.

**AP EUROPEAN HISTORY / HONORS ENGLISH 10 (A/B YEARLONG)**

*Course ID# 657151 / 206221*

**Open to grades:** 10; fulfills World Studies requirement
**Prerequisite:** Successful completion CP English 9
**Placement recommendation:** Strong critical reading and writing skills. A grade of B or better in prerequisite coursework.
**UC/CSU – History/Social Science (“a”) & English (“b”)**

Designed for university-bound students. Year-long, blocked course integrated with Honors English 10 to provide a more enriched learning environment and to prepare students for the Advanced Placement Exam. Emphasizes analytical thinking skills and the development of improved essay writing skills. Students will be expected to study a college based text along with the supplementary reading materials which includes primary sources. The course content covers the history of Europe from the 1300’s to present. Successful performance on the Advanced Placement Exam will enable students to obtain college credit at selected universities. Designed to facilitate those students who will seek further enrollment in AP courses.

**AP HUMAN GEOGRAPHY**

*Course ID# 654123*

**Open to grades:** 10-12
**Prerequisite:** None
**Placement recommendation:** Strong reading, writing, and critical thinking skills.
**UC/CSU – History/Social Science (“a”)**

AP Human Geography is a course that focuses on the distribution, processes, and effects of human populations on the planet. The course provides a systematic study of human geography. In-depth concepts to be covered include: population, cultural patterns and processes, political organization, agriculture and rural land use, industrialization and economic development, and cities and urban land use. Emphasis is placed on geographic models and their applications. This is a college-level course. Fulfills World Studies requirement.
UNITED STATES HISTORY

Open to grades: 11
UC/CSU – History/Social Science (“a”)

This college preparatory course covers the period of exploration to the 1980s. Students will discover why it is important in today's world to study our country’s past. Course content emphasizes significant people, events, themes, governmental structures, economic developments and social themes.

AP US HISTORY / AP LANGUAGE AND COMPOSITION (A/B YEARLONG)

Open to grades: 11
Prerequisite: Successful completion of CP/Honors English 10 & World Studies/ AP European History.
Placement recommendation: A grade of “B” or better in prerequisite coursework.
UC/CSU - History/Social Science (“a”) & English (“b”)

Designed for university-bound students. Year-long, blocked course integrated with AP Language and Composition to provide a more enriched learning environment and to prepare students for the Advanced Placement Exams. This course emphasizes analytical thinking skills and the development of improved essay writing skills. AP US History is a rigorous, in-depth examination of the course of American cultural development from colonial to contemporary times. Students who complete the course are encouraged to take the College Level Examination Program or Advanced Placement American History Examination. A successful performance on the Advanced Placement Exam will enable students to obtain college credit in American History at selected colleges and universities. Preparation for college testing in American History is the major focus of this course. Students are expected to have skills necessary for college-level performance. Students will engage in the process of framing an inquiry, selecting relevant sources and organizing evidence in support of a hypothesis. Primary and secondary sources of information will be examined and analyzed. Students will develop skills in logic, critical thinking and high-level expository writing.

GOVERNMENT

Open to grades: 12
UC/CSU – History/Social Science (“a”)

A one-semester course. Course content includes an overview of federal, state and local government. There is an emphasis on local government as typified by the City of Roseville and Placer County. Students will study the three branches of government, the electoral process and various systems of government.

ECONOMICS

Open to grades: 12
UC/CSU – Elective (“g”)

A one-semester course. Economics focuses on basic economic principles, the American business structure, economic performance, gross national product and fiscal policy, banking and monetary policy. Economic problems in the US and overseas and personal economics are also stressed. The course emphasizes the active role of the individual and provides practical strategies for students to use in making personal economic decisions.

LAW & JUSTICE

Open to grades: 12

This is one of four courses that will span the entire year. Students who sign up for Law and Justice must also sign up for CP Government and either AP Microeconomics/AP Macroeconomics OR ECON 0001A. Principles of Macroeconomics.
NOTE: Law and Justice and ECON 0001A Principles of Macroeconomics are NOT weighted AP courses.
Law and Justice is a rigorous course combining theory and practical, participatory education about law, democracy, and human rights. It blends content and methodology using techniques that promote cooperative learning, critical thinking, and the ability to participate in a democratic society. The curriculum promotes awareness of legal rights and responsibilities, engagement in the democratic process, and commitment to the rule of law and social justice through mock trials, case studies and legal research to develop the knowledge and skills necessary for survival in our law-saturated society. Topics include constitutional rights and liberties, civil and criminal law, adult and juvenile justice, family and consumer law, and career opportunities in the legal profession. Students should be proficient in reading and writing, and be willing to devote significant time preparing for mock trial competitions.

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AP UNITED STATES GOVERNMENT AND POLITICS

Open to grades: 12
Prerequisite: None
Placement recommendation: None
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP US Government MUST also sign up for AP Comparative Government and Politics, AP Microeconomics, and AP Macroeconomics. Each course is a nine (9) week five (5) credit course. This course is designed for the advanced student who desires to continue studying at the college level. It provides students an opportunity to gain a critical perspective on government and politics in the United States. It involves the study of general concepts used to interpret American politics and the analysis of specific case studies. The Advanced Placement examination will be offered in May. A successful performance on the Advanced Placement exam will enable students to obtain college credit in Political Science at selected colleges and universities.

AP COMPARATIVE GOVERNMENT & POLITICS

Open to grades: 12
Prerequisite: None
Placement recommendation: None
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP Comparative Government & Politics MUST also sign up for AP United States Government, AP Microeconomics, and AP Macroeconomics. Each course is a nine (9) week five (5) credit course. AP Comparative Government explores the political theory and everyday practices that direct the daily operation of the governments in six countries throughout the world (Great Britain, China, Russia, Mexico, Nigeria, and Iran). By building a theoretical framework and exploring case studies, we will be able to draw meaningful comparisons and contrasts between our six countries. This course will prepare you to take the AP exam for Comparative Government. As this class is taught at the college level, it requires a substantial amount of reading, critical thinking, and initiative. You will not simply learn how government works, but will develop a critical understanding of the strengths and weaknesses of the six countries’ political systems, and how you as a citizen structure into our modern-day globalized society.

