2025-2026
RIGHETTI HIGH SCHOOL
COURSE DESCRIPTION
BOOKLET

Ernest Righetti High School
941 East Foster Road
Santa Maria, California 93455
PHONE: (805) 937-2051
FAX: (805) 934-0819
www.righetti.us
Ted Lyon, Principal

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Righetti High School Vision Statement

Our vision at Righetti High School is to provide a healthy, safe, and engaging learning environment through relevant curriculum in order to promote academic achievement, college and career readiness, social responsibility, and emotional well-being for all students.

School Motto

Greatness starts here.

Schoolwide Learner Outcomes

ERHS SCHOOLWIDE LEARNER OUTCOMES

Academic Excellence	• Read, write, listen, and speak critically and proficiently. • Analyze, interpret, synthesize, evaluate, and use information and data from a variety of sources to confidently express ideas in verbal, written, or visual form.
College and Career Readiness	• Acquire core academic skills and College Career Readiness to provide the greatest number of post-graduation options. • Explore resources beyond school to gain knowledge and solve problems in the real world.
Socially Responsible Global Citizen	• Respect individual differences and the global environment. • Build personal and professional relationships. • Actively engage in the community. • Demonstrate personal integrity and assume responsibility for decisions and actions.
Social and Emotional Wellness	• Display an ability to cope and be resilient in the face of challenges. • Participate in self-care, health, and wellness.

ENROLLMENT PROCEDURE

Complete our online enrollment form at www.righetti.us

- Information about the student including demographics, emergency contacts and health information will be collected during the online enrollment process.
- You will need to submit all required documents to the school in order to complete your student's enrollment. You may upload during the online enrollment process, email documents to the registrar, or bring copies of the documents to the school.

REQUIRED:

- ☐ **Copy of birth certificate** (county or state certificate, not hospital)
- ☐ **Copy of two recent utility bills** (gas, water, electric) with parent name and address
  - If you do not have utility bills in your name – *A landlord affidavit will need to be completed and signed by the homeowner. The homeowner will have to provide a recent utility bill.*
- ☐ **Copy of complete immunization records** *(Please note: Students WILL NOT receive their schedule or start school until completed immunization records have been submitted.)*
- ☐ **Copy of transcript/withdrawal grades** (does not apply to incoming 9th graders)

IF APPLICABLE:

- *Custody documents* – To show legal and physical custody of student, both parents will have equal access to the student unless court documents are provided.
- *Legal guardianship documents/Caregiver forms* – Required if someone other than the birth parents are registering the student.
- *Legal name change documents* – Name listed on the birth certificate will be used unless legal name change documents are provided.

If you have any questions, or need to make an enrollment appointment, please contact:

Registrar: Vanessa Guerrero 805-937-2051 ext. 2725
vguerrero@smjuhsd.org

Guidance Secretary: Christina Betancourt 805-937-2051 ext. 2742

HOW TO USE THE COURSE DESCRIPTION BOOKLET

After reviewing the student's progress towards graduation and post-secondary education goals, use the course descriptions to assist in selecting courses.

CHART KEY:

DEPARTMENT

COURSE TITLE:

LENGTH:	☐	**One Semester**			☐	**Year Long**			
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☐	**12**	
PREREQUISITE:									
HOMEWORK:									
LAB FEE:									
REQUIREMENTS FULFILLED	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

LAB FEE:

- Fees may be charged for furnishing materials to a student for items the student has fabricated from such materials for his or her own use. Fees may not exceed cost.

REQUIREMENTS FULFILLED:

AHC/TAFT: These are Concurrent Enrollment courses through Allan Hancock College/Taft College. Students have the opportunity to begin their college careers while paying no tuition for specific college classes taken on our campus. Students will earn high school AND college credits at the same time.

A-G : These courses fulfill one of the course requirements for the California State University and University of California systems.

AP: These courses offer students the opportunity to pursue college-level studies while still in secondary school.

CTE: Career and technical education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs.

NCAA: These are NCAA-approved core courses that go toward meeting NCAA eligibility requirements.

RIGHETTI HIGH SCHOOL GRADUATION/POST SECONDARY CHECKLIST

GRADUATION / JOB ENTRY / MILITARY / COMMUNITY COLLEGE

Check when completed				SUBJECT	MEETS CLASS OF 2028 ELIGIBILITY REQUIREMENTS		MEETS CLASS OF 2027 OR PRIOR ELIGIBILITY REQUIREMENTS	
☐	☐	☐		**SOCIAL STUDIES**	3 years	30 units	3 years	30 units
☐	☐	☐	☐	**ENGLISH**	4 years	40 units	4 years	40 units
☐	☐	☐		**MATHEMATICS**	3 years	30 units	2 years	20 units
☐	☐			**SCIENCE (Physical & Life)**	2 years	20 units	2 years	20 units
☐	☐			**P.E.**	2 years	20 units	2 years	20 units
☐				**FINE ARTS, FOREIGN LANGUAGE OR CAREER TECHNICAL EDUCATION (CTE)**	1 year	10 units	1 year	10 units
☐				**Ethnic and Gender Studies**	1 course required		1 course required	
☐				**Electives**		70 units		80 units
					Total	**220 units**	**Total**	**220 units**

UNIVERSITY OF CALIFORNIA / CALIFORNIA STATE UNIVERSITY

Check when completed				SUBJECT	MEETS ELIGIBILITY REQUIREMENTS		RECOMMENDED COMPETITIVE UNITS	
☐	☐			**(a) HISTORY/SOCIAL SCIENCE** (Including one year of World History and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government)	2 years	20 units	3 years	30 units
☐	☐	☐	☐	**(b) ENGLISH**	4 years	40 units	4 years	40 units
☐	☐	☐		**(c) MATHEMATICS** (Algebra 1, Geometry, and Algebra 2 or Integrated Math I-III)	3 years	30 units	4 years	40 units
☐	☐	☐		**(d) LAB SCIENCE** (Two years of lab science providing fundamental knowledge in two or these three core disciplines: biology, chemistry, and physics-One year physical lab and one year life lab.)	2 years	20 units	3 years	30 units
☐	☐	☐		**(e) INTERNATIONAL LANGUAGE** (Two years of the same language other than English)	2 years	20 units	3 years	30 units
☐				**(f) VPA** (One year with both semesters in a single VPA area. See A-G approved list of classes)	1 year	10 units	1 year	10 units
☐				**(g) COLLEGE PREP ELECTIVES***	1 year	10 units	1 year	10 units

*College Prep Electives: One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "E" requirement or two years of another language) or approved college preparatory elective courses.

For California State Universities and University of California, all courses must be in conjunction with Righetti High School graduation requirements and must be passed with a "C" or better. All academic subject areas must be "College Prep" or "Honor" or "AP" classes.

AP COURSES: US History, U.S. Government & Politics , Microeconomics, Environmental Science, Chemistry, Physics 1, Calculus AB, Calculus BC, Statistics, Spanish Literature, Spanish Language, Studio Art.

HONORS COURSES: English 1, English 2, Spanish 4, (Integrated Math 1 is pending)

University of California and California State University Requirements

(a)-HISTORY/SOCIAL SCIENCE Two years of history/social science, including one year of World History, and one year of US History or one-half year of US History and one-half year of American Government	Modern World History A/B (P) U.S. History A/B (P) AP US History U.S. Government (P) AP US Government and Politics U.S. Economics (P) Ethnic & Social Justice in Mod Wld Hist. Ethnic & Social Justice US Hist.
(b)-ENGLISH Four years of college preparatory English	English 1 A/B (P) - 4 A/B(P) English 1A/B (H) English 2 A/B (H) Classic Film Fiction (P) Expository Writing (P)
(c)-MATH Three years required, four years recommended	Integrated Math I-III(P) Algebra 1 A/B (P) Geometry A/B (P) Algebra 2 A/B (P) Math Analysis A/B AP Calculus AB AP Calculus BC AP Statistics QRAT
(d)-LAB SCIENCE Two years required, three years recommended (One year of life science lab and one year of physical science lab).	Biology A/B (P) Biology: The Living Earth A/B Chemistry in the Earth System A/B AP Chemistry A/B Physiology/Anatomy (P) Agriculture Chemistry Animal Plant Physiology (P) AP Physics A/B (P) Physics of the Universe A/B Marine Science A/B Intro to Athletic Training Integrated Agricultural Biology A/B (P) AP Environmental Science A/B Geology (P) Veterinary Medicine A/B Sports Medicine/Kinesiology
(e) INTERNATIONAL LANGUAGE Two years of same language required, three years recommended	Intro to Spanish Speakers (P) Spanish 1 - 4 A/B (P) - Spanish 4 (H) Spanish for Spanish Speakers 1- 4 A/B (P) AP Spanish Literature and Culture AP Spanish Language and Culture Identity and Culture for Spanish Speakers 3 American Sign Language 1 (P)
(f)-VISUAL & PERFORMING ARTS One year - both semesters must be in a single VPA area, i.e. visual or performing	Introduction to Art A/B (P) Intermediate Drawing A/B (P) Studio Art A/B AP Studio Art Drawing A/B Painting A/B (P) Photography 1 A/B (P) Jazz Ensemble A/B (P) Advanced Video Film Production A/B (P) Art & History of Floral Design Ballet Folklorico A/B Band Songwriting & Music Production Music History A/B (P) Concert Choir Varsity Choir (P) Theatre History A/B (P) Theatre Arts 1 A/B Theatre Arts 2 A/B Marimba Band A/B Publications A/B Guitar (P)
(g)-COLLEGE PREP ELECTIVES One year	**English**: All courses listed above and AVID Senior Seminar. **Math**: All courses beyond Algebra 2 A/B (P) listed above. **Science**: All courses listed above plus General Science A/B (P),Animal Science, Agriculture Science I A/B), Ornamental Horticulture. **International Language**: All courses listed above. **Social Science**: All courses listed above including Psychology A/ B (P), U.S. Economics (P), AP Microeconomics .Leadership ASB A/B **Home Economics: Psychology & Health of Children A/B (P)** **Interdisciplinary:** Magazine Design,Ag Leadership & Communications

For most current UC information go to: www.ucop.edu/pathways
For most current CSU information go to: www.csumentor.edu

A–G COMPLIANCE COURSEWORK

If you are a student interested in going directly to a four-year college, you must fulfill the requirements indicated below. The category or term that is used is A-G Compliance coursework. These requirements are general admission requirements and all courses must be completed with a grade of "C" or better.

A-G	Coursework	Required	Recommended
A	Social Science	2 years	
B	English	4 years	
C	Mathematics	3 years with minimum of Alg 2 or Int. Math III	4 years
D	Lab Science	2 years with minimum of 1 physical and 1 life lab	3-4 years
E	Int'l Language	2 years	3-4 years
F	VPA (Visual Performance Arts)	1 year	
G	Electives	1 year	

In reference to lab science at Righetti High School, the life lab courses available are Integrated Agriculture Biology, Biology, A.P. Biology, Marine Science and Physiology/Anatomy. The physical lab courses are Chemistry, A.P. Chemistry, Physics, A.P Physics and A.P. Environmental Science.

If you are getting a "D" or "F" in a required area, you must repeat the course in order to be compliant with A-G entrance requirements. Your best option is to take it here at Righetti. If this option does not work in your current schedule, you may enroll in a course at Allan Hancock College in the summer or during the year with proper approval from high school administration and an Allan Hancock counselor. To enroll at AHC, you must take a placement test to be eligible to take a college-level course. Baseline assessment scores should be at the English 301 with a reading level score of 110 or English 101 level in order to enroll.

If you are interested in taking an AHC course, see your School Counselor for assistance. If you need information about college entrance requirements, check in at the College and Career Center for further support.

F-DROP POLICY

A student who drops a course during the first 20 school days of the semester may do so without any entry on his/her permanent record card. A student who drops a course after 20 school days shall receive an "F" grade on his/her permanent record, unless, because of extenuating circumstances, otherwise decided by the principal or designee.

ERHS Courses Support California Industry Sectors

Agriculture and Natural Resources

Arts, Media, and Entertainment

Building Trades and Construction

Education, Child Development and Family Services

Energy and Utilities

Engineering and Design

Fashion and Interior Design

Finance and Business

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information Technology

Manufacturing and Product Development

Marketing Sales and Service

Public Services

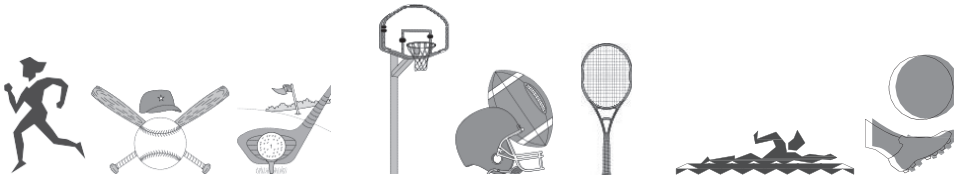
Transportation

Industry Sectors are designed to organize classes, provide career information, attach student activities and unify our students on campus with a sense of ownership. This will expand student opportunities for learning and career preparation. We take pride in the fact that we assist students in identifying the skills and knowledge they are developing in school and demonstrate how they relate to a range of career options. Through this process our students develop a meaningful, personal education plan that leads to individual success through post-secondary education and/or training.

Pathway	Concentration	Capstone
SECTOR: Agriculture and Natural Resources		
100-Agriculture Business	Ag Leadership-Comm A/B Or AHC AG 150 AND AG 157	Adv Ag Leadership A/B Or Amer Govt AND AHC AG 158
101- Agriculture Mechanics	AG Mechanics A/B or Ag Build Const A/B or AG Weld I A/B	AHC WLDT 300 AND Adv Welding B or Adv Ag Weld A/B or Adv Ag Mech A/B
102-Agriscience	Integrated Ag Bio A/B	Ag Chemistry A/B
103- Animal Science	Animal Sci A AND AHC AG 152-Intro to An Sci	Veterinary Science A/B
105-Ornamental Horticulture	Ornamental Horticulture A/B	AHC AG 156 AND AHC AG 154
105A-Floral Design	Floral Design A/B	Adv Floral Design A/B
106-Plant and Soil Science	AHC VEN 120-Viticulture Operations A/B	Viticulture 2 A/B
SECTOR: Arts, Media and Entertainment		
111A-Graphic Design	Digital Arts 1 A/B	Digital Arts 2 A/B
111C-Visual/Commercial Art	CTE Intro to Art or CTE Drawing	CTE Painting
112A-Performing Arts	Folklorico 1 A/B	AHC DANC 142-Folklorico II AND AHC DANC 145-Zapateados

SECTOR: Arts, Media and Entertainment		
112B- Prof Music	Marimba Band 1 A/B	Marimba Band 2 A/B
112C-Professional Theater	Theater Art 1 A/B	Theater Art 2 A/B
113B-Film Video Production	Intro Video/Film Prod A/B	AHC Film 110- Intro to Motion Picture & Vid Prod
SECTOR: Education, Child Development and Family Services		
132 Education	The Psychology and Health of Children A/B	Careers with Children A/B
SECTOR: Energy, Environment and Utilities (NRG}		
141-Environmental Resources	AHC Biology 100 or AHC Geology 100	Ap Environmental Science A/B
SECTOR: Health Science and Medical Technology (HLT}		
198-Patient Care	Sports Med/Kinesiology	Intro Athletic Training A AND AHC ATH 104-Care & Injury Prevention of Ath
SECTOR: Hospitality, Tourism, and Recreation (HOS}		
201-Food Service and Hospitality	Culinary Arts 1 A/B	Culinary Arts 2 A/B

RIGHETTI ATHLETICS



If you are interested in participating in one or more of the following sports, please contact the coaches listed below or the Athletic Director, Kevin Barbarick at 937-2051, extension 2715.

FALL SPORTS (August)
Cross Country, Football, Girl's Tennis, Girl's Volleyball, Boy's Water Polo, Girl's Golf, Girl's Water Polo

WINTER SPORTS (November)
Boy's Basketball, Girl's Basketball, Boy's Soccer, Girl's Soccer, Wrestling

SPRING SPORTS (February)
Baseball, Softball, Boy's Volleyball, Golf, Swimming/Diving, Boy's Tennis, Track and Field

SPORTS PHYSICALS
Sports physicals are offered once a year in late Spring at one of the district school sites at no cost. Check www.righetti.us for the specific date. Any student missing that date will have to obtain a physical on their own **prior to tryouts**.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES
Students must maintain a minimum 2.0 GPA and be enrolled in 20 units concurrently, have satisfactory citizenship, no more than 18 period cuts/grading period and be clear of debt in the library and bus iness office to be eligible for participation in athletics and activities.

