

# Ripon High School

Course Catalog

2022-2023

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***"The Mission of the Ripon High School Community shall be to  
promote the success of every student."  
Join the Tribe!***

# Welcome

We are so pleased to welcome you as a student at Ripon High School. Whether you are a returning student, a freshman, or a new student we strive to provide students with a rich learning experience filled with rigor and engagement. This course catalog is designed to help assist you in your course planning. In addition to this catalog, we have school counselors who are available to answer questions and guide the course planning process.

It is our intention that your experience at RHS is enriching and memorable. Have a wonderful school year.

## Course Request & Class Change Procedures

During the spring of each year, students are given materials to ballot for classes. This is an important process, and all students should take it seriously. The year-long courses students select on the course ballot sheet should be classes that the student needs to take in order to complete their four-year plan as well as meet RUSD graduation requirements.

At the time of balloting (usually in late February, or early March), selections should be reviewed by the student, their parents, and when necessary, teachers. The total number of students signed up for each course becomes the basis for the decision in creating the master schedule. Courses with low enrollment may not be included on the master schedule.

After the master schedule is completed those students with unavoidable conflicts will be contacted by their counselors to make final decisions about their course selections. Typically, this takes place before the back-to-school orientation process. If conflicts arise due to unavoidable changes in the master schedule, students will be notified of potential changes during registration week. Students' final class schedules will be distributed during registration.

Changes in schedules will only be made for students with scheduling errors like missing classes, academic misplacement, or graduation deficiency. Teacher requests and elective or period changes will not be made.

# Ripon Unified School District

## Graduation Requirements

A minimum of 250 credits are required for graduation at Ripon High School. A student earns five credits for each course successfully completed in a semester.

The following is the RUSD graduation requirements for the Class of 2021 and beyond:

- 40 credits in English (must take at least one English class per year)
- 30 credits in Mathematics (must complete International Math I, Algebra I, or International Math A/B)
- 35 credits in Social Science
  - 5 credits in World Geography
  - 10 credits in World History
  - 10 credits in US History
  - 5 credits in American Government
  - 5 credits in Economics
- 30 credits in Science
  - 10 credits in Physical Science
  - 10 credits in Life Science
  - 10 credits in Life Science or Physical Science
- 20 credits in Physical Education
  - 10 credits in 9<sup>th</sup> grade PE
  - 10 additional credits needed prior to graduation
    - Note: Completion of a sport earns five PE credits or elective credit
- 5 credits in Health Education
- 10 credits in Visual & Performing Arts or Foreign Language
- 10 credits in Vocational Arts
- 70 elective credits

To participate in the graduation ceremony, a student must earn an overall cumulative GPA of 1.50 or higher.

# College Bound Program

## College Entrance Requirements

There are a number of basic entrance requirements that are shared by most colleges and universities. Heavy emphasis should be placed on high school course selections in English, Math, Science, Social Science, and Foreign Language. If planning to attend a specific college or university, check with your counselor to make sure that you will be able to meet the necessary requirements for admission to that institution. It is strongly recommended that all students planning to attend a four-year college or university complete the following:

- A. History/Social Science (2 years)
- B. English (4 years)
- C. Math (3 years required, 4 years recommended)
- D. Lab Science (3 years required, 4 years recommended)
- E. Foreign Language (2 years required, 3 years recommended)
- F. Visual & Performing Arts (1 year)
- G. College Prep Elective Course (1 year)

## College Entrance Exams

Students planning to attend a four-year college or university after high school graduation may be required to take the Scholastic Aptitude Test (SAT Reasoning) or the American College Test (ACT) with writing. The University of California (UC) system no longer requires the SAT or the ACT for admission. The California State University (CSU) system may require the SAT or ACT for the class of 2023 and beyond. Please stay informed about any changes to the admission testing requirements by going to [www.calstate.edu](http://www.calstate.edu). Private and out-of-state universities may vary so check with the counseling office or the university site for details. Ripon High currently administers the Preliminary Scholastic Aptitude Test (PSAT) in October (priority to 11<sup>th</sup> grade) and March for 9<sup>th</sup> and 10<sup>th</sup> grades each year, to help prepare students for the SAT.

# **COLLEGE INFORMATION**

## A-G Subject Area Requirements

Students wishing to attend a California State University (CSU) or a University of California (UC) after graduation must complete:

- The 15-unit comprehensive pattern of college prep courses known as the “A-G Requirements”
- Classes must be passed with a “C” or better

## Different Segments of Higher Education

The University of California (UC) and California State University (CSU) systems of public higher education emphasize research and provide undergraduate, graduate, and certificate programs.

- Bachelors, Masters, Professional, and Doctoral Degrees
- Examples: UC Berkeley, UC Davis, CSU Monterey, Chico State

Private universities typically have higher tuition fees and have unique admission requirements. See your counselor for further details.

- Examples: Stanford University and University of Pacific (UOP)

California Community Colleges (CCC) are 2-year junior colleges that students can attend to

- Earn an A.A. or A.S., Vocational Degree, or Certificate
- Complete transfer requirements to a 4-year University
- Examples: Delta College and Modesto Junior College

## Financial Aid

The FAFSA (Free Application for Federal Student Aid) is the first step in the financial aid process to apply for federal and state financial aid to help students pay for college. Types of Aid:

- Grants
- Student Loans
- Federal Work-Study

A Cal-Grant is money awarded by the State of California that does not need to be paid.

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY  
 Ripon High School "A-G" Requirements  
Underlined courses denote extra honors credit: a=5, b=4, c=3

- A. History-Minimum of 2 years, including**
- AP Government and Politics United States\*
  - Federal Government\*
  - AP United States History
  - U.S. History
  - AP World History
  - World History
  - AP Human Geography
  - World Geography\*
- B. English-Minimum of 4 years**
- English I, II, and III
  - English Intensive (only 1-year credit)
  - CSU Expository Reading and Writing
  - English I (H)
  - English II (H)
  - AP English Language and Composition
  - AP English Literature and Composition
  - Futuristic Fiction
- C. Mathematics-Minimum of 3 years including**
- AP Calculus AB
  - AP Calculus BC
  - AP Computer Science A
  - AP Statistics
  - Statistics
  - PreCalculus
  - International Math I, II, III
  - International Math Honors I, II, III
  - International Math A & B (2 years=1)
- D. Laboratory Science- 2 years of lab science, including 2 of the following: biological sciences, chemistry, and/or physics (1 life, 1 physical).**
- AP Biology (LS)
  - AP Environmental Science (PS)
  - Chemistry (PS)
  - Physics (PS)
  - **Biology Honors (LS)**
  - Anatomy & Physiology (LS)
  - Biology (LS)
  - Agricultural Biology (LS)
  - Ag Food Science (PS)

- E. Foreign Language- 2 years of the same language required, 3 recommended:**
- Spanish I, II, III, IV
  - Spanish for Heritage Learners I (Level 1)
  - Spanish for Heritage Learners II (Level 3)
  - AP Spanish Language and Culture
  - AP Spanish Literature and Culture
- F. Visual and Performing Arts- 1 Year is required.**
- Art I, Art II (Intro)
  - Art III (Advanced)
  - Concert Band
  - Concert Choir
  - Digital Art and Illustration
  - Music Appreciation
  - Advanced Choir
  - Theater Arts I
  - AP Music Theory
- G. Elective Courses - 1-year requirement (All Courses listed under a-e, plus the following)**
- Ag Business Communications
  - Ag Fabrication
  - Ag Welding/Intro to Fabrication
  - Animal Science (Ag) (Lab Science-Life Science)
  - Application and Game Design
  - Business Computer Applications (Intro) 2+2
  - Conceptual Physics (Lab Science-Physical Science)
  - Creative Writing
  - Diesel Mechanics/Power Systems II
  - Earth Science (Lab Science-Physical Science)
  - Economics\*
  - Environmental Science (Ag) (Lab Science-Physical Science)
  - Farm to Fork
  - Intro to Computer Programming
  - Intro to Food and Agriculture
  - Journalism
  - JROTC I, II, III, IV
  - Medical Terminology
  - Personal Finance
  - Psychology
  - Small Engines/Power Systems
  - Sports Medicine I and II
  - Student Government
  - Veterinary Science (Lab Science-Life Science)
  - Yearbook Publications

\*= Semester Course  
 LS= Lab Science: Life Science  
 PS=Lab Science: Physical Science

## **CREDIT RECOVERY/ENHANCEMENT**

Ripon High School offers a list of outside options to complete required college-prep A-G courses. These options can be used to retake courses that were failed during the regular school year. Ripon High School also encourages students to take courses off-campus to enhance their education, provided that the class is not offered at RHS. See your counselor for approval before signing up for classes through other educational programs.

- Online Grad Point/Pearson (Limited Availability)
- Free After School and Summer School Options
- Community College
- California Connections Academy Charter Online

### **California Connections**

Interested students, please visit the counseling office for further information.

## **COMMUNITY COLLEGE EARLY ENROLLMENT**

Students may enroll in various courses available at Modesto Junior College (MJC) or San Joaquin Delta College. Any student interested in attending a community college must get a High School Petition for Advanced Placement form and have it signed by their high school counselor.

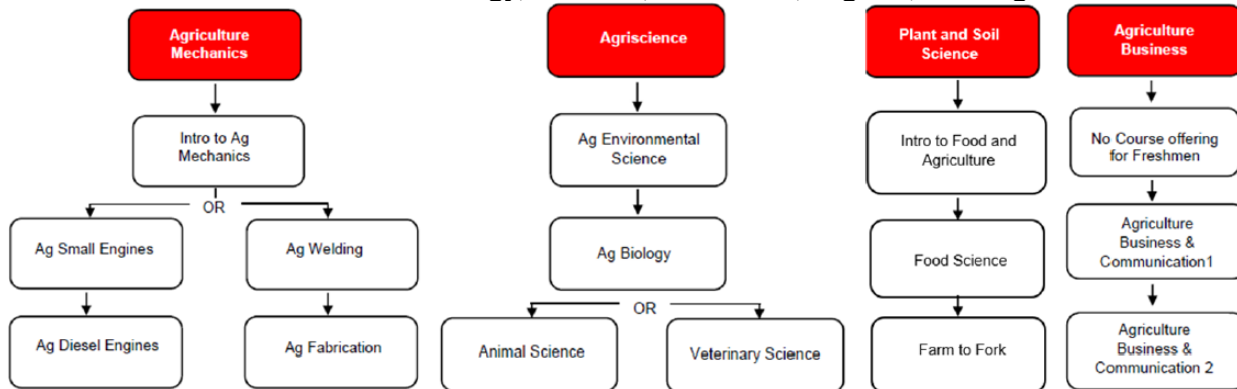
### **Articulated Courses**

Ripon High School has articulation agreements in place with local Community Colleges so that students may earn college credits for successful completion of approved courses at RHS. Courses that have this agreement will be noted in the course description of the approved courses. Visit the Counseling Office for more details



# AGRICULTURE DEPARTMENT

Agriculture is the study of the practice of farming and its processes. These processes include the cultivation of soil for crops and the rearing of animals to provide by products for consumption. It also includes the power, structural, and engineering of facilities and equipment. Students interested in taking the agriculture courses can learn about biology, business, economics, engines, welding and more.