ECONOMICS DE (ECON 0001A SIERRA COLLEGE)

Open to grades: 12
Prerequisite: None
Placement recommendation: Strong organizational skills and determination
UC/CSU – History/Social Science (“a”)

Introductory course focusing on aggregate economic analysis. Topics include market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth. *Students in this dual enrollment course will earn Sierra College credit for ECON 0001A.

AP MICROECONOMICS

Open to grades: 12
Prerequisite: None
Placement recommendation: Strong organizational skills and determination
UC/CSU – History/Social Science (“a”)

This is one of four courses in a yearlong block. Students who sign up for AP Microeconomics MUST also sign up for AP Macroeconomics, AP US Governments, and AP Comparative Government and Politics. Each course is a nine (9) week five (5) credit course. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
AP MACROECONOMICS
Course ID# 657454
Open to grades: 12
Prerequisite: None
Placement recommendation: Strong organizational skills and determination
UC/CSU – Elective (”g”)

This is one of four courses in a yearlong block. Students who sign up for AP Macroeconomics MUST also sign up for AP Microeconomics, AP US Governments, and AP Comparative Government and Politics. Each course is a nine (9) week five (5) credit course. This is a college-level course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic macroeconomics analytical tools, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Students will also examine the impact of international trade and international finance.

AP PSYCHOLOGY
Course ID# 654133
Open to grades: 11-12
Prerequisite: None
Placement recommendation: None
UC/CSU – Elective (“g”)

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

PSYCHOLOGY/SOCIOLOGY DE (SOC 0001 SIERRA COLLEGE)
Course ID# TBD
Open to grades: 12
UC/CSU – History/Social Science (“a”)

Sociological analysis of social institutions, social interaction and behavior, collective behavior, social change, deviance, conformity, and social stratification. *Students in this dual enrollment course will earn Sierra College credit for SOC 0001.
SPECIAL EDUCATION

Academic Lab A
Course ID# 211243 / 211245
Course is primarily designed to support IEP goals in the area of Language Arts. These goals are addressed through direct instruction language arts curriculum. Recommendation from the Special Services Coordinator is required for enrollment.

Academic Lab B
Course ID# 403303 / 403305
Course is primarily designed to support IEP goals in the area of Math. These goals are addressed through direct instruction math curriculum. Recommendation from the Special Services Coordinator is required for enrollment.

Academic Lab C
Course ID# 808803 / 808805
Course is primarily designed to support IEP goals, study skills, support for core academic classes, and transition activities. Recommendation from the Special Services Coordinator is required for enrollment.

Functional Academics
Course ID# 808913 / 808915
Functional Academics is designed to build independence in real world applications working towards student's transition plan and includes instruction in core academics as applied to life. Recommendation from the Special Services Coordinator is required for enrollment.

Independent Living Skills
Course ID# 851853 / 851855
Independent Living Skills will focus on skills for students to live independently through applying real life applications. Instruction may include domestic, vocational and community based hands-on learning. Recommendation from the Special Services Coordinator is required for enrollment.

VISUAL AND PERFORMING ARTS

The Visual and Performing Arts Department offers one of the widest ranges of courses in Northern California. The department is dedicated to offering opportunities for performance for all students enrolled in our VAPA classes. Visual arts students are offered many public display opportunities while music students have various performances as well as county and state honor band and choir tryouts. Dance, drama and guitar classes perform publicly on a frequent basis.

ART 1
Course ID# 101013
Open to grades: 9-12
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $30.00 for materials

Students will explore multiple mediums, including drawing, painting and 3-dimensional design. Emphasis will be on applying elements of art and principles of design in a variety of art projects. Upon completion of the course students will begin to speak the universal language of art.
ART 2  
Open to grades: 10-12  
Prerequisite: Successful completion of Art 1.  
Placement recommendation: A grade of “C” or better in prerequisite coursework or Teacher approval.  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $30.00 for materials  

Students will continue to develop, in greater depth, their own artistic vision through the aid of carefully developed projects. Emphasis will be on 2-dimensional design; specifically students will work in oil and acrylic paints as well as multiple drawing media. Students enjoy many opportunities for public exhibition and sale of their own artwork.

ART 3  
Open to grades: 10-12  
Prerequisite: Successful completion of Art 2  
Placement recommendation: A grade of “B” or better in prerequisite coursework or Teacher approval.  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $35.00 for materials  

Students continue to clarify their own artistic voice through the creation of their own series. Students compile a comprehensive professional portfolio that may serve them in the professional art world or entry into a college art program. The course concludes with a school or community one- to three-person art show for every Art 3 student.

ART 4  
Open to grades: 10-12  
Prerequisite: Successful completion of Art 3.  
Placement recommendation: A grade of “B” or better in prerequisite coursework or Teacher approval.  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $35.00 for materials  

Students continue to clarify their own artistic voice through the creation of their own series. Students compile a comprehensive professional portfolio that may serve them in the professional art world or entry into a college art program. Students will also create a web site of their own art images and related information. The course concludes with a community one to two person art show for every Art 4 student.