Coaches may be reached for specific sport information at 937-2051:

FALL SPORTS

Football: Pickett, x 2213
Girl's Tennis: Baldwin, x2715
Boy's Waterpolo: Porter x 2715
Cross Country Boys: Cota, x 2803
Cross Country Girls: Cota, x 2803
Girl's VB: Lavata'i, x 2715
Girl's Golf: Tomooka, x 2842
Girl's WP: Coyne, x 2715

WINTER SPORTS

Girl's BB: Hitch, x 2326
Boy's BB: Sauer, 2312
Girl's Soccer: DeAlba x 2715
Boy's Soccer: Ramos, x 2715
Wrestling:Bronson, x 2527

SPRING SPORTS

Baseball: Tognazzini, x2801
Softball: Tomooka, x 2842
Boy's Tennis: Grijalva x 2224
Boy's Swim: TBD, x2715
Girl's Swim: TBD, x 2715
Track: Cota, x 2803
Boy's Golf: TBD, x 2715
Boy's VB: Lavata'i, x2715

AGRICULTURE DEPARTMENT

COURSE TITLE: Agriscience & Physics A/B (P)

(This course fulfills the Physical Science requirement for graduation.)

LENGTH:	☐ **One Semester**			☑ **Year Long**					
GRADE LEVEL:	☑ **9**	☑ **10**		☑ **11**		☑ **12**			
PREREQUISITE:	**None**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐ **AHC**	☑ **A-G (D)**		☐ **AP**		☐ **CTE**		☑ **NCAA**	

Agriscience & Physics is a collaborative standards-based laboratory science that fulfills the physical science requirement focusing on college and career readiness. This course gives students a foundation in physics with related earth science and agriculture phenomena in addition to the Science and Engineering Practices. The following units will be covered in this course; Motion, Force, Gravity, Waves, Light Waves, Electricity & Magnetism, Energy & Renewable Energy, and Nuclear Physics & the Earth. This course also provides an opportunity and expectation for students' participation in the National FFA organization including FFA participation and a Supervised Agriculture Experience Project. Agriscience & Physics fulfills the physical science high school graduation requirement and the UC/CSU "d" laboratory science requirement, in addition to being aligned to the California Next Generation Science Standards (CA NGSS). Students in this course will learn content based on the three dimensions of CA NGSS science: Science and Engineering practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts.

Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a SAE project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: **Integrated Agricultural Biology 1A/B (P)**

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Agricultural Science 1, Agricultural Science 2, General Science, or Teachers Approval
HOMEWORK:	Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G (D) ☐ AP ☐ CTE Pathway ☑ NCAA

Agricultural Biology is a one-year, laboratory science course, designed for the college-bound student. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of a modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Agriculture Chemistry A/B (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Ag Biology or Teacher approved General Science
HOMEWORK:	Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G (D) ☐ AP ☑ CTE Pathway ☑ NCAA

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30 of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agri-science Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology. The idea of the course is derived from the continued scientific research and advancements made in the Agri-science field. With these advancements come new career fields, which will need competent and prepared individuals to occupy. In many cases, multiple chemistry courses are required as a part of most post-secondary agricultural science educational programs, and so it is important to prepare students for such courses. A few high schools in California have paved the way and we have used their curriculum and resources to craft ours. The courses have been approved by UC. The help and expertise of many individuals were used to create and shape this course, including Agri-science teachers in our department, individuals from our campus science department, Agri- science professors from the CSU system, and a member of the UC Davis doctorate program in plant and soil science. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Veterinary Science A (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Chem/Ag. Chem
HOMEWORK:	Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G (D) ☐ AP ☑ CTE Pathway ☑ NCAA

This course is designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health. At the completion of this course the students will be able to take the exam to become a level 1 certified assistant veterinary technician. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: AG 152 - Introduction to Animal Science

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Daily classwork and weekly assignments**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required.

COURSE TITLE: AG 158 - Agricultural Economics

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:									
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

The place of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position.

COURSE TITLE: **American Government Agriculture (P)**

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Teacher Approval**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☑	**CTE Pathway**	☑ **NCAA**

In this course, students will pursue a deeper understanding of the institutions of American Government in addition to the underlying economic principles that shape policies throughout the agriculture industry. They will complete an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, the economic impacts of the aforementioned, and their relationship to agriculture and agribusiness. This course is designed for advanced study of agriculture business opportunities and economics for college- bound students with interest in agriculture. This course will create civic and financial literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship as consumers in the American democracy. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: **Agriculture Leadership and Communications A/B**

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Teacher Approval**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

Leadership, communication skills, and work ethics are major contributing factors in today's successful work force. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in the agriculture industry. This course will provide instruction and meaningful experiences in personal development, career awareness and planning, management, and presentation of FFA leadership activities and Community Service Projects. Students will also be required to compile an individual career plan and portfolio. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and in the AET Recordbook System are an integral part of this course.

COURSE TITLE: AG 157 - Agricultural Sales, Communication & Leadership

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Daily classwork and weekly assignments**								
LAB FEE:									
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

The study of principles and practices of the selling process: selling strategies and approaches, why and how people buy, prospecting, territory management, and customer service. Self-management, communication, and interpersonal skills necessary in developing managerial abilities, leadership qualities, and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales.

COURSE TITLE: AG 150 - Intro to Agribusiness

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:									
HOMEWORK:	**Daily classwork and weekly assignments**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.

COURSE TITLE: Animal Science

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Teacher Approval**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

This course is sequenced in such a way to expand the knowledge of advanced topics in animal science. Animal nutrition, physiology, and reproduction will be studied with attention to proper care of animals. Animal health practices and management techniques will be included. This class is designed for science elective (F) credit. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Ornamental Horticulture A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

Ornamental Horticulture
Students learn entry-level skills in ornamental and production plant growing and tending. Instruction includes plant propagation, soil mixtures and sterilization, irrigation, potting and canning, fertilizers, hydroponics, floral design, pesticides, disease/pest management, greenhouse structures and operations, plant identification, tools and materials, basic landscaping, computer, and business management. This class meets the Righetti High School fine arts requirement and counts for UC "G" elective credit. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: AG 154 - Intro to Fruit Science

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Weekly assignments and projects**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

The botany, taxonomy, and development of major fruit, vine, and nut crops in California including variety selection, production practices including site selection establishment, fertilization, pollination, irrigation, harvest, storage, processing, marketing, pest management, and pruning.

COURSE TITLE: AG 156 - Intro to Environmental Horticulture

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Weekly assignments and projects**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

General course in environmental horticulture with emphasis on nursery operations, landscaping, turf management, and floral industries including: basic botany, cultural practices, propagation, structures and layout, pest management, planting, container gardening and houseplants, floral design, plant identification, turfgrass installation and care, and survey of career opportunities. Laboratory required.

COURSE TITLE: Viticulture II A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☑	**12**
PREREQUISITE:									
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

This class is designed to continue skill development in viticulture and vineyard management for students who have completed Viticulture 1. Advanced topics covered in this course include canopy management, climates, grapevine trellises, grapevine pest management, fermentation, mesoclimates, soils, trellises, pest management, winery equipment intervention, wine storage, bottling, alcohol regulations, and job seeking skills. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: VEN 120 - Viticulture Operations 1

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**In-class only**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

Vineyard practices for the fall and winter seasons, including harvest, pruning, fertilization, weed control, Erosion control, and propagation. Laboratory work will stress practical applications of viticulture theory. Operations in commercial vineyards will be studied through field trips.

COURSE TITLE: Art & History of Floral Design A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Teacher Approval**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

The floral design course has been developed over the course of many years working with industry and educational volunteers. With a committee reviewing the UC system requirements needed to meet the applied for art credit. We reviewed several approved models from Merced County ROP classes, two classes from the central valley, and finally, from our neighboring San Luis Obispo County, we looked at Arroyo Grande and San Luis Obispo's UC approved floral classes to develop our structure to meet all standards. Having a large art community in various parts of Santa Barbara County, we involved local artists in striving to get their input as to how we could help students achieve their goals. Elements and Principals of Floral Design have been implemented to acquaint students with theories and principles of artistic design and their influence on the floral industry. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual and tactile base leading to understanding artistic perception, creative expression, historical and cultural contexts: aesthetic valuing and connections, relations, and application of the visual arts. Students will derive meaning from artworks through analysis, interpretation, and judgments applying what is learned in floral art to other forms, subjects, and post-educational experiences. Through practical skill development, the student will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. Balance, color, and symmetry using floral and synthetic medium will be emphasized to allow students to apply an artistic approach to floral art. Various assignments based on abstract, two and three- dimensional designs, historical culture, theory, color theory, and analytical critiques of carious floral artworks using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex creative expression. Students will also have the opportunity to develop their skills further through competitive and analytical events offered through the program.

COURSE TITLE: Advanced Floral Design A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Art and History of Floral Design/Teacher Approval**								
HOMEWORK:	**Daily**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasions and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the floral industry. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success. With these advancements come new career fields, which will need competent and prepared individuals to occupy. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Agriculture Welding 1A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathway**	☐ **NCAA**

A course in theory, practice and application of various metal joining processes, including oxy-fuel welding, brazing, flame cutting, electric are processes and an introduction to mig welding. The student will develop competencies in shop and tool safety. Math skills are also developed. Woodworking, rope work, plumbing, electrical and tool sharpening are also covered. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Advanced Agriculture Welding/Fabrication A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Agriculture Welding 1**								
HOMEWORK:	**Mostly hands on work**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

This course is a continuation of Ag Welding 1, emphasizing position welding of a variety of ferrous metals, using a variety of electrodes used in industries. The class will provide students with the theory and practical applications of gas metal arc welding (G.M.A.W.) and the operation of G.M.A.W. equipment. Students earning a "B" or better are eligible to receive a Hancock Articulation Certificate (2+2). Enables the students to interpret working drawings and shop drawings. Students will sketch fabrication and layout schemes for welding and jigs the for assembly of small projects. Due to the co- curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: WLDT 106 - Beginning Welding

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**In-class only**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathway** ☐ **NCAA**

A Course in the theory, practice, and application of various metal joining processes, including oxyacetylene welding, brass brazing, flame cutting, and electric arc processes, and an introduction to both Tig and Mig welding.

COURSE TITLE: WLDT 300 - Shop Math and Measurements

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**In-class only**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

An introduction to the mathematics used in the Industrial Technology programs. Students will learn to solve problems using fractions, decimals, percentage, ratios and basic geometric shapes. Students will learn about the Cartesian coordinate system and how to use a variety of basic and precision measuring tools from rulers and tape measures to calipers and micrometers.

COURSE TITLE: Agriculture Mechanics A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Mostly hands on work**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE Pathway** ☐ **NCAA**

Basic Agricultural Mechanics is a yearlong class designed to give the beginning student a feeling of worth and a positive attitude toward accomplishing basic tasks. It makes the student aware of the great need for an advanced educational background necessary to pursue a career in agriculture repair or general farming. The class is designed to teach basic shop skills. Taking class enables the student to participate in FFA activities. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Advanced Agriculture Mechanics A/E

LENGTH:	☐	**One Semester**		☑	**Year Long**				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Ag Mechanics or Instructor's Approval**								
HOMEWORK:	**None**								
LOCATION:									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

This course is designed to prepare students for employment or entrepreneurship in agricultural mechanics occupations including farm power, construction, machinery and equipment, welding, and other areas. This class also prepares students to continue in advanced, post-secondary occupational training in this field. Due to the co- curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA and T Recordbook System are an integral part of this course.

COURSE TITLE: Ag Building Construction A/B

LENGTH:	☐	**One Semester**		☑	**Year Long**				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Wood B**								
HOMEWORK:	**None**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE Pathway**	☐ **NCAA**

Building construction allows students to design and develop or select approved projects that require working plans, a plan of procedure and a bill of materials. The student may provide their own materials or purchase them from the school. CAD/CAM options using Mastercam are also available to students wishing to learn CNC operations as they relate to the woodworking industry. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology. Participating in the FFA Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: **Advanced Ag Building Construction**

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Ag. Building Contruction/Teacher Approval**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathway**	☐ **NCAA**

In this course, students will build on the knowledge and skills learned in Ag. Building Construction course and are introduced to the basic building materials, components, methods, and sequences in construction. It is designed to give students basic entry level skills in construction and related trades along with an overview of career opportunities available. Emphasis is placed on safety and proper use of both hand and power tools. This course provides students the experience of participating in the building of a house along with woodworking skill building projects. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success. With these advancements come new career fields, which will need competent and prepared individuals to occupy. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience), students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: **Advanced Agriculture Study**

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Teacher Approval**								
HOMEWORK:	**Homework will be given on a regular basis and will be in reading, writing, memorization,**								
	and speaking/sharing formats. Homework is a large portion of a student's grade.								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathway**	☐ **NCAA**

Students enrolled in this course must have a desire to do independent advanced work.

ENGLISH DEPARTMENT

Intervention Courses

English Language Development

COURSE TITLE: Introduction to English Language Development A/B and Introduction to English Language Lab A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Double period**			
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**English Learner enrolled in U.S. schools less than 12 months**								
HOMEWORK:	**Approximately 1 hour per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Intro to ELD students will develop the foundational skills of language acquisition and the basic English language skills of listening, speaking, reading, and writing, for the English Learner (EL). Students will communicate orally using phonics, word fluencies, phrases and sentences, will develop daily and academic vocabulary, and will prepare for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills.

COURSE TITLE: Intermediate English Language Development A/B and Intermediate ELD Lab A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Double period**			
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**English Learner enrolled in U.S. schools for 13 - 24 months**								
HOMEWORK:	**Approximately 1 hour per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Intermediate ELD students will build on skills from the Introduction to ELD course. Students will continue developing the fundamentals of English language and learn more advanced skills in reading, writing, speaking, and listening by applying academic English. Intermediate ELD will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills.

COURSE TITLE: Accelerated ELD Lab 1 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**1. English Learner enrolled in U.S. schools 5 years or more (Long Term English Learner - LTEL) or LTEL with an Individualized Educational Plan *and***								
	2. enrolled concurrently in English 1 A/B								
HOMEWORK:	**1 to 2 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Accelerated ELD students will continue developing the fundamentals of English by practicing more advanced skills in reading, writing, speaking, and listening. This is a support course for English 1 and will make connections with English 1 curriculum. This course will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills necessary to score an Overall 4 on the ELPAC.

COURSE TITLE: Advanced English Language Development Lab 1 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☐	**10**	☐	**11**	☐	**12**	
PREREQUISITE:	**1. English Learner enrolled in U.S. schools 5 years or more (Long Term English Learner - LTEL) or LTEL with an Individualized Educational Plan *and***								
	2. enrolled concurrently in English 1 A/B								
HOMEWORK:	**1 to 2 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Adv. ELD Lab 1 students will continue developing the fundamentals of English by practicing more advanced skills in reading, writing, speaking, and listening, with an emphasis on reading. This is a support course for English 1 and will make connections with English 1 curriculum. This course is based on the California ELD Standards and will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills necessary to score an Overall 4 on the ELPAC.

COURSE TITLE: Advanced English Language Development Lab 2 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☐	**11**	☐	**12**	
PREREQUISITE:	**1. English Learner enrolled in U.S. schools 5 years or more (Long Term English Learner - LTEL) or LTEL with an Individualized Educational Plan *and***								
	2. enrolled concurrently in English 2 A/B								
HOMEWORK:	**1 to 2 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Adv. ELD Lab 2 students will continue developing the fundamentals of English and practice more advanced skills in reading, writing, speaking, and listening, with an emphasis on writing. This is a support course for English 2 and will prepare students by making connections with English 2 curriculum. This course will focus on the California ELD Standards and will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills necessary to score an Overall 4 on the ELPAC.

COURSE TITLE: Advanced English Language Development Lab 3 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☐	**12**	
PREREQUISITE:	**1. English Learner enrolled in U.S. schools 5 years or more (Long Term English Learner - LTEL) or LTEL with an Individualized Educational Plan *and* 2. enrolled concurrently in English 3 A/B**								
HOMEWORK:	**1 to 2 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Adv. ELD Lab 3 students will continue developing the fundamentals of English by practicing more advanced skills in reading, writing, speaking, and listening. This is a support course for English 3 and will prepare students by making connections with English 3 curriculum. This course will focus on the California ELD Standards and will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills necessary to score an Overall 4 on the ELPAC.

COURSE TITLE: Advanced English language Development Lab 4 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**1. English Learner enrolled in U.S. schools 5 years or more (Long Term English Learner - LTEL) or LTEL with an Individualized Educational Plan *and* 2. Enrolled concurrently in English 4 A/B**								
HOMEWORK:	**1 to 2 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Adv. ELD Lab 4 students receive additional English language instruction and expands skills in the English language domains of reading, writing, speaking, and listening. Students will develop the literacy skills and academic behaviors essential for success in core English classes, college, and life. This is a support course for senior English and will prepare students by making connections with senior English curricula. Adv. ELD Lab 4 is based on the California ELD Standards and will prepare students for the English Language Proficiency Assessments for California (ELPAC) through practicing the ELPAC task types and skills necessary to score an Overall 4 on the ELPAC. Seniors who earn an Overall 4 on ELPAC may be eligible for the California State Seal of Biliteracy (SSB) if they meet the additional SSB criteria.

