2022-2023
RIGHETTI HIGH SCHOOL
COURSE DESCRIPTION
BOOKLET

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

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All educational programs and activities under the jurisdiction of the State Board of Education shall be available to all qualified persons without regard to perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics, pursuant to the California Code of Regulations. ***(California Education Code (EC) sections (§§) 200, 220, 221.5, 234.1, and 260; California Government Code (GC) section (§) 1135; California Penal Code (PC) section 422.55; California Code of Regulations, title 5, (5 CCR) sections 4900, 4902, and 4960)***

Revised 1/28/22

Righetti High School Vision Statement

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

School Motto

Greatness starts here.

Schoolwide Learner Outcomes



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

ENROLLMENT PROCEDURE

Step 1 **Complete our online enrollment at www.righetti.us**

- Information about the student including demographics, emergency contacts and health information will be collected during the online enrollment process.

Step 2 **Provide required documents**

- You will need to bring all required documents to the school in order to complete your student's enrollment.

REQUIRED:

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

IF APPLICABLE:

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

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

Registrar: Vanessa Guerrero 805-937-2051 ext. 2725
vguerrero@righetti.us

Guidance Secretary: Stacie Willson 805-937-2051 ext. 2742

HOW TO USE THE COURSE DESCRIPTION BOOKLET

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

CHART KEY:

DEPARTMENT

COURSE TITLE:

LENGTH:	☐ **One Semester** ☐ **Year Long**
GRADE LEVEL:	☐ **9** ☐ **10** ☐ **11** ☐ **12**
PREREQUISITE:	
HOMEWORK:	
LAB FEE:	**See below**
REQUIREMENTS FULFILLED:	☐**AHC** ☐**A-G** ☐**AP** ☐**CTE** **(See Descriptions Below)**

LAB FEE:

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

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

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

AP: These courses offer students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college ((weighted grade)).

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

H: These courses offer students the opportunity to pursue college-level studies while still in Secondary school ((weighted grade)).

RIGHETTI HIGH SCHOOL GRADUATION/POST SECONDARY CHECKLIST

GRADUATION/JOB ENTRY/MILITARY/COMMUNITY COLLEGE

Check when completed				SUBJECT	MEETS ELIGIBILITY REQUIREMENTS	
☐	☐	☐		**SOCIAL STUDIES**	3 years	30 units
☐	☐	☐	☐	**ENGLISH**	4 years	40 units
☐	☐			**MATHEMATICS (2yr Algebra or Algebra 1)**	2 years	20 units
☐	☐			**SCIENCE (Physical & Life)**	2 years	20 units
☐	☐			**P. E.**	2 years	20 units
☐				**FINE ARTS, FOREIGN LANGUAGE OR CAREER TECHNICAL EDUCATION (CTE)**	1 year	10 units
☐				**HEALTH**	Semester	5 units
☐				**ELECTIVES**		75 units

UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY

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

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

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

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

HONORS COURSES: Biology, English 1, English 2, Math Analysis, Spanish 4

Graduation Requirements

To graduate from Ernest Righetti High School, you must complete a minimum of **220 units.** Students must pass 2yr Algebra or Algebra I for graduation.

Diploma Requirements

Complete the SMJUHSD Graduation Requirements: 220 units.
Students must complete one course in Ethnic and Gender Studies (Beginning with the class of 2025)

***** English/Language Arts		
English 1	10 credits	1 Year
English 2	10 credits	1 Year
English 3	10 credits	1 Year
English 4	10 credits	1 Year
Total	**40 credits**	**4 Years**

1. **10 units of English must be taken during the senior year.**
2. **English Learner may earn a maximum of 30 English units from English Language Development (ELD). The remaining English credits must be earned from L2 or mainstream English courses.**
3. **Maximum 20 credits can be earned from district approved English intervention classes.**

***** Social Science		
World History	10 credits	1 Year
United States History	10 credits	1 Year
U.S Government	5 credits	1 Semester
U.S. Economics	5 credits	1 Semester
Total	**30 credits**	**3 Years**

***** Mathematics		
2yr Algebra A/B	10 credits	1 Year
2yr Algebra C/D	10 credits	1 Year
	OR	
Algebra I	10 credits	1 Year
Math Selection	10 credits	1 Year
Total	**20 credits**	**2 Years**

***** Science		
Physical Science	10 credits	1 Year
Life Science	10 credits	1 Year
Total	**20 credits**	**2 Years**

* Physical Education	**20 credits**	**2 Years**
* Health	**5 credits**	**1 Semester**
***** Foreign Language, Visual/Performing Arts or Career Technical Education (CTE)	**10 credits**	**1 Year**
***** Electives	**75 credits**	
Minimum Graduation Requirements	**220 credits**	

University of California and California State University Requirements

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

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

A–G COMPLIANCE COURSEWORK

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

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

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

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

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

F-DROP POLICY

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

Xello: College and Career Guidance

Ernest Righetti High School is pleased to announce the implementation of **Xello**: **College and Career Research Program**. Through self-discovery and collaboration with parents, teachers, Career Specialists, Guidance Techs, and School Counselors, **Xello** enables students to find college and career pathways that are right for them. Students can conveniently access Xello at school and at home. From career profiles written in student-friendly language, to multimedia video content, digital learning games and a modern, intuitive interface, **Xello** engages students to learn about themselves, explore their options, create a plan, and bring that plan to life. Students will be able to:

- Assess their strengths, personality, and learning style
- Explore career options based on interests
- Search for colleges and their requirements
- Apply for scholarships
- Learn about financial aid, and more

Building Self-Awareness: Activities, lessons, assessments and inventories to build self-awareness are integral to **Xello**. These tools help students learn about themselves and begin to identify their personal strengths--important steps in creating plans for career and life. The lessons on Xello are grade level specific. Through the lessons, students engage in real life scenarios and discuss topics related to career paths, work life, and post-secondary education plans.

Personalized Portfolio: Creating a plan starts with a personalized portfolio students can use to store valuable information – lessons they're working on, personal inventories, assessment results, career matches, educational options and scholarship applications. This portfolio grows and evolves into an individual learning plan that helps transform career exploration into concrete plans for the future.

Personalized Pathways: Every student has a unique pathway. By encouraging students to identify and follow their own personal pathway – be it a 4-year university, 2-year college or another post-secondary pathway, all students are encouraged to choose the path best suited to their individual interests, skills, and abilities. Students identify their pathway by keeping their student plan organized in a centralized spot within Xello.

College Search and Admissions: Xello makes college research easy. Whether it's matching colleges to a student's career interests, or comparing admission rates at a student's top college choices, college planning tools allow students and families to make informed decisions about their options by comparing colleges and universities, exploring scholarship opportunities, tracking college applications, and accessing

- complete an interest/aptitude survey and identify a broad curricular pathway
- complete a research project based on a broad based curricular pathway, possible careers, and educational opportunities
- base course selections on their interests, data, and research
- be encouraged to maximize their potential and make educational decisions that will provide them a variety of post-secondary educational and career options
- assignments support the mastery of California Common Core Standards

Parents are a critical part of this process and therefore are requested to participate in:

- grade level parent nights throughout the year
- the selection of courses and the registration process on a yearly basis
- assisting their students in making decisions regarding post-secondary education/training
- the senior level college application and financial aid search processes