CERAMICS 1  
Open to grades: 10-12  
Prerequisite: None  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $35.00 for materials  

The course covers wheel and hand-built ceramics techniques through the creation of art. Emphasis will be on understanding the application of elements of art and design in the construction of ceramic works of art, as well as non-clay sculpture. Students will learn the language of the visual arts—the elements of art and principles of design—as it relates to historically significant as well as current works of art, especially ceramics.
CERAMICS 2
Course ID# 102053
Open to grades: 10-12
Prerequisite: Successful completion of Ceramics 1
Placement recommendation: A grade of “C” or better in prerequisite coursework or Teacher approval
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

Students will further develop and explore their 3-dimensional art making, primarily in clay. Through the examination and analysis of historical, current, and their own sculptural art works, students will demonstrate their understanding of the use of the elements of art and principles of design to communicate a universal message. Students are encouraged to take risks and explore their ideas through clay and other mediums. Through practice and reflection, students will continue to uncover their own artistic voices.

CERAMICS 3
Course ID# 102063
Open to grades: 11-12
Prerequisite: Successful completion of Ceramics 2
Placement recommendation: A grade of “B” or better in prerequisite coursework or Teacher approval.
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

Students will explore and create an in-depth series of work (concentration), as they refine their skills, artistic styles and voices. Students will build a website that features their finished art, artistic process, and artistic resume, etc. The course concludes with a school or community 1-3 person art show for every Ceramics 3 student. Through research, class study, and out of class exploration students will see the place art takes in history, their lives, and the world.

AP STUDIO ART: DRAWING
Course ID# 107113
Open to grades: 10-12
Prerequisite: Successful completion of Art 2.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

This drawing course is intended to address a very broad interpretation of drawing issues and media. The portfolio will be graded on quality, concentration and breadth of formal, technical and expressive means. Students must be self-motivated and able to work independently.

AP STUDIO ART: 2-D DESIGN
Course ID# 107143
Open to grades: 10-12
Prerequisite: Successful completion of Art 2.
Placement recommendation: Strong critical thinking and problem solving skills. A grade of “B” or better in prerequisite coursework.
UC/CSU – Visual & Performing Arts (“f”)
*Requested contribution of $35.00 for materials

2-D Design is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The portfolio will be graded on quality, concentration and breadth of formal, technical and expressive means. Students must be self-motivated and able to work independently.

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AP STUDIO ART 3-D DESIGN  
Course ID# 107133

Open to grades: 11-12  
Prerequisite: Successful completion of Ceramics 2.  
Placement recommendation: Strong critical thinking, problem solving skills, and strong work ethic. A grade of “B” or better in prerequisite coursework.  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $35.00 for materials

Students will have an opportunity to pursue an in-depth exploration of their interest in a broad range of additive and subtractive 3 dimensional art building experiences. They will build a concentration of 8-12 sculptures through the thoughtful investigation of a specific visual idea of their choosing; AND construct 8 three-dimensional works of art that demonstrate experimentation and a range of approaches to the work (breadth). They will have to apply everything they know and think they know about the concrete world around them, in order to manipulate it in order to convey their chosen meaning and to take 3-dimensional building to a college level.

AP ART HISTORY  
Course ID# 107123

Open to grades: 11-12  
Prerequisite: Successful completion of CP/Honors English 10.  
Placement recommendation: Strong critical reading and writing skills. A grade of “B” or better in prerequisite coursework.  
UC/CSU – Visual & Performing Arts (“f”)  

An advanced class designed to provide students with a critical understanding and enjoyment of painting, sculpture and architecture throughout history. The class will prepare students for the Advanced Placement Examination. Readings, lecture, slides, discussions, research and presentations and field trips will be used to teach students about the history of art. The class will prepare students for the Advanced Placement Examination (AP exam).

DIGITAL PHOTOGRAPHY 1  
Course ID# 101083

Open to grades: 9-12  
Prerequisite: Successful completion of Art 1  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $30.00 for materials

An introduction to digital photography using digital cameras and basic image editing software. This course includes print production for making black-and-white and color photographs and studio techniques that include portrait lighting and still life photography. Students will be introduced to the history of photography, influential photographers, and how photography has influenced society and the world cultures. Students use digital photography for the production of a photographic portfolio.

DIGITAL PHOTOGRAPHY 2  
Course ID# 102093

Open to grades: 10-12  
Prerequisite: Successful completion of Digital Photography 1  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Visual & Performing Arts (“f”)  
*Requested contribution of $30.00 for materials

A transition course between basic photography and advanced photography courses. Students learn control techniques resulting in high-quality negatives, digital files, slides, and prints. Students work with various format cameras and explore photographic color theory. Lighting techniques are taught in detail including studio electronic flash lighting and continuous lighting. The working methods of the professional photographer are explored in the production of a portfolio of black-and-white and color images for commercial or fine art applications.

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DANCE 1
Open to grades: 9-12
UC/CSU – Visual & Performing Arts (“f”)

This course strives to develop basic skills in a variety of dance styles including jazz, tap, and clogging, as well as teaching an understanding of moving rhythmically, choreography development, physical skills and the value of hard work and responsibility. Students also learn dance terminology and history. Grades are based upon four areas: Participation, Skill, Written Work, and Final Project. The Final Project ends the term by students performing a full length dance that they, in a group, have choreographed. Dancers are not in a public show until completion of Dance 2. Students will need dance shoes which we offer at cost. Because of space limitations students who sign up for beginning and intermediate dance (2 terms total) are enrolled first. Students who only sign up for one term of dance are only admitted if there is space remaining.

DANCE 2
Open to grades: 9-12
Prerequisite: Completion of Dance 1
UC/CSU – Visual & Performing Arts (“f”)

This course is the next step for students who have completed Dance 1. Students continue to learn new styles of dance such as ballet, modern, African, and more. They continue to develop their own dances through projects in class. Students perform in the end of term show. Students will need ballet shoes as well as their jazz shoes from Dance 1. Students must be available for participation in Dance Shows.