COURSE TITLE: English 1 Skills/Support Class

LENGTH:	☑	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Students are placed in this course according to demonstrated need. Student test scores, grade reports, and teacher recommendation are also used in placement.**								
HOMEWORK:	**Up to 1 hour per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is designed to support students who are struggling in their English 1 CP course. This course will provide additional instruction and time for better development of vocabulary, reading comprehension, and writing skills. Students will work independently and in small groups under direction of the instructor to deepen their understanding of the curriculum in their English 1 course.

COURSE TITLE: English 2 Skills/Support Class

LENGTH:	☑	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Students are placed in this course according to demonstrated need. Student test scores, grade reports, and teacher recommendation are also used in placement.**								
HOMEWORK:	**Up to 1 hour per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is designed to support students who are struggling in their English 2 CP course. This course will provide additional instruction and time for better development of vocabulary, reading comprehension, and writing skills. Students will work independently and in small groups under direction of the instructor to deepen their understanding of the curriculum in their English 2 course.

College Prep English/Language Arts Courses

COURSE TITLE: English 1 A/B (P) Introduction to Literature

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☐	**10**	☐	**11**	☐	**12**	
	***Other grade levels may take the course as well after completion of intervention courses**								
PREREQUISITE:	**Placement Test**								
HOMEWORK:	**Approximately 2 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This is an introductory course to the analysis of literature. Students will read a variety of texts in multiple genres for appreciation, comprehension, and analysis. In this process students will expand their vocabulary, improve upon their writing skills, and develop skills that will be built upon in later literature courses. Students are expected to read independently and create a variety of items for assessment including essay writing, oral and visual presentations, and exams using a variety of tools. Academic vocabulary, reading comprehension, and writing skills receive particular emphasis to foster academic success in all their courses of study.

The Career focus for English 1 is a career 'pathway.' Students will identify a general area of study, or career pathway, and investigate the career options in that area as well as the different educational routes to take them there. As students progress through the English courses at RHS they will study career options more in depth as they move closer to 'the real world.' L2 students will receive additional language support as appropriate.

COURSE TITLE: English 2 A/B (P) World Literature

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☐	**11**	☐	**12**	
	***Other grade levels may take the course as well after completion of English 1 or equivalent**								
PREREQUISITE:	**Successful completion of English 1**								
HOMEWORK:	**Approximately 2 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

English 2 is a World Literature course that expands upon the basic skills addressed in English 1. Students will read a variety of texts in multiple genres from a variety of cultural viewpoints including short stories, the novel, and drama to expand their vocabulary, improve upon their writing skills, and further develop literary analysis skills. Students are expected to read independently and create a variety of items for assessment including written work, oral, visual, and multimedia presentations, and exams using a variety of tools as directed by the instructor. The Career focus for English 2 builds upon the 'pathway' students identified in English 1 by identifying a specific career/profession to investigate. Students research the career in depth with particular focus on the educational path required to obtain a position in that particular profession. Each student will produce a research paper according to MLA guidelines as a culminating project. As students progress through the English courses at RHS they will continue to work on career research focusing more and more on the individual student's needs.

COURSE TITLE: CSU Expository Reading and Writing 11

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☐	**12**	
PREREQUISITE:	**Successful completion of English 2**								
HOMEWORK:	**Approximately 2-3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Course overview: The grade 11 Expository Reading and Writing Course (ER WC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, collegepreparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation.

COURSE TITLE: English 4 A/B (P) British Literature

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
	***Other grade levels may takethe course as well after completion of English 3 or equivalent**								
PREREQUISITE:	**Successful completion of English 3**								
HOMEWORK:	**Approximately 2 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

English 4 is a survey of British Literature that continues to develop the analysis skills learned in previous literature courses. Students will read a variety of texts in in multiple genres, with an emphasis on developments in poetic expression from epic poetry to post-modernism, short stories, the novel, drama, etc., from British writers throughout history. Students will expand upon their vocabulary, improve their writing skills, and further develop literary analysis skills.

Students are expected to work independently on many levels in this course including reading, conducting research, and creating a variety of items for assessment. Students will participate in class discussions, prepare written assignments, create oral, visual, and multimedia presentation, and complete exams as deemed appropriate by the instructor. Students will develop the ability to produce multiple types of written products including satire, compare/contrast, argument/persuasion, reflection, critical analysis, and evaluation. Teachers anticipate students to be able to utilize a variety of tools independently and choose appropriate tools for assignments.

The Career focus for British Literature is to complete an essay appropriate to be used for college application. Students up to this point have completed many assessments meant to help them determine their path in the future, in this course each student will write an essay they can/will submit to one or more universities seeking acceptance to further their personal career goals.

COURSE TITLE: CSU Expository Reading and Writing 12

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of English 3**								
HOMEWORK:	**Approximately 2-3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course will prepare students for the nonfiction reading and writing demands that they will encounter in college. Students will develop skills that are particularly effective when approaching nonfiction including pre-reading activities, reading strategies, and post-reading strategies to aid in comprehension, retention, and analysis. Students will analyze both content and rhetorical structures in text and learn to properly use information they read in their own written assignments.

Students are expected to read independently to be prepared for small and large group discussions as well as to present orally in front of groups. Students must take detailed and thorough notes on lectures, readings, and films. Students will be asked to analyze nonfiction critically through discussion and complete writing tasks that are both research-based and expository in nature. The writing process and structures for writing will be reviewed and discussed in depth to prepare students for writing college level papers.

COURSE TITLE: Mexican American & Latina/o Literature

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of English 3**								
HOMEWORK:	**Approximately 2-3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course surveys the history, identity, and oral traditions of Mexican American and other Latina/o cultures through the lens of literature. It is a representative overview of Mexican American and Latina/o literature covering poetry, drama, novels, short stories, critical essays and other non-fiction texts. The course will include literary techniques, modes of expression, trends in Mexican American and Latina/o creativity, and will expose students to the richness and diversity that Mexican American and other Latina/o cultures have to offer.

The first semester of the course will focus on literature/texts authored by Mexican American, and Chicana/o writers. The second semester focuses on Latin America as a whole and how the influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America have shaped American and Latina/o identity in the U.S. and provide a well-rounded understanding of the cultural elements that contribute to U.S. Latina/o Literature.

Students will be exposed to extensive reading of classic and modern Mexican American and Latina/o American literature and nonfiction texts that emphasize their historical and cultural roots in the United States and examine the contested meanings of identity; the relationship between social/political activism and literary expression and movements; the politics of immigration and the border; and the intersectionality of these with gender relations and sexuality within the Mexican American and Latina/o community. Students will engage in a variety of short-term and long-term writing assignments that will enhance their scholarly writing; including argumentative, informative, and narrative compositions. Students will improve their skills in close reading, academic research, and expository writing. By the end of the course, students will have developed and written approximately 10 essays in a variety of discursive modes as well as created independent projects that develop their critical speaking and listening skills.

English Language Arts Electives

COURSE TITLE: Classic Fiction and Film (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of English 3**								
HOMEWORK:	**Approximately 2-3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is an intense, critical comparison of the plots, characters, and themes of great Classical, Renaissance, Victorian, and Modern novels and plays to their 20th century film adaptations. Students will further develop their understanding of literature elements from their prior English Language Arts courses and learn about important terminology in film terminology such as frame, shot narration, adaptation, live action, and zoom. Students study how the American film industry changes and adapts classic stories to appeal to modern audiences. Films included in this course of study include but are not limited to Ten Things I Hate About You, 0, 0 Brother Where Art Thou, Clueless, and The Lion King.

Students are expected to read independently to be prepared for small and large group discussions as well as to present orally in front of groups. Students must take detailed and thorough notes on lectures, readings, and films. Students will be asked to analyze literature and film critically through discussion and complete writing tasks that are both research- based and expository in nature. The writing process and structures for writing will be reviewed and discussed in depth to prepare students for writing college level papers.

Honors and Concurrent Enrollment English Language Arts Courses

The following are recommended guidelines for students wanting to take Honors courses at Righetti High School. These guidelines have been put in place to ensure that students are placed in the appropriate English course for their ability. We at Righetti High School want all students to be successful, appropriate placement is one part of this process.

Recommended Guidelines for students wanting to enroll in Honors courses

- A minimum 'B' grade in English classes (with no Ds or Fs in any classes)
- If a student does not meet one or all of the recommended guidelines a teacher/administrator recommendation, and/or parent request can override the recommended guidelines
- Reminder, the mandatory meeting in spring is mandatory, students not in attendance will not be registered into the course

COURSE TITLE: English 1 A/B Honors

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☐	**10**	☐	**11**	☐	**12**	
PREREQUISITE:	**Teacher Recommendation, prior grades in ELA couirses, test scores**								
HOMEWORK:	**Approximately 2-3 hours a week, may include summer assignments**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This is an introductory course to the analysis of literature. This course develops the student's skills in reading, critical thinking, writing, listening, speaking, and research through in-depth study of literature in a variety of genres. Students will read a variety of texts in multiple genres for appreciation, comprehension, and analysis. In this process students will expand their vocabulary, improve upon their writing skills, and develop skills that will be built upon in later literature courses.

Students are expected to read independently and create a variety of items for assessment including essay writing, oral and visual presentations, and exams using a variety of tools. Academic vocabulary, reading comprehension, and writing skills receive particular emphasis to foster academic success in all of their courses of study.

This course is significantly more rigorous, demanding, and covers more materials in greater depth than English 1 (College Prep). It is highly recommended for those students who are planning to take future Honors and AP English courses.

COURSE TITLE: English 2 A/B Honors

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☐	**11**	☐	**12**	
PREREQUISITE:	**Successful completion of English 1 Honors, meeting criteria in recommended guidelines,**								
	teacher recommendation								
HOMEWORK:	**Approximately 3 hours a week, may include summer assignments**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (B)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

English Honors 2 is the study of World Literature with an emphasis on reading, writing, speaking, and research skills. This course is organized around essential questions that will shape how students read a text and help them learn to think more critically. Genuine learning is active, not passive, and it requires that students think, not just remember. Students must question, inquire, discuss, practice, construct responses, and present their ideas and conclusions to their peers and sometimes community members.

This course has several major objectives. They include the following: examining literature with its historical context, extending writing skills with an emphasis on argument, analyzing the literary techniques utilized by authors, and expanding vocabulary to facilitate written and verbal expression.

COURSE TITLE: AHC ENGL 101-Freshman Composition: Exposition

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☐	**12**	
PREREQUISITE:									
HOMEWORK:	**Approximately 3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Designed to help students enhance their analytical reading and writing skills using a wide variety of texts. Emphasizes college-level expository essay construction, communication, and research methods leading to the preparation and writing of a research paper.

COURSE TITLE: TAFT ENGL 1600-Critical Thinking, Literature, and Composition

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:									
HOMEWORK:	**Approximately 3 hours a week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**TAFT**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This is a concurrent enrollment college course which focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing.

RHS Family and Consumer Sciences

Hospitality, Tourism, & Recreation Sector

Education & Child Development Sector

Pathways

Food Service & Hospitality

Education

Capstones

Culinary Arts 2

- ServSafe Managers Certificate
- A-G Approved
- Prerequisite: Passing Culinary Arts 1 A & B with a "C" or better AND Teacher Recommendation
- Teacher Lunch Box

Careers with Children

Explore various careers in education (Teacher, Counselor, etc.)
CPR certification
Placements at elementary sites
Preschool
AHC CWE-149 credit opportunity
A-G

Concentrators

Culinary Arts 1

- Food handlers certificate
- Must pass safety exam with 90% or better
- Students demonstrate mastery though projects, tests, oral presentations, and labs.
- A-G Approved

Devlopmental Psychology of Children

- A-G approved
- Health credit for 11th – 12th grades
- Preschool

FAMILY & CONSUMER SCIENCES

COURSE TITLE: Culinary Arts 1

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**As Needed**								
LAB DONATION ACCEPTED									
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE** ☐ **NCAA**

Culinary Arts 1 is a two-semester course designed to provide individuals with the competencies needed in the areas of food and nutrition. The skills, knowledge, and attitudes taught in this course will enable students to develop goals and practice decision-making skills relating to: basic concepts of nutrition, resource conservation, food preparation, food preservation, use of consumer resources and agencies, and the relationship of nutrition and physical fitness to good health. Changes in eating patterns, lifestyles, and technological innovations complicate the ability of individuals and families to maintain and/or improve their nutritional status. A sound approach to meeting individual and family nutritional and health needs is to apply knowledge in the selection and preparation of foods and to achieve a balance between caloric intake and exercise.

The first semester will focus on safety and sanitation in the kitchen, service and eating, food preparation terms, following recipes and the differences between, and advantages of, different cooking methods, analyzing diet in relation to proteins, carbohydrates, and fats.

The second semester will build knowledge, skills, and diet analysis and focus on diet revision and analysis in relation to fats, water, vitamins, minerals, and preparation of fruits, beverages, soups and regional foods.

By the end of the course, students will have the opportunity to obtain a food handlers certificate, good for 3 years after successful completion of the course and test.

COURSE TITLE: Culinary Arts 2

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**Culinary Arts 1 with a "C" grade or better or instructor's approval**								
HOMEWORK:	**As Needed**								
LAB DONATION ACCEPTED									
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE** ☐ **NCAA**

This is a two-semester course which provides a combination of subject matter and activities emphasizing advanced food preparation and meal management techniques, group organization, appreciation of regional United States foods and those from other countries, holiday and special occasion foods, cake decorating, various styles of food and table service, opportunities in the food industry, decision-making techniques to meet individual needs and preferences, and vegetarianism. This is an excellent preparation for an entry-level job in the food service industry.
*Students will have the opportunity to obtain a ServSafe certificate

COURSE TITLE: Psychology & Health of Children

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Junior or Senior standing. Good reading comprehension**								
HOMEWORK:	**As Needed / Reading**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This college prep elective course is designed to be a comprehensive study of developmental stages of children from conception through pre-adolescence. The areas of emphasis will include the major theories of development, prenatal development and the influence of genetics and the environment on human growth and development. Students who are interested in a career field related to children (teaching, child psychology, day care, etc.) are encouraged to enroll in this course. Students will participate in a Preschool at the end of the second semester. Students will have the opportunity to become CPR/First Aid certified, with successful completion of the Protrainings course and test.

COURSE TITLE: Careers with Children

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Psychology & Health of Children (or concurrent enrollment)**								
HOMEWORK:	**As Needed**								
LAB DONATION ACCEPTED									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

Course Description: This course is designed for mature 11th and 12th grade students who are interested in working with children. The course will prepare students for employment, technical preparation, or to pursue advanced study at the college or university level. Students will study childcare careers and programs, development from birth through early school-age, health and safety, guidance skills, and curricular planning. Students will spend part of their time in the classroom and the other part at a field site in the community, for hands on experience. Opportunity to earn CWE (Cooperative Work Experience) credits through Allan Hancock College.

INTERNATIONAL LANGUAGE DEPARTMENT

Track 1: ASL 1 A/B (P)	**ASL 2 A/B (P)**		
Track 2: Spanish 1 A/B (P)	**Spanish 2 A/B (P)**	**Spanish 3 A/B (P)**	**Spanish 4 A/B (H)**
Track 3: Sp Sp Spk 2 A/B (P)	**Id Clt Sp Spk 3 A/B (P)**	**AP Span Lang A/B**	**AP Span Lit A/B**
Track 4: Intro to Span Spkrs A/B (P)	**Sp Sp Spk 2 A/B (P)**	**Id Clt Sp Spk 3 A/B (P)**	**AP Span Lang A/B**

- **Track 3 is a rigorous program for Spanish Speakers that have moderate academic language, and proficient reading and writing skills (example: ability to read and understand a newspaper or short story).**
- **Track 4 is for students who are exposed to Spanish at home but have limited academic language and need to develop their reading and writing skills.**

COURSE TITLE: American Sign Language (ASL) 1 A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Approximately 1-1.5 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

This course will teach basic signs, grammar, fingerspelling, and the cultural aspects of deafness. Students will learn basic communication. Total participation is mandatory in order to properly learn the language. Activities will include: students working in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study and practice outside the classroom on a daily basis. Students will also be required to complete a poster on a famous deaf person and attend at least one out-of-class function.

COURSE TITLE: American Sign Language (ASL) 2 A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**Pass ASL 1**								
HOMEWORK:	**Approximately 1-1.5 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

A continuing study of American Sign Language's fundamental signs. Geographical signs and intermediate grammatical structures are taught.

COURSE TITLE: Spanish 1 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

Students in this course will learn how to communicate about themselves, their family, their friends, and their interests. Students will be exposed to information about various Spanish-speaking cultures. Students work individually, in partnerships, and in groups to practice reading, writing, listening, and speaking skills. Students are expected to gradually improve their skills so that they can respond in Spanish only.