ERHS Courses Support California Industry Sectors



Agriculture and Natural Resources



Arts, Media, and Entertainment



Building Trades and Construction



Education, Child Development and Family Services



Energy and Utilities



Engineering and Design



Fashion and Interior Design



Finance and Business



Health Science and Medical Technology



Hospitality, Tourism, and Recreation



Information Technology



Manufacturing and Product Development



Marketing Sales and Service



Public Services



Transportation

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

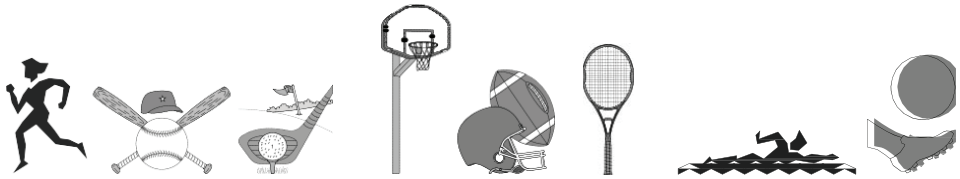
CTE PATHWAYS

Pathway	Concentration	Capstone
SECTOR: Agriculture and Natural Resources		
100-Agriculture Business	Ag Leadership-Comm A Ag Leadership-Comm B	Adv Ag Leadership A/B Am Ag Government
101- Agriculture Mechanics	AG Mech AB or AG Weld I	Adv Ag Welding A/B Adv Ag Mech A/B
102-Agriscience	In Ag Bio A/B	Ag Chem A/B
103- Animal Science	AHC AG 152-Intro to Animal Sci	Vet Sci A/B Animal Science A/B
106-Plant and Soil Science	Viticulture I A/B	AHC VEN 120-Viticulture Operations A/B
SECTOR: Arts, Media and Entertainment		
111C-Visual/Commercial Art	Intro to Art A/B	Digital Art A/B
112A-Performing Arts	Ballet Folk 1 A/B	Ballet Folk 2 A/B
112B- Prof Music	Marimba Band 1 A/B	Marimba Band 2 A/B
SECTOR: Arts, Media and Entertainment (ART}		
112-Professional Theater	Theater Art 1 A/B	Theater Art 2 A/B

CTE PATHWAYS

SECTOR: Arts, Media and Entertainment		
113B-Film Video Production	Intro Video/Film 1 A/B	AHC Film 110-Intro to Motion Picture & Vid Prod
SECTOR: Energy, Environment and Utilities (NRG}		
141-Environmental Resources	Geology or AP Biology or AHC Geology 100	Ap Environmental Science
SECTOR: Health Science and Medical Technology (HLT}		
198-Patient Care	Sports Med/Kinesiology	Intro Athletic Training
SECTOR: Hospitality, Tourism, and Recreation (HOS}		
201-Food Service and Hospitality	Culinary Arts 1 A/B	Culinary Arts 2 A/B

RIGHETTI ATHLETICS



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

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

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

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

SPORTS PHYSICALS
Sports Physicals are offered several times a year at Marian Family Center at no cost. Check www.righetti.us for a specific dates. Any student missing that date will have to obtain a physical on their own **prior to tryouts**.

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

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

FALL SPORTS

Football: Payne, x 2404
Girl's Tennis: Baldwin, x2519
Boy's Waterpolo: Knight x 2715
Cross Country Boys: Cota, x 2803
Cross Country Girls: Cota, x 2803
Girl's VB: TBD
Girl's Golf: Tomooka, x 2842
Girl's WP: Yee, x 2715

WINTER SPORTS

Girl's BB: Hitch, x 2326
Boy's BB: Sauer, 2312
Girl's Soccer: DeAlba x 2715
Boy's Soccer: Golden, x 2715
Wrestling: Bronson, x 2527 / Domingues, x 2104

SPRING SPORTS

Baseball: Tognazzini, x2801
Softball: Tomooka, x 2842
Boy's Tennis: Grijalva x 2224
Boy's Swim: TBD
Girl's Swim: Powell, x 2321
Track: Cota, x 2803
Boy's Golf: Moles, x 2715
Boy's VB: TBD

Righetti High School
Agriculture Department Career Systems

**Some courses are repeated throughout multiple pathways
(P) indicates college prep/A-G approved
(CC) Indicates concurrant enrollment course

Suggested Introduction Courses for ALL Agriculture Systems

Year One

- Agriscience & Physics A/B
- Survey of Agriculture (Semester course)

Year Two

- Agriculture Biology A/B

Concentrators

(Choose any one course in the system)

Agriscience Systems

- Agriculture Chemistry A/B (P)

Power, Structural, and Technical Systems

- Agriculture Mechanics I A/B
- Agriculture Welding I A/B
- Agriculture Building & Construction A/B

Agribusiness Systems

- AHC 157 Ag Sales/Ag Leadership B (CC)

Animal Systems

- Animal Science (P)
- Vet Med A/AHC 152 Intro to An Sci (CC)

Plant Systems

- Ornamental Horticulture I
- Art & History of Floral Design A/B
- Viticulture I A/B

Capstones

(Choose any one course in the system)

- Vet Med A/ AHC 152 Intro to An Sci (CC)
- AHC 157 Ag Sales/ Ag Leadership B (CC)
- Advanced Agriculture Mechanics A/B
- AHC 106 Beginning Welding (CC)
- Adv. Agriculture Building & Construction A/B
- AHC 157 Ag Sales/ Ag Leadership B (CC)
- Agriculture Government (P)
- AHC 158 Ag Econ* (CC)
- AHC 157 Ag Sales/ Ag Leadership B (CC)
- AHC 156/154 Env Hort/Fruit Sci (CC)
- Advanced Floral Design
- AHC 120A Vit Oper 1A/B (CC)
- AHC 157 Ag Sales/ Ag Leadership B (CC)

All Course Offerings

Survey of Agriculture*
Agriscience & Physics
Agriculture Biology
Agriculture Chemistry
Agriculture Government *
AHC 158-Ag Econ * (CC) *(Ag Economics)*
Agriculture Mechanics I
Advanced Agriculture Mechanics
Agriculture Welding I
AHC 106-Beg Welding (CC) *(Adv Agriculture Welding)*
Agriculture Woodshop
Agriculture Leadership/AHC 157-Ag Sales (CC) *(Ag Leadership)*
Agriculture Building Construction
Advanced Agriculture Building and Construction
Art & History of Floral Design
Advanced Floral Design
Animal Science
Ornamental Horticulture
AHC156-EnvHort/Fr Sci (CC) *(Adv Orn Hort)*
Viticulture I
AHC 120A-Vit Oper 1 A/B (CC) *(Viticulture II)*
Veterinary Medicine/AHC 152-Intro to An Sci (CC)

* denotes Semester course
(CC) denotes Concurrent enrollment course

COURSE TITLE: Survey of Agriculture

LENGTH:	**☑ One Semester ☐ Year Long**
GRADE LEVEL:	**☑ 9 ☐ 10 ☐ 11 ☐ 12 (or instructor approval)**
PREREQUISITE:	**1st year Ag student, any grade**
HOMEWORK:	
LAB FEE:	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

This course will offer an exciting hands-on understanding of the Agriculture Industry. It is designed for 1st year students and is taught in conjunction with CTE and NGSS State Standards set by the Agriculture Education Curriculum Framework. Topics covered will include but are not limited to : Agri-science, Plant Science, Animal Science, Ag Mechanics, Ag Biology, Ag Careers, Leadership Development, and numerous Agriculture related career fields. This course will also contain an FFA component and students will be heavily encouraged and required to participate at a minimum level of activities beyond the classroom.

COURSE TITLE: Agriculture Science 1 A/B (P)
(This course fulfills the Physical Science requirement for graduation.)