## Supervised agricultural experiences (SAE)

SAE's are student projects relating to agriculture. Through their involvement in the SAE program students are able to consider multiple careers and occupations, learn expected workplace behavior, and develop specific skills within and industry, and are provided opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment.

## NATIONAL FFA ORGANIZATION

FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.

FFA provides students with:

- **Leadership skills:** Greenhand Leadership Conference, Made for Excellence Leadership Conference
- **Public Speaking:** Reciting the FFA Creed, FFA Opening and Closing Ceremonies, Impromptu Speaking and more
- **Career building skills:** Supervised Agricultural Experiences, Career Development Events
- **Teamwork:** Starting at the junior level there is an FFA Leadership Class
- **Travel opportunities:** Many college visits (Cal Poly, UC Davis) National Conventions (Indianapolis IN, Washington DC)
- **Scholarships**

# CTE AGRICULTURE

## AG Mechanics Pathway

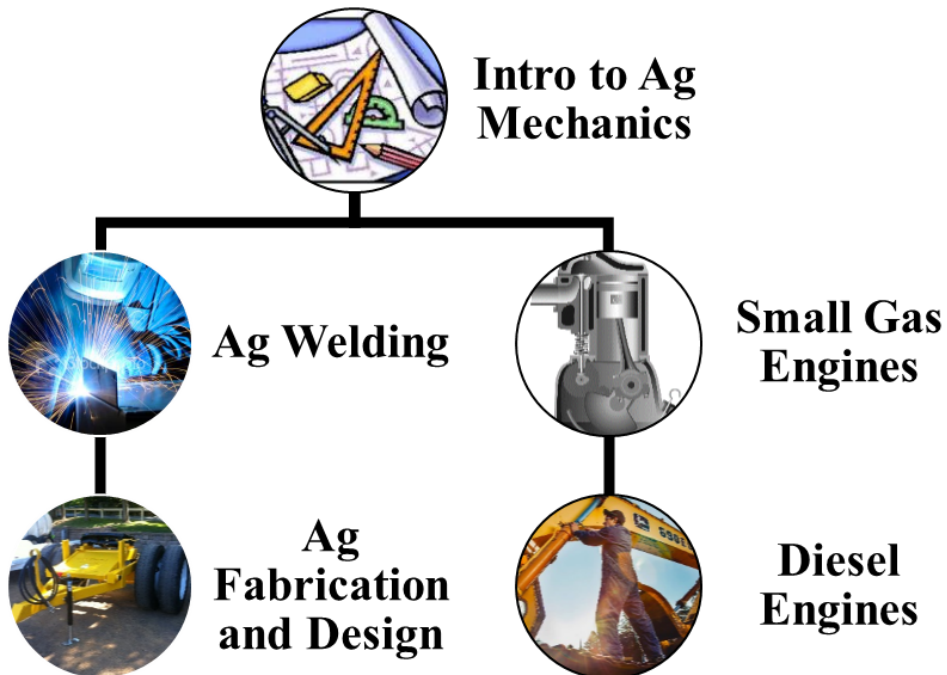
<u>Interests</u>	<u>Learn</u>	<u>Opportunities</u>
<ul style="list-style-type: none"> <li>● Woodworking</li> <li>● Cold Metalworking</li> <li>● Welding</li> <li>● Engine repair</li> <li>● <u>Project design</u></li> </ul>	<ul style="list-style-type: none"> <li>● Arc and gas welding</li> <li>● Hydraulic circuitry</li> <li>● CAD Drafting</li> <li>● CNC Plasma Programming</li> <li>● <u>Shop safety</u></li> </ul>	<ul style="list-style-type: none"> <li>● Ag Machinery Installer</li> <li>● Ag Engineer</li> <li>● Welder</li> <li>● Farm Equipment Design</li> <li>● <u>Diesel Mechanic</u></li> </ul>

### INTRODUCTION TO AG MECHANICS

Year Course ● 10 credits ● Grades 9-12

(INTRODUCTORY, YR 1)

This course is designed to introduce students to the Agriculture mechanics pathway taught at Ripon High school. The curriculum is designed to provide a basic understanding of the following areas: Personal and shop safety, measurement, woodworking, cold metalworking, electricity, Shield Metal Arc welding, oxy-fuel welding and cutting, and basic small gas engines. Students will have the opportunity to experience the hands-on learning atmosphere while reinforcing classroom skills in the shop or lab. Upon completion of this introductory course, students will have the opportunity to enroll into either Ag Welding or Small Engines.



# Power Mechanics Specialization

## Ag Small Gas Engines

**Year Course** • 10 credits • Grades 10-11 (CONCENTRATE, Yr. 2)  
**Lab Donation:** Recommended CSU “G” Requirement  
**Prerequisite:** Intro to Ag Mech with a grade of “C” or better.  
**(Articulation:** Delta College MJC (Pending) UC “G” Requirement

This course will introduce the student to the development and use of energy sources, power systems, and small gas engines. Students will be given the opportunity to explore and develop skills in the following areas: Part ID, measurement, disassembly, assembly, electrical systems, fuel systems, tune-up, and troubleshooting. There will be a heavy emphasis on shop safety, the development of positive work habits, and practical experience through “learning by doing.”

## Diesel Engine Principles and Systems

**Year Course** • 10 credits • Grades 11-12 (capstone, Yr. 3)  
**Lab Donation:** Recommended UC “G” Requirement  
**Prerequisite:** Small Engines with a grade of “C” or better. CSU “G” Requirement  
**Fulfills third-year Math requirement.** Articulation: MJC (Pending)

This course will advance students’ knowledge of power systems by focusing on three areas: Modern diesel engines (to include the principles and theories of running, testing, diagnosing, disassembling, and reassembling components, systems, and engines), Hydraulic circuitry as applied to mobile hydraulic systems in agriculture and heavy machinery (emphasizing the component design and operation), Electrical as applied to heavy machinery (to include theory, troubleshooting, diagnosis, and repair with the aid of technical information and electrical test equipment). This course is designed for those who are interested in a career or advanced training in agricultural equipment or related fields

## Fabrication Specialization

### AG WELDING

**Year Course** • 10 credits • Grades 10-11 (concentrate, Yr. 2)  
**Lab Donation:** Recommended UC “G” Requirement  
**Prerequisite:** Intro to Ag Mech with a grade of “C” or better.  
**Articulation:** MJC (Pending) CSU “G” Requirement

This course is designed to introduce students to the processes and techniques used in electric arc welding, oxy-acetylene welding, brazing, oxy-acetylene cutting, and soldering. To successfully pass this course, students must complete a series of required

### Ag Fabrication

**Year Course • 10 credits • Grades 11-12**

**Lab Donation:** Recommended

**Prerequisite:** Ag. Welding with a grade of “C” or better.

**Fulfills third year Math requirement.**

**(capstone, Yr. 3)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Articulation:** MJC (Pending)

Ag Fabrication provides students with entry level skills in fabricating wood and metal work projects. Other skills include oxy-acetylene welding and cutting, plasma welding and cutting, CNC plasma programming, CAD Drafting. Students will receive training on safety, proper hand and power tool utilization, planning, selecting materials and usage related to the construction of items used in agriculture, shop, and home. Students will be using their own ideas and methods in the design and fabrication of metal projects. These projects will be entered at the San Joaquin AgFest and California State Fair.

# PLANT AND SOIL SCIENCE PATHWAY

<u>Interests</u>	<u>Learn</u>	<u>Opportunities</u>
<ul style="list-style-type: none"> <li>● Food Production</li> <li>● Nutrition</li> <li>● Culinary Arts</li> <li>● Food Sustainability</li> <li>● Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>● Vegetable Crop Production</li> <li>● Organic Chemistry</li> <li>● Food Safety</li> <li>● Food Preservation</li> <li>● Food Packaging</li> </ul>	<ul style="list-style-type: none"> <li>● Greenhouse Manager</li> <li>● Landscape Architect</li> <li>● Florist</li> <li>● Plant Propagation</li> <li>● Irrigation Systems Design</li> </ul>

## Introduction to Food & Agriculture

**Year Course • 10 credits • Grades 9-10**

**Category:** CP Elective

**(Introductory, Yr. 1)**

**UC “G” Requirement**

**CSU “G” Requirement**

Intro to Food and Agriculture is an introductory exploration of Agriculture, Food and the modern food system with a focus on sustainability and the environment. The course takes advantage of the year-round growing season in the central valley of California to engage students in inquiry, observation, and reflection related to the fundamentals of agriculture and our food system. Using our outdoor Lab Facility on-site and off site at our school farm, students will combine academic exploration and hands-on applications. In addition, students will grapple with the critical question of how we balance feeding an ever-growing global population and simultaneously protect the earth’s natural resources that we all rely on such as air and clean water.

## Food Science

**Year Course • 10 credits • Grades 10-11**

**Category:** Physical Science

**Prerequisite:** Intro to Food and Ag/ Teacher Consent

**(concentrate, Yr. 2)**

**UC “D” Requirement**

**CSU “D” Requirement**

Food Science is designed to teach students chemistry through the science of food, the food industry, and technology advance through extensive and numerous laboratory experimentation along with class discussions, field trips, guest speakers, and students will apply chemistry principles as they pertain to the food science industry. The topics of atomic structure, chemical bonds, gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry, and nuclear processes will be embedded in the class discussions, activities, and labs about agriculture food science, and technology. Students will grow food in the school garden to later be used in class for hands-on implementation and experimentation.