DANCE 3
Open to grades: 10-12
Prerequisite: Completion of Dance 1 and 2
UC/CSU – Visual and Performing Arts (“f”)

Dance 3 is a performance based class, designed for those students who want to build upon Dance 1 and 2 skills and technique while increasing rigor. Students will be given the opportunity to experiment with choreographic studies as well as create their own choreography and perform in various school/community functions. Students perform in the end of term show.

DANCE 4
Open to grades: 10-12
Prerequisite: Teacher permission after completion of Dance 2 or 3
UC/CSU – Visual & Performing Arts (“f”)

This class builds on the skills taught in Dance 1, 2 and 3. This course will provide additional instruction in a variety of dance forms including jazz, ballet, clogging, modern, tap and stresses performance skills both on stage and behind the scenes of a show. Student choreography and teaching is central to the class. Students will perform and teach dance in area schools; therefore, good school attendance is required. In addition to displaying growth in technical skill, students invited to this course have demonstrated excellence in areas of responsibility, work ethic, citizenship, and leadership in prior RHS dance coursework. Public performance in two major productions per year as well as numerous community and school events is required. This course may be taken multiple times for credit. Students must enroll in both Fall and Spring terms to be considered for acceptance in class.

CHOREOGRAPHY/DANCE HISTORY
Open to grades: 10-12
Prerequisite: Dance 1 and 2
UC/CSU – Visual & Performing Arts (“f”)

This class offers the dance student the opportunity to choreograph dances in many styles. Course is collaborative and project based. Students learn about the history of dance, dance around the world, and famous dancers and choreographers through the use of video, lecture, readings and various field trips to live dance performances. Students will perform in the end of term show.

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DANCE INTERNSHIP (Students Teaching Students)  
Course ID# 754323

Open to grades: 10-12  
Prerequisite: Previous or current enrollment in Dance 4. Admission by Teacher approval.

This exciting course allows the dancer to develop leadership skills by planning, teaching, leading, and choreographing under the direction of the classroom teacher. Students will be involved in various aspects of show development (blocking, tech, sound, pulling costumes, production, props and prop making). Dance Interns are expected to demonstrate proper dance etiquette to beginning dance students, and model good behaviors and work ethic necessary to put on a quality show.

BEGINNING DRAMA DE (THEA 0010A SIERRA COLLEGE)  
Course ID# TBD

Open to grades: 9-12  
UC/CSU – Visual & Performing Arts (“f”)

Analysis and practice of acting techniques focusing on volume and diction, breathing, posture, stage movement and positioning, gestures and listening. Practice of character interpretation and expression through improvisation, selected scenes and monologues.  
*Students in this dual enrollment course will earn Sierra College credit for THEA 0010A.

INTERMEDIATE THEATRE ARTS/DRAMA (Improv Comedy Class)  
Course ID# 102603

Prerequisite: Successful completion of Drama 1 and/or Teacher approval  
Placement recommendation: A grade of “C” or higher in prerequisite coursework, or coursework on transcript from a previous institution (junior high or transfer)  
UC/CSU – Visual & Performing Arts (“f”)

In Improv Comedy Class, students will work on the basics of improvisational, stand-up, and sketch comedy skills through spontaneity, staying-in-the-moment, risk-taking, and collaboration. Students will continue their training from Beginning Drama or THEA 0010A in characterization, movement, and theatre appreciation. Students will write, direct, and produce their own “comedy night” show during the semester. May be repeated for credit.

ADVANCED DRAMA DE (THEA 0010B SIERRA COLLEGE)  
Course ID# TBD

Prerequisite: Successful completion of Intermediate Theatre Arts/Drama and/or Teacher approval  
Placement recommendation: A grade of “C” or higher in prerequisite coursework, or coursework on transcript from a previous institution (junior high or transfer).  
UC/CSU – Visual & Performing Arts (“f”)

Analysis and practice of acting techniques focusing on approach to character development with particular emphasis on the realistic convention. Activities include one or more acting projects, as well as work on both contemporary and classical monologues and scenes.  
*Students in this dual enrollment course will earn Sierra College credit for THEA 0010A.

MUSICAL THEATER  
Course ID# 103613

Open to grades: 9-12  
Prerequisite: Audition and teacher approval

Musical Theatre class is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer through the viewing and discussion of musicals, musical theatre history and repertoire, and will use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as member of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class performances. The class will participate in a culminating cabaret-style showcase performance at the end of the semester. May be repeated for credit.

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MARCHING BAND (Fall)  
Course ID# 101253

Open to grades: 9-12  
Prerequisite: Experience on a band instrument preferred.  
UC/CSU – Visual & Performing Arts (“f”)

Designed for the instrumental musician at any grade level. During the fall semester, the class will emphasize marching band performances. During the spring semester, emphasis will be on festival and concert performances. This class meets daily. Students are required to attend practices and rehearsals before and after school, as well as performances held at night and on weekends. May be repeated for credit.

SYMPHONIC BAND (Spring)  
Course ID# 101263

Open to grades: 9-12  
Prerequisite: Experience on a band instrument preferred.  
UC/CSU – Visual & Performing Arts (“f”)

Designed for the advanced instrumental musician of any grade level. This spring term class will emphasize concert techniques to prepare for festival, concert, and tour performances. Students are required to attend scheduled after school rehearsals as well as concerts presented on evenings and weekends. May be repeated for credit.

COLORGUARD - (Fall)  
Course ID# 851553

Open to grades: 9-12

High energy, performance oriented class which adds sparkle and flash to the marching band shows. The guard, dances, spins flags, flips rifles and sparkles during performances as part of the fall term Band.