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

*This course is aligned with the **NGSS Physical Science and Earth Science Standards as well as the California Career Technical Education Model Curriculum Standards.***

***The Agriculture Science 1 A/B (P)** course is the first phase of a sequence in the agriculture science pathways. The purpose of this course is to introduce students to physical science through the world of agriculture and technology through NGSS and CTE standards. Students get the opportunity to learn the fundamentals of physical science through active learning, experiential learning, and project-based learning. The course curriculum is broken down into units focused on California Agriculture, FFA, Scientific Method, Nature of Earth Science, Mapping Earth's Surfaces, Rocks & Minerals, Plate Tectonics, Earth's Forces, Earth's Water, Earth's Atmosphere, Natural Resources, Plant Physiology, Animal Anatomy, Food Science and SAE. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science to demonstrate the relevance of agriculture to each student's life and environment. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.*

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

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

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

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

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

COURSE TITLE: Agriculture Chemistry A/B (P)

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

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

COURSE TITLE: Veterinary Medicine A (P)

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

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

COURSE TITLE: AG 152- Introduction to Animal Science

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

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

COURSE TITLE: Ag. U.S. Economics(P)

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

This semester-long course is designed to help students develop a deeper understanding of economic problems and institutions in which they live. We will examine concepts such as scarcity, supply and demand, business organizations, as well as the role of the government and the Federal Reserve System. Materials and lessons are aligned with California Standards. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide logy. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part ofthis course.

COURSE TITLE: Agriculture Government

LENGTH:	**☑ One Semester ☐ Year Long**
GRADELEVEL:	**☐ 9 ☐10 ☐ 11 ☑12**
PREREQUISITE:	**Teacher Approval**
HOMEWORK: Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.	
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☐ AP ☑ CTE Pathway**

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

COURSE TITLE: Agriculture Leadership and Communications A/B

LENGTH:	**☐ One Semester ☑ Year Long**
GRADE LEVEL:	**☑ 9 ☑ 10 ☑ 11 ☑ 12**
PREREQUISITE:	**Teacher Approval**
HOMEWORK: Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.	
LAB FEE:	**None**
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP ☑ 4th Year of English ☑ CTE Pathway**

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

Meets 4th year of English requirement for seniors only.

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

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

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

COURSE TITLE: Animal Science / (Special Ed Animal Science)

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

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

COURSE TITLE: Ornamental Horticulture A/B (P) (ROP)
Advanced Ornamental Horticulture A/B (ROP)

LENGTH: ☐ One Semester ☑ Year Long (1 or 2 period course)
GRADE LEVEL: ☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE: None (OH A/8 required for Advanced)
HOMEWORK: Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.
LA8 FEE: None
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G *(O.H. Only)* ☐ AP ☑ CTE Pathway *(O.H. Only)*

Ornamental Horticulture

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

Advanced Ornamental Horticulture

Students enrolled as Advanced must complete Ornamental Horticulture A/B prior to registering.

n th s c ass spec a emphas s w be p aced on deve opment of **Advanced** Ornamenta Hort cu ture sk s, computer app cat ons and bus ness management.

COURSE TITLE: AG 156- Intro to Environmental Horticulture

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

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

COURSE TITLE: Viticulture I A/B

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

This class is designed to provide a foundation in viticulture and vineyard management. Some of the topics covered in this course are grapevine physiology and structure, establishing the vineyard, fertilizing vines, irrigation and vineyard equipment. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer-based technology. Participating in the FFA and having a Supervised Agricultural Experience project in the AET Recordbook System are an integral part of this course.

COURSE TITLE: Viticulture II

LENGTH: ☐ One Semester ☑ YearLong
GRADE LEVEL: ☐ 9 ☐ 10 ☑11 ☑ 12
PREREQUISITE: Viticulture 1 A/B
HOMEWORK: Homework will be given on a regular basis and will be in reading, writing, memorization, and speaking/sharing formats. Homework is a large portion of a student's grade.
LAB FEE: None
REQUIREMENTS FULFILLED: ☐AHC ☐ A-G ☐ AP ☑ CTE Pathway

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

COURSE TITLE: VEN 120-Viticulture Operations 1

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

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

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

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

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

COURSE TITLE: Advanced Floral Design

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Art and History of Floral Design/Teacher Approval
HOMEWORK:	Daily
LAB FEE:	none
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP

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

COURSE TITLE: Agriculture Welding 1 A/B

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

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

COURSE TITLE: Advanced Agriculture Welding/Fabrication A/B

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

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

COURSE TITLE: WLDT 106 - Beginning Welding

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

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

COURSE TITLE: Agriculture Mechanics

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 09 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	None
HOMEWORK:	Mostly hands on work
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP ☑ CTE Pathway

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

COURSE TITLES: Advanced Agricultural Mechanics I A/B
Advanced AgriculturalMechanics II A/B

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Ag Mechanics or Instructor's Approval
HOMEWORK:	None
LOCATION:	Santa Maria High School. Students must provide their own transportation.
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP ☑ CTE Pathway

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

COURSE TITLE: Ag Building Construction A/B

LENGTH:	☐ One Semester ☑ Year Long It is a single *or* double period course. This course may be repeated for up to 0 units.
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Wood B
HOMEWORK:	None
LAB FEE:	Refer to page3
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP ☑ CTE Pathway

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

COURSE TITLE: Advanced Ag Building Construction

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

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

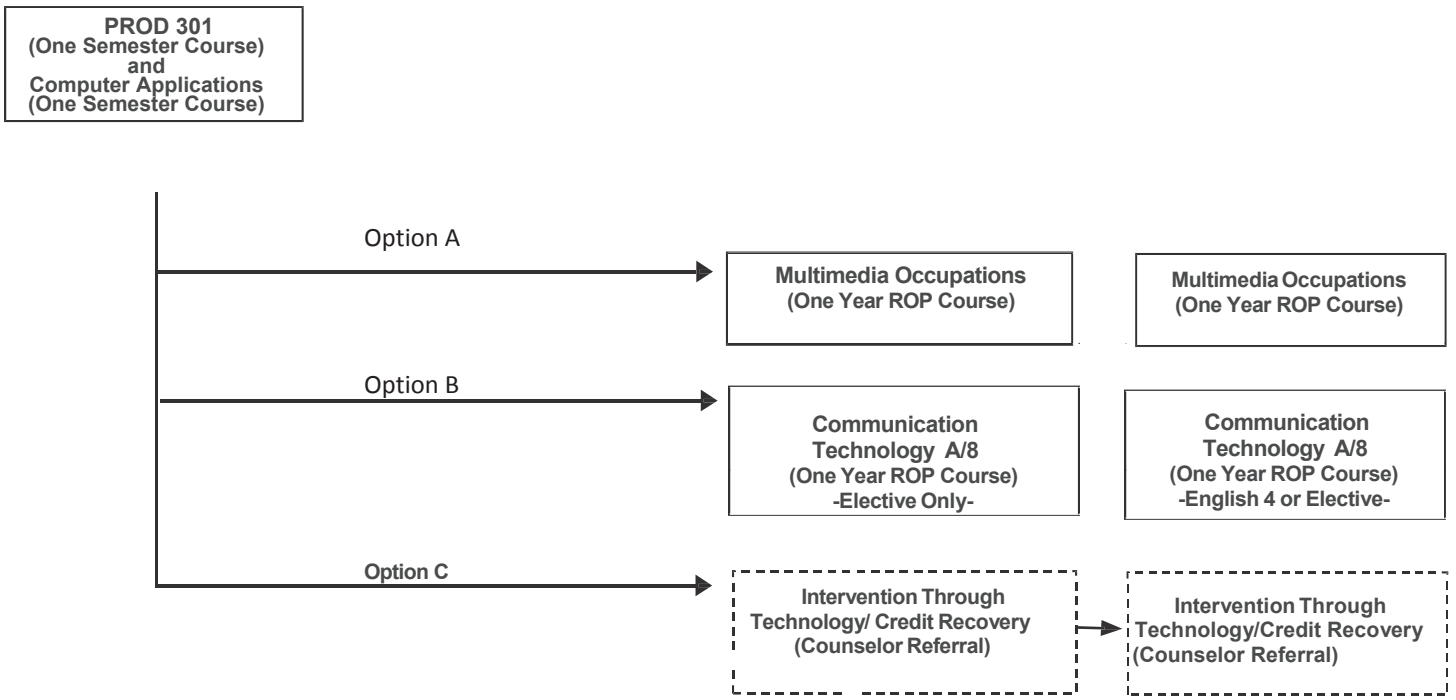
COURSE TITLE: Advanced Study Agriculture