COURSE TITLE: Spanish 2 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Spanish 1**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

Continues and advances skills/themes started in the first year course: gaining appreciation and respect for Spanish-speaking people/nations; improved understanding, speaking, reading and writing of the Spanish language emphasizing a communicative approach. Continued development of: pronunciation, intonation and rhythm; listening comprehension; spelling; asking/answering questions in both written and oral modes; vocabulary; grammatical concepts.

COURSE TITLE: Spanish 3 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Spanish 2**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

Students will continue to practice exchanging personal information and responding to a variety of situations. Confident dialogue concerning past, present, or future circumstances will be expected. The greatest challenge this year will be learning how to express their hopes, wishes, expectations for, and emotional responses to, other people in the target language. The students will sample short works of literature.

COURSE TITLE: Spanish 4 A/B (H)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Spanish 3**								
HOMEWORK:	**Daily**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

Students are expected to demonstrate increased flexibility and creativity with the language. The students will receive instruction using the following strategies: communication-based instruction, literature-based instruction, textbook-based reading and practice activities, and individual and group projects. Students will practice listening, reading, speaking, and writing skills. Students will gain an understanding of, and an appreciation of, Latino/a culture from a variety of perspectives. Special emphasis will be placed on understanding, and responding to, current events.

COURSE TITLE: Introduction to Spanish for Spanish Speakers A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Speak limited Spanish with low reading and writing abilities**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This course is designed for heritage Spanish speaking students who have at least basic comprehension and conversational skills. The intent of this course is to prepare students to be successful in subsequent Spanish for Spanish speaking courses. Students are fully immersed in a Spanish speaking academic environment. Instruction will focus on reading and writing skills, including phonemic awareness, vocabulary development, reading comprehension, and grammar. Students will gain confidence through a variety of relevant and authentic activities such as class discussions, dialogues, oral presentations, and daily journals.

COURSE TITLE: Spanish for Spanish Speakers 2 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Speak, read, and write proficient Spanish, or pass Intro. to Sp. Sp. Spkrs.**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This class is designed for Spanish speakers that are reaching proficiency in Spanish. The course emphasizes the mastery of writing, reading, and oral communication skills, with particular attention given to spelling, accent marks, and expanding students' vocabulary beyond that of the Spanish they speak at home. Students will learn of the Spanish speaking world and the value of knowing Spanish, its history, culture, and geography. In addition to learning the structures of the Spanish language, the course gives students knowledge and appreciation of Latino culture by exposing them to renowned literary works by Latin American authors. Students will improve their interpretative and presentational skills through daily writing activities, group presentations, and discussions that will address idioms and language variations. The course aims to develop academic literacy and cultural awareness.

COURSE TITLE: Identity and Culture for Spanish Speakers 3 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Spanish for Spanish Speakers 2**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

In this ethnic and gender studies course students will further develop their language skills in reading, writing, listening, and speaking Spanish. This course will provide a forum in which grammar and vocabulary will be taught in the context of interpretation and analysis of current events, Spanish literature, film, media, culture, immigration, and Latin American history. By studying the histories of Latinos in the United States, students will cultivate respect and empathy for individuals, and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. In addition, students will be able to discuss their identities, including race, ethnicity, culture, and gender.

COURSE TITLE: AP Spanish Language and Culture A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**	**Graded on a 5 point scale**				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Identity and Culture for Spanish Speakers 3 with a "C" or better or instructor's approval**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

The purpose of this class is to prepare students for the Advanced Placement Spanish Language and Culture exam. In this course, students will be expected to demonstrate flexibility and creativity with the language through discussions, listening, and speaking activities. Students will also refine their Spanish reading and writing skills by writing expository essays. The class will provide a forum in which grammar will be taught in the context of interpretation and analysis of Spanish language literature. Students will acquire and use new vocabulary and express thoughts and ideas in correct idiomatic language.

COURSE TITLE: AP Spanish Literature A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**	**Graded on a 5 point scale**				
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Identity and Culture for Spanish Speakers 3 with a "C" or better or instructor's approval**								
HOMEWORK:	**Approximately 5 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (E)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

The purpose of this class is to prepare students for the Advanced Placement Spanish Literature exam. The course provides a curriculum that will emphasize reading critically, writing, and speaking clearly. Students will study literary works from Spanish speaking countries including: Mexico, Spain, countries in South America, Central America, and from the islands of the Caribbean. The literary works will include short stories, novels, drama, and poetry. Students are expected to write a literature analysis essay and a comparative literature essay, and be able to prepare independently and participate actively in class discussions.

MATH DEPARTMENT

COURSE TITLE: Integrated Math I A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☐	**10**	☐	**11**	☐	**12**
PREREQUISITE:									
HOMEWORK:	**Approximately 3-4 hrs. per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

Integrated Math I is the first course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math I and is intended for all ninth graders. Integrated Math I builds and strengthens students' conceptual knowledge of algebra, geometry, and statistical concepts from middle school math. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.
*This course is a college prep course that meets the minimum graduation requirement for the state of California. Passing this course completes 10 of 30 required math units for SMJUHSD graduation.

COURSE TITLE: Math Development A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☐	**11**	☐	**12**
PREREQUISITE:									
HOMEWORK:									
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Students will improve their confidence, work habits, and the foundational skills needed to be successful in their Integrated Math course. Students will be expected to work collaboratively, individually, and demonstrate their learning through the Standards of Mathematical Practice. The teacher will supplement the math content as necessary with additional algebra skills, real-world problem-solving activities, enrichment activities, team building, growth mindset activities, and time for questions to be addressed. All work will be completed in class and limited time will be designated for Integrated Math course homework.
*The units earned in this course are elective units and do not meet the required math units for SMJUHSD graduation. The course is graded on a CR/NC basis.

COURSE TITLE: Integrated Math II (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☐	**12**	
PREREQUISITE:									
HOMEWORK:	**Approximately 3-4 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

Integrated Math II is the second course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math II. Integrated Math II builds and strengthens students' conceptual knowledge of algebra, geometry, and statistical concepts from Integrated Math I and develops the foundation for right triangle trigonometry. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.
*Passing this course completes 10 of 30 required math units for SMJUHSD graduation.

COURSE TITLE: Intermediate Geometry A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Completion of 2 Year Algebra C/D**								
HOMEWORK:	**Approximately 2-3 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This course is for students who have shown some proficiency in basic mathematic skills, but whose mathematical history shows a need for practice in algebra with the introduction of geometric concepts. The purpose is to provide an understanding of the basic structure of geometry, including inductive reasoning, informal proofs, deductive reasoning, and geometric figures.

COURSE TITLE: Intermediate Algebra 2 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Intermediate Geometry with a grade of C- or better**								
HOMEWORK:	**Approximately 3-4 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This course is designed to better support students who have completed Intermediate Geometry or who have not mastered their skills in Geometry. It expands on the material studied in Algebra 1 and Geometry, such as linear equations, polynomials, factoring, rational expressions, and quadratic equations, as well as introducing new topics including trigonometry and complex numbers.

COURSE TITLE: **Algebra 2 A/B (P)**

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Geometry with a grade of C- or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester)**								
HOMEWORK:	**Approximately 3-4 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This is a two-semester course designed to solidify the basics of Algebra and Trigonometry as well as introduce the students to some new topics. They also will develop their deductive reasoning and problem solving skills. Topics which are covered include: linear equations, polynomials, factoring, rational expressions, complex numbers, quadratic equations, and functions.

COURSE TITLE: **Accelerated Algebra 2 A/B (P)**

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☐	**12**	
PREREQUISITE:	**Pass Geometry with a grade of B or better, and teacher's recommendation with placement assessment.**								
HOMEWORK:	**Approximately 3-4 hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

In this accelerated course, students will review and extend concepts taught in Algebra 1 and Geometry and will cover the Common Core Standards for both Algebra 2 and Pre-Calculus. Students will complete topics including rational, radical and logarithmic functions, as well as extensive trigonometry and matrices. This course was designed to allow advanced students to progress at a high pace and enable them to reach Calculus AB or Calculus BC in grade 12. Students who are successful in the course will be prepared for success in AP Calculus AB.

COURSE TITLE: **Math Analysis A/B (P)**

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Algebra 2 B (P) with a C- or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester)**								
HOMEWORK:	**Approximately 4+ hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

This course stresses the nature of mathematical proofs, logic, field and order axioms, mathematical induction, sequences and series, limit concepts, the algebra of vectors, plane analytic geometry with trigonometry and relations and functions, conic sections, systems of equations, exponential and logarithmic functions, sequences and series, trigonometry, circular functions and graphs, as well as many others.

COURSE TITLE: AP Calculus AB A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**			
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Math Analysis with a grade of B- or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester) * All students are strongly recommended to have a TI84 plus, or equivalent, graphing calculator.**								
HOMEWORK:	**Approximately 6 + hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

This course is designed to prepare the student for the Calculus Advanced Placement AB Exam. Topics include: functions, graphs, limits and continuity; the concept of the derivative and its applications; introduction of integration, the fundamental theorem of calculus, area and volume, length of a curve and direction fields.

COURSE TITLE: AP Calculus BC A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**			
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Calculus AB A/B (AP) with a grade of "C" or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester) *All students are strongly recommended to have a TI84 plus, or equivalent, graphing calculator.**								
HOMEWORK:	**Approximately 6 + hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

This course is designed to prepare the student for the Calculus Advanced Placement BC Exam. Topics include: techniques of integration, infinite series, convergence tests, Taylor and Maclaurin series, power series, arc length and area in polar coordinates.

COURSE TITLE: AP Statistics A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**			
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Pass Algebra 2 with a B- or better or teacher's recommendation. Concurrently in Math Analysis or passed Math Analysis or Accelerated Algebra 2 with a C or better. All students are strongly recommended to have a TI84 plus, or equivalent, graphing calculator. *(C- or better from 1st Semester in-order to enter 2nd Semester)**								
HOMEWORK:	**Approximately 6 + hours per week**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

The purpose of Advanced Placement Statistics is to provide the student with a clear understanding of statistical techniques and to be able to apply those techniques to real life situations. This class is intended for students planning to pursue college degrees in math, science, or engineering areas of study.

COURSE TITLE: QRAT Senior Math Course A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Pass Algebra 2 with a grade B or better, or pass Math Analysis with a grade of C or better.**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (C)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

The QRAT (Quantitative Reasoning with Advanced Math Topics) Senior Year Math Course was developed 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 courses and workplace requirements. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies. The course is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school content standards listed in the California Common Core State Standards for Mathematics (CCCSS-M). Utilizing real- world applications, this course serves both college and career bound high school seniors.

NON-DEPARTMENTAL COURSES

COURSE TITLE: AHC PROD 301-Introduction to Life and Career Planning

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☑	**9**	☐	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Occasional workbook and My10YearPlan online activities**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathway** ☐ **NCAA**

This is a Concurrent Enrollment course and fulfills PROD 301 at Allan Hancock College.
PROD 301 consists of three interrelated components:

1. Students complete a semester freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.

2. The course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.

3. During the 10th, 11th, and 12th grades students update their 10-year plans on their own or as part of a series of follow-up instructional modules that help them expand their career and education options. They'll learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.

COURSE TITLE: Sports Medicine - Kinesiology

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**2.0 GPA "C" or better in biology**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☑	**CTE** ☐ **NCAA**

This course is designed for students interested in science related careers with emphasis on sports medicine. Students will receive core classroom instruction in kinesiology, biomechanics, anatomy, physiology, healing processes, CPR/First Aid/AED training, physical therapy and fitness instructor. In addition, students will take part in labs in the classroom that will enable them to use a hands-on approach to understanding lecture materials.

COURSE TITLE: Introduction to Athletic Training

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of Sports Medicine - Kinesiolgy**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course will introduce students to the anatomy and physiology of the human body and how the systems interact with each other through exercise and sport. The course will also address sports injuries and analyze various treatments available. Multiple laboratory activities and case studies are included to further aid in the learning process. Students will utilize critical thinking and scientific problem solving for research and lab experiments. Model approaches to scientific topics are achieved through analysis of data, critical thinking, and application of learned concepts. An emphasis will be placed on primary sources for gathering and analyzing scientific studies. The course will develop communication skills in writing, reading, and discussing scientific issues.

COURSE TITLE: AHC ATH 104

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of Sports Medicine - Kinesiolgy**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE**	☐ **NCAA**

ATH 104- Care/Prevention-Ath Injuries is a hands-on course where students learn the anatomy and physiology of the human body systems and how they interact with each other through sports. The course is designed for prospective coaches, athletic trainers, health and physical educators; to aid in the evaluation and care of athletic injuries. This course provides classroom instruction in athletic training, medical terminology, vital signs, and recognition and treatment of injuries. Emphasizes techniques in taping, care, prevention, and rehabilitation of athletic injuries. At the conclusion of this course, students will be able to: identify major muscles and bones of the body; identify major body systems; provide primary care to injuries; recognize and use appropriate medical terminology; perform and analyze strength exercises; demonstrate skills and knowledge of the principles of athletic training; effectively apply tape and bandages; be able to collect data and analyze the data to make informed conclusions; understand the breadth of medical careers that utilize the skillset students have developed; and understand the postsecondary actions needed to pursue a career in the health industry.

COURSE TITLE: Career Technical Work Experience Education

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of Sports Medicine - Kinesiolgy**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

CTWEE is a healthcare practicum course where students apply the knowledge they have gained from previous coursework and gain in this course while concurrently working in the field. This course provides classroom instruction in athletic training/community healthcare administration, medical ethics, professional development, and exercise science. At the conclusion of the course, students will be able to: perform CPR and basic first aid; provide primary care to injuries; recognize and use appropriate medical terminology: perform rehabilitative exercises; develop professional workplace and employment skills; demonstrate the ability to critically think about complex health issues across the nation and globe; demonstrate skills and knowledge of the principles of exercise; understand the breadth of medical careers that utilize the skill set students have developed; and understand the postsecondary actions needed to pursue a career in the health services industry.

COURSE TITLE: Robotics A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:									
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Students will work in engineering teams to design, build and test increasingly complex robots. The course will illustrate the engineering design process, the importance of integrating sensors, complex machine control (programming), and multi-robot systems in a robot design. Students will be expected to solve challenges using physical robots with custom code. Students will work in teams to complete four design projects that will serve as assessments during the year and will also participate in in-house and regional competitions. Special attention will be paid to the design process and its communication through both presentation and documentation. The course will include a final exam, which will incorporate a design challenge, documentation and presentation of design.

COURSE TITLE: Leadership (ASB)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**Must hold an ASB and/or Class Office and have instructor's approval**								
HOMEWORK:	**N/A**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Leadership is a yearlong course that is required and limited to those involved in elected and appointed positions of student government. Leadership skills are developed through direct participation in the planning and implementation of a variety of student and staff activities. Students are expected to be positive role models of Righetti High School and to be available at various times before, during and after school to participate in student activities.

COURSE TITLE: Publications A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**Instructor Approval**								
HOMEWORK:	**Many hours of work outside of the classroom**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Students enrolled in this course are responsible for the production of the high school yearbook. Stress is placed upon the basic principles of good journalism, publishing, and meeting deadlines.

PHYSICAL EDUCATION DEPARTMENT

COURSE TITLE: PE Course 1 A/B

LENGTH:	☐ One Semester	☑ Year Long			
GRADE LEVEL:	☑ 9	☐ 10	☐ 11	☐ 12	
PREREQUISITE:	None				
HOMEWORK:	None				
LAB FEE:	*See uniform requirements				
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	☐ CTE	☐ NCAA

PE Course 1 will provide students with a foundation in motor skills and movement patterns. Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

COURSE TITLE: Jogging Walking Body Mechanics A/B
*** THIS COURSE IS FOR STUDENTS WHO DID NOT PASS COURSE 1-9 A/B**

LENGTH:	☑ One Semester	☐ Year Long			
GRADE LEVEL:	☐ 9	☑ 10	☑ 11	☑ 12	
PREREQUISITE:	Course 1 with Grade "F"				
HOMEWORK:	None				
LAB FEE:	*See uniform requirements				
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	☐ CTE	☐ NCAA

This class will facilitate the development and maintenance of physical fitness by using fitness walking as the activity.

COURSE TITLE: PE Course 2 A/B

LENGTH:	☑ One Semester	☑ Year Long			
GRADE LEVEL:	☐ 9	☑ 10	☑ 11	☑ 12	
PREREQUISITE:					
HOMEWORK:	None				
LAB FEE:	*See uniform requirements				
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	☐ CTE	☐ NCAA

PE Course 2 will continue the foundation from PE Course 1 in motor skills and movement patterns. Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apple to the learning and performance of physical activity.

COURSE TITLE: Body Mechanics and Toning A/B

LENGTH:	☑	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Course 1 or Course 2 with a grade "B" or better; or Teacher Recommendation**								
HOMEWORK:	**None**								
LAB FEE:	***See uniform requirements**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Body Mechanics and Toning is an elective class designed to be taken after successful completion of PE Course 1. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning, and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of resistance training with proper body mechanics and aerobic activities i.e. resistance bands, stability ball work, medicine ball work, cycling, running, walking etc.