CONCERT CHOIR  
Course ID# 101353

Open to grades: 9-12  
UC/CSU – Visual & Performing Arts (“f”)

This entry level course is designed for the beginning singer who is interested in being part of a group. Have you ever said, “I don’t know how to sing?” In this class, you will learn how! Contemporary and pop selections will be rehearsed and performed, as well as standard choral repertoire. You will learn singing technique and voice placement, the correct way to breathe while singing, performance techniques and the fundamentals of music theory. All in a fun and low-pressure group environment. There may be two or three concerts per semester where the choir will perform. Songs will include popular music and concert repertoire. This course may be repeated for credit. This course may be taken both fall and spring terms. Satisfactory completion of this course is required for placement in the Chamber choir.

CHAMBER CHOIR  
Course ID# 102383

Open to grades: 9 - 12  
Prerequisite: Successful completion of Concert Choir or Instructor approval through audition  
UC/CSU – Visual & Performing Arts (“f”)

Designed for the experienced singer. Acapella singing of historically significant music, as well as, contemporary, pop, and jazz selections will be rehearsed and performed. Ear training, theory and sight singing will be studied. Attendance at after school rehearsals and performances are required. May be repeated for credit.

JAZZ ENSEMBLE  
Course ID# 101243

Open to grades: 9-12  
Prerequisite: Teacher approval based upon an audition and/or concurrent enrollment in Band  
UC/CSU – Visual & Performing Arts (“f”)

A performance oriented class for advanced musicians. If you can play, you can play in our groups. Saxophone, trombone, trumpet, piano, bass, guitar and drum set, experienced singers also welcome. Jazz, rock, fusion, Afro- Cuban, funk, swing and blues it’s all here. Student musicians will have the opportunity to learn arranging, music collaboration, sound equipment set up and adjustments, and on-stage performance skills. Freshmen should enroll in Band or Guitar for the fall prior to Jazz Ensemble in the spring.
BEGINNING PIANO
Course ID# 101293
Open to grades: 9-12
UC/CSU – Visual & Performing Arts (“f”)

Designed for students who desire to acquire or develop piano keyboarding skills while engaged in music study. Students will learn to read music and will explore the elements of music theory. Students will develop fine motor skills, a technical and aesthetic appreciation of music, life-long learning disciplines and motivations related to music, music etiquette, ear training, rhythm dictation and sight reading skills.

INTERMEDIATE PIANO
Course ID# 102273
Open to grades: 9-12
Pre-requisite: Successful completion of Beginning Piano or Instructor approval through audition
UC/CSU – Visual & Performing Arts (“f”)

Designed for students who desire to acquire or develop piano keyboarding skills while engaged in music study. Students will learn to read music and will explore the elements of music theory. Students will develop fine motor skills, a technical and aesthetic appreciation of music, life-long learning disciplines and motivations related to music, music etiquette, ear training, rhythm dictation and sight reading skills.

ADVANCED PIANO
Course ID # 102263
Open to grades: 9-12
Pre-requisite: Successful completion of Intermediate Piano or Instructor approval through audition
UC/CSU – Visual & Performing Arts (“f”)

Designed for students who desire to continue their development of piano keyboarding skills while engaging in music study. Students will continue to learn to read music and will explore the elements of music theory. Students will further develop fine motor skills, a technical and aesthetic appreciation of music, life-long learning disciplines and motivations related to music, music etiquette, ear training, rhythm dictation and sight reading skills.

BEGINNING GUITAR
Course ID 101273
Open to grades: 9-12
UC/CSU – Visual & Performing Arts (“f”)

Designed as a class for the beginning guitarist. Instruction will include music theory and music reading with an emphasis on open position chords, chord progressions, and sight-reading skills. Students will learn about the history of the guitar as a unique part of American culture through the study of a wide variety of songs popularized by numerous professional guitarists and guitar based groups.

INTERMEDIATE GUITAR
Course ID# 102293
Open to grades: 9-12
Prerequisite: Open to students who have successfully completed Beginning Guitar.
Placement recommendation: A grade of “C” or better in Beginning Guitar.
UC/CSU – Visual & Performing Arts (“f”)

The Intermediate Guitar program builds on skills acquired from the Beginning Guitar Class. Students will study specific styles of guitar playing including Folk, Blues, and Class Rock. This course places a larger emphasis on the understanding of music theory and the ongoing development of improved sight reading skills. Improvisational skills are developed as students study the use of pentatonic scales, major and minor scales, and chord movements that utilize the guitar fingerboard well beyond open position. Students learn how to develop solid harmony and melody skills and collaboration with other students. Some audio and video selections will be used to help familiarize students with the wide variety of professional guitar styles that are celebrated in both individual and group performance situations. May be repeated for credit.
ADVANCED GUITAR  
Course ID# 102283

Open to grades: 10-12
Prerequisite: Successful completion of Intermediate Guitar.
Placement recommendation: A grade of “C” or better in Intermediate Guitar.
UC/CSU – Visual & Performing Arts (“f”)

The Advanced Guitar program builds on skills acquired from the Intermediate Guitar Class. This program is performance based. Students will review specific guitar skills from the Intermediate program including finger picking styles, Blues, Classic Rock, and some Jazz Pop Standards. Improvisational skills are developed as students study a variety of guitar scales including major and minor modes along with an increased use of chord shapes and chord vocabulary. Students will be expected to participate in public performances and will be required to attend all related rehearsals and sound checks. Some audio and video selections will be used to help familiarize students with the wide variety of professional guitar styles that are celebrated in both individual and group performance situations. May be repeated for credit.

* List of labs and direct costs available upon request.

* Refer to Page 2 regarding permissible fees.

WORLD LANGUAGE

The World speaks French and Spanish!

Graduates today have to compete in a global competitive marketplace that requires a 21st century education and competence in a second world language. The World Language Department offers levels 1-4 and AP in both French and Spanish. In addition, we offer two native Spanish courses, Native 1 and Native 2 that replace Spanish level 1 and 2 for native Spanish speaking students. Levels 1 through 4 develop language and culture competence, and the fifth level AP courses prepare students to take the French and Spanish Advanced Placement Language & Culture Exams. Completion of four courses can lead to the National Seal of Biliteracy at graduation.