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

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

BUSINESS & TECHNOLOGY DEPARTMENT

Freshman Sophomore Junior Senior



Students completing Option C will not complete the Information Technology Pathway

PROD 301 is a Allan Hancock College concurrent enrollment course =

Students may take a CTE course to meet units toward their VPA graduation requirement.

COURSE TITLE: Intervention Through Technology

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

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

REGIONAL OCCUPATIONAL PROGRAM (ROP)
BUSINESS AND TECHNOLOGY

COURSE TITLE: Communication Technology A/B (ROP)

LENGTH: ☐One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☐ 10 ☑ 11 ☑12
PREREQUISITE: Computer Applications A/B Preferred
HOMEWORK: None
LAB FEE: None
REQUIREMENTS FULFILLED: ☑ AHC ☑ A-G ☐ AP ☑ 4th Year of English

This year long course is an alternative choice for seniors only to meet our district's 4th Year of English requirement for graduation. This English/Elective course is designed for primarily 11th and 12th grade students who will learn how to enhance their communication skills both on a personal and professional level with the use of 21st Century technology tools. It takes a practical approach to the development of content and style of communicating with the connection of the CA English Language Arts Standards. Students will be assigned a variety of project-based coursework to demonstrate their communication and technology skills with workplace-related applications as addressed by the Career Technical Education (CTE) Curriculum Standards in the Information & Communication Technologies Industry (Information & Support Services Pathway) and Marketing, Sales & Service Industry (Marketing/Entrepreneurship Pathway).



Juniors who take this course as an elective must still take an alternative course to meet the four years of English graduation requirement. This class does not meet the UC/CSU entrance requirement for a fourth year of English, however, it does meet the UC "G" Elective credit requirement, and students earning a "B" grade or better will earn articulation credit with the Hancock College 2 + 2 Program, as well as a ROP Certificate of Competency for their technology and other work-related skills.



COURSE TITLE: Multimedia Occupations A/B (ROP)

LENGTH: ☐ One Semester ☑Year Long 1 or 2 period course with a maximum of 20 units
GRADE LEVEL: ☐ 9 ☐ 10 ☑ ☑ 12
PREREQUISITE: Computer Applications A/B or equivalent knowledge
HOMEWORK: Email communication with business partner
LAB FEE: None
REQUIREMENTS FULFILLED: ☑ AHC ☐ A-G ☐ AP

Students will learn to utilize a variety of multimedia hardware and software. Software includes: Illustrator, PhotoShop, Premiere, MS Office (PowerPoint), TrueSpace 3D modeling and animation. Advanced students learn to use Solidworks and Mudbox to prepare 3D models for the 3-dimensional printer. Hardware includes: PC, Scanner, Graphics tablet, VCR, TV, Digital Camera, Digital Video Camera, Digital Sound Editor, Laser Color Printer, 3D Laser Scanner, 3D Rapid Prototype Printer and LCD Projector. Students completing the advanced course, with a grade of "B" or better, will receive a Hancock College 2 + 2 Certificate. and earn an ROP certificate.

COURSE TITLE: R D 301

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

PROD 301 consists of three interrelated components:

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

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

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

4. This is a Concurrent Enrollment course and fulfills PROD 301 at Allan Hancock College.

COURSE TITLE: Computer Applications A/B

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

Computer Applications is a course designed to teach students how to use a computer as a tool to enhance the quality of their work in all subjects through the use of applications software. Students will learn basic computer literacy, techniques in effectively using a keyboard, the Microsoft Office Suite, and the Internet. This course will give you the knowledge and skills to master the digital tools of life today. There are no prerequisites other than a basic familiarity with computers and an interest in learning.

Upon completion of this course, students will be able to:

* Use a computer workstation and computer operating system
* Maintain an organized file saving system
* Use proper keyboarding techniques to improve accuracy and speed
* Use current Software, Microsoft Office: Word, PowerPoint, Excel, and Access
* Be able to create, letters, tables, reports, PowerPoint presentations, spreadsheets, & make and use a database
* Use proper formatting techniques
* Know and understand proper uses of the Internet

ENGLISH DEPARTMENT

Righetti High School English/Language Arts Course Descriptions

Intervention Courses

English Language Development

Intro to ELD A/B-Intro to ELD Lab A/B
Interm ELD A/B-Interm ELD Lab A/B
Accelerated ELD Lab 1 A/B
Advanced ELD Lab 1 A/B
Advanced ELD Lab 2 A/B
Advanced ELD Lab 3 A/B
Advanced ELD Lab 4 A/B

Regular Ed Intervention Courses

English 1 Skills/Support Class
English 2 Skills/ Support Class

College Prep English/Language Arts Courses

English 1
English 2
English 3
English 4
Expository Reading and Writing

English Language Arts Electives

Classic Fiction and Film

Honors and Advanced Placement English Language Arts Courses

Recommended Guidelines for students wanting to enroll in Honors/AP courses

English 1 Honors
English 2 Honors

AP English Language and Composition
AP English Literature and Composition

Intervention Courses

English Language Development

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

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

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

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

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

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

COURSE TITLE: Accelerated ELD Lab 1 A/B

LENGTH: ☐ One Semester	**☑Year**
GRADE LEVEL:	**☑ 9 ☑10 ☑11 ☑12**
PREREQUISITE:	1) English Learner enrolled in U. S. schools 25 - 36 months and 2) enrolled concurrently in English 1A/B
HOMEWORK: 1-2 hours per week	
LAB FEE: None	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE TITLE: English 1 Skills/Support Class

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

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

COURSE TITLE: English 2 Skills/Support Class

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

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

College Prep English/Language Arts Courses

COURSE TITLE: English 1 (P) Introduction to Literature

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☐ 10 ☐ 11 ☐ 12 Other grade levels may take the course as well after completion of intervention courses
PREREQUISITE:	Placement test
HOMEWORK:	Approximately 2 hours a week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP ☑ RHS ELA graduation requirements

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

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

COURSE TITLE: English 2 (P) World Literature

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

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

COURSE TITLE: English 3 (P) American Literature

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

English 3 is an American Literature course that deepens the skills learned in previous literature courses. Students will read a variety of texts in multiple genres from the history of the United States in essays and speeches, short stories, the novel, and drama to expand vocabulary, improve writing skills and continue to develop literary analysis skills.

Students at this level are expected to have developed study skills sufficient to read independently, seek out necessary resources, create a variety of items for assessment including written work, class discussion, oral, visual and multimedia presentations, and exams. Teachers expect students to be able to utilize a variety of tools independently, or with limited instruction.