## Farm to fork

**Year Course • 10 credits • Grades 11-12**

**Category:** Elective (CP approval pending)

**Prerequisite:** Food Science

**(capstone, Yr. 3)**

**UC “G” Requirement**

**CSU “G” Requirement**

Farm to Fork is the third course in the Plant and Soil Science Pathway and is designed to help students learn about relationships between agriculture, food, science, nutrition, as well as preservation and packaging of food. This course is for students with an interest in growing their own food, nutrition, and/or culinary arts, with the primary focus being the study and practice of Vegetable Crop Production and Food Safety. As a part of the

course work, students will engage in classroom discussions, field trips, guest speakers, text, and lab work with the use of our outdoor lab facility (on-site) and the school farm (off-site). Work-based learning experiences in this field will include safety and work environment training adding to the students' classroom-based instruction.

# AGRISCIENCE PATHWAY

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Animal Nutrition</li> <li>● Biotechnology</li> <li>● Zoonotic Diseases</li> <li>● Veterinary Medicine</li> <li>● Laboratory Applications</li> </ul>	<ul style="list-style-type: none"> <li>● Anatomy</li> <li>● Physiology</li> <li>● Ecology</li> <li>● Genetics</li> <li>● Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>● Veterinarian</li> <li>● Livestock Production</li> <li>● Breeding Technician</li> <li>● Ag Marine Biologist</li> <li>● Research Scientist</li> </ul>

## Ag Environmental Science

**Year Course • 10 credits • Grades 9-10**

**(Introductory, Yr. 1)**

**Category:** Physical Science

**UC “G” Requirement**

**CSU “G” Requirement**

A college prep course for students with an interest in agriculture, science, and biotechnology. This course is designed to give an understanding of ecology, ecosystems, soils, waste management, land-use, and pollution issues. Lab and field activities focus on some real world problems we face today. Students will be expected to not only acquire knowledge but also organize, analyze, evaluate, predict, problem solve, and apply this knowledge. Students will manage and actively engage in a career-related, supervised agricultural experience project.

## Agricultural Biology

**Year Course • 10 credits • Grades 10-11**

**(concentrate, Yr. 2)**

**Category:** Life Science

**UC “D” Requirement**

**CSU “D” Requirement**

A one-year, laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, this course emphasizes principles, central concepts, and inter-relationships among living organisms. The course is centered around an extensive laboratory component in order to connect the core concepts of life science with agricultural applications. The course also covers earth science and physical science principles as well as other curricular areas including written and oral reporting skills.

## Ag Animal Science

**Year Course • 10 credits • Grades 11-12**

**(cAPSTONE, Yr. 3)**

**Category:** Life Science

**UC “G” Requirement**

**Prerequisite:** Ag Life Science, Ag Biology

**CSU “G” Requirement**

This course will provide the student with principles in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course includes hands-on science experiences that are designed to enhance the student’s understanding of animal’s role in agriculture, the environment, and society. Students will manage and actively engage in a career-related, supervised agricultural experience project.

## Veterinary Science

**Year Course • 10 credits • Grades 11-12**

**Category:** Vocational Education

**Prerequisite:** Ag Life Science, Ag Biology

**(capstone, Yr. 3)**

**UC “D” Requirement**

**CSU “D” Requirement**

The Veterinary Science course is designed for students with an interest in the advanced biological sciences. The goal of this course is to give learners a base knowledge of veterinary science topics ranging from cell function to surgery and provide insight into the practice of veterinary medicine. Areas of study will include musculoskeletal, circulatory, respiratory, renal, digestive, reproductive, nervous, and immune systems. Career exploration will focus on veterinarians, vet lab technicians, office lab assistants, research lab assistants, and animal nutrition lab technicians. The physiology learned will help the students with comprehension of nutrition, infectious disease, disease classification, zoonotic diseases, disease diagnosis, and treatment.



# AGRICULTURE BUSINESS PATHWAY

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Public Speaking</li> <li>● Leadership</li> <li>● Community Service</li> <li>● Public Relations</li> <li>● FFA</li> </ul>	<ul style="list-style-type: none"> <li>● Recordkeeping</li> <li>● Plan and Implement Activities</li> <li>● Citizenship</li> <li>● Team Building</li> <li>● Program Promotion</li> </ul>	<ul style="list-style-type: none"> <li>● Ag Journalist</li> <li>● Farm Manager</li> <li>● Ag Lawyer</li> <li>● Farm Publication</li> <li>● Farm Manager</li> </ul>

## Ag business communications I/II

### **FFA Leadership**

**Year Course • 10 credits • Grades 11-12**

**Prerequisite:** Consent of Instructor

**(CONCENTRATE YR. 2/capstone, Yr. 3)**

**UC “G” Requirement**

**CSU “G” Requirement**

In order to enroll in this class, the student must be a member of the FFA Executive team and must be enrolled in one other agriculture related course. While taking FFA Leadership the student will plan and implement FFA activities, complete record books, develop leadership skills, plan elementary agriculture programs, and practice public speaking skills.

# CTE BUSINESS AND FINANCE

<b>Interests</b> <ul style="list-style-type: none"> <li>● Business</li> <li>● Computers</li> <li>● Economics</li> <li>● Management</li> <li>● Math</li> </ul>	<b>Learn</b> <ul style="list-style-type: none"> <li>● Accounting</li> <li>● Computers</li> <li>● Finance</li> <li>● Management</li> <li>● Operations</li> </ul>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>● Banking</li> <li>● Entrepreneur</li> <li>● Management</li> <li>● Human Resources Manager</li> </ul>
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## Business computer applications

**Year Course • 10 credits • Grades 9-10 (Introductory, Yr. 1)**

**UC “G” Requirement**

**CSU “G” Requirement**

This course is for students who want to become proficient in software applications including word processing, spreadsheet, database, presentation, and desktop publishing. Application programs such as Microsoft Word, Excel, Access, PowerPoint, and Publisher will be used.

## Personal Finance

**Year Course • 10 credits • Grades 10-11 (concentrate, Yr. 2)**

**UC “G” Requirement**

**CSU “G” Requirement**

Fulfills third year math requirement.

This course will cover the most current and relevant financial topics that impact today’s students, including budgeting, identity theft, saving, investing, risk management, and careful use of credit. This course teaches students how to plan and manage their personal finances; how to live a financially successful life; and what their financial responsibility- ties are as citizens. It is aligned with the Jumpstart Coalition’s National Standards for Personal Financial Literacy. The personal focus of this course makes it relevant and meaningful to those just starting down the path to personal financial independence.

## Advanced Business Applications

**Year Course • 10 credits • Grades 11-12 (capstone, Yr. 3)**

**Prerequisite:** “C” or better in Business Applications

**Articulation:** Delta College

This course is for students who want to know and implement advanced functions of the Microsoft Office Suite including Word, Excel, Publisher, PowerPoint, and Access. Advanced applications will include creating and using macros, advanced tables, pivot lists, analyzing content, and updating indexes. Students will also learn about business and technology-related occupations.

## Business Management

**Year Course • 10 credits • Grades 11-12**

**(capstone, Yr. 3)**

**Prerequisite:** Consent of Instructor

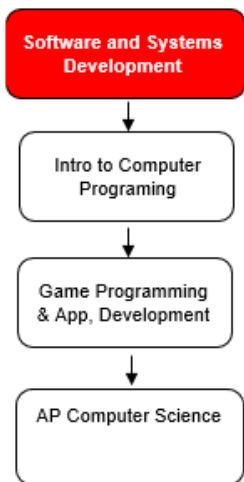
Fulfills third year math requirement.

Business Management is a hands-on course in which the students operate the student store. Students gain business experience by selling, ordering, stocking merchandise, invoicing, cashiering, inventory, and other related business functions. Students will learn business leadership skills such as customer service, cooperation, and integrity

# CTE INFORMATION AND COMMUNICATION TECHNOLOGY

## Information

Software and systems development is the process of defining, designing, testing, and implementing a new software application or program. Students choosing the Computer Science pathway will start by learning the history of information systems then progress to the hardware of modern information devices then progress to learning to program with high-level languages such as C++, Java, JavaScript, and Python. Upon completing these S.T.E.M courses students will have the necessary critical thinking skills and industry knowledge to compete at the collegiate or industry venues



Skills USA is the Leadership component for CTE Information and Communications Technology. It has a direct impact on the lives of its participants through the development of personal, workplace, and technical skills that are grounded in academics. Students participation is and integral part of this program.

## Highlight

From conquering disease to eliminating hunger, from improving education to protecting the environment information technology is key to finding positive solutions. Information and Communication Technology (ICT) spans almost all areas of business. Qualified ICT professionals are in high demand. Computers are everywhere in our professional and personal lives, and people who can help those computers communicate with us--and with each other--are in high demand. If you want to know computers inside and out, the Information Technology Industry career pathway might be perfect for you.

ICT has expanded the need for employees who can understand, manage, and support rapidly emerging, evolving, and converging computer, software, networking, telecommunications, internet, and information systems. Essential skills for careers in the ICT sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly, and the ability to manage projects efficiently. The ICT sector meets national criteria for high demand, high wages, and high skills and provides' students with excellent opportunities for interesting work and good pay.

# SOFTWARE & SYSTEM DEVELOPMENT PATHWAY

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>• Technology</li> <li>• Solving Puzzles</li> <li>• Create the Future</li> <li>• Developing Apps</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Program Language</li> <li>• Industry Software</li> <li>• Problem Solve</li> </ul>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Mobile App Dev</li> <li>• Video game dev. and design</li> <li>• Software development</li> </ul>

## Introduction to Programming — C++ / Java

**Year Course • 10 credits • Grades 9-10**

**(Introductory, Yr. 1)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Prerequisite:** Concurrent enrollment in International Math I

Students will learn an overview of computers and computer languages. They will learn the basic elements of C++, which include; Input and Output, Control Structures (Selection & Repetition), and User-Defined Functions. Java - This course will introduce beginning students to object-oriented (OO) programming. They will learn core programming topics--including variables, parameters, control structures, and arrays.

## GAME PROGRAMMING & APP. DEVELOPMENT

**Year Course • 10 credits • Grades 10-11**

**(concentrate, Yr. 2)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Prerequisite:** Introduction to Programming with a Grade of C or better.

Fulfills third year math requirement.

Gaming - Students will be introduced to the fascinating world of game programming. They will learn to use JavaScript to create web based games as well as using the UE4 game development engine. Students will learn to use and create materials, assets, AI's, using visual scripting with C++ through Blueprint, level design, and many more concepts.