Which language should I choose?

Did you know that English, French, and Spanish are the working languages of the United Nations? There are good reasons to choose either French or Spanish...

French is one of the few languages studied all over the world. There are currently 220 million native French speakers worldwide. French is the official language of 29 countries in the world. The European Union is the United States largest trade partner in the world.

Spanish is the second most spoken language in the United States. There are 400 million native Spanish speakers worldwide. Spanish is the official language of 20 countries in the world. Latin American countries are very important trade partners with the US.

FRENCH 1  
Course ID# 251113

SPANISH 1  
Course ID# 251313

Open to grades: 9-12
Placement recommendation: Students should have at least “B” grade level work in English.
UC/CSU – Language other than English (“e”)

Designed for college-preparatory students. These courses provide students with opportunities to hear, speak, read and write a foreign language as well as gain understanding of foreign cultures.

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FRENCH 2  
Course ID# 252123  

Open to grades: 9 - 12  
Prerequisite: Successful completion of French 1 or Spanish 1 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students. These courses will continue the development of skills introduced in French and Spanish 1 with expansions of vocabulary and continued emphasis on speaking the language. An awareness of grammar is developed through extensive practice. Reading for comprehension is stressed as well as writing for communication. Students also acquire more knowledge of the countries where these languages are spoken and their cultures.

SPANISH 2  
Course ID# 252323  

Open to grades: 9 - 12  
Prerequisite: Successful completion of French 1 or Spanish 1 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students. These courses will continue the development of skills introduced in French and Spanish 1 with expansions of vocabulary and continued emphasis on speaking the language. An awareness of grammar is developed through extensive practice. Reading for comprehension is stressed as well as writing for communication. Students also acquire more knowledge of the countries where these languages are spoken and their cultures.

FRENCH 3  
Course ID# 253133  

Open to grades: 9 - 12  
Prerequisite: Successful completion of French 2 or Spanish 2 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students and others who wish to learn to speak the target language with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication, but the honing of reading and writing skills is also stressed. The courses include class discussions, interviews, spontaneous interpretation, composition and literature. Grammatical principles already introduced are expanded and additional ones are presented as students become ready for them. Vocabulary expansion is also emphasized.

SPANISH 3  
Course ID# 253333  

Open to grades: 9 - 12  
Prerequisite: Successful completion of French 2 or Spanish 2 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students and others who wish to learn to speak the target language with a greater degree of fluency and accuracy. The primary emphasis in these courses is on oral communication, but the honing of reading and writing skills is also stressed. The courses include class discussions, interviews, spontaneous interpretation, composition and literature. Grammatical principles already introduced are expanded and additional ones are presented as students become ready for them. Vocabulary expansion is also emphasized.

FRENCH 4  
Course ID# 254143  

Open to grades: 10 - 12  
Prerequisite: Successful completion of French 3 or Spanish 3 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students. These courses will continue to develop within the students the skills which they have already acquired in the language. Emphasis is placed on communication skills including class discussion, interviews and spontaneous interpretations. Written compositions and oral presentations are assigned. Literature serves as a basis for both oral and written work.

SPANISH 4  
Course ID# 254343  

Open to grades: 10 - 12  
Prerequisite: Successful completion of French 3 or Spanish 3 or Teacher approval  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Designed for college-preparatory students. These courses will continue to develop within the students the skills which they have already acquired in the language. Emphasis is placed on communication skills including class discussion, interviews and spontaneous interpretations. Written compositions and oral presentations are assigned. Literature serves as a basis for both oral and written work.

AP FRENCH  
Course ID# 257163  

Open to grades: 10-12  
Prerequisite: Successful completion of French 4  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Advanced Placement language course designed for university preparatory students who are planning to take the AP exam. The course will continue to develop previous skills in the language with an emphasis placed on grammar as well as on communication. Course work will include discussion, interviews, interpretations, written compositions and oral presentations. Literature serves as a basis for both oral and written work.
AP SPANISH  
Course ID# 257363

Open to grades: 10-12  
Prerequisite: Successful completion of Spanish 4  
Placement recommendation: A grade of “C” or better in prerequisite coursework.  
UC/CSU – Language other than English (“e”)  

Advanced Placement language course designed for university preparatory students who are planning to take the AP exam. The course will continue to develop previous skills in the language with an emphasis placed on grammar as well as on communication. Course work will include discussion, interviews, interpretations, written compositions and oral presentations. Literature serves as a basis for both oral and written work.

NATIVE SPANISH 1 / ESPAÑOL NATIVO 1  
Course ID# 251373

Open to grades: 9-12 / Abierto a los grados 9 al 12  
Prerequisite: Native-like fluency in Spanish or placement test.  
Prerrequisito: Nivel nativo de español o un examen de colocación.  
UC/CSU – UC/CSU – Language other than English (“e”) / Cumple con los requisitos de admisión a UC/CSU

A college-preparatory class for students with native-like fluency in Spanish and basic language skills who wish to develop and enhance the integrated skills of listening, speaking, reading and writing. Students will also have the opportunity to develop understanding for the Hispanic Culture. Literature/Literacy serves as a basis for both oral and written work.

NATIVE SPANISH 2 / ESPAÑOL NATIVO 2  
Course ID# 252373

Open to grades: 9-12 / Abierto a los grados 9 al 12  
Prerequisite: “C” or better grade in Native Spanish 1 or placement test.  
Prerrequisito: “C” o mejor nota en Español Nativo 1 o examen de colocación.  
UC/CSU – UC/CSU – Language other than English (“e”) / Cumple con los requisitos de admisión a UC/CSU

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

STUDENT LEADERSHIP & SERVICE

In addition to offering a variety of CTE pathways, rigorous academic courses, and enriching electives, Roseville High School also offers several courses designed to offer students opportunities to explore service learning and leadership. These courses emphasize school and community involvement, student voice, and peer interactions. Students who participate in these courses have an opportunity to create lasting impacts in the school and community while building their organization, communication, and leadership skills.