The Career focus for English 3 is to research possible post secondary education options using the Career Center resources. This search includes a candid look at student transcripts to discuss their individual progress through high school and what is necessary for them to accomplish in order to reach their personal goals. The culminating career project in English 3 is to prepare a current resume that students can use immediately for job searches and college preparation. As student progress through the English courses at RHS the Career focus becomes much more individual to each student providing them with necessary information and tools to meet their individual goals.

L2 students will receive additional English Language support as appropriate.

COURSE TITLE: English 4 (P) British Literature

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☐ 10 ☐ 11 ☑ 12 Other grade levels may take the course as well after the completion of English 3 or equivalent
PREREQUISITE: Successful completion of English 3
HOMEWORK: Approximately 2 hours a week
LAB FEE: None
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP ☑RHS ELA graduation requirements

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

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

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

COURSE TITLE: Expository Reading and Writing

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☐ 10 ☐ 11 ☑ 12
PREREQUISITE: successful completion of English 3
HOMEWORK: approximately 2-3 hours per week
LAB FEE: None
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP ☑ (Fulfills 4th Year Graduation Requirement) 0RHS ELA graduation requirements

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

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

English Language Arts Electives

COURSE TITLE: Classic Fiction and Film (P)

LENGTH:	**☐ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☐ 11 ☑ 12**
PREREQUISITE:	**Successful completion of English 3**
HOMEWORK:	**Approximately 2-3 hours a week**
LAB FEE:	**None**
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☐ AP ☑ RHS ELA graduation Reqs (Fulfills 4th year graduation requirement)**

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

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

Honors and Advanced Placement English Language Arts Courses

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

Recommended Guidelines for students wanting to enroll in Honors/AP courses

- 400 CAHSEE (to move from English 2 CP to English 3 AP)
- a minimum 'B' grade in English classes (with no Ds or Fs in any classes)
- If a student does not meet one or all of the recommended guidelines a teacher/administrator recommendation, and/or parent request can override the recommended guidelines.
- Reminder, the mandatory meeting in spring is mandatory, students not in attendance will not be registered into the course
- A 'D' grade in an AP course may lead to being placed into College Prep Course.

COURSE TITLE: English 1 Honors

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☐ 10 ☐ 11 ☐ 12
PREREQUISITE:	Teacher Recommendation, prior grades in ELA courses, test scores
HOMEWORK:	Approximately 2-3 hours per week, may include summer assignments
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP ☑ RHS ELA Graduation Requirements

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

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

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

COURSE TITLE: English 2 Honors

LENGTH:	☐ One Semester ☑ Year Long *Graded on 5 point scale.
GRADE LEVEL:	☐ 9 ☑ 10 ☐ 11 ☐ 12
PREREQUISITE:	Successful completion of English 1 Honors, meeting criteria in recommended guidelines, teacher recommendation
HOMEWORK:	Approximately 3 hours per week, may include summer assignments
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP ☑ RHS ELA Graduation Requirements

This course is designed to prepare students for AP exams their junior and senior years through and expanded curriculum. Students will study vocabulary and sentence patterns from the world literature text, and respond in depth to the historical and cultural context in written and oral forms. SAT vocabulary is utilized in oral and written work and students will develop strategies for verbal analogy tests.
Students are expected to read independently and work alone and in small groups as well as take part in large group discussions and present an oral report utilizing multi-media equipment. Students will review grammar and sentence structure focusing on complex and compound-complex sentences and the structure and process to write a research report and evaluative, comparison/contrast, reflective and interpretive essays.

Students will identify one career choice, research various aspects of career, including but not limited to technical schools and colleges. Students will complete a research paper and other career based assignments in addition to reviewing and updating the Six-Year-Plan.

COURSE TITLE: AP English Language and Composition

LENGTH:	☐ One Semester ☑ Year Long *Graded on 5 point scale.
GRADE LEVEL:	☐ 9 ☐ 10 ☑ 11 ☐ 12
PREREQUISITE:	Successful completion of English 2 Honors, meeting criteria in recommended guidelines, teacher recommendation
HOMEWORK:	Approximately 3 hours per week, may include summer assignments
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☑ AP ☑ RHSELA Graduation Requirements

This Advanced Placement Language and Composition course is designed to prepare students for the AP Language and Composition exam and as such has a qualitatively different curriculum than the College Prep American Literature course.

The course is designed to help students become skilled readers of prose written in a variety of time periods, academic disciplines, and rhetorical contexts and to become skilled writers who can compose texts for a variety of purposes. Students will become conversant in various modes of discourse including but not limited to analytical, expository and argumentative expression. Utilizing the mechanics of rhetoric and style, students will demonstrate such expertise by writing essays of analysis, persuasion and synthesis.

In May of the school year, students take the AP Language and Composition exam administered by the College Board that can grant the student college credit/units for acceptable scores.

This course is challenging, however it is shown to prepare students for the reading and writing expectations they will encounter at the college/university level.

COURSE TITLE: AP English Literature and Composition

LENGTH:	☐ One Semester ☑ Year Long *Graded on 5 point scale.
GRADE LEVEL:	☐ 9 ☐ 10 ☐ 11 0 12
PREREQUISITE:	Successful completion of AP English Language and Composition, meeting criteria in recommended guidelines, teacher recommendation
HOMEWORK:	Approximately 3 hours per week, may include summer assignments
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☑ AP ☑ RHSELA Graduation Requirements

This Advanced Placement Literature and Composition course is designed to prepare students for the AP Literature and Composition exam through a qualitatively and quantitatively enhanced curriculum.

Though rigorous, AP Literature and Composition prepares students for the high expectations of their college English courses.

Students will explore and analyze challenging classical and contemporary literature in the genres of poetry, drama, short story, and the novel, in addition to expository prose. Students will learn to think critically as they speak and write for a variety of purposes, developing their rhetorical skills through extensive practice.

In May of the school year, students will take the AP Literature and Composition exam administered by the College Board -- which can grant to passing students up to three units of college credit.

RHS Family and Consumer Sciences



Hospitality, Tourism, & Recreation Sector

Pathways

Food Service & Hospitality

Capstones

Culinary Arts 2

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

Concentrators

Culinary Arts 1

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

COURSE TITLE: Culinary Arts 1

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

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

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

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

By the end of the course, students will have the opportunity to obtain a food handlers certificate, good for 1 year after successful completion of the course and test.

COURSE TITLE: Culinary Arts 2

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

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

*Students will have the opportunity to obtain a ServSafe certificate.

COURSE TITLE: **Developmental Psychology of Children A/B (P)**
(This course meets the District 5 unit Health requirement)

LENGTH:	**☐ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE:	**Junior or senior standing. Good reading comprehension**
HOMEWORK:	**As needed / Reading**
REQUIREMENTS FULFILLED:	**☐AHC ☑A-G ☐AP ☑HEALTH ☑ CTE Pathway**

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

INTERNATIONAL LANGUAGE DEPARTMENT

Track 1: French 1 A/B (P)	**FRCH 101 (P)**	**FRCH 102 (P)**	
Track 2: Spanish 1 A/B (P)	**Spanish 2 A/B (P)**	**Spanish 3 A/B (P)**	**Spanish 4 A/B (H)**
Track 3: Sp Sp Spk 2 A/B (P	**Id Clt Sp Spk 3 A/B (P)**	**AP Span Lang A/B**	**AP Span Lit A/B**
Track 4: Intro to Span Spkrs A/B (P)	**Sp Sp Spk 2 A/B (P)**	**Id Clt Sp Spk 3 A/B (P)**	**AP Span Lang A/B**

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

COURSE TITLE: French 1 A/B (P)

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

This course is designed to introduce the student to basic communication skills in French. Students will communicate about their own activities, friends, and family. All skills for language development will be stressed: reading, writing, listening, and speaking. Students will also begin to learn about French culture and history. Individual and group work is required, and students will be expected to participate in producing short dialogues in French.