COURSE TITLE: PE 3/Team, Individual & Dual Activities

LENGTH:	☑	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Course 1 or Course 2 with a grade "B" or better; or Teacher Recommendation**								
HOMEWORK:	**None**								
LAB FEE:	***See uniform requirements**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

PE Course 3- Team, Individual and Dual Activities is an elective class designed to be taken after successful completion of PE Course 1 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning, and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of team, individual and dual activities i.e. basketball, golf, tennis, etc.

COURSE TITLE: PE 3/Weight Training & Fitness Activities

LENGTH:	☑	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Course 1 or Course 2 with a grade "B" or better; or Teacher Recommendation**								
HOMEWORK:	**None**								
LAB FEE:	***See uniform requirements**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

PE Course 3- Weight Training and Fitness Activities is an elective class designed to be taken after successful completion of PE Course 1 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning, and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of team, individual and dual activities i.e. weights, cardio equipment, stretching, plyometric, etc.

Test Items

AEROBIC CAPACITY
Teachers will select one of the following options:

The PACER- recommended for grades K-3 multistage 20 meter shuttle run

* **One Mile Walk/Run**

BODY COMPOSITION
Teachers will select one of the following options:

Percent Fat- calculated from triceps calf skinfolds

* **Body Mass Index**- calculated from height weight

MUSCLE STRENGTH, ENDURANCE & FLEXIBILITY

Teachers will select as indicated:

Abdominal Strength
Must select:

* **Curl-up Test**

Upper Body Strength
Must select one:

Push-up

Modified Pull-up
Pull up

Flexed Arm Hang

Trunk Extensor Strength & Flexibility
Must select:

* **Trunk Lift**

Flexibility
May select one:

Back-saver Sit-and-reach

* **Shoulder stretch**

* **Righetti High School Tests**

P.E. UNIFORM POLICY

The following items are acceptable as a P.E. uniform:

1. Athletic/Fitness material type shorts black and shirt gray
2. Gray fleece sweatpants and gray fleece sweatshirt..
3. Athletic shoes

Gray sweats may be worn in addition to the P.E. uniform. Students may wear gray sweats as long as they are used during P.E. Class only. Students may not wear clothing they have worn to school during the P.E. class period. Only students dressed in a P.E. uniform will be permitted to participate and receive credit for dressing out.

Non-participations include non-suits, absences cuts may not be made-up and not participating in daily activity. Legitimate reasons illness, injury or other health problems for excusing participation in P.E. will be accepted for a maximum of three days with a note from the parent. Excuses for a longer period will require a doctor s note. Excused non-participation days may require doing make-up assignments as per instructor. <u>All students must dress out daily.</u>

The P.E. grade is based on a combination of the following:

1. skills test
2. physical fitness scores
3. written assignments
4. mile run
5. effort
6. daily participation

P.E. GRADUATION REQUIREMENTS

A traditional path towards meeting Physical Education requirements would be to accrue 10 units or two semesters during the freshman year, and take 10 units or two more semesters during the sophomore year.
It is important to note that the information listed does not limit students from taking PE classes in their junior and senior years as electives. Since Physical Fitness is a life-long endeavor, the P.E. staff at RHS highly encourages all students to take four years ofP.E.
All students must successfully pass 20 units 4 semesters of P.E. to meet RHS Graduation requirements. Freshmen must take Course 1 both semesters of their first year of enrollment. Sophomores will take Course 2 to fulfill the remaining 10 units. Athletes, who earn 5 units of credit from a sport, may apply only 5 units towards Course 2 to complete the 20 unit graduation requirement.

P.E. MEDICAL EXCUSE PROTOCOL

The following protocol will be used to manage students who are medically excused from PE by a doctor's note. The doctor's note should be specific with the physical limitations of the students. This will allow the PE teachers to make modifications for the students. Students are required to participate within their physical education courses for at least 400 minutes for each 10 schooldays EC Section 51222 a . Students who are medically excused from PE will be handled inthe following ways:

1 Medically excused for 1-5 days: Students will be able to physically participate with modifications.
Students will have to make-up physical work that they were not able to complete during the medically excused time period. Failure to make-up physical work will result in lowering the student s grade. Students are to dress for PE class, with modifications if necessary.

2 Medically excused for 1-4 weeks: Students will be able to physically participate with modifications.
Students will have to make-up physical work that they were not able to complete during the medically excused time period. Failure to make-up physical work will result in lowering the student s grade. It is at the discretion of the teacher to give "CRINC" (Credit/No Credit) instead of a letter grade during this time period. Students will have to complete physical make-up work to receive a letter grade. Students are to dress for PE class, with modifications if necessary.

3 Medically excused for 4+ weeks: Students will be able to physically participate with modifications.
Students will receive Credit/No Credit instead of a letter grade for the semester. Students are to dress for PE class, with modifications if necessary.

4 If students cannot physically participate with modifications per doctor's note then the students will be referred to the California Education Code 51241 for temporary exemption. Thus students will have to complete the PE course during another semester.

EC Section 51241 states:
Temporary Exemption:
The governing board of a school district or the office of the county superintendent of schools of a county may grant a temporary exemption to a pupil from courses in physical education, if the pupil is one of the following:

- Ill or injured and a modified program to meet the needs of the pupil cannot beprovided.
- Enrolled for one-half, or less, of the work normally required of full-time pupils *(EC* Section 51241 a 1 2.)

HEALTH

COURSE TITLE: Health and Wellness For Life A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

This course will assist students in becoming health literate individuals who can critically analyze and problem solve when confronted with the health issues of today. Students will become self-directed learners by obtaining accurate health related knowledge and skills, to understand, access and use health information and services, develop lifelong positive health-related attitudes and behaviors, and make wise decisions related to their personal health and safety. Students will be their own health advocate on topics including personal and community health, mental, emotional and social health, nutrition and physical activity, alcohol, tobacco, and other drugs, and growth, development, and sexual health.

ERHS Science Department

Website: righettiscience.com

Santa Maria Joint Union High School District

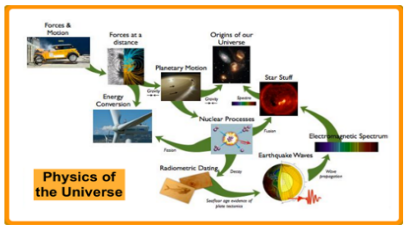
ERHS -Science Course Sequences

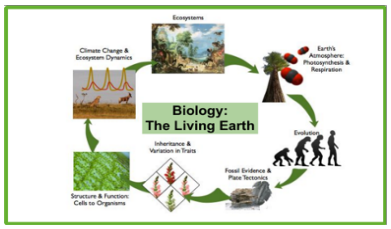
	NGSS Course Sequence The College Prep Sequence meets the "d" Lab requirement for UC/ CSU admission. Access to science electives begins senior year.	***Accelerated* NGSS Course Sequence Options** The Accelerated Sequence allows students early access to science electives, including AP classes. Choosing this sequence will enable students to take science elective in ***both*** their junior and senior years.	
9th Grade	Physics of the Universe	Physics of the Universe* & Biology: The Living Earth** Math Requirement: Algebra 1 (Concurrent)	Physics of the Universe
10th Grade	Biology: The Living Earth	Chemistry in the Earth System* & OPTIONAL Concurrent Enrollment in Science Elective Math Requirement: Geometry (Concurrent)	Biology: The Living Earth* & Chemistry in the Earth System*** Math Requirement: Geometry (Concurrent)
11th Grade	Chemistry in the Earth System	Science Elective	Science Elective
12th Grade	AHC Biology 100 AHC Geology 100	AP Chemistry AP Environmental Science	AP Physics Marine Science	Physics Physiology & Anatomy

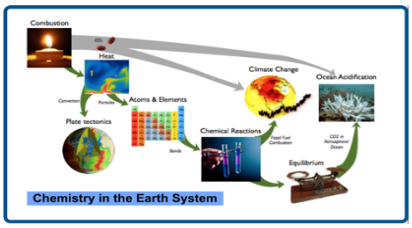
*Required NGSS Science Course
**Concurrently enrolled in Physics of the Universe AND Algebra 1.
***Concurrently enrolled in Biology: The Living Earth AND Geometry.

CTE Environmental Resources Pathway

SMJUHSD NGSS Course Sequence







"All Standards, All Students"

Santa Maria Joint Union High School District

ERHS -Science Course Sequences *Accelerated*

	NGSS Course Sequence The College Prep Sequence meets the "d" Lab requirement for UC/ CSU admission. Access to science electives begins senior year.	***Accelerated* NGSS Course Sequence Options** The Accelerated Sequence allows students early access to science electives, including AP classes. Choosing this sequence will enable students to take science elective in ***both*** their junior and senior years.	
9th Grade	Physics of the Universe	Physics of the Universe* & Biology: The Living Earth** Math Requirement: Algebra 1 (Concurrent)	Physics of the Universe
10th Grade	Biology: The Living Earth	Chemistry in the Earth System* & OPTIONAL Concurrent Enrollment in Science Elective Math Requirement: Geometry (Concurrent)	Biology: The Living Earth* & Chemistry in the Earth System*** Math Requirement: Geometry (Concurrent)
11th Grade	Chemistry in the Earth System	Science Elective	Science Elective
12th Grade	AHC Biology 100 AHC Geology 100	AP Chemistry AP Environmental Science	AP Physics Marine Science	Physics Physiology & Anatomy

**Required NGSS Science Course*
***Concurrently enrolled in Physics of the Universe AND Algebra 1.*
****Concurrently enrolled in Biology: The Living Earth AND Geometry.*

CTE Environmental Resources Pathway

Santa Maria Joint Union High School District

ERHS -CTE Environmental Resources Pathway

Physics of the Universe → Biology: The Living Earth → Chemistry in the Earth System* → AP Environmental Science*

Physics of the Universe & Biology: The Living Earth → Chemistry in the Earth System → AHC Biology 100* or AHC Geology 100* → AP Environmental Science*

Accelerated NGSS Course Sequence Options apply to CTE Environmental Resources Pathway

SMJUHSD NGSS Pathway

CTE ENVIRONMENTAL RESOURCES PATHWAY

*CTE courses taught by CTE Credentialed Teacher

SCIENCE DEPARTMENT

SMJUHSD NGSS Course Sequence

"All Standards, All Students"

COURSE TITLE: Physics of the Universe A/B (P)

LENGTH:	☐	One Semester	☑	Year Long				
GRADE LEVEL:	☑	9	☑	10	☑	11	☑	12
PREREQUISITE: None **Recommended concurrent enrollment in math course** **Required for Accelerated NGSS Pathway - Concurrently enrolled in Physics of the Universe A and Biology: The Living Earth A and Algebra 1 A.**								
HOMEWORK: Yes								
SUMMER ASSIGNMENT: No								
REQUIREMENTS FULFILLED:	☐	AHC	☑	A-G (D)	☐	AP	☐	CTE ☑ NCAA

*This course is aligned with the **NGSS Physical Science & Earth Science Standards** is required for **CAASPP_CAST**.

The **Physics of the Universe A/B (P)** is a year-long course which is aligned to the California Next Generation Science Standards (CA NGSS) and the California Science Framework High School Three Course Model. Students in this course will learn content based on the three dimensions of CA NGSS science: Science and Engineering practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The course is divided into seven units including the six instructional segments from the California Science Framework and is centered on questions about a specific phenomenon.

As students achieve the Performance Expectations (PEs) within the unit through laboratory experiments, projects, and in-class demonstrations, they uncover Disciplinary Core Ideas (DCIs) from Physical Science, as well as Earth and Space Science. Students engage in multiple Science and Engineering Practices (SEPs) in each unit, not only those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations. This course will provide a foundation in the laws of physics to support student understanding of the processes that shape Earth and space systems.

*Physics of the Universe is **a "d" lab science** and meets the district **graduation requirement** for **physical science**.*

COURSE TITLE: **Biology: The Living Earth A/B (P)**

LENGTH:	☐	One Semester	☑	Year Long					*life science*
GRADE LEVEL:	☑	9	☑	10	☑	11	☑	12	
PREREQUISITE: None **Recommended Successful completion of Physics of the Universe A/B** **Required for Accelerated NGSS Pathway - Concurrently enrolled in Physics of the Universe A and Algebra 1 A - OR - Concurrently enrolled in Chemistry in the Earth System A and Geometry A**									
HOMEWORK: Yes									
SUMMER ASSIGNMENT: No									
REQUIREMENTS FULFILLED:	☐	AHC	☑	A-G (D)	☐	AP	☐	CTE	☑ NCAA

*This course is aligned with the **NGSS Life Science & Earth Science Standards** is required for **CAASPP_CAST**.

Biology: The Living Earth A/B (P) is a laboratory-based college preparatory course. This course is defined in the 2019 California Science Framework, integrating Biology and Earth and Space Science standards from the California Next Generation Science Standards (NGSS). The course is divided into seven units, the first of which is a unit that focuses on executive science skills. The following six Instructional Segments (I.S.) centered on questions about observations of a specific phenomenon. The units address the concepts of ecosystem interactions, energy flow in a system, evolution, genetics, cell theory, and climate change. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Life Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices (SEPs) in each unit not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

*Biology: The Living Earth is **a "d" course** and meets the district **graduation requirement** for laboratory **life science**.*

COURSE TITLE: **Chemistry in the Earth System A/B (P)**

LENGTH:	☐	**One Semester**	☑	**Year Long**					*physical science*
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE: **Recommended Successful completion of Physics of the Universe A/B and Biology: The Living Earth A/B** **Required for Accelerated NGSS Pathway Successful completion of Physics of the Universe A/B and concurrently enrolled in Biology: The Living Earth A and Geometry A**									
HOMEWORK: **Yes**									
SUMMER ASSIGNMENT: No									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

*This course is aligned with the NGSS Physical Science & Earth Science Standards is required for CAASPP_CAST.

Chemistry in the Earth System A/B (P) is a laboratory-based college preparatory course. This course is defined in the 2019 California Science Framework, integrating Chemistry and Earth and Space Science standards from the California Next Generation Science Standards (NGSS). The course is divided into six Instructional Segments (I.S.) centered on questions about observations of specific phenomena. The units address the concepts of combustion, heat and energy in the Earth System, atoms, elements, and molecules, chemical reactions, and the chemistry of climate change and ocean acidification. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations (PEs) within the unit, they uncover Disciplinary Core Ideas (DCIs) from Physical Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices (SEPs) in each unit not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts (CCCs) as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

*Chemistry in the Earth System is a **"d" course** and meets the district **graduation requirement** for **physical science**.*

Science Course Electives

COURSE TITLE: AHC Biology 100

LENGTH:	☐	**One Semester**	☑	**Year Long**	*Graded on a 5-point GPA scale*			
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:								
Successful completion (C average) of NGSS Pathway ***Required*** *for* ***Accelerated*** NGSS Pathway *- Successful completion of Physics of the Universe A/B*, ***and*** *Biology: The Living Earth A/B* ***and*** *is concurrently enrolled in Chemistry in the Earth System A.* ***Recommended*** *enrollment in Righetti's* CTE Environmental Resources Pathway.								
HOMEWORK:	**Yes**							
SUMMER ASSIGNMENT:	**No**							
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE** ☑ **NCAA**

*This course is aligned with the **CTE Model Curriculum Standards** for the **Environmental Resources Pathway**.

The **AHC Biology 100** course fulfills the general education requirement for ***life science*** and is available to 10th, 11th, and 12th-grade students who meet the prerequisite requirements.

Biology 100 is a year-long science laboratory course designed to guide students through the scientific exploration of our living world. This course will use the scientific process to build a conceptual framework of modern biology. Inquiry-based investigations will advance students understanding of how cell structure and function contribute to the organization of life. In addition, developing and using models will facilitate a deeper understanding of the storage and transfer of genetic information, ensuring the continuation and diversity of life. Case studies will provide evidence supporting natural selection as the mechanism of evolution, further clarifying how life emerged and survived on our changing planet. This course will also explore how living systems interact, creating communities and ecosystems governed by the transfer of energy and matter through our biosphere, culminating with the study of the importance of biodiversity as a vital mechanism that provides resilience to living systems in a changing world.
Biology 100 is a ***concentrator*** course for the *Righetti's* **CTE Environmental Resources Pathway**. With a passing grade in both terms of this course, a student will meet the life science ***graduation requirement*** and the ***UC laboratory science requirement***.

COURSE TITLE: AHC Geology 100

LENGTH:	☐	**One Semester**	☑	**Year Long**	*Graded on a 5-point GPA scale*				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE: **Successful completion (C average) of NGSS Pathway** **Required for Accelerated NGSS Pathway – Successful completion of Physics of the Universe A/B, and Biology : The Living Earth A/B and concurrently enrolled in Chemistry in the Earth System A** **Recommended enrollment in Righetti's CTE Environmental Resource Pathway**									
HOMEWORK: Yes									
SUMMER ASSIGNMENT: No									
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE**	☑ **NCAA**

*This course is aligned with the **CTE Model Curriculum Standards** for the **Environmental Resources Pathway**.