## AP COMPUTER SCIENCE A

**Year Course • 10 credits • Grades 11-12**

**(capstone, Yr. 3)**

**UC “G” Requirement**

**CSU “G” Requirement**

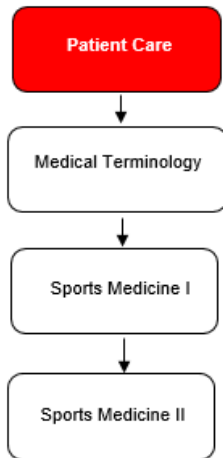
**Prerequisite:** Game Programming & App Development with a Grade of C or better.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

# CTE HEALTH SCIENCE AND MEDICAL TECHNOLOGY

## Information

The Patient Care Pathway is for those interested in pursuing a career in the medical field, particularly sports medicine. It combines academic and hands-on learning to inspire student to pursue a full range of career opportunities in the Sports Science and Medical Industry. The pathway will emphasize healthy living and will open students' eyes to a variety of options in the medical field...whether it be directly after high school or through a college or university. Instructional materials and activities will support attainment of National Safety Council, American Sports Medicine Association, and The National Athletic Trainers' Association industry standards.



Skills USA is the Leadership component for CTE Health Science and Medical Technology. It has a direct impact on the lives of its participants through the development of personal, workplace, and technical skills that are grounded in academics. Students participation is and integral part of this program.

## Highlight

Students will be expected to carry out tasks outside the traditional classroom environment and school day as they receive the opportunity to work with specific sports team. Students will rotate through on-the-job training experiences with an athletic trainer, physical education instructors, recreational facility managers, physical therapist, chiropractor, and other career related occupations

Fun FACT: Anyone can benefit from Sports Medicine. Sports Medicine can help anyone who is maintaining an active lifestyle, avoiding injury or looking to balance overall wellness.

# PATIENT CARE PATHWAY

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Athletics</li> <li>● Medicine</li> <li>● The Human body</li> <li>● Sports Science</li> </ul>	<ul style="list-style-type: none"> <li>● Human Anatomy &amp; Physiology</li> <li>● Personal health and fitness</li> <li>● Intro to Athletic Rehab</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Therapist</li> <li>● Athletic Trainer</li> <li>● Chiropractor</li> <li>● Massage Therapist</li> <li>● Exercise Physiologist</li> </ul>

## MEDICAL TERMINOLOGY

**Year Course • 10 credits • Grades 9-10** **(Introductory, Yr. 1)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Prerequisite:** Concurrent enrollment in International Math I

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This will allow comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Topics to be included: nervous, skeletal, cardiovascular, muscle, and other major systems of the human body. Terms will relate to physiology, anatomy, and pathological conditions. Students will learn to spell, define, and pronounce common medical terms, to communicate medical terminology to doctors and patients alike, while gaining a broad understanding of human anatomy and biological systems.

## SPORTS MEDICINE I

**Year Course • 10 credits • Grades 10-11** **(concentrate, Yr. 2)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Prerequisite:** Medical Terminology with a Grade of C or better.

Fulfills third year math requirement.

This course will focus on the systems of the body, their parts, purposes, functions, and strategies for optimal maintenance. Students will learn the basics of anatomy, physiology, biomechanics, kinesiology, general nutrition, and basic athletic training procedures and their application to Sports Medicine. Activities will include; training-room operations, taping and wrapping, athletic injury assessment, advanced First Aid, use of heat and cold modalities, recordkeeping, rehabilitation, and time management skills.

## SPORTS MEDICINE II

**Year Course • 10 credits • Grades 11-12** **(capstone, Yr. 3)**

**UC “G” Requirement**

**CSU “G” Requirement**

**Prerequisite:** Sports Medicine I with a Grade of C or better.

Students will interact with athletic teams and community field-based professions to carry out their sports medicine training. Key components will include kinesiology, exercise physiology, and principles of exercise training. They will be able to recommend safe and effective exercise programs, recognize minor injuries and recommend treatment, properly fit equipment, identify and apply training room management skills, assist in the

application of treatment for heat and cold, and understand when to use and how to assist with manual treatments.



# ENGLISH DEPARTMENT

## Information

The English Department helps students cultivate the communication skills, both written and verbal, that they will use for their lifetime. For students new to the English Language or for those who need to increase their language skills, RHS offers an English Intensive course geared toward helping these students develop the skills necessary for high school and collegiate level reading, writing, and comprehension. The English Department is proud to offer college prep (CP), honors (H), and advanced placement (AP) courses. Ask your counselor if you are eligible for honors or AP coursework.

Though students can take multiple English Courses their senior year, **students must take at least one English course every year, 9-12.**

Interests	Learn	Opportunities
<ul style="list-style-type: none"><li>● Communication</li><li>● Poetry</li><li>● Reading</li><li>● Writing</li></ul>	<ul style="list-style-type: none"><li>● Creativity</li><li>● Critical Thinking</li><li>● Eloquence</li><li>● Proficiency</li></ul>	<ul style="list-style-type: none"><li>● Author</li><li>● Editor</li><li>● Journalism</li><li>● Teaching</li></ul>

## English Intensive

**Year Course • 10 • Elective credits**

**UC “B” Requirement**

**CSU “B” Requirement**

**Category:** English Core

**Prerequisite:** Placement by ELPAC

The English Language Development course enables beginning language learners to build skills in listening and speaking that align with the state’s standards for English Language Development. The curriculum is focused on helping English learners start the language acquisition process and build Basic Interpersonal Communications Skills (BICS).

## English I, II, III

**Year Course • 10 credits • Grades 9-11**

**UC “B” Requirement**

**CSU “B” Requirement**

**Category:** English Core

Comprehensive English classes are offered at each grade level and each includes reading, writing, speaking, and listening skills that align with the state’s standards for English Language Arts. The curriculum is literature based, and offers students opportunities to connect literature to writing and to the world.

## English I, II, III, IV Parallel

**Year Course • 10 credits • Grades 9-12**

**Category:** English Core

**IEP Required**

Comprehensive English classes are offered at each grade level and each includes reading, writing, speaking, and listening skills that align with the state's standards for English Language Arts. These parallel courses are taught by special education credentialed teachers.

### ENGLISH I (HONORS)

**Year Course • 10 credits • Grade 9**

**UC "B" Requirement**

**CSU "B" Requirement**

**Category:** English Core

**Prerequisite:** It is highly recommended that students enrolling have a "B" or higher in English and are recommended by their eighth grade teachers. Note: A mandatory summer assignment & contracts are required.

English I (H) is designed to prepare students for English II honors and for Advanced Placement courses during their junior and senior years. This course requires extensive reading and writing in literature, as well as the ability to use the English language effectively in writing, class discussions, and oral reports.

### English II (Honors)

**Year Course • 10 credits • Grade 10**

**UC "B" Requirement**

**CSU "B" Requirement**

**Category:** English Core

**Prerequisite:** It is recommended that students enrolling in this class have a "B" or higher in English. Note: A mandatory summer assignment & contract are required.

The English II (H) is designed to prepare students for Advanced Placement courses in their junior and senior years. This course requires extensive reading and writing about literature, as well as the ability to use the English language effectively in writing, class discussions, and oral reports.

### CSU Expository Reading and Writing (ERWC)

**Year Course • 10 credits • Grades 12**

**UC "B" Requirement**

**CSU "B" Requirement**

**Category:** English Core

The goal of the Expository Reading and Writing Course (ERWC) is to prepare students for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students develop proficiency in expository, analytical, and argumentative reading and writing. The course presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

## Futuristic Fiction

**Year Course • 10 credits • Grades 11-12**

**UC “B” Requirement**

**CSU “B” Requirement**

**Category:** English Core

**Prerequisite:** This course covers mature content, and rated “R” movies are part of the curriculum.

Futuristic Fiction and Film is a college preparatory English course offered to juniors and seniors only. This course explores the genre of futuristic fiction, focusing on the ways in which authors discuss and expose current social and/or political issues through their works. It also includes 20th and 21st-century films that complement the fictional works that are read, and the films are studied both individually and as works that represent the specific issues discussed in the correlative pieces of literature. This course focuses on both the written word and the cinematic presentation of futuristic literature, and as such students are required to examine both.

## AP English Language and Composition

**Year Course • 10 credits • Grade 11-12**

**UC “B” Requirement**

**CSU “B” Requirement**

**Category:** English Core

**Prerequisite:** Mandatory summer assignment and application are required.

The AP Language and Composition course is offered to 11th and 12th graders who are recommended by their 10th or 11th grade English teacher as having the ability to attempt a college-level English class in writing and rhetoric. The AP class is a college-level class that should challenge high school students. The focus in this course is on writing and nonfiction, and students who enroll may take the English Language and Composition AP exam in May.

## AP English Literature and Composition

**Year Course • 10 credits • Grade 11-12**

**UC “B” Requirement**

**CSU “B” Requirement**

**Category:** English Core

**Prerequisite:** Mandatory summer assignment and application are required.

The AP Literature course is offered to 11th and 12th graders who are recommended by their 10th or 11<sup>th</sup> grade English teacher as having the ability and maturity to attempt a college level English class in literature philosophy. This course is similar in design to the AP English Language course, but it emphasizes the analytical study of fiction of high literary merit in writing and in speech.

## Journalism

**Year Course • 10 credits • Grades 9-12**

**UC “G” Requirement**

**CSU “G” Requirement**

**Category:** English Elective

**Prerequisite:** "B " or higher in English and application and instructor’s approval signature.

Journalism is a course dedicated to publishing RHS News and current events. Students will create and print multimedia publications. Students will learn the components and skills needed for news writing, the rights and responsibilities of journalists, and the ethics behind publishing news. Students will also learn about editing and style, newspaper design, advertising, photography, careers in journalism, and the history of journalism.

## Yearbook

### **Business Publications YEARBOOK**

**Year Course • 10 credits • Grades 10-12**

**UC “G” Requirement**

**CSU “G” Requirement**

**Category:** English Elective

**Prerequisite:** Application and instructor’s approval signature.

Business Publications is a production class responsible for producing a written and pictorial history of the current school year. Students are expected to be self-disciplined in meeting all scheduled deadlines. After school and evening work sessions may be needed to meet production schedules. Yearbook requires the following skills: the ability to work as a member of a team and willingness to accept praise and criticism of writing, grammar, and punctuation skills.