PEER HELPING  
Course ID# 852453

Open to grades: 9-12

Peer Helping is a leadership course designed to teach the process of helping others. Students are trained to lead and help others through teambuilding, public speaking, peer-counseling & conflict management. Students lead school wide anti-bullying & character workshops along with assemblies on multiple occasions though out the year. Students provide help to others by being available to support them through active listening, conflict management and caring. Students also help Roseville High and our community through “pay it forward” projects and inside-out workshops. Inside-Out Peer Helping is transformational leadership as we see positive transformation in ourselves, in our school and in our community. If you want to know more, go to the Peer Helping link at our school website. This course may be taken Fall and/or Spring and repeated for credit.

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LEADERSHIP  
Open to grades:  9-12

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

STUDENT GOVERNMENT  
Open to grades:  9-12  
Prerequisite:  Completed Leadership class or Teacher recommendation along with application and interview

A one-term course for motivated students interested in being involved in school events and activities. This is a required course for students elected to class or ASB office. This course will teach communication, collaborative work, goal setting, budgeting, decision making, and other leadership and interpersonal skills. Students will work together in this class to plan all ASB events, guide school culture, and make decisions that impact the school as a whole. This course does not meet the district social studies graduation requirement, and may be repeated for credit. *Students will need to complete the application and interview process.

RECREATION ADMINISTRATION  
Open to grades:  11-12  
Prerequisite:  Teacher approval

Recreation Administration is designed to teach students leadership, management, and organized skills through the creation and implementation of youth recreational activities. Through instruction via theory, direct instruction, guest lectures, and team building exercises, students will learn how social, emotional, and physical well-being is maintained through participation in a wide variety of recreation activities and sports. Students will learn instructional techniques as well as the specifics of popular community sports. They will design and direct intramural programs during lunch time and after school under the direct supervision of the instructor. Recommended students will then be placed into internships in educational settings or with local recreation programs where they will operate more independently with teacher facilitation. *Students will need to complete the application and interview process.

YEARBOOK  
Open to grades:  9-12  
Placement recommendation:  Successful completion of English classes with a grade of “C” or better  
UC/CSU – Elective (“g”)

Designed for general or college-preparatory students with an interest in cataloging school activities in order to produce the school yearbook. Students will learn to use computer software as well as online cloud-based servers and software to write copy and prepare layouts, as well as learn how to conduct interviews and take photographs, all while adhering to strict deadlines. Some after school work is required. Possibility for advancement within the program is available if students choose to take the class for more than one year. Enrollment during both terms is ideal, as students are producing a publication that spans the course of a full year. However, if the student is only able to take the class for one term during the school year, the student must be enrolled during the fall. Course may be repeated for credit.

LIBRARY SCIENCE 1  
Prerequisite:  No prerequisite. Meeting with teacher before enrolling is highly recommended.

Designed for students to learn the fundamentals of library management and operation. Students will receive training in skills including: library organization, circulation of materials, library promotion and interpersonal skills. They will also complete a curriculum designed to introduce students to research methods, digital resources and information literacy. Self-motivation, dependability and courtesy are emphasized. Please note: Library Science is an academic elective. Students complete course work as assigned in Library Science and earn a letter grade. Students will be evaluated on performance based tests.
LIBRARY SCIENCE 2  
Course ID# 852623

LIBRARY SCIENCE 3  
Course ID# 852633

**Prerequisite:** Teacher approval and completion of Library Science 1

Designed to reinforce Library Science 1 skills, including locating resources and the daily operation of a library. This course will refine students’ knowledge of research resources and methodology, and will encourage critical thinking. Students will take on greater responsibility in running library promotions and completing high profile projects, such as maintaining the library collection (weeding, inventory) and preparing materials in advance of class visits. Self-motivation, dependability and courtesy are required. **Please note:** Library Science is an academic elective. Students earn a letter grade and will be evaluated on performance based projects.

STUDENTS TEACHING STUDENTS  
Course ID# 754303

**Open to grades:** 11-12  
**Application Required; Subject to Approval**

This elective is designed for students who wish to build their resume, improve interpersonal skills, and gain experience in facilitating learning. Students work under a teacher's guidance in primarily freshman classes. Activities within the classroom include tutoring, small group instruction, monitoring individual and group work, and teaching whole-class lessons. There are two options from which to choose:

**OPTION 1: Student Tutor**

Student tutors are facilitators of learning, serving as both coaches and role models in the learning environment. They work in small groups or one-on-one as directed by teachers. Student tutors work on a rotating schedule with several teachers. Student tutors receive weekly specialized training to build tutoring skills when assisting and supporting students. Upon successful completion of this course, students will receive tutor certification.

**OPTION 2: Student Intern**

These students work specifically with one teacher in one classroom for the term. Interns should have a serious interest and past success in the course for which they are applying. Interns work under the direction and training of the teacher to support student learning.

OFFICE AIDE  
Course ID# 703013

COUNSELOR AIDE  
Course ID# 703073

**Open to grades:** 11-12  
**Application Required; Approval from Counselor. Applications available in the Counseling Office.**

**Prerequisite:** Good Student Conduct (Attendance, Passing Grades, No Discipline)  
Minimum 2.0 Total Weighted GPA

**Seniors Only:**

- Completion of Personal Finance by May 1, 2020
- UC/CSU a-g eligible/scheduled. (Pass all a-g courses with "C" grades or better)
- College Career “prepared” [https://www.cde.ca.gov/ta/ac/cm/cc.asp](https://www.cde.ca.gov/ta/ac/cm/cc.asp) (see p6)

The above office assistant positions are open to students on a very limited basis. These courses provide students with the opportunity to assume responsible roles while in a supervised job experience. Students will learn office skills, including the use of the telephone and the operation of various office machines (such as copy machines, printers, and FAX). Students will also deliver office messages, run passes, file, sort mail, and help with greeting the public. Confidentiality, dependability, attendance, and a pleasant personal presentation are vital for every student in this program. A maximum of ten credits may be applied toward graduation. Students may only take this course once in a given year and may not take it in conjunction with another aide position. Any violations of school rules may necessitate removal from this position. This course may not be repeated for credit.