The **AHC Geology 100** course fulfills the general education requirement for ***physical science*** and is available to 10th, 11th, and 12th-grade students who meet the prerequisite requirements.

Geology 100 is a year-long physical lab science course during which students will study the dynamic process that shape and change the surface of the Earth. Students will learn rock and mineral identification, study and interpret topographic and geological maps and study landforms and structures. Students will also apply real world applications of geology and how it can affect their everyday lives, the community in which they live and areas around the world. Throughout the year, students will study the different geological sciences to learn how they interact with one another while incorporating other disciplines such as Chemistry, Physics, Language Arts and Mathematics. This class emphasizes the hands-on approach along with inquiry-based labs that align to both the Next Generation Science Standards and the common core standards.

Geology 100 is a ***concentrator*** course for the *Righetti's* **CTE Environmental Resources Pathway**. With a passing grade in both terms of this course, a student will meet the physical science ***graduation requirement*** and the ***UC laboratory science requirement***.

COURSE TITLE: Marine Science A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE: **Successful completion (C average) of NGSS Pathway** ***Required* for *Accelerated* NGSS Pathway – Successful completion of Physics of the Universe A/B, and Biology : The Living Earth A/B and concurrently enrolled in Chemistry in the Earth System A**									
HOMEWORK: Yes									
SUMMER ASSIGNMENT: No									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

The **Marine Science (P)** course fulfills the general education requirement for a semester of ***physical science*** and a semester of ***life science*** and is available to 11th through 12th-grade students who meet the prerequisite requirements.

Marine Science is a year-long college preparatory lab science course designed to teach students the concepts and principles of marine science and scientific literacy. This is an interdisciplinary course that introduces students to marine biology, ocean chemistry, oceanography, and research technology while providing an in- depth study of human impacts on our oceans. This class blends the requirements of the Next Generation Science Standards, the Ocean Literacy Principles, and California's Environmental Principles. Passing the fall term of this course student will earn of a semester of physical science credit and passing the spring term of this course student will earn a semester of life science credit towards science unit ***graduation requirement.*** *This course also meets the* ***UC laboratory science requirement***.

COURSE TITLE: Physics A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**
PREREQUISITE: **Successful completion (C average) of NGSS Pathway and concurrent enrollment in Algebra II A** ***Required* for *Accelerated* NGSS Pathway – Successful completion of Physics of the Universe A/B, and Biology : The Living Earth A/B and concurrently enrolled in BOTH Chemistry in the Earth System A and Algebra II A**								
HOMEWORK:	**Yes [Homework will be assigned daily and will represent 15% of student's overall grade. Student will also be required to complete laboratory write-ups.]**							
SUMMER ASSIGNMENT: No								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

The **Physics A/B (P)** course fulfills the general education requirement for a semester of ***physical science*** and is available to 11th and 12th-grade students who meet the prerequisite requirements.

Physics A/B (P) is a year-long course with the purpose of presenting an advanced study of the physical properties of matter and energy. The course is divided into five major units: Mechanics, Properties of Matter; Waves, Sound and Light, Electricity and Magnetism; and Modern Physics. Passing both terms of this course student will meet the physical science unit ***graduation requirement*** and the ***UC laboratory science requirement.***

COURSE TITLE: Physiology/Anatomy A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE: **Successful completion (C average) of NGSS Pathway** ***Required* for *Accelerated* NGSS Pathway – Successful completion of Physics of the Universe A/B, and Biology : The Living Earth A/B and is concurrently enrolled in Chemistry in the Earth System A**								
HOMEWORK:	**Yes**							
SUMMER ASSIGNMENT: No								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

The **Physiology/Anatomy (P)** course fulfills the general education requirement for a semester of ***life science*** and is available to 11th through 12th-grade students who meet the prerequisite requirements.

Physiology/Anatomy is a year-long course designed to support students with an interest in the human body. The in-depth study of cells, tissues of the skin (Integumentary System), Skeletal system, Muscular System, and Nervous System will peak student interest in the fall. Our study continues with Senses, Endocrine System, Blood Cardiovascular System, Lymphatic System, Digestive System, Respiratory System, Urinary System. The student's understanding of all the systems will be applied through Triage (diagnosis presentations to professional panel). The last three weeks of the spring semester will be the dissection of a fetal pig. Passing both terms of this course student will meet the life science unit ***graduation requirement*** and the ***UC laboratory science requirement***.

AP SCIENCE COURSES

COURSE TITLE: AP Biology A/B (AP)

AP Biology A/B has been replaced with the Allen Hancock College **Concurrent Course**, **Biology 100** (see page 67).

COURSE TITLE: AP Chemistry A/B (AP)

LENGTH:	☐	**One Semester**	☑	**Year Long**	*Graded on a 5-point GPA scale*				
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE: **Successful completion (B- average) of** NGSS Pathway **and concurrently enrolled in Algebra II A**									
HOMEWORK: **Yes**									
SUMMER ASSIGNMENT: Yes									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

*This course is aligned with the **College Board Advanced Placement Chemistry Curriculum Framework**.

The **AP Chemistry A/B** course fulfills the general education requirement for ***physical science*** and is available to 11th and 12th-grade students who meet the prerequisite requirements. Grades earned in this course are calculated on a 5-point scale and are therefore weighted.

AP Chemistry is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. Students who earn a qualifying score on the AP Chemistry Exam are typically eligible to receive college credit and placement in an advanced science course in college. AP Chemistry is an intensive two-semester course in inorganic chemistry which builds upon concepts learned in college preparatory chemistry. Topics include structure and states of matter, chemical reactions and equilibrium, and other topics as prescribed by the College Board for AP Chemistry. Students in AP Chemistry will participate in numerous laboratories and are expected to take the College Board Advanced Placement Examination in the spring.

COURSE TITLE: AP Environmental Science A/B (AP)

LENGTH:	☐	**One Semester**	☑	**Year Long**	*Graded on a 5-point GPA scale*				
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion (C average) of NGSS Pathway**								
Required for Accelerated **NGSS Pathway**	**Successful completion of Physics of the Universe A/B, and Biology: The Living Earth A/B and is concurrently enrolled in Chemistry in the Earth System A**								
Recommended **enrollment in Righetti's CTE Environmental Resources Pathway.**									
HOMEWORK:	**Yes**								
SUMMER ASSIGNMENT: Yes									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☑	**AP**	☑	**CTE**	☑ **NCAA**

*This course is aligned with the **College Board Advanced Placement Environmental Science Curriculum Framework** and **CTE Model Curriculum Standards for the Environmental Resources Pathway**.

The **AP Environmental Science A/B** course fulfills the general education requirement for ***physical science*** and is available to 11th and 12th-grade students who meet the prerequisite requirements. Grades earned in this course are calculated on a 5-point scale and are therefore weighted.

AP Environmental Science is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. Students who earn a qualifying score on the AP Environmental Science Exam are typically eligible to receive college credit and placement into advanced science course in college. AP Environmental Science is a multidisciplinary science course designed to be the equivalent to a freshman college environmental science course that provides students the opportunity to learn about and develop an appreciation for the Earth's environment. It will be taught from a rigorous science perspective that stresses scientific principles and analysis and includes a laboratory component. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will examine natural and man-made environmental problems, considering alternatives for solving or preventing them. Issues will be studied from scientific, sociological and political perspectives. This course fulfills a college requirement for a basic lab science and prepares students to take the College Board Advanced Placement Exam. This course is also the ***capstone course*** for the Righetti **CTE Environmental Resources Pathway**.

COURSE TITLE: AP Physics 1 A/B (AP)

LENGTH:	☐	**One Semester**	☑	**Year Long**	*Graded on a 5-point GPA scale*				
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of NGSS Pathway and Successful completion of Math Analysis A/B (B- average). *Highley recommended* concurrent erollment in Calculus A/B.**								
HOMEWORK:	**Yes**								
SUMMER ASSIGNMENT: Yes									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (D)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

*This course is aligned with the **College Board Advanced Placement Physic 1 Curriculum Framework**.

The **AP Physics 1 A/B** course fulfills the general education requirement for ***physical science*** and is available to 11th and 12th-grade students who meet the prerequisite requirements. Grades earned in this course are calculated on a 5-point scale and are therefore weighted.

AP Physics is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. Students who earn a qualifying score on the AP Physic 1 Exam are typically eligible to receive college credit and placement into advanced science course in college. AP Physic 1 is a year-long course designed to be taken by students after the successful completion of either high school physics or chemistry. AP Physics 1 is divided into four major units to be covered at an introductory collegiate level: classical mechanics, electricity and magnetism, waves and optics, and modern physics. Students will participate in numerous laboratory experiments and are expected to take the College Board Advanced Placement Exam.

SOCIAL STUDIES DEPARTMENT

COURSE TITLE: Ancient History/ Medieval History (P)

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☑	**9**	☐	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

A broad course of world history that examines the inheritance of Classical Antiquity, of Ancient and Medieval Asia and Europe. Recognition of historical patterns and an examination and emphasis on topics that have a continuing history of civilizations of India, China and the Islamic World, and Greco-Roman antecedents of Medieval Europe.

COURSE TITLE: Chicano/Latino Studies A (P)

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☑	**9**	☐	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

This course explores Latino experiences from pre-Columbian civilizations to the present. It is an interdisciplinary course that investigates the diversity of Chicano/Latino culture as it is conditioned by the intersections of race, class, gender, regional variation and power. Through culturally relevant curriculum, this class will provide a historical, political, and economic analysis of Chicano/Latino people's quest for equality. This course will address the Chicana/o Movement, immigration, literature, music and film to discuss the factors that contribute to the formation of Chicano/Latino identity today.

COURSE TITLE: Intro to Ethnic and Gender Studies (P)

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☑	**9**	☐	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

Introduction to Ethnic and Gender Studies will utilize research, discussion, and project based learning to encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equity, race, racism, ethnicity, indigeneity, etc. This course focuses on the contributions and experiences of African Americans, Asian Americans/Pacific Islanders, Latino/Chicano Americans, Indigenous Americans, and the women within each of these groups in the United States. The course content will build greater understanding and communication across ethnic differences; reveal underlying commonalities that can bind by bringing individuals and groups together; and address marginalized experiences and ethnic differences as real and unique. This course will also include a unit in which students will consider concepts related to their own personal, group and/or national identity.

COURSE TITLE: Modern World History A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

The purpose of Modern World History is to acquaint the student with the major political, social, religious, and economic changes in world history during the late 18th, 19th, and 20th centuries. Materials and lessons are aligned with California Standards.

COURSE TITLE: Ethnic & Social Justice in Modern World History A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☑	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

Tenth-grade students typically are taught World History through a Eurocentric lens. Leaving most students to question where they see themselves in world history. In this World Cultures course, students will examine world history through a purposeful lens of the world cultures that helped shape the modern world. The major turning points that shaped the modern world. The time frame for this course will be from the late eighteenth century (1700s) to the present day (2000s). This includes the rise of democratic ideas and their influence on the development of government and the relationship between it and the individual. Students will trace the ideas and develop their understanding of the historical roots of current world issues. The essential historical question/year-long inquiry will pivot around the relationship between the individual and the state. Students will extrapolate from the global experience that democratic ideals are often achieved at a high price – bloody revolutions with a high human toll. They too can conclude that democracies are vulnerable, fragile, and at-risk. Likewise, the global perspective will demonstrate the absence of Western, political values in many places worldwide. Moreover, through an in-depth study of individual events and people, students can trace the development of even larger themes, such as the quest for liberty and justice, the influence and redefinition of national identity, and the rights and responsibilities of individual citizens.

COURSE TITLE: AHC HIST 101-World Civilizations to 1600

LENGTH:		☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**		
GRADE LEVEL:		☐	**9**	☑	**10**	☐	**11**	☐	**12**
PREREQUISITE:	**Instructor's approval**								
HOMEWORK:	**Yes**		***Summer work is required**						
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE** ☑ **NCAA**

Dealing with the time period 2,500 B.C.E. to 1600 CE, the course focuses on the impact of interactions among major societies, the relationship of change and continuity across the world during these time periods, the impact of technology and demography on people and environment, systems of social structure and gender structure, cultural and intellectual developments and interactions among and within societies. An interdisciplinary, multi-cultural exploration of the development of the great civilizations: China/Japan, Egypt, Greece/Rome, India, Mesopotamian, and Pre-Columbian. Important ideas, events and discoveries are explored through literature, folklore, art history, philosophy, and science.

COURSE TITLE: AHC HIST 102- World Civilizations Since 1500

LENGTH:		☑	**One Semester**	☐	**Year Long**		**Graded on a 5 point scale**		
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE** ☑ **NCAA**

An interdisciplinary, multicultural examination of the expansion, contraction & conflicts of the major world civilizations from the 16th century to the present. Focus is on ideas, events, & discoveries that have shaped our world as viewed through literature, folklore, art history, philosophy, & science.

COURSE TITLE: U.S. History A/B (P)

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

U.S. History A and B is a two-semester course designed to provide college-bound students with the factual knowledge and analytic and communicative skills necessary to deal critically with the problems and materials in United States history. The study of U.S. History includes the ma or themes from exploration and discovery to the present, with special emphasis on the Twentieth Century. Materials and lessons are aligned with California Standards.

COURSE TITLE: Ethnic and Social Justice U.S. History A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☐	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

Conventional U.S. History courses are often taught from a purely political perspective. That is, they use the chronology of Presidents and major events in US History to serve as guide points for units. This approach can leave a student with a one-sided view of U.S. History. Students start to believe that there is only one perspective and they don't see themselves as a part of history. The purpose of this course is to teach U.S. History from the perspectives of ethnic, racial or marginalized groups, reflecting narratives and points of view rooted in that group's lived experiences and intellectual scholarship – one which emphasizes the roles of justice, power, race, and gender in American history.

COURSE TITLE: AP United States History A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**		
GRADE LEVEL:		☐	**9**	☐	**10**	☑	**11**	☐	**12**
PREREQUISITE:	**Must have taken and passed AP World History or Modern World History with a C or better.**								
HOMEWORK:	**Yes**	***Summer work is required**							
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

This course is designed to present a survey of the emergence of the federal republic -- from attention to developments in colonial thinking through national expansion -- Civil War and reunion. The aspirations, beliefs, and basic values which guided early settlers, and which are reflected in the Declaration of Independence and the Constitution are analyzed. Focus is on researching the growth of political freedom and the exercise of responsibility that must accompany that liberty. Second semester will focus on an overview of the Civil War with the main focus on researching the difficulties experienced by our political system during Reconstruction, continuing with an in-depth analysis and evaluation on the social, political, and industrial changes in the United States in the late 19th and early 20th centuries. This course prepares students for the National Advanced Placement Examination.

COURSE TITLE: U.S. Economics (P)

LENGTH:		☑	**One Semester**	☐	**Year Long**				
GRADE LEVEL:		☐	**9**	☐	**10**	☐	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE** ☑ **NCAA**

This semester-long course is designed to help students develop a deeper understanding of economic problems and institutions in which they live. We will examine concepts such as scarcity, supply and demand, business organizations, as well as the role of the government and the Federal Reserve System. Materials and lessons are aligned with California Standards.

COURSE TITLE: AP Microeconomics

LENGTH:		☑	**One Semester**	☐	**Year Long**		**Graded on a 5 point scale**		
GRADE LEVEL:		☐	**9**	☐	**10**	☐	**11**	☑	**12**
PREREQUISITE:	**Instructor recommendation and a minimum of Algebra 2 A/B**								
HOMEWORK:	**Yes**	***Summer work is required**							
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (G)**	☑	**AP**	☐	**CTE** ☑ **NCAA**

The Advanced Placement offering of U.S. Economics focuses mainly on microeconomics studying how individuals, firms, and organizational structures make economic decisions. Demand and supply analysis is developed to demonstrate how market prices are determined, how those prices determine an economy's allocative mix of goods and services, how factors of production are allocated in the production process, and how goods and services are distributed throughout the economy. We evaluate the strengths and weaknesses of economic decision-makers by employing concepts of efficiency and equity. We also analyze and evaluate the effects of government intervention. Being an Advanced Placement offering, this course is designed to prepare students for taking the College Board's AP Exam in May of this school year. Materials and lessons are aligned with California Standard.

COURSE TITLE: U.S. Government (P)

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Daily or as assigned**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (A)**	☐	**AP**	☐	**CTE**	☑ **NCAA**

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Materials and lessons are aligned with California Standards.

COURSE TITLE: AP Government & Politics US

LENGTH:	☑	**One Semester**	☐	**Year Long**	**Graded on a 5 point scale**				
GRADE LEVEL:	☐	**9**	☐	**10**	☐	**11**	☑	**12**	
PREREQUISITE:	**Teacher recommendation**								
HOMEWORK:	**Yes**	***Summer work is required**							
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (A)**	☑	**AP**	☐	**CTE**	☑ **NCAA**

This course is a college-level class. It is meant to be challenging and provides a rigorous curriculum based on preparing students to pass the National Advanced Placement Examination that is given in the spring. Students who pass the AP exam are given actual college credit. Only students who have a genuine willingness to perform at a high level are encouraged to enroll. Students will study the interaction among the three branches of government from both an historical as well as modern perspective. In addition, the Constitution will be used to provide the basis for understanding how and why our government operates as it does.