## Creative Writing

**Year Course • 10 credits • Grade 10-12**

**UC “G” Requirement**

**CSU “G” Requirement**

**Category:** English Elective

This elective course requires students to write original works in a variety of literary forms, including non-fiction, fiction, and poetry. Along with writing, students will read from a variety of literary forms, keep a daily journal, participate in poetry and “Open Mic” readings, and help compile a literary publication.

# Foreign Language

Studying a foreign language at RHS is an incredibly smart decision. Not only are two years of foreign language study a prerequisite to go to a UC or CSU, but studying a foreign language also helps students learn about English through vocabulary development and grammar comparisons. Knowing the Latin roots of words will help students score higher on the SAT and ACT as well as help students in science classes like Anatomy, Chemistry, and Biology. Throughout the world, 350 million speak Spanish in 21 different countries. Knowing Spanish can help students understand the people and the cultures in various Latin cultures. For students interested in career preparation, speaking Spanish is a valuable tool that can open up occupation opportunities throughout the world, allowing for work, travel, and study abroad.

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Communication</li> <li>● Culture</li> <li>● Latin</li> <li>● Linguistics</li> <li>● Travel</li> </ul>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Grammar</li> <li>● Pronunciation</li> <li>● Semantics</li> <li>● Understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Banking</li> <li>● Business</li> <li>● Foreign Affairs</li> <li>● Healthcare</li> <li>● Travel</li> </ul>

## Highlight

Spanish courses I through IV are sequentially structured to present grammar and vocabulary in a way that allows for natural communication. Students learn the language as they study about the different cultures where Spanish is spoken. The classes include fun, communicative activities, including music, skits, games, and more that let students practice vocabulary and grammar while they interact with their peers in the target language.

## Spanish I

**Year Course • 10 Credits • Grades 9-12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisite:** “C” or better in previous English course.

Basic introduction to the Spanish language and culture. This course is aimed at helping students attain proficiency in the skills of listening, speaking, reading, and writing in a way that makes language learning a meaningful activity. This course presents the language within the context of the contemporary Spanish-speaking world and its culture. It is designed to meet the University entry requirements in oral and written forms.

## Spanish II

**Year Course • 10 credits • Grades 9-12**

**UC “E” Requirement**

**CSU “E” Requirement.**

**Prerequisite:** “C” or better in Spanish I

Spanish II is a continuation of Spanish I with the emphasis on oral skills, via group work, grammatical structure, reading comprehension, and writing composition. This course elicits a high level of student participation in the learning process, and avoids relying on any one theory of language learning.

## Spanish III

**Year Course • 10 credits • Grades 10-12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisite:** “C” or better in Spanish II

Students expand the practical vocabulary needed for active language use and deepen their appreciation of Hispanic culture through an introduction to literary works by authors from Spain and Latin America. This course elicits a high level of student participation in the learning process, and avoids relying on any one theory of language learning.

## Spanish IV

**Year Course • 10 credits • Grades 12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisite:** “B” or higher in Spanish III

Spanish IV is a continuation of Spanish III and emphasizes conversation and writing composition. More complex grammatical concepts are presented through cultural contexts.

## AP Spanish Language Culture

**AP Spanish Language**

**Year Course • 10 credits • Grades 11-12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisites:** Spanish III or IV with the grade of “B” or better and teacher’s approval.

Mandatory summer assignment and application are required.

Spanish IV (AP) is an advanced course that is a continuation of Spanish III. This course emphasizes preparation for the AP Spanish language exam through intensive vocabulary and grammar development, reading, writing, and oral practice.

## **AP Spanish Literature and culture**

**Year Course • 10 credits • Grades 11-12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisites:** “B” or higher in AP Spanish Language

Mandatory summer assignment and application are required

The AP Spanish Literature course provides students an introduction to Peninsular,

Latin American, and U.S. Hispanic literature. This course is equivalent to a college literature class. The course allows students to show their proficiency in interpersonal, presentational, and interpretive communication while examining 38 key works of literature through historical and contemporary cultural contexts. Course work is done entirely in Spanish and is designed to promote critical reading and analytic writing skills.

## **Spanish for Heritage Learners I**

**Year Course • 10 credits • Grades 9-12**

**UC “E” Requirement**

**CSU “E” Requirement**

Spanish for Heritage Learners I is designed to develop the language, literacy, and cultural skills of Heritage Learners of the Spanish language. Many students, whose home language is Spanish, possess the basic interpersonal communication skills of the language, but are limited in reading, writing and understanding the cultural aspects of Latin Americans. The course offers a total of 9 units; each lesson covers the 5 C's of foreign language learning: Communication, cultures, connections, comparisons, and communities. All lessons will help develop a cultural understanding of Spanish speakers, as well as a cognitive academic language proficiency in Spanish. The lesson will also apply 21st Century Skills to the acquisition of knowledge and oral and written language production.

## **Spanish for Heritage Learners II**

**Year Course • 10 credits • Grades 9-12**

**UC “E” Requirement**

**CSU “E” Requirement**

**Prerequisites: Spanish for Heritage Learners I**

This course is an extension of Spanish for Heritage Learners I.

# JROTC DEPARTMENT

## Introduction

The Army Junior Reserve Officer Training Corp (JROTC) is a co-ed 4-year program designed to teach students the value of citizenship, leadership, and service to community, personal responsibility, physical fitness, teamwork and self-discipline. Its focus is reflected in its mission statement “to motivate young people to become better citizens.” The program is a stimulus for promoting graduation from high school, and provides rewarding opportunities that will benefit the students, community and nation.

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Community</li> <li>● Personal Growth</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership</li> <li>● Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Executive</li> <li>● Military</li> </ul>

## Highlight

Ripon High School’s Army JROTC offers five types of leadership classes. Each class is tailored for a specific grade level also known as Leadership Education and Training (LET). LET 1 is designed for first-year cadets, with a focus on study skills, achieving a healthy lifestyle, and understanding the foundation of leadership. LET 2 is geared for second-year cadets to develop communication and conflict resolution skills, map reading and land navigation technique, and developing leadership skills. LET 3 transitions junior cadets into leadership and management positions, while planning for future career opportunities and executing service learning projects to support the local community. LET 4 is a culmination of the first three where senior cadets are required to apply their leadership skills to manage the battalion. LET 4 cadets also receive 2 years of college ROTC credit when offered an ROTC scholarship. Since its beginning in 1998, the RHS cadets have consistently won local and national level drill and sports competitions. This program has been recognized by the U.S. Army Cadet Command as one of the top Honor Units with Distinction (Yellow Star) in the country.

## JROTC I

### **Year Course • 10 credits • Grades 9-12**

This course is designed to provide students with basic principles and skills in leadership training. Students will receive instruction and training in basic military courtesy, first aid, drill and ceremony, map reading, citizenship, marksmanship and safety, communication skills, and physical fitness/conditioning.

Note: Successful completion of this course will fulfill one year of 9<sup>th</sup> grade PE.



## **JROTC II**

**Year Course • 10 credits • Grades 10-12**

This course is designed to provide students with intermediate principles and skills in leadership training. Students will receive instruction in CPR and first aid techniques as well as learn the principles necessary to prepare and present briefs. Students will also

learn advanced land navigation, maintaining effective peer group relationships, small unit leading techniques, physical fitness and conditioning, and roles of the Armed

Forces. Students will be appointed to leadership positions within the cadet battalion based on ability.

Note: Meets P.E. requirement.

## **JROTC III**

**Year Course • 10 credits • Grades 11-12**

**Category:** Physical Education

This course is designed to provide students opportunity for application of advanced skills and principles of leadership training. Based on demonstrated performance, students will be advanced to mid-level leadership positions within the cadet battalion. Students will participate in various leadership and management seminars to learn planning techniques, problem solving, time management, counseling, and ethics.

Leadership labs will be conducted on career opportunities and college scholarships.

Note: Meets P.E. requirement.

## **JROTC IV**

**Year Course • 10 credits • Grades 12**

**Category:** Vocational Art

This course is designed for advanced JROTC students who will spend the major portion of the year actually managing and directing the many activities of the JROTC Program while applying leadership principles and concepts previously learned. This will include planning, organizing and overseeing the executions of social events, inspections, ceremonies, camp, community service projects, and many other significant events.

Fourth year cadets will serve as top level leaders for the cadet battalion. Leadership labs will be conducted on career opportunities, college scholarships, staff functions, and communicative arts. Note: Meets P.E. requirement.

## **JROTC Drill**

**Year Course • 10 credits • Grades 9-12**

**Category:** Elective

**Prerequisite:** Must be enrolled in JROTC

The Drill Team of the Indian Battalion is used to demonstrate Ripon's excellence in Drill and Ceremonies in Drill Competitions nationwide. The Zero Period Drill class is a way of organizing and facilitating training of Ripon's Drill Team. Cadets arrive at the school at 6:30 AM and a formation is held at 6:45 where attendance is taken and information put out to the Cadets. From there the Cadets break off into their respective teams and practice regulation, exhibition, or color guard both with rifles and without. Cadets practice until 7:40 when they are dismissed to their 1st period classes. The prerequisite for being a member of the Drill Team is to also be a member of the JROTC program. Since the Drill Team does travel and compete at local and national competitions, it is required that Cadets maintain a 2.0 grade average with no F's.

## Competitive Marksmanship Class

**Year Course • 10 credits • Grades 9-12**

**Category:** Elective “0” Period

**Prerequisite:** Must be enrolled in JROTC

The three-position marksmanship event (prone, standing, kneeling) is an official Olympic medal event, on the same level as wrestling, cross-country, basketball, and track and field events. Over 200 full four-year college scholarships are offered annually to qualified graduating high school marksmen. The class meets during 0 period in the Abeyta Horton Gym. The student is required to pass/complete all CMP and Cadet Command requirements before they are allowed on the marksmanship range. Students must be academically eligible to participate in any and/or all competitions.

# **LEADERSHIP DEPARTMENT**

## **Introduction**

Leadership is a movement at RHS that promotes pride in activities, special events, club creations, fundraising, community service, and career readiness. The Leadership program allows students holding various positions from ASB President to Social Media Relations an opportunity to grow as leaders for the future tomorrow. Homecoming, dances, rallies, community events, and spirit week all encompass this student driven program. Leadership is a strong curriculum based program and members are expected to follow the A-G requirements for collegiate admissions. Members are also expected to help other students with the creation and maintenance of clubs on campus. The preceding list shows a few of the clubs currently offered at RHS.