COURSE TITLE: A HC French 101 (P)

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE: Pass French 1
HOMEWORK: Approximately 1 – 2 hours per week
LAB FEE: None
REQUIREMENTS FULFILLED: ☑ AHC ☐ A-G ☐ AP ☑ CC

This course is a College course and is acceptable for credit for CSU's and UC's. This course is an introduction to the French language, presenting students with skills for vocabulary and grammar recognition and use, as well as stressing pronunciation, oral skills, reading, and writing at the introductory level. We will cover eight different themes. Using a communicative style, students practice French grammar and vocabulary, will continue to advance their communication skills gained in French 1. Students will improve their fluency in reading, writing, oral expression and listening comprehension. We will also expand our cultural knowledge of French speaking countries. After taking this class you may qualify to take the Bi-literacy Test.

COURSE TITLE: A HC French 102 (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Pass French 1
HOMEWORK:	Approximately 1 – 2 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☑ AHC ☐ A-G ☐ AP ☑ CC

This course is a College course and is acceptable for credit for CSU's and UC's. This is the second course in a series of two introductory College courses to the French language, presenting students with skills for vocabulary and grammar recognition and use, as well as stressing pronunciation, oral skills, reading, and writing at the introductory level. We will cover eight new themes. Using a communicative style, students practice French grammar and vocabulary, and will continue to advance their communication skills gained in French 101 or its equivalency. Students will improve their fluency in reading, writing, oral expression, and listening comprehension. We will also continue to expand our cultural knowledge of French speaking countries. After taking this class you may qualify to take the Bi-literacy Test.

COURSE TITLE: Spanish 1 A/B (P)

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

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

COURSE TITLE: Spanish 2 A/B (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Spanish 1 with a "C" or better
HOMEWORK:	Approximately 2-3 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP

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

COURSE TITLE: Spanish 3 A/B (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑10 ☑ 11 ☑ 12
PREREQUISITE:	Spanish 2 with a "C" or better
HOMEWORK:	Approximately 2-3 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑A-G ☐ AP

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

COURSE TITLE: Spanish 4 A/B (H)

LENGTH:	☐One Semester ☑Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Spanish 3 with a "C" or better
HOMEWORK:	Daily
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐AHC ☑ A-G ☐ AP

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

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

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

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

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

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Speak, read, and write proficient Spanish, or Intro. to Sp. Sp. Spkrs. with a "C" or better
HOMEWORK:	Approximately 2 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑A-G ☐ AP

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

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

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑10 ☑11 ☑ 12
PREREQUISITE:	Spanish for Spanish Speakers 2 with a "C" or better
HOMEWORK:	Approximately 2 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑A-G ☐ AP

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

COURSE TITLE: AP Spanish Language and Culture A/B

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

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

COURSE TITLE: AP Spanish Literature A/B

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

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

MATH DEPARTMENT

*2 Yr Algebra A/B	2Yr Algebra C/D (P)	* Algebra 1 A/B (P)	Intermediate Geometry A/B (P)	* Geometry A/B (P)	Intermediate Algebra 2 A/B (P)	Algebra 2 A/B (P)
Entry Level Freshman Class Dependent on test scores, placement assessment or teacher's recommendation	Algebra 1B with an F 2Yr Algebra A/B with D or better.	Entry Level Freshman Class Dependent on test scores, placement assessment or teacher's recommendation	Pass 2 Yr Algebra A/B and 2 Yr Algebra C/D or teacher's recommendation.	Pass Algebra 1B with a C- or better, or teacher's recommendation.	Pass Intermediate Geometry with a C- or better or teacher's recommendation	Pass Geometry B (P) with a C- or better, or teacher's recommendation

Accelerated Algebra 2 A/B (P)	Math Analysis A/B (P)	AP Calculus AB	AP Calculus BC	AP Statistics	QRAT Senior Year Math Course (P)
Pass Geometry B (P) with a B or better, Dependent on test scores, placement assessment and teacher's recommendation.	Pass Algebra 2 B(P)with a C- or better, or teacher's recommendation	Pass Math Analysis Or Accelerated Algebra 2 with a grade of B- or better, or teacher's recommendation All students are strongly recommended to have a TI83, or equivalent, graphing calculator.	Pass AP Calculus AB with a grade of C or better, or teacher's recommendation All students are strongly recommended to have a TI83, or equivalent, graphing calculator.	Pass Algebra 2 with a B- or better, Concurrently in Math Analysis or passed Math Analysis with C or better or teacher's recommendation. All students are strongly recommended to have a TI84, or equivalent, graphing calculator.	Pass Algebra 2 with a B or better or pass Math Analysis with a C or better or teacher's recommendation

* Freshman level entry classes dependent on Entrance Exam and Placement Assessment for 2 Yr. Algebra A/B, Algebra 1, and Geometry

Any student that is concurrently enrolled in two math classes must have prior approval of Math Department Chair

Mathematics Pathways

Selection 1: **Minimum A-G Math Requirement:**

9th Grade:	2 Yr. Algebra A/B
10th Grade:	2 Yr. Algebra C/D
11th Grade:	Intermediate Geometry
12th Grade:	Intermediate Algebra 2

Selection 2: **College Prep:**

9th Grade:	Algebra 1
10th Grade:	Geometry
11th Grade:	Algebra 2
12th Grade:	Math Analysis or AP Statistics or QRAT Senior Math

Selection 3: **College Prep:**

9th Grade:	Algebra 1
10th Grade:	Geometry
11th Grade:	Accelerated Algebra 2
12th Grade:	AP Calculus AB or AP Statistics or QRAT Senior Math

Selection 4: **College Prep:**

9th Grade:	Geometry
10th Grade:	Algebra 2
11th Grade:	Math Analysis
12th Grade:	AP Calculus AB or AP Statistics or QRAT Senior Math

Selection 5: **College Prep:**

9th Grade:	Geometry
10th Grade:	Accelerated Algebra 2
11th Grade:	AP Calculus AB or AP Statistics
12th Grade:	AP Calculus BC or AP Statistics or QRAT Senior Math

COURSE TITLE: 2-Year Algebra A/B

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☑ 10 ☑ 11 ☐ 12
PREREQUISITE:	Test scores or teacher recommendation
HOMEWORK:	
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP

This course is designed for those who wish to pursue a college-prep program, but are not ready for Algebra I. The topics covered include first degree equations and inequalities, formulas, graphing, rational numbers, positive and negative numbers, ratio and proportion, approximation, measurement, square roots, fractions, probability, percents, and systems of equations. This course covers one half of the Algebra I curriculum.

COURSE TITLE: 2-Year Algebra C/D

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Completion of 2 Yr Algebra A/B, or Algebra 1 with DF
HOMEWORK:	
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP

This course is the continuation of a 2-Year study of Algebra 1. Topics include: polynomial operation, factoring polynomials, solving quadratic equations, the quadratic formula, rational expressions, graphing linear and quadratic functions. Successful completion of this course satisfies the math graduation requirement.

COURSE TITLE: Algebra I A/B (P)

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☑ 9 ☐ 10 ☐ 11 ☐ 12
PREREQUISITE:	Entry Level Freshman Class
HOMEWORK:	Approximately 3-4 hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP

This course is designed for those who wish to pursue a standard college-prep program. Topics covered include set theory, operations with integers as well as rational and irrational numbers, graphing, factoring, relations and functions, and solving first and second degree equations in one or two variables. Throughout the course, the students learn to apply their understanding to realistic word problems. This class is also offered as an L2 class for English Language Learners.