SPECIAL EDUCATION DEPARTMENT

Special Education offers a continuum of instructional support services to assist students in meeting both the SMJUHS District's graduation requirements and/or individual education needs as identified through the IEP (Individual Education Plan). Eligibility for Special Education services is determined through a referral and assessment process. The IEP team determines eligibility and need for these services.

CONTINUUM OF SERVICES:

PREREQUISITE FOR ALL PROGRAMS:
As directed by the IEP.

Resource Specialist Program (RSP)

Students in the Resource Program are enrolled in a regular academic program. Support services are provided directly to the student in the regular classroom and/or the Study Skills class. Some students may receive academic instruction in English, math and reading improvement within the Special Education Program as designated by the IEP. Services may also be provided through consultation to the regular education teacher.

Special Day Class (SDC)

Special Day Class offers a continuum of opportunities for students to participate in instructional programs offered through Special Education/Regular Education which meet individual educational needs as identified in the IEP. SDC provides for identified individual educational needs through community experiences, employment preparation and academic courses, using strategies of direct and small group instruction. Students will be instructed in California State Standards in order to meet graduation requirements.

Designated Instructional Services

Designated Instructional Services are provided in the areas of Speech and Language, Work Experience, Adaptive Physical Education (APE), Psychological Testing and related services. These services are determined through the referral/assessment process and IEP Team.

Specially Designed Physical Education

Specially Designed Physical Education is a course which provides a service to students who need a specifically designed PE class as determined by the IEP Team.

Speech and Language Services

These services are provided for students who have been identified through the IEP process as having significant delays in articulation or expressive/receptive language.

Work Experience Education

Work Experience Education offers the opportunity to earn elective credits through qualified work experiences, as identified in the IEP.

Job Prep

This course is only for students that have an IEP to prepare students for transition from high school to adult life. This course is designed to begin the transition process for students from high school to independence. Students will begin by researching careers and post-secondary education for their future. Knowledge and skills related to gaining employment or entering post-secondary education will include developing a personal resume, a cover letter, job applications and interview skills. Students will then gain the knowledge to understand and complete forms and documents such as a social security application, completing W-2 forms, benefit forms, employment rights, contracts, complete 1040 EZ. In addition, students will begin to develop money skills through handling money - counting change, deposit slips, etc. and banking skills such as handling a checking and savings account. Students will explore the skills necessary for life skills such as finding an apartment, contracts, utilities, and budgeting for living within their income.

Job Tryout

This course is only for students that have an IEP to prepare students for transition into the work force. This course is designed to prepare students for entry into the workforce through in class instruction/activities, job shadowing, and hands-on experiences. Students will develop a greater understanding of careers and the essential skills needed in the workplace. Students will practice completing resumes, cover letters and job applications. They will practice writing memos, emails, business letters and other related documents. Instruction is provided in skills such as employee-employer relations, job skills, food preparation and handling skills, money skills, operate cash register, reading, interpreting, and following directions, phone etiquette, customer service skills, and responsibility. Students will gain hands on experience in on-campus job shadowing or hands-on experiences such as Coffee and More Cafe, food cart for staff, feeding animals in the Science Department, working with the Maintenance Department, working in the Cafeteria, etc. hands-on experiences will vary with student interest and availability of school staff to mentor the students.

OTHER

Other services which may be included in the special education continuum of services are provided by agencies such as Tri-Counties Regional Center, Santa Barbara County Office of Education and Transition Partnership Program/ Department of Rehabilitation.

VISUAL AND PERFORMING ARTS DEPARTMENT

Art

COURSE TITLE: Introduction to Art A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Assignments directly related to subject matter taught in class**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course is designed as a survey course to introduce the art student to various core mediums of drawing, painting, and sculpture. Creative, expressive exercises will teach art students to develop their artistic eye and basic composition/layout strategies, by drawing from a wide range of cultural and historical inspiration.
This course is designed to explore basic elements and principles of design utilizing exercises in drawing with graphite and colored pencils, as well as painting in tempera paint. The second semester course continues to explore the elements and principles of design with projects designed to give students creative opportunities to express their artist's voice. They will also learn the grid expansion technique. Emphasis will be placed on portfolio development and a final presentation of work.

COURSE TITLE: CTE Drawing A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Introduction to Art A/B**								
HOMEWORK:	**Assignments directly related to subject matter taught in class**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is designed to continue to explore the elements and principles of design, expand the students' drawing skills/techniques, including perspective technical drawings, Stipple technique with other strategies, and large, proportional grid expansion pieces. Students will become comfortable with various drawing media including ink, pencil, charcoal, colored pencils, as well as oil and chalk pastels. Students will utilize color theory, critical thinking, and purposeful decision-making to create their expressive works. A basic understanding of art through history may be presented for study to meet the UC/CSU entrance requirement. Emphasis will be placed on portfolio development and a final presentation of work.

COURSE TITLE: CTE Painting A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Introduction to Art and Intermediate Drawing with a grade of "B" or better or recommendation of the instructor based upon the student's portfolio**								
HOMEWORK:	**Students may have homework that pertains to Art History and Art Appreciation and the current classroom curriculm.**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course is designed to expand the students' rendering and mark making skills/techniques through the looser mediums of various types of paint, while continuing to explore the elements and principles of design. Students will learn to understand the various properties, strategies, and skills necessary to successfully wield the different mediums of tempera, watercolor and acrylic paints.

Students will utilize color theory, critical thinking, and purposeful decision-making skills to create their expressive works and develop their unique artistic "voice." They will also broaden their knowledge of historical artwork and the work of contemporary artists through field trips and art videos. Emphasis will be placed on portfolio development, a final presentation of work, and career/vocational opportunities for artists.

COURSE TITLE: Digital Arts 1 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

Designed for students who have shown interest in the field of fine arts and the use of digital imaging technology. This course introduces elements of art and principles of design through a focus on developing digital drawing skills. This course uses MS Paint, Adobe Photoshop & Illustrator on industry-standard equipment. No skill requirements, but general computer savviness is recommended.

COURSE TITLE: Digital Arts 2 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Digital Arts 1 or Teacher Recommendation**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Designed for students who have shown interest in the field of fine arts and the use of digital imaging technology. Students expand their digital drawing and technical skills using a variety of methods of expression by continuing with MS Paint, Adobe Photoshop & Illustrator on industry-standard equipment. Prior experience and comfort using these programs is expected from prerequisite Digital Arts 1.

COURSE TITLE: AP Studio Art, Drawing A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Successful completion of Introduction to Art, Intermediate Drawing A/B, Painting, or recommendation of the instuctor based upon the student's portfolio.**								
HOMEWORK:	**Assignments directly related to subject matter taught in class.**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☑	**AP**	☐	**CTE**	☐ **NCAA**

This is a college level course for students seriously interested in the visual arts with a focus in the application of the Principles of Design as applied to drawing. In this course the entire year will be spent producing a wide variety of artwork, further refining the skills you have acquired in Intermediate Drawing and searching for a personally meaningful and challenging conceptual direction in your work, which will become your portfolio Concentration. All students are required to submit a drawing portfolio for review to the AP College Board. Rigor and production are an important part of this course. All AP Studio students are required to be concurrently enrolled in either Painting, Studio Art (non-AP), or Advanced Studio VPA. For some examples of portfolios visit the following website for examples: **http://apcentral.collegeboard.com/apc/public/exam/examinformation/index.html**

COURSE TITLE: Theatre Arts 1

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:									
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

Introducing basic skills of theatre arts in four major content areas: 1) Acting: articulation, projection, expression and self-confidence; 2) Theatre History, 3) Play reading and Playwriting, and 4) Technical Theatre/Career applications: set design, costuming and makeup. While performance for outside audiences is not required, participation and performances within class are expected for building confidence in public speaking and acting.

COURSE TITLE: Theatre Arts 2

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Theater Arts 1**								
HOMEWORK:	**Yes**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course builds on basic skills and brings students into the Advanced level of CA Visual and Performing Standards. This course continues to focus on four major content areas of theatre arts: 1) Acting, 2) Theatre History, 3) Play Reading and Playwriting, and 4) Technical Theatre and Career Applications, while exploring technical theatre and audition prep.

Dance - Mexican Folklórico

COURSE TITLE: Beginning Mexican Folk Dance A

LENGTH:	☑	**One Semester**	☐	**Year Long**		**Graduation elective**			
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Attendance of folklórico concert required.**								
LAB FEE:	**Folklórico dance shoes are recommended.**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Beginning Mexican Folk Dance A is a non-performing dance class. Traditional Mexican dance technique and vocabulary will be developed. Regional traditional dances from el Norte, Jalisco and Veracruz are taught including footwork, regional styles, stage presence, choreography and historical background of Mexican folk dance. The purpose of this class is to teach students the fundamentals of Mexican folk dance and prepare students for the *Intermediate Mexican Folk Dance A/B* class as well as auditions for the *Ballet Folklórico*, the school's performing group/class (7th period). Auditions for following year's Ballet Folklórico are held during the spring semester.

COURSE TITLE: AHC Dance 140 Beginning Folklórico (2 units)

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Audition**								
HOMEWORK:	**Attendance of folklórico concert required.**								
LAB FEE:	**Folklórico dance shoes are recommended.**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

An introduction to the fundamentals on movements appropriate for Mexican folklórico dances emphasizing exercises to improve rhythmic ability and movement coordination. Acceptable for UC/CSU credit.

COURSE TITLE: Intermediate Mexican Folk Dance A/B

LENGTH:	☑	**One Semester**	☐	**Year Long**		**Graduation elective**			
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Beginning Mexican Folk Dance or Teacher recommendation.**								
HOMEWORK:	**Attendance of folklórico concert required.**								
LAB FEE:	**Folklórico dance shoes are highly recommended.**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Intermediate Mexican Folk Dance A/B is a yearlong, non-performing dance class. Traditional Mexican dance vocabulary and technique will continue to be improved. Regional traditional dances from el Norte, Jalisco and Veracruz are taught including footwork, regional styles, stage presence, choreography and historical background of Mexican folk dance. The purpose of this class is to teach students the fundamentals of Mexican folk dance and prepare students for auditions for the *Ballet Folklórico*, the school's performing group/class. Auditions for next year's Ballet Folklórico will be held during the spring semester.

COURSE TITLE: Ballet Folklórico 1 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**By audition only (held in spring). Recommended: Beginning and/or Intermediate Mexican Folk Dance. (Students are expected to maintain a 2.0 GPA and good attendance for purposes of performance eligibility.**								
HOMEWORK:	**Students are expected to attend after school and evening practices as scheduled.**								
LAB FEE:	**Students may need to purchase dance shoes, makeup, accessories, etc.**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course fulfills the University of California's Visual and Performing Arts "F" requirement for college admission and serves as a Concentrator course in the CTE Career Pathway for Arts, Media & Entertainment - Performing Arts: Dance/Choreography. Students refine their footwork and stage presence, apply choreographic skills, study the historical background of a variety of regional Mexican dance styles, learn production elements and business/managerial skills, and develop a professional career plan. Each year a repertoire of dances from various regions of Mexico will be taught in preparation for public performances both on and off campus. Eligible for 1-2 units of Cooperative Work Experience (CWE 149 or 302).

COURSE TITLE: AHC Dance 142 Intermediate Folklórico (.5 unit)

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Audition**								
HOMEWORK:	**Attendance of folklórico concert required.**								
LAB FEE:	**Folklórico dance shoes are recommended.**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

An intermediate study of traditional dance from both Mexico and Spain. This is a lab course. Acceptable for UC/CSU credit.

COURSE TITLE: AHC Dance 145 Folklórico Zapateados (.5 unit)

LENGTH:	☑	**One Semester**	☐	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Audition**								
HOMEWORK:	**Attendance of folklórico concert required.**								
LAB FEE:	**Folklórico dance shoes are recommended.**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

An intermediate study of traditional dance from both Mexico and Spain. This is a lab course. Acceptable for UC/CSU credit.

COURSE TITLE: Ballet Folklórico 2 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Ballet Folklórico 1 and must pass audition (held in spring). Students are expected to maintain a 2.0 GPA and good attendance for purposes of performance eligibility.**								
HOMEWORK:	**Students are expected to attend after school and evening practices as scheduled.**								
LAB FEE:	**Students may need to purchase dance shoes, makeup, accessories, etc.**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course fulfills the University of California's Visual and Performing Arts "F" requirement for college admission. Students perfect their footwork and stage presence, apply choreographic skills, study the historical background of a variety of regional Mexican dance styles, and learn production elements and business/managerial skills. Each year a repertoire of dances from various regions of Mexico will be taught in preparation for public performances both on and off campus. Eligible for 1-2 units of Cooperative Work Experience (CWE 149 or 302).

Music - Mexican/Latin Ensemble

COURSE TITLE: Marimba Band 1 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Basic music skills are recommended but not required. This class is open to students of any cultural background who have passed an audition and/or received teacher approval. Students are expected to maintain a 2.0 GPA and good attendance for purposes of performance eligibility.**								
HOMEWORK:	**Students are expected to attend after school and evening practices as scheduled.**								
LAB FEE:	**Students may need to purchase shoes, makeup, accessories, etc**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course is a yearlong, performing music ensemble which fulfills the University of California's Visual and Performing Arts "F" requirement for college admission and serves as a Concentrator course in the CTE Career Pathway for Arts, Media & Entertainment - Performing Arts: Professional Music. Traditional and contemporary music from Latin America with an emphasis on Mexican music genres will be explored. Students study the historical background of the music genres, develop playing and singing skills and performance skills, apply musical arranging skills, learn production elements and business/managerial skills, and develop a professional career plan. It also provides instruction on the aesthetic, cultural and historical dimensions of Latin American music. Each year a repertoire of songs from various musical genres of Mexico and Latin America will be taught in preparation for public performances both on and off campus. Eligible for 1-2 units of Cooperative Work Experience (CWE 149 or 302).

COURSE TITLE: Marimba Band 2 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Marimba Band 1. Students are expected to maintain a 2.0 GPA and good attendance for purposes of performance eligibility.**								
HOMEWORK:	**Students are expected to attend after school and evening practices as scheduled.**								
LAB FEE:	**Students may need to purchase shoes, makeup, accessories, etc**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This is a yearlong, performing music ensemble which fulfills the University of California's Visual and Performing Arts "F" requirement for college admission and serves as a Capstone course in the CTE Career Pathway for Arts, Media & Entertainment - Performing Arts: Professional Music. Traditional and contemporary music from Latin America with an emphasis on Mexican music genres will be explored. Students study the historical background of the music genres, develop playing and singing skills and performance skills, apply musical arranging skills, learn production elements and business/managerial skills, and develop a professional career plan. It also provides instruction on the aesthetic, cultural and historical dimensions of Latin American music. Each year a repertoire of songs from various musical genres of Mexico and Latin America will be taught in preparation for public performances both on and off campus. Eligible for 1-2 units of Cooperative Work Experience (CWE 149 or 302).

Music - General

COURSE TITLE: Marching/Concert Band

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Experience preferred, please see the instructor if joining for the first time.**								
HOMEWORK:	**Memorization of music, 30 min. of practice per day. After school sectionals, rehearsals and performances. Summer work includes Band camp, minimum 1 week, prior to school and music memorization.**								
LAB FEE:	**Refer ot page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This yearlong performance course is designed for all students with performance experience of a woodwind, brass, or percussion instrument. Students enrolling in this class will participate in required performances such as assemblies, sporting events, parades, competitions, concerts, and festivals. There are required rehearsals and performances outside the regular school day. Students must provide appropriate attire as outlined in the band handbook. Please contact the teacher if there is any inclination to join this class.

COURSE TITLE: Jazz Ensemble A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Experience preferred, please see the instructor if joining for the first time.**								
HOMEWORK:	**30 minutes of practice per day.**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Survey of all jazz styles to include Big-Band, Swing, Funk, Latin, and Rock and Roll. Students will have the opportunity to perform at concerts, festivals, and other events in the community while representing the school. They will learn how to play in various styles of jazz and improvise melody over chord progressions.

COURSE TITLE: Modern Band A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Approval by instructor**								
HOMEWORK:									
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Modern Band is a course to develop student achievement through the exploration of the modern band genre, including, but not limited to rock, pop, country, and hip hop musical styles. The course will introduce the musical skills necessary to perform on the electric guitar, acoustic guitar, electric bass, keyboard, drums, brass, and vocals.