### ***Estudiantes Unidos:***

Members communicate in English and Spanish to promote appreciation, respect, and understanding of both languages.

### ***GSA:***

Allows straight and LGBTQ students to support each other and socialize in a safe and supportive environment.

RHS clubs are guided by teacher advisors who volunteer their time to help the groups grow. The students at RHS are encouraged to do more and their passion allows for more clubs to be created yearly. Ask your counselor for more information on clubs offered at RHS.

## **Student Government and leadership**

### **ASB Leadership**

**Year Course • 10 credits • Grades 9-12**

**Category:** Elective

**Prerequisite:** Student Election/Appointment

Designed to promote leadership skills of students at all grade levels. Students acquire such skills as goal setting, organization, time management, advertisement, problem solving, etc. The course focuses on school government /policies related to the Associated Student Body (ASB), the management of all student money, the promotion of school spirit, and the organization and promotion of all school-wide events.

Required for all ASB, officers, class officers, and commissioners.

## **Peer Assistants**

**Year Course • 10 credits • Grades 9-12**

**Category:** Elective

**Prerequisite:** Application and Interview are Required

This class is designed to teach students to use effective communication skills. The course teaches students to help other students. It is a program that encourages positive peer interaction, focusing on communication skills, and developing decision-making skills. The goal is to create a selected group of trained students who have the skills to facilitate personal, social, and academic growth of their fellow peers.

# MATHEMATICS DEPARTMENT

## Introduction

The Math Department emphasizes common core standards and practices using current and relevant online curriculum materials. Graphing calculators are required for most courses and are available for students to use through the department. Math is a versatile study that can help students in a variety of other studies.

Interests	Learn	Opportunities
<ul style="list-style-type: none"> <li>● Business</li> <li>● Computers</li> <li>● Fashion</li> <li>● Healthcare</li> <li>● Science</li> </ul>	<ul style="list-style-type: none"> <li>● Common Core</li> <li>● Complex Problem Solving</li> <li>● Calculus</li> <li>● Geometry</li> <li>● Statistics</li> </ul>	<ul style="list-style-type: none"> <li>● Economics</li> <li>● Finance</li> <li>● Logistics</li> <li>● Operations</li> <li>● Nursing</li> </ul>

The following are guidelines for student placement in math courses at RHS.

### Grade -Level Courses

Grade 9: International Math A, International Math I, International Math I (H)

Grade 10: International Math B, International Math II, International Math II (H)

Grade 11: International Math III, International Math III (H), Precalculus

Grade 12: Precalculus, AP Calculus, Statistics, AP Statistics

### International Math I

**Year Course • 10 credits • Grades 9-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Teacher Recommendation or a “C” or better in a previous math course.

The fundamental purpose of International Math I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas are organized into units to deepen and extend student understanding of linear relationships, in part by contrasting them with exponential phenomena, and also by applying linear models to data that exhibit a linear trend. International Math I students use properties and theorems involving congruent figures to deepen and extend their understanding of geometric knowledge from prior grades.

### International Math A

**Year Course • 10 credits • Grades 9-10**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Current Math Teacher’s Recommendation

One-half of International Math I with International Math B following the next year.

Student enrollment will be based on teacher recommendation.

### **International Math A Parallel**

**Year Course • 10 credits • Grades 9-10**

**IEP Required**

One-half of International Math I with International Math B following the next year. Math A Parallel is aligned with state standards and uses the same curriculum as the general education Math A course. This course is taught by a special education credentialed teacher.

### **International Math B**

**Year Course • 10 credits • Grades 9-10**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Completion of International Math A

Successful completion of International Math A and B meets 20 credits out of the 30 credits required for graduation. The curriculum of Int. Math A and B encompass the basis of Algebra and Geometry as well as establishing a foundation of Statistics.

UC/CSU credit after successful completion of International Math A and B.

### **International Math B Parallel**

**Year Course • 10 credits • Grades 9-10**

Successful completion of International Math A and B meets 20 credits out of the 30 credits required for graduation. The curriculum of Int. Math A and B encompass the basis of Algebra and Geometry as well as establishing a foundation of Statistics. Math B Parallel uses the general education curriculum and is aligned with state standards. Math B Parallel is taught by a special education credentialed teacher.

### **International Math Honors I**

**Year Course • 10 credits • Grades 9-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** 8th grade teacher recommendation **and** a B or better in a previous math course.

International Math I Honors is for entering freshmen that have shown a strong aptitude for math skills and problem solving as well as exemplary work ethic. The honors courses will incorporate Pre-Calculus standards into the pacing guide so that students will be prepared for Calculus their senior year.

### **International Math II**

**Year Course • 10 credits • Grades 10-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Successful completion of Math I

International Math II is the second course in the Common Core Math sequence for College Prep Mathematics. It entails a curriculum that includes Algebra and Advanced Algebra standards as well as Geometry and Statistics standards. Students will expand upon prior knowledge of quadratic and exponential functions and their graphical representations, while continuing to work on geometric proof.

## **INTERNATIONAL MATH II Honors**

**Year Course • 10 credits • Grades 10-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite: Completion of Math I Honors with a B or better**

International Math II Honors covers all of the same content as International Math II plus honors lessons that include concepts normally taught in a Pre-Calculus class all at an accelerated pace. Students on this path should plan on enrolling in AP Calculus their senior year, and be committed to its rigorous coursework.

## **INTERNATIONAL MATH III**

**Year Course • 10 credits • Grades 11-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Successful completion of Math II

International Math III is our year-three offering for college prep students and is the minimum math requirement necessary for acceptance into UC and CSU institutions.

This course incorporates many of the concepts originally taught in an Algebra II course such as exponential and logarithmic functions as well as conic sections, but also incorporates geometry and probability and statistics.

Students who complete this course will be well prepared for Pre-Calculus, Statistics, or AP Statistics.

## **INTERNATIONAL MATH III Honors**

**Year Course • 10 credits • Grades 11-12**

**UC “C” Requirement**

**CSU “C” Requirement**

**Prerequisite:** Completion of Math II Honors with a B or better

International Math III Honors is the third course in an Honors pathway designed to prepare students for AP Calculus their senior year. The course focuses on functions and delves deeply into Pre-Calculus topics. Students should expect rigorous classroom tasks and extensive daily homework

## **Precalculus**

**Year Course • 10 credits • Grades 11-12**

**UC “C or G” Requirement**

**CSU “C or G” Requirement**

**Prerequisite:** “C” or higher in Math III or Math III Honors

Pre-Calculus is the fourth course in the college-preparatory math sequence. Topics include functions and relations, inequalities, exponents and logarithms, trigonometry, advanced graphing, and conic sections. This course is designed for a student completing Math III who is opting not to take AP Calculus as a senior but wishes to prepare for rigors of college math.

## AP Calculus AB

**Year Course • 10 credits • Grades 11-12**

**UC “C or G” Requirement**

**CSU “C or G” Requirement**

**Prerequisite:** “B ” or higher in Math III Honors

This course is the final course in the Honors Mathematics sequence at Ripon High. It is designed to cover most of the topics covered in a first-year college Calculus course. Students interested in pursuing mathematics, engineering, economics, business or science in college should consider taking this course. Topics include coordinate geometry, functions, limits, differentiation and applications, integration and applications, and related topics which are needed for the Calculus Advanced Placement (AP) exam. Students who enroll in this course should take the Calculus Advanced Placement exam in May. Summer bridge course highly recommended the summer prior to entering this course.

## Statistics

**Year Course • 10 credits • Grades 11-12**

**UC “C or G” Requirement**

**CSU “C or G”**

**Prerequisite Requirement:** “C” or higher in Math II or Math III

Statistics is a class in applied mathematics and is required for many college majors. Specific areas of study include probability, sampling and predictions, and interpretations from numerical facts. This class emphasizes math learned in prior years, while teaching a unique and different way of thinking.

## AP Statistics

**Year Course • 10 credits • Grades 11-12**

**UC “C or G” Requirement**

**CSU “C or G” Requirement**

**Prerequisite:** “C” or higher in Math III

The AP class is not just an accelerated version of Statistics, but rather it is a college level class that should challenge high school students. The focus in this course includes probability, sampling and predictions, and interpretations from numerical facts.

## Advanced Math Peer Tutoring

**Grade Level: 11-12**

**Course Term: Full Year**

**Graduation Credit: Elective (Credit/No Credit)**

**CSU/UC: None**

This course is an elective for student leaders in grades 11 or 12 and meets Zero periods each day. It provides an opportunity for advanced math students to strengthen their verbal skills, listening skills, and leadership skills while practicing empathy in a structured academic environment. Tutors will undergo training in modeling study skills and strong academic behavior as well as skills to accelerate the learning of struggling students. Tutors may consult with a teacher supervisor for course resources, guidance, and direction in their tutoring work.

# **PHYSICAL EDUCATION**

## **Introduction**

The Ripon High Physical Education Department is committed to teaching students how to make healthy choices in fitness, nutrition and overall health. Students begin with Freshman P.E., which teaches fitness for a lifetime: though sports, fitness workouts, mile training and more. Weight training and team sports teaches proper form in weight training, agility training and also team sport activities. In Aerobics, the class specializes in creating a variety of different workout plans, teaching correct lifting techniques and also lessons on tracking eating and fitness goals. RHS also offers a Sports Conditioning class for Sophomore and Junior Athletes. This class supports Ripon High Athletes with their goals to become stronger, faster and more powerful for their chosen sport. The Physical Education Department believes that teaching students to take proper care of their bodies and creating good habits today is an integral part to helping students be successful in life and learning.

### **Interests**

- . Exercise
- . Running
- . Sports
- . Training
- . Weightlifting

### **Learn**

- Body Mechanics
- Fitness
- Health
- Nutrition
- Technique

### **Opportunities**

- Health Coach
- Nutrition
- Physical Therapist
- Teacher
- Trainer

Physical Education (PE) is required class for all freshmen. The following PE classes fulfill the additional 10 credits of PE requirements for graduation. Aerobics/Weightlifting, Team Sports/Weight & Conditioning, and Sports PE. Please be advised that all PE classes are Co-Ed.

## **Health**

### **Semester Course • 5 credits • Grades 9**

#### **Category: Health**

This class is designed to provide students with the opportunity to learn and study many life situations and skills. Units include, but are not limited to, personal health and physical fitness, family and social health, body systems, medicines and drugs, prenatal and child development, diseases, disorders, and nutrition. This course includes a 20-hour community service learning project and research component.