C RSE TIT E Intermediate eometr A/

LENGTH:	☐ One Semester ☑ Year Long
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Completion of 2 Year Alg. C/D , or Algebra 1B with a D
HOMEWORK:	Approximately 2-3 hours p e r week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☐ AP

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

COURSE TITLE: Geometry A/B (P)

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

This course is designed to provide an understanding of the basic structure of geometry. Students will develop their ability to construct formal logical arguments and proofs using deductive reasoning in geometric settings and problems. Development and use of definitions/axioms (postulates) and theorems in the solution of problems will be stressed.

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

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

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

COURSE TITLE: Algebra 2 A/B (P)

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE: Pass Geometry with a C- or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester)
HOMEWORK: Approximately 4-5 hours per week
LAB FEE: None
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP

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

C RSE TIT E Accelerated Alge ra 2 A/

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

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

COURSE TITLE: Math Anal sis A/

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

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

COURSE TITLE: AP Calculus AB

LENGTH:	☐ One Semester ☑ Year Long Graded on a 5 point scale
GRADE LEVEL:	☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE:	Pass Math Analysis with a grade of B- or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester) * All students are strongly recommended to have a TI83, or equivalent, graphing calculator.
HOMEWORK:	Approximately 10 + hours per week
LAB FEE:	None
REQUIREMENTS FULFILLED:	☑ AHC ☑ A-G ☑ AP

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

COURSE TITLE: AP Calculus BC

LENGTH:	☐ One Semester ☑ Year Long Graded on a 5 point scale
GRADE LEVEL:	☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE:	Pass Calculus AB A/B (AP) with a grade of C or better or teacher's recommendation. *(C- or better from 1st Semester in-order to enter 2nd Semester) * All students are strongly recommended to have a TI83, or equivalent, graphing calculator.
HOMEWORK:	Approximately 10 + hours per week
REQUIREMENTS FULFILLED:	☐ AHC ☑A-G ☑ AP

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

COURSE TITLE: A Statistics

LENGTH:	☐ One Semester ☑ Year Long Graded on a 5 point scale
GRADE LEVEL:	☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE:	Pass Algebra 2 with a B- or better, or teacher's recommendation. Concurrently in Math Analysis or passed Math Analysis with C or better. All students are strongly recommended to have a TI84, or equivalent, graphing calculator. *(C- or better from 1st Semester in-order to enter 2nd Semester)
HOMEWORK:	Yes
REQUIREMENTS FULFILLED:	☐ AHC ☑ A-G ☑ AP

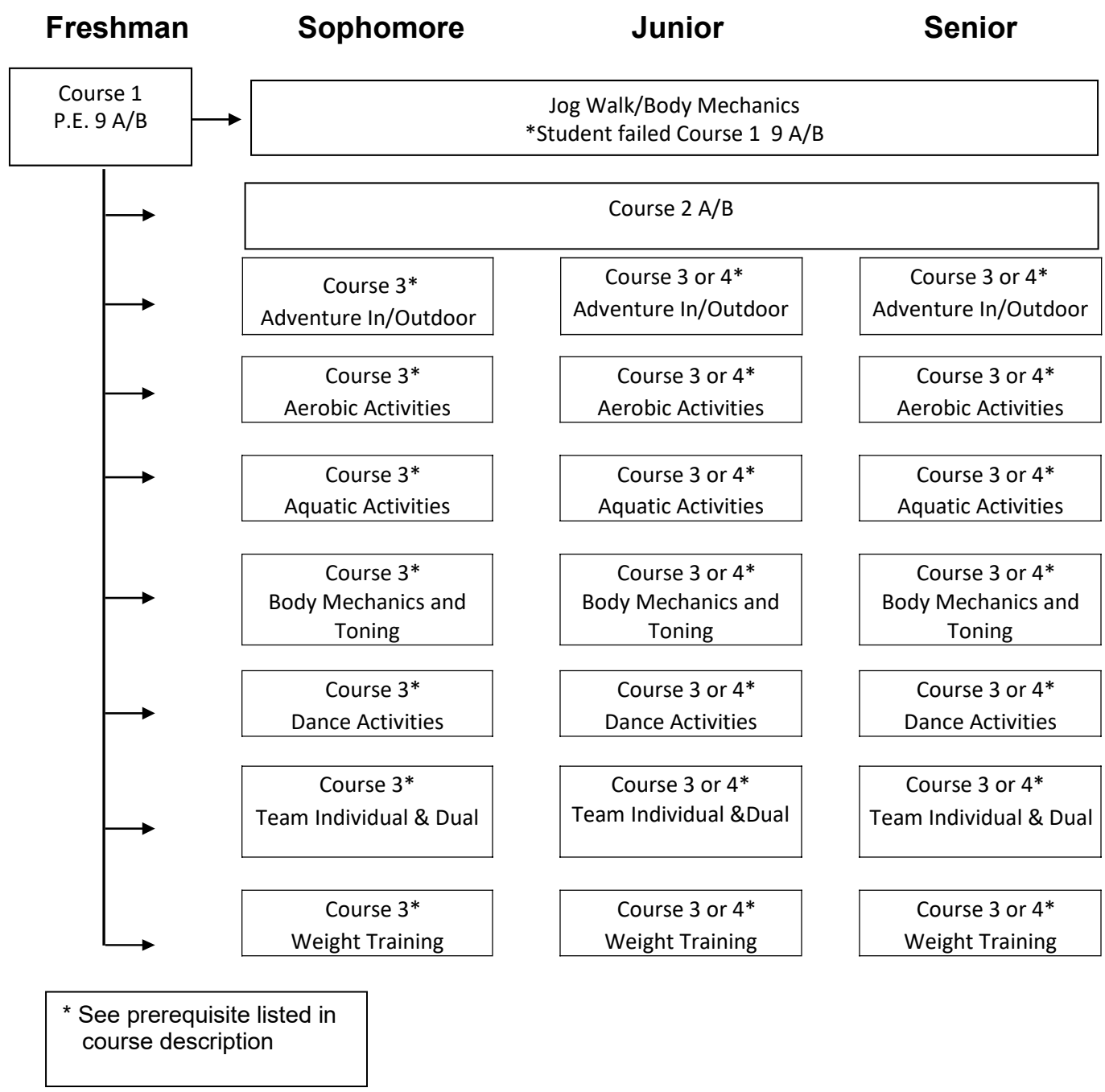
The purpose of Advanced Placement Statistics is to provide the student with a clear understanding of statistical techniques and to be able to apply those techniques to real life situations. This class is intended for students planning to pursue college degrees in math, science, or engineering areas of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

COURSE TITLE: RAT Senior Math Course

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

The QRAT (Quantitative Reasoning with Advanced Math Topics) Senior Year Math Course was developed to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education courses and workplace requirements. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies. The course is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school content standards listed in the California Common Core State Standards for Mathematics (CCCSS-M). Utilizing real-world applications, this course serves both college and career bound high school seniors.

PHYSICAL EDUCATION DEPARTMENT



To fulfill the requirement for graduation from Righetti High School, students must take two years (20 credits) of Physical Education. The state of California has standards that must be met in each area of the curriculum, including Physical Education. The courses offered at Righetti High School meet those state standards. The course descriptions are in line with the "new" Physical Education Standards. The sequence of courses is also in line with the state and will help students transition from physical education instruction to lifetime physical activity. High School Courses 1 & 2 are required of all students; they provide the foundation and help develop proficient movement skills. High School Courses 3 & 4 are electives that allow students to explore physical activities that they can enjoy now and for a lifetime.