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TEACHER AIDE  
Course ID# 703003

Open to grades: 11-12
Application Required; Approval from teacher and counselor. Applications available in the Counseling Office
Prerequisites: Good Student Conduct (Attendance, Passing Grades, No Discipline)
Must have a 3.0 GPA in core course area planning to TA
Minimum 2.0 Total Weighted GPA
Seniors Only:
- Completion of Personal Finance by May 1, 2020
- UC/CSU a-g eligible/scheduled. (Pass all a-g courses with "C" grades or better)
- College Career “prepared” https://www.cde.ca.gov/ta/ac/cm/cci.asp (see p6)

Designed to provide the student with an opportunity to communicate subject areas correctly and clearly to others, to take on responsibilities, and to assist the teacher as needed. Emphasis will be on understanding and organizing materials, giving individual instruction to students who have been absent or need help in a given area, aiding substitute teachers, and performing clerical work. A maximum of 10 credits may be applied toward graduation. Students may only take this course once in a given year and may not take it in conjunction with another aide position. This course may not be repeated for credit. Any violations of school rules may necessitate removal from this position.

OFF CAMPUS 1st PERIOD FALL / SPRING  
Course ID# 959112 (Fall) / 959212 (Spring)
OFF CAMPUS 4th PERIOD FALL / SPRING  
Course ID# 959142 (Fall) / 959242 (Spring)

Open to grades: 12
Prerequisites:
- Completion of Personal Finance by May 1, 2020
- UC/CSU a-g eligible/scheduled. (Pass all a-g courses with “C” grades or better)
- College Career “prepared” https://www.cde.ca.gov/ta/ac/cm/cci.asp (see p6)
College and Career Websites

Local Community Colleges
Sierra College:  www.sierracollege.edu
American River College:  www.arc.losrios.edu
Cosumnes River College:  www.crc.losrios.edu
Sacramento City College:  www.scc.losrios.edu

Information for Community College Transfer Students
www.assist.org
http://admission.universityofcalifornia.edu/
www2.calstate.edu/apply/transfer

University of California
www.universityofcalifornia.edu

California State University
www.calstate.edu

Independent Colleges
www.aiccu.edu

Career Tech
www.californiacolleges.edu

College Rankings
http://colleges.usnews.rankingsandreviews.com/best-colleges

All Colleges and Universities
www.allaboutcollege.com
www.californiacolleges.edu
www.princetonreview.com
www.collegenet.com
www.campustours.com

College Entrance Exams
www.collegeboard.org  (PSAT/SAT/AP)
www.actstudent.org  (ACT)

Career Resources
www.californiacolleges.edu
www.collegeboard.org

Financial Aid/Test Prep Websites

• www.fafsa.ed.gov
• www.csac.ca.gov
• www.icanaffordcollege.com
• www.fastweb.com
• www.finaid.org
• www.gocollege.com
• www.salliemae.com
• www.collegeboard.org
• www.scholarships.com
• www.collegeexpress.com
• www.mapping-your-future.org
• www.kaplan.com
• www.princetonreview.com

~ Return to Main Menu ~
RHS Guidance Department

Please check your Aeries account profile to determine who your assigned counselor is. Feel free to contact the RHS Counseling office at (916) 782-3753 ext. 3031.

Jason Bradley, Philomena Crone, Graciela Fernandez, Robyn Pasco, Nancy Muñoz

CLASS CHANGES
The Counseling Department will make class changes based on the following reasons: obvious schedule errors, class completed through RJUHSD Credit Recovery, incorrect or inappropriate level placement, or incomplete pre-requisite.

CLASS CHANGE PROCESS

- **ALL CLASS CHANGES MUST BE COMPLETED DURING THE FIRST WEEK OF A NEW TERM.**

- If a student/parent has a concern about a class/teacher, the counselor or administrator will recommend the following procedure:

  1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.

  2. If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments can be scheduled by phone or e-mail for a parent/teacher/student conference, or a parent/teacher/student conference scheduled by the counselor.

  3. If both student and teacher have tried to improve the student's progress in the class, the parents can appeal for administrative action with an assistant principal. The assistant principal will then meet with the parent, student, teacher and counselor to determine if there is anything else that can be done to resolve the conflict in the class.

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

COURSE WITHDRAWAL POLICY

Course Withdrawal (Drop) Policy – Students will receive a withdrawal (drop) “F” grade if any class is dropped after the first full week of the term. Students will not be allowed to drop required classes (English, PE, Social Studies, etc.).

Only appropriate level changes will be considered following the first full week of each term. Math, Science, or Foreign Language level changes will be considered with a teacher, parent, and student approval only. If no appropriate level change can be made, the only way a student can exit the class is with a withdrawal “F” grade.

Special Education changes will be reviewed on an individual basis.
NON-DISCRIMINATION STATEMENT

The Roseville Joint Union High School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived. For inquiries/complaints, contact our Title IX Coordinator and Equity Officer, Assistant Superintendent of Human Resources, Brad Basham at (916) 782-8663 or by email at bbasham@rjuhsd.us or John Becker, Executive Director, Student Engagement (916) 782-6565 or by email at jbecker@rjuhsd.us.