## **Physical Education 9**

### **Year Course • 10 credits • Grade 9**

This class will focus on individual lifetime fitness principles and knowledge. Units may include but are not limited to, basketball, soccer, swimming, water safety, football, volleyball, tennis, team handball, track/field, and softball. Personal fitness which includes muscle strength and endurance will be emphasized in accordance with the California Physical Fitness standards.



## **Sports PE/Athletics**

### **5 credits • Grades 9-12**

**Prerequisites:** Academic Eligibility, 2.0 and no F's.

Transportation fees, physician clearance, insurance/medical release, adherence to RHS athletic policies and code of conduct.

Students/athletes may earn 5 credits of physical education credit after satisfactory completion of a sport season. (Cheerleaders may earn 2.5 units of credit per season.) The Athletic Director is the teacher in charge and each coach is responsible to report that the athlete completed the season satisfactorily. Satisfactory completion would include: prompt and regular attendance to all practices, games/matches, and respect to coaches, officials, team members, opposing team members, coaches, and fans. Removal from the team for disciplinary action or ineligibility as per the student/athletic operating policy would automatically negate all credit. Maximum credits possible in Sports PE is 30. There are 18 athletic programs at Ripon High School that compete during the year.

FALL: Football, Volleyball, Cross Country, Girls Golf, Cheerleading, Water Polo.

WINTER: Boys and Girls Basketball, Wrestling, Cheerleading, Boys and Girls Soccer

SPRING: Baseball, Softball, Track and Field, Boys Golf, Tennis, and Swimming.

## **Team Sports/Weights & Conditioning**

### **Year Course • 10 credits • Grades 10-12**

Students will improve muscular strength through the use of weights and fitness activities. Students will participate in various team sports, which may include volleyball, basketball, football, soccer, and softball. On and off-season will be incorporated in improving strength, power, speed, quickness, and overall conditioning for the competitive athlete. Students will also focus on lifetime principles and knowledge as part of their program.

## **JROTC**

### **Year Course • 10 credits • Grades 9-12**

Refer to JROTC for description of course on page 27.

## **Lifestyle fitness**

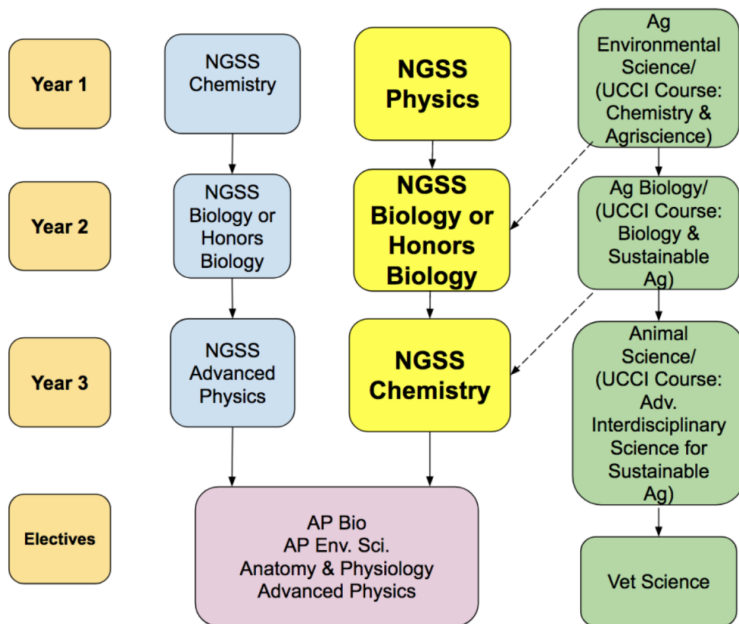
### **Year Course • 10 credits • Grades 10-12**

This class is a combination of cardiovascular fitness and muscular endurance training. Students will improve cardio respiratory efficiency through various aerobic activities; compute resting, and the use of target and recovery heart rates. Students will be required to perform a multitude of muscular strength and endurance exercises. Units include, but are not limited to, personal fitness, Taebo, yoga, flexibility stretching, water fitness, weight training, safety, team/individual sports, and nutrition. This class will focus on individual lifetime fitness principles and knowledge.

# SCIENCE DEPARTMENT

## Introduction

The Science Department at Ripon High School is dedicated to teaching students the Next Generation Science Standards (NGSS) and follows the three-year model of NGSS. Ripon High School has a three-year science requirement for graduation. Incoming Freshmen can start with Conceptual Physics or, if they qualify, Chemistry. Sophomores take Biology or Honors Biology. Juniors take Chemistry or Physics. Electives for Juniors and Seniors include AP Biology, AP Environmental Science, or Human Anatomy and Physiology.



\* Conceptual Physics will be called NGSS Physics in the future

## Conceptual Physics

**Year Course • 10 credits • Grades 9**

**UC “G” Requirement**

**CSU “G” Requirement**

**Category:** Physical Science

Conceptual Physics is a limited-mathematical study of forces and relationships that are the foundation of our physical world and our entire universe. Understanding these fundamental concepts will enhance the student’s ability to succeed in later science courses. Topics include motion, forces, energy, matter, wave dynamics, sound, light, electricity, magnetism, and atomic structure.

## Conceptual Physics Parallel

**Year Course • 10 credits • Grades 9**

**Category:** Physical Science

Conceptual Physics is a limited-mathematical study of forces and relationships that are the foundation of our physical world and our entire universe. Understanding these fundamental concepts will enhance the student’s

ability to succeed in later science courses. Topics include motion, forces, energy, matter, wave dynamics, sound, light, electricity, magnetism, and atomic structure. This parallel course uses general education materials based on state standards and is taught by special education credentialed teachers.

### **Biology**

**Year Course • 10 credits • Grades 10-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Life Science

This college prep course utilizes observations and experiences involving basic principles in the biological sciences. Emphasis on cell structures, genetics, ecology, climate change, as well as various topics in earth and space science.

### **Biology Parallel**

**Year Course • 10 credits • Grades 10-12**

**Category:** Life Science

**IEP Required**

This college-prep course utilizes observations and experiences involving basic principles in the biological sciences. Emphasis on cell structures, genetics, ecology, climate change, as well as various topics in earth and space science. This course uses general education material based on state standards and is taught by a special education credentialed teacher.

### **Biology Honors**

**Year Course • 10 credits • Grades 10-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Life Science

**Prerequisite:** “C” or higher in Biology “C” or higher in previous high school science course

Students in this course will complete studies in comparative anatomy using the pig. Investigation in the area of molecular biology, genetics, cell biology, evolution, and ecology will also be covered including appropriate earth and space science standards.

### **Chemistry**

**Year Course • 10 credits • Grades 11-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Physical Science

**Prerequisites:** Concurrent enrollment or completion of International Math I (H) with a “C” or higher.

Introduction to atomic structures, chemical equations, bonding, stoichiometry, gas laws, and states of matter and solutions. This is an introductory course geared for college prep students.

## **AP Environmental Science**

**Year Course • 10 credits • Grades 11-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Physical Science

**Prerequisite:** Successful completion of one Life and one Physical Science course.

Student will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks, and examine alternative solutions. Students will participate in laboratory and field investigations to apply scientific principles, concepts, and methodologies to better understand our natural systems and to think about environmental issues and potential solutions.

## **Anatomy & Physiology**

**Year Course • 10 credits • Grades 11-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Life Science

**Prerequisites:** “C” or higher in Biology

A systemic approach that presents the essential information for understanding structure and function of the human body. Units in histology and the various body systems will be covered. Students will acquire, integrate, and reinforce their understanding of the structures and functions of the human body by completing the color-coded anatomical diagrams in the workbook.

## **AP Biology**

**Year Course • 10 credits • Grades 11-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Life Science

**Prerequisite:** 1-year Biology & 1-year Chemistry

The primary emphasis of AP Biology is to develop a conceptual understanding that includes the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry, recognition of unifying biological themes, and application of biological knowledge, and critical thinking to environmental and social concerns.

## **Physics**

**Year Course • 10 credits • Grades 11-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category:** Physical Science

**Prerequisite:** Completion of International Math I (H) with a C or better.

A college preparatory laboratory science class designed to prepare students for advanced science encountered after graduation from high school. This physical science is open to seniors and if space is available, juniors also. Some of the topics covered are machines, light, heat, electricity and motion.

## **Agricultural Biology**

### **Agricultural Biology**

**Year Course • 10 credits • Grades 10-12**

**UC “D” Requirement**

**CSU “D” Requirement**

**Category: Life Science**

Agricultural Biology is a one-year, laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes principles, central concepts, and inter-relationships among living organisms. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications. Students will also learn earth and physical science principles as well as improve their written and oral reporting skills.

## **AG Environmental Science**

### **Ag Environmental Science**

**Year Course • 10 credits • Grades 9-12**

**UC “G” Requirement**

**CSU “G” Requirement**

**Category: Physical Science**

A college prep course for students with an interest in agriculture, science, and biotechnology. This course is designed to give an understanding of ecology, ecosystems, soils, waste management, land-use, and pollution issues. Laboratory and field activities focus on some real world problems we face today. Students will be expected to not only acquire knowledge but also organize, analyze, evaluate, predict, problem solve, and apply this knowledge. Students interested must be able to do the following: read and comprehend a variety of materials, demonstrate ability to convey ideas in written and visual form, use technology in research and accessing information, and demonstrate the ability to work collaboratively with others. Students will manage and actively engage in a career-related, supervised agricultural experience project.

# SOCIAL SCIENCE DEPARTMENT

## Introduction

Social Science is the study of human interaction and relationships. The courses provided develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. These disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and the use of evidence.

Interests	Learn	Opportunities
<ul style="list-style-type: none"><li>● History</li><li>● Government</li><li>● People</li><li>● Politics</li></ul>	<ul style="list-style-type: none"><li>● Critical Thinking</li><li>● Federal Government</li><li>● Study Skills</li><li>● Supply and Demand</li></ul>	<ul style="list-style-type: none"><li>● Economist</li><li>● Politician</li><li>● Professor</li><li>● Psychologist</li></ul>

## Highlights

The Social Science Program at RHS offers students a wide range of college preparatory courses, including Advanced Placement (AP) options at every grade level. Students may choose to enroll in AP Human Geography, AP World History, AP United States History, and AP United States Government & Politics in place of the standard grade level courses. Our department encourages all students to consider enrolling in AP classes, which has resulted in some of the largest enrollment numbers of any AP subject area on campus.