COURSE TITLE: Guitar A/B (P)

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**2-3 hours a week of extra practice**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

This course is open to all students interested in learning to play the guitar or to improve their existing skills. Individuals as well as groups will work on learning the fundamentals of playing the guitar, music fundamentals including music reading, and basic music theory. Students will also work on learning advanced chords, finger picking, and working with different musical styles. In addition, students will learn the history of the guitar and related instruments. Guitars will be provided, or students may bring their own personal guitar.

Music - Vocal

COURSE TITLE: Concert Choir A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Concert Choir is a beginner class for anyone who wants to sing! In this course, you'll learn basic music skills like breathing, pitch, and tone, as well as important music terms and how to follow your part in written music. You'll also get a chance to practice sight reading. The choir performs in all the concerts, and you don't need to audition to join. You can take this class as many times as you want until you're ready for Varsity Choir or Madrigals! This class is A-G approved.

COURSE TITLE: Chorale A/B

LENGTH:		☐	**One Semester**	☑	**Year Long**				
GRADE LEVEL:		☑	**9**	☑	**10**	☑	**11**	☑	**12**
PREREQUISITE:	**None**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:		☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE** ☐ **NCAA**

Chorale is a beginner class for female students who want to sing! In this course, you'll learn basic music skills like breathing, pitch, and tone, along with important music terms and how to follow your part in written music. You'll also cover the basics of sight reading. You do not have to audition to join and you may take this class as many times as you want. The group performs in all the concerts, giving you plenty of chances to showcase your skills!

COURSE TITLE: Varsity Choir A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Teacher approval**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Varsity Choir is an intermediate level year-long class for students who want to improve their singing in four-part harmony. In this class, you'll learn to read music, stay in tune while singing with others, and try out different styles, including a cappella. The choir performs in several concerts each year, including festivals and a two-day tour. You can take this class as many times as you want! If you're in Varsity Choir, you can also join Concert Choir or Chorale at the same time. To sign up, you'll need a recommendation from your teacher, and this class is A-G approved.

COURSE TITLE: Madrigals A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Varsity Choir or an audition**								
HOMEWORK:	**None**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐ **NCAA**

Madrigals is an advanced choir class for students who have a solid background in music, and it's open to everyone! In this group, you'll perform a mix of musical styles and represent the school as "singing ambassadors." You'll participate in several concerts throughout the year, as well as festivals and community events. Being part of this ensemble helps you develop teamwork and commitment. If you can, it's a good idea to also join Varsity Choir while in Madrigals. It's recommended to have prior choir experience at Righetti, and you'll need to audition to get in.

Music - Songwriting

COURSE TITLE: Songwriting& Music Production 1 A/B(P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Occasional**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

In this "hands-on" course, students will compose and record songs and other forms of music. To that end, they will learn and apply select information on music theory, composition, arrangement, the history of song, instrumental performance, signing, lyric writing, as well as, learning and utilizing music recording equipment and software. Reflecting the standards and practices of professional musicians, much of the work can be achieved individually or in collaboration with other students with complementary skills. Students who have no prior skills in songwriting, playing an instrument, or singing are welcome, but they must receive instructor approval and will be expected to adequately develop one or more of those skills during the year.

Photography

COURSE TITLE: Photography 1 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**None**								
HOMEWORK:	**Occasional**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This “hands-on” course provides training and experience in the basic to intermediate technical and artistic elements of photography. Students spend time outdoors learning about and using professional-level camera features on a variety of photographic assignments designed to develop their compositional and technical skills. Back in the classroom students use a variety of techniques to refine and present their photographs. Throughout the process students see, critique, and learn from the best of the world’s photographs, as well participating in displays of student work.

COURSE TITLE: Photography 2 A/B (P)

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Photography 1 A/B with a passing grade**								
HOMEWORK:	**Occasional**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This is a “hands-on” course providing advanced-level photography experiences. Using professional-level equipment and facilities, assignments broaden artistry and technical skills in areas such as lighting, special effects, digital imaging, advertising, art shows, and small to large scale independent projects.

Video/Film

COURSE TITLE: Intro Video/Film 1 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**A desire to learn Film and Video Production.**								
HOMEWORK:	**Pertaining to video projects**								
LAB FEE:	**Refer to page 3**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This course is an introductory class intended for students that wish to learn the art of filmmaking. The student works with professional grade equipment, the latest in editing software as well as learning the art of editing. This class fulfills the A-G UC requirement. The class is open to all grade levels. Students will also learn how to submit their films to national and international film festivals.

COURSE TITLE: AHC Film 110 A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**		**Graded on a 5 point scale**			
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Video/Film 1 A/B**								
HOMEWORK:									
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☑	**AHC**	☐	**A-G**	☐	**AP**	☑	**CTE**	☐ **NCAA**

This class is for the student eager to learn the art of filmmaking. The student works with the latest editing software, professional grade camera, the up-to-date scriptwriting software and produces their own films. Students will also learn how to submit their films to national and international film festivals. Taking this class earns the student not only high school credit but college credit as well. At the end of the semester, the student will receive a transcript from Allan Hancock College.

COURSE TITLE: Magazine Journal Edit Design A/B (the school online newspaper, "The Legend")

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Instructor's approval**								
HOMEWORK:	**research, writing**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (G)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is designed for the student interested in online news publication. The class is responsible for supplying content for the online news website, RHSLegend.com. Students will write articles about things that impact student life. Students will have access to cameras for photography, will learn how to use Wordpress, design, and writing mechanics. Students suited for this class should have writing skills, be self-motivated, and willing to work independently. Students may also work on the video news broadcast for the school.

COURSE TITLE: Advanced Video/Filmmaking A/B

LENGTH:	☐	**One Semester**	☑	**Year Long**					
GRADE LEVEL:	☐	**9**	☑	**10**	☑	**11**	☑	**12**	
PREREQUISITE:	**Video/Film Production 1 A/B and Instructor's approval**								
HOMEWORK:	**Pertaining to video projects**								
LAB FEE:	**None**								
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G (F)**	☐	**AP**	☐	**CTE**	☐ **NCAA**

This course is the third-level film course at Righetti and students will continue to work on their narrative filmmaking skills in groups but will also work independently on documentary films as well. Students will produce no less than two documentaries and two narrative films throughout the year. Students that want to enter the field of filmmaking/video production will learn valuable skills that will help them get work in the field.

AVID/STUDENT SERVICE

COURSE TITLE: AVID A/B

LENGTH:	☐	**One Semester**			☑	**Year Long**				
GRADE LEVEL:	☑	**9**	☑	**10**	☑	**11**	☑	**12**		
PREREQUISITE:	**Teacher recommendation, interview, on track to complete A-G courses and 3.0 GPA**									
HOMEWORK:	**One hour per night**									
LAB FEE:	**None**									
REQUIREMENTS FULFILLED:	☐	**AHC**	☑	**A-G**	☐	**AP**	☐	**CTE**	☐	**NCAA**

AVID is a college-readiness program designed to help students develop the skills and habits necessary for success in high school, college, and beyond. This course encourages students to take ownership of their own learning and focuses on building a strong academic foundation through writing, inquiry, collaboration, organization, and reading. Students engage in tutorials led by trained tutors, practice various note-taking strategies, and develop skills in critical thinking and time management. Additionally, AVID provides exposure to college and career exploration, leadership opportunities, and motivational activities that promote perseverance. AVID students are often enrolled in advanced or challenging courses with the support of the AVID elective class to ensure they achieve their full potential.

COURSE TITLE: Extended Learning Opportunity

LENGTH:	☑	**One Semester**			☑	**Year Long**				
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**		
PREREQUISITE:	**None (Requires Guidance Tech Referral)**									
HOMEWORK:	**As Needed**									
LAB FEE:	**None**									
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐	**NCAA**

This elective/remediation course is designed to assist students in the utilization of 21st Century technology tools to improve their reading, writing and math skills while making up units towards a diploma. The instruction will include entry level computer skills and job acquisition skills with a Career Technical Education focus. Typing software will be used to improve each student's level of keyboarding skills. Students will earn the appropriate and ethical use of technology and Internet safety. Students will be assigned a variety of project-based coursework to demonstrate their knowledge and skills. The online Edgenuity program will be used to enable students to catch up on units in order to earn a high school diploma. See your Counselor/Guidance Tech to determine if you qualify for this course.

COURSE TITLE: Student Clerk

LENGTH:	☑	**One Semester**			☐	**Year Long**		**(May be repeated)**		
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**		
PREREQUISITE:	**Approval of instructor or supervising adminstrator**									
HOMEWORK:	**None**									
LAB FEE:	**None**									
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE**	☐	**NCAA**

Students will perform general office routines as required.

COURSE TITLE: Teacher Aide

LENGTH:	☑	**One Semester**			☐	**Year Long**		**(May be repeated)**		
GRADE LEVEL:	☐	**9**	☐	**10**	☑	**11**	☑	**12**		
PREREQUISITE:	**Approval of instructor**									
HOMEWORK:	**None**									
LAB FEE:	**None**									
REQUIREMENTS FULFILLED:	☐	**AHC**	☐	**A-G**	☐	**AP**	☐	**CTE Pathv**	☐	**NCAA**

Students are assigned in the classroom to assist the teacher with general duties. Typically, such tasks may include recording homework papers and helping with other clerical needs as required.

General

All pathways taught at the SMJUHSD Mark Richardson Career Technical Center and Agricultural Farm (The Richardson Center) are structured as two period yearlong classes. Classes are open to all students with Seniors receiving priority. For 2025-2026 classes are grouped as: 1-2, 3-4 & 5-6. Students are CTE Completers upon completion of the one-year pathway if they pass with a C- or higher. Courses, as all pathway courses, must be taken in sequence per CDE rules. All six pathways are connected to postsecondary attainment and options.

There are six Pathways Offered for 2025-2026

Agricultural Farm*	Culinary*	Diesel*
Construction**	Cyber Security*	Metal Design & Fabrication*

**Concurrent w/AHC, CSU Transferrable, Receives a Grade Bump*
***A-G Pre-Apprenticeship*

Agricultural Farm Pathway *(Concurrent/Grade Bump/CSU Transferrable)*

This pathway consists of three AHC courses: AHC AG 153 Introduction to Sustainable Agriculture, AHC AG 190/191 Agriculture Production Enterprise (Fall-Winter/Spring). This pathway provides an opportunity to help run the Mark Richardson Center Student Farm. Students will gain the ability to design and implement basic farming techniques that can be used on either a small or medium-size farm during Fall-Winter and then Spring-Summer crop seasons. Students will develop fundamental management, business, cultivation, and harvesting techniques throughout this course. At the end of the course, students can apply the necessary skills learned to start their own small-scale farm or apply them in the local agriculture industry. Produce safety will also be addressed. *Outdoor labor is required.*

Certifications: OSHA 10 Safety, iCEV, MRC Forklift

AHC AG 153 Introduction to Sustainable Agriculture *(AG5153)* Yearlong
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

AHC AG 190 Agriculture Production Enterprise *(AG7010)* Fall-Winter
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

AHC AG 191 Agriculture Production Enterprise *(AG7020)* Spring
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Construction Pre-Apprenticeship Pathway

This pathway is a pre-apprenticeship with the Carpenters Union. This pathway prepares students for entry level employment within the construction field via a general contractor, or trade union (e.g. electrician, carpenter, plumbing etc.) or to continue in the Construction Technology Program at Cuesta College or Construction Management Program at Cal Poly. Skills studied include framing, electrical, plumbing, weatherization, blueprint reading, drywall, tile setting, roofing, heavy equipment operation and more.

Certifications: OSHA 10 Safety, Forklift, Carpenters Union Certifications

(Construction Continued)

Construction I *(ND7040)* Fall
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☒ **A-G** ☐ **AP** ☒ **CTE Concentrator**

Construction II *(ND7041)* Spring
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☒ **A-G** ☐ **AP** ☒ **CTE Completer**

Culinary Pathway *(Concurrent/Grade Bump/CSU Transferrable)*
This pathway consists of three AHC courses and prepares students for further study in Culinology at AHC or a university. In this program students apply culinary techniques, food science technology and nutritional science principles to the production of quality food. Entry-level positions may include food preparation, line cook, entry level food and beverage service positions. Through further study, skills are transformed into careers such as corporate executive chefs, directors for food research and development, flavorists, food scientist/technologists, menu development professionals, product assurance and development.

Certifications: Food Handler's, Safe Serv

AHC CA124 Sanitation, Safety & Equipment *(HE7124)* Fall
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

AHC CA121 Baking & Pastry *(HE7121)* Spring
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

AHC CA120 Principles of Foods 1 *(HE 7120)* Yearlong
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

Cyber Security Pathway *(Concurrent/Grade Bump/CSU Transferrable)*
This pathway consists of three AHC courses and is designed to provide students with knowledge and lab experience of current and emerging computer networking technology. Focus will be on LANs, WANs, OSI models, IP addressing, cabling, CompTIA, and network standards; the theory behind the various kinds of network architectures and data transmission methods, and the use of decision-making and problem-solving techniques in applying science, mathematics, and communication concepts to solve networking problems. Instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment. Emphasis will be placed on the Cisco System Certification.

Certifications: COMPTIA, CISCO.

AHC EL105 PC Preventative Maintenance *(ND7105)* Yearlong
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

(Cyber Security Continued)

AHC EL106 Networking Essentials I *(ND7106)* Fall
GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**
AHC EL107 Networking Essentials II *(ND7107)* Spring
GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Diesel Mechanics Pathway *(Concurrent/Grade Bump/CSU Transferrable)*
This pathway consists of two AHC courses and is designed to prepare students for a variety of entry-level positions involving medium/heavy duty diesel repair. These positions may include work on over the road trucks, tractors, construction equipment and more generally in the diesel sales, repair, and support industry. Learned skills include the ability to diagnose and repair diesel engines. Local partners include Quinn CAT, John Deere and Santa Maria Truck Center (Freightliner/Mercedes).

Certifications: SP2 Safety, Automotive HVAC, ASE Student Certs, Get Ahead - Freightliner

AHC AT 100 Automotive Fundamentals *(IT7020)* Fall
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**
AHC AT 303 Automotive Electricity *(IT7021)* Spring
GRADE LEVEL: 9 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Engineering & Industrial Design Pathway *(Concurrent/Grade Bump/CSU Transferrable)*
This pathway consists of three AHC courses and is designed to prepare students for variety of entry level positions in a manufacturing environment. Positions may include manual machine operator, computer numerical control (CNC) operator, computer aided drafting and manufacturing (CAD/CAM) designer, manufacturing generalist or programmer.
Learned skills may include the ability to operate conventional and computer numerical controlled (CNC) machinery, program CNC machinery, operate various CAD/CAM systems and interpret blueprints, material handling and quality control.

Certifications: OSHA 10 Safety, HAAS Machine Operator Certification, Solidworks.

AHC MT109 Survey of Machining and Manufacturing *(IT7109)* Spring
GRADE LEVEL: 9 - 12
REQUIREMENTS FULFILLED: ☒ AHC ☐ A-G ☐ AP ☒ CTE **Completer**
AHC MT113 SolidWorks *(IT5000)* Fall
GRADE LEVEL: 11 - 12
REQUIREMENTS FULFILLED: ☒ AHC ☐ A-G ☐ AP ☒ CTE **Concentrator**
AHC MT116 Master Cam *(IT5001)* Fall
GRADE LEVEL: 11-12
REQUIREMENTS FULFILLED: ☒ AHC ☐ A-G ☐ AP ☒ CTE **Concentrator**

10/1/2024

Concurrent Enrollment: Take College Classes at RHS

Concurrent Enrollment (CE) refers to college-credit bearing courses taught to high school students by college-approved high school teachers at the high school campus. Concurrent Enrollment courses are school-specific.
Concurrent Enrollment is different than College Now! (Courses which are held at AHC campuses or online after high school hours.)

Concurrent Enrollment Courses Offered at RHS

- **AHC AG 150-** Introduction to Agribusiness
- **AHC AG 152**- Introduction to Animal Science
- **AHC AG 154**- Intro to Fruit Science
- **AHC AG 156**- Intro to Environmental Horticulture
- **AHC AG 157**- AG Sales, Communication, Leadership
- **AHC AG 158**- Agricultural Economics
- **AHC ATH 104**- Care/Prevention- Athletic Injuries
- **AHC BIOL 100**- Introduction to Biology
- **AHC DANC 140**- Beginning Folklorico
- **AHC DANC 142**- Intermediate Folklorico
- **AHC DANC 145**- Folklorico Zapateados
- **AHC ENGL 101-** Freshmen Comp: Exposition
- **AHC FILM 110**- Intro to Motion Picture and Video
- **AHC GEOL 100**- Physical Geology
- **AHC HIST 101**- World Civilizations to 1600
- **AHC HIST 102**- World Civilizations Since 1500
- **AHC PROD 301**- Intro to Life and Career Planning
- **AHC VEN 120** -Viticulture Operations
- **AHC WLDT 106**- Beginning Welding
- **AHC WLDT 300**- Shop Math and Measurement
- **TAFT ENGL 1600**-Critical Thinking, Literature, and Composition

AHC-Allan Hancock College *TAFT-Taft College*