## World Geography

**Semester Course • 5 credits • Grade 9**

**UC “A” Requirement**

**CSU “A” Requirement**

World Geography will integrate thinking skills, historical processes, and content so that students are able to apply their geographic knowledge to their own lives, as well as other social studies classes at RHS. Instruction will include the integration of concepts and principles from history, economics, geography, civics, and the humanities. Students will be expected to link their understanding of geography with events in these classes, and be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

## **AP Human GEOGRAPHY**

**Year Course • 10 credits • Grade 9-12**

**UC “A” Requirement**

**CSU “A” Requirement**

**Recommendations: Time management, organization, study skills**

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **World History**

**Year Course • 10 credits • Grade 10**

**UC “A” Requirement**

**CSU “A” Requirement**

World History is a one-year graduation requirement course covering a period of more than 250 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. The course ends with the present, providing ample opportunities to make connections to the globalized world in which students live. As students move through the years 1750 through the present, they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the United States exerted great military and economic power. They explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. They analyze the results of these exchanges.

## **AP World History**

**Year Course • 10 credits • Grade 10**

**UC “A” Requirement**

**CSU “A” Requirement**

**Recommended Skills: Analytical reading/writing, time management**

AP World History is an introductory college-level course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## **United States History**

**Year Course • 10 credits • Grade 11**

**UC “A” Requirement**

**CSU “A” Requirement**

United States History is a one-year graduation requirement course. Students examine major developments and turning points in American history from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and women; and the rise of the United States as a major world power.

## **AP United States History**

**Year Course • 10 credits • Grade 11**

**UC “A” Requirement**

**CSU “A” Requirement**

**Recommended Skills: Analytical reading/writing, time management**

AP U.S. History is an introductory college-level course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## **Economics**

**Semester Course • 10 credits • Grade 12**

**UC “G” Requirement**

**CSU “G” Requirement**

Economics is a one-semester graduation requirement course. Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources; how incentives influence choices and actions; and the resulting consequences of those actions. Students need to understand capitalism, financial literacy, and their place in the broader economy. The economic reasoning skills that high school students need include the ability to conduct cost–benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the United States and foreign economies, and construct arguments for or against economic policies. They should explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

## **Federal Government**

**Semester Course • 10 credits • Grade 12**

**UC “A” Requirement**

**CSU “A” Requirement**

Federal Government is a one-semester graduation requirement course. Students explore how people participate in the governance of society. These include students’ abilities to explain and distinguish the powers, roles, and responsibilities of citizens and governments and how these have changed over time and are still contested. Students should also analyze the impact and roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Additionally, students should evaluate the effectiveness of efforts to address social and political problems as well as the intended and unintended outcomes and consequences of these efforts. Students analyze historical and contemporary means of changing societies, promoting the common good, and protecting individual rights from the will of the majority.

## **AP Government and Politics United States**

**Semester Course • 10 credits • Grades 12**

**UC “A” Requirement**

**CSU “A” Requirement**

**Recommended Skills: Analytical reading/writing, time management**

AP U.S. Government and Politics is an introductory college-level course. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.



## **Psychology**

Psychology is an optional high school course that is highly applicable to students' personal interests and practical needs. The course is divided into seven domains, each containing modules that focus on specific areas of psychology. Students will be introduced to the study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students will explore and apply psychological theories and key concepts associated with such topics as scientific inquiry, biological bases of behavior, sensation and perception, consciousness, life-span development, learning and language, social psychology, nature and nurture, culture and gender, memory, thinking and intelligence, motivation, personality, psychological disorders, stress, and health and wellness. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Each domain contains an overarching enduring question that ties together the individual modules with each domain. Furthermore, each module is accompanied by an online psychology lab that students complete in class using Chromebooks.

# VISUAL AND PERFORMING ARTS

## Introduction

Students interested in awakening their artistic ability will find it in the Visual and Performing Arts Department at RHS. From Choir, Band, and Art I-IV, students will develop a new and exciting way of thinking and analyzing the past and the present.

Interests	Learn	Opportunities
<ul style="list-style-type: none"><li>● Drama</li><li>● Painting</li><li>● Film</li></ul>	<ul style="list-style-type: none"><li>● Fine motor skills</li><li>● Performance</li><li>● Patience</li></ul>	<ul style="list-style-type: none"><li>● Actor</li><li>● Author</li><li>● Cinematographer</li></ul>

## HIGHLIGHTS

### **Photography Club**

Our mission is to teach our members about phone and camera photography, inspire creativity and artistic thinking, and share our knowledge amongst each other to become better photographers

### **Film Club**

The purpose of the Film Club is to facilitate a safe environment for students to view the movie with cultural relevance and diversity, and to express opinions without judgement. Through cinema, students will be able to gain a deeper understanding of history by analyzing society and global culture.

### **Drama Club**

This is a theatrical club that puts on a production every spring at RHS. They alternate between doing musicals and plays every year. The club performs on the school stage and builds their own sets. This club is for students who want to act, sing, build sets, operate lights, design costumes, or manage props.

### Concert Choir

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

Open to all students interested in singing all types of music (both a-cappella and accompanied). Styles include renaissance, classical, jazz, gospel, and contemporary. Performances scheduled by teacher

### Advanced Concert Choir

**Advanced Choir**

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Prerequisite:** Audition/Approval Signature

This class is by audition only. Students who pass the vocal audition and can read musical notation will be selected. This class performs level 3 to 5 A-Capella music as well as some small ensembles. Performances are scheduled by the instructor.

## **Concert Band**

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Art

Band is a class that offers interested students the opportunity to perform a wide variety of music ranging from rock to classical. Performances occur numerous times throughout the year and at a variety of places. Students will be required to perform in a spirit band and all home football games, selected home basketball games, winter and spring concerts, local parades, and community ceremonies as invited.

## **Music Appreciation**

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Art

Through listening, lectures, and class discussions, this class explores the many varieties and genres of music in the present day. It also offers a comprehensive overview of the history of musical development in the Western Hemisphere. Emphasis is placed on the social and cultural impact of all genres of music on today’s society.

## **AP Music Theory**

**Year Course • 10 credits • Grades 11-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Art

**Prerequisite:** Teacher recommendation

AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student’s ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

## **Art I**

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Arts

**Lab Donation:** Recommended

The students will learn basic methods and experience a variety of media utilizing the elements and principles of design. Various art projects will express examples of particular cultures and social and environmental problems.

## Art II

**Year Course • 10 credits • Grades 10-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Art

**Lab Donation:** Recommended

**Prerequisite:** “C” or higher in Art I

Students will extend their study of visual arts, continuing to use a wider range of subject matter, symbols, meaningful images, and visual expressions. The visual arts will range from drawing and painting, sculpture and design, and architecture. Any of these can be used to help students meet the educational goals embodied in the California standards. Students will understand the relationship among art forms and between their own work and that of others. The students will be able to relate understandings about the historical and cultural contexts of art to situations in contemporary life. Students will gain a broad and in-depth understanding of the meaning and importance of the visual world in which they live

## Art III

**Year Course • 10 credits • Grades 11-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Arts

**Lab Donation:** Recommended

**Prerequisite:** “C” or higher in Art III

This is an advanced level college prep course that will prepare students for AP Studio Art/Art IV. This curriculum concentrates on areas of applied design using various techniques of drawing, painting, mixed media, and sculpture. This course will prepare a completed portfolio through a creative and challenging curriculum used in the Internationally recognized Advanced Placement program.

## Art IV

**Year Course • 10 credits • Grades 12**

**Category:** Fine Arts

**Lab Donation:** \$15.00 recommended

**Prerequisite:** “C” or higher in Art III

This course is designed for students who are interested in the practical experience of art. Students are required to submit portfolios for evaluation at the end of the school year. This program is based on the premise that college-level material will be taught to secondary school students. The purpose is a cooperative endeavor that helps high school student’s complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

## **Digital Art and Illustration**

**Year Course • 10 credits • Grades 9-12**

**UC “F” Requirement**

**CSU “F” Requirement**

**Category:** Fine Arts

**Prerequisite:** Art I recommended

This Digital Art class will enable students to develop an appreciation of artistic expression, and explore the drawing techniques and tools used in computer digital graphics. Students will create original art projects with their knowledge of the Elements and Principles of Art, using the Adobe Design Suite; Photoshop, Illustrator, InDesign and Flash. Students will critique their work and the works of others, and will maintain portfolios of their artwork.

# NON-DEPARTMENTAL

## Student Services

**Year Course • 10 credits • Grades 10-12**

**Category:** Vocational Education

Open to juniors and seniors with the approval of the supervising employee and/or administrator. A student is limited to one class per semester without prior administrative approval. A maximum of twenty (20) credits will be accepted toward graduation. The following areas are included under student service at this time. Good attendance in each of these areas, efficiency in the use of time and materials is emphasized.

- (a) *Teacher's Assistant:* Students work under the supervision of the teacher performing clerical and non-teaching duties, which gives the teacher more time to function in his/ her professional capacity. **Must include teacher's request form with preference sheet.** Students can only have one Teacher TA on their schedule.
- (b) *Library Aide:* Students work under the supervision of the librarian becoming familiar with library techniques, while actively carrying out the routine duties of the library.
- (c) *Office:* Students work under the supervision of office personnel performing a variety of duties related to attendance, counseling, data processing, and general office procedures.
- (d) *District Office:* Students work under the supervision of the District Office, performing a variety of duties from filing to answering phones.
- (e) *Cafeteria:* Students work under the supervision of the cafeteria manager serving students and cleaning kitchen utensils as directed.
- (f) *District Office Maintenance:* Students work under the direct supervision of the district maintenance staff. Students will be required to move, carry, and deliver boxes to the district warehouse.

## Senior Opt-Out

**Year Course • Grades 12**

**Prerequisite: Must be on track for graduation**

Must be on track for graduation and have approval from counselor and vice-principal.

This allows seniors, who meet the academic & attendance criteria, to shorten their school day to 5 or 6 periods. Students may opt out 1st, 7th, 1st/2nd, or 6th/7th. Seniors must have the request form **completed, signed, and attached to the ballot.**

## Academic Support

**Year Course \* Grades 9-12**

This course provides daily opportunities for students to work on course work, take tests/quizzes and catch up on missing assignments. The course also provides training related to reaching postsecondary goals, including study skills, and organizational habits