Test Items

AEROBIC CAPACITY
Teachers will select one of the following options:

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

* **One Mile Walk/Run**

BODY COMPOSITION
Teachers will select one of the following options:

Percent Fat- calculated from triceps calf skinfolds

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

MUSCLE STRENGTH, ENDURANCE & FLEXIBILITY

Teachers will select as indicated:

Abdominal Strength
Must select:

* **Curl-up Test**

Upper Body Strength
Must select one:

Push-up

Modified Pull-up
Pull up

Flexed Arm Hang

Trunk Extensor Strength & Flexibility
Must select:

* **Trunk Lift**

Flexibility
May select one:

Back-saver Sit-and-reach

* **Shoulder stretch**

* **Righetti High School Tests**

P.E. UNIFORM POLICY

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

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

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

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

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

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

P.E. GRADUATION REQUIREMENTS

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

P.E. MEDICAL EXCUSE PROTOCOL

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

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

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

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

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

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

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

COURSE TITLE: Course I - 9 A/B

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

THIS COURSE IS REQUIRED BY THE STATE OF CALIFORNIA.
PE Course 1 will provide a foundation for high school instruction. Students develop proficient movement skills in each area of physical education they expand their capabilities for independent learning and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate on individual and dual activities such as: orienteering/outdoor adventure, cycling, tennis, badminton, track field, golf/frisbee gold, handball/racquetball and a fitness lab. The areas of fitness, aquatics and rhythm/dance maybe included as well.

COURSE TITLE: Jog/Walk/Body Mechanics

*** THIS COURSE IS FOR STUDENTS WHO DID NOT PASS COURSE 1-9 A/B**

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

This class will facilitate the development and maintenance of physical fitness by using fitness walking as the activity. Students will learn to use pedometers, compasses and charts to track their achievements.

COURSE TITLE: Course 2 A/B

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

PE Course 2 will provide a foundation for high school instruction. Students develop proficient movement skills in each area of physical education they expand their capabilities for independent learning and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate on team sports such as: football, soccer, basketball, volleyball, softball, cricket, street/field hockey, team handball and lacrosse. The areas of fitness, combatives and basic gymnastic/tumbling
may be included as well.

COURSE TITLE: Course 3/Adventure/Outdoor Activities

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

PE Course 3- Adventure/ Outdoor Activities is an elective class designed to be taken after successful completion of Course 1& 2. This course will provide students with the opportunity to further explore a physical activity in search of one they can enjoy and participate in for a lifetime. Students will expand their capabilities for independent learning and they examine practices that allow for sound decision making to enhance successful participation in movement activities. This course will concentrate in the area of adventure and outdoor activities i.e. orienteering, walking, hiking etc.

COURSE TITLE: Course 3/Aerobic Activities

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

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

COURSE TITLE: Course 3/Aquatic Activities

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

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

COURSE TITLE: Course 3/ Body Mechanics and Toning A/B

LENGTH:	**☑ One Semester ☑Year Long**
GRADELEVEL:	**☐9 ☑10 ☑11 ☑ 12**
PREREQUISITE:	**Course 1 or Course 2 with grade "B" or better; or Teacher Recommendation**
HOMEWORK:	**None**
LAB FEE:	**See Uniform Requirements**
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

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

COURSE TITLE: Course 3/Dance Activities

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

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

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

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

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

COURSE TITLE: Course 3/Weight Training & Fitness Activities

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

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

COURSE TITLE: Course 4/Adv. Adventure/Outdoor Activity

LENGTH:	**☑ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

PE Course 4- Advanced Adventure/ Outdoor Activities is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE TITLE: Course 4/Adv. Aerobics

LENGTH:	**☑ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

PE Course 4- Advances Aerobics is designed as an elective class and continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE TITLE: Course 4/Aquatic Activities

LENGTH:	☑ **One Semester** ☑ **Year Long**
GRADE LEVEL:	☐ **9** ☐ **10** ☑ **11** ☑ **12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	☐ **AHC** ☐ **A-G** ☐ **AP**

PE Course 4- Advanced Aquatics is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE TITLE: Course 4/ Body Mechanics and Toning A/B

LENGTH:	☑ **One Semester** ☑ **Year Long**
GRADE LEVEL:	☐ **9** ☐ **10** ☑ **11** ☑ **12**
PREREQUISITE:	**Course 1, Course 2 & Course 3**
HOMEWORK:	**None**
LAB FEE:	**See Uniform Requirements**
REQUIREMENTS FULFILLED:	☐ **AHC** ☐ **A-G** ☐ **AP**

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

COURSE TITLE: Course 4/Adv. Dance

LENGTH:	☑ **One Semester** ☑ **Year Long**
GRADE LEVEL:	☐ **9** ☐ **10** ☑ **11** ☑ **12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	☐ **AHC** ☐ **A-G** ☐ **AP**

PE Course 4- Advanced Dance is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE TITLE: Course 4/Adv. Team, Individual/Dual Activity

LENGTH:	**☑ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

PE Course 4- Advanced Team, Individual or Dual Activities is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE TITLE: Course 4/Adv. Weight Training & Fitness

LENGTH:	**☑ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE: Course 1, Course 2 & Course 3	
HOMEWORK: None	
LAB FEE: *See uniform requirements	
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

PE Course 4- Advanced Weight Training and Fitness is designed as an elective class and a continuation of Course 3. It is intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come. Students will expand their capabilities for independent learning and examine
n making to enhance successful participation on movement activities.

HEALTH

COURSE TITLE: Health

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

Health is a semester course, which will cover mental health, human growth, body systems, nutrition, chemical dependency, STD's and family planning. Emphasis will be on long term lifestyle changes to promote a long and healthy life. Decision making and refusal skills will be practiced throughout the course. *This course will provide 5 units of Health.* All health classes are under the Physical Education Department.

The curriculum includes: Personal Safety awareness, Mental Illness, the relationship between Diet and Disease, an investigation of Communicable Diseases, the critical components of a Healthy Pregnancy, and a broad overview of Family Planning Methods.

SPORTS MEDICINE

COURSE TITLE: Sports Medicine - Kinesiology

LENGTH:	**☐ One Semester ☑Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE:	***2.0 GPA "C" or better in biology***
HOMEWORK: Yes	
LAB FEE: N/A	
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☐ AP**

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

COURSE TITLE: Introduction to Athletic Training

LENGTH:	**☑ One Semester ☐ Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE:	**Successful completion of Sports Medicine – Kinesiology**
HOMEWORK: Yes	
LAB FEE: N/A	
REQUIREMENTS FULFILLED:	☐AHC ☑ A-G ☐ AP

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

COURSE TITLE: AHC ATH 104

LENGTH:	**☑ One Semester ☐Year Long**
GRADE LEVEL:	**☐ 9 ☐ 10 ☑ 11 ☑ 12**
PREREQUISITE:	**Successful completion of Sports Medicine – Kinesiology**
HOMEWORK: Yes	
LAB FEE: N/A	
REQUIREMENTS FULFILLED:	**☑ AHC ☐ A-G ☐ AP**

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

ERHS Science Department Courses

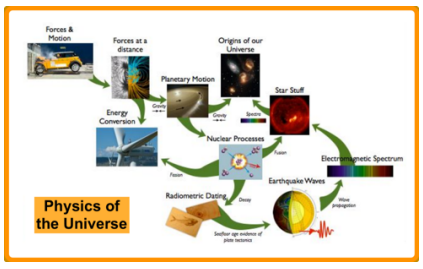
Santa Maria Joint Union High School District
2022-2023 Science Course Sequences
Ernest Righetti High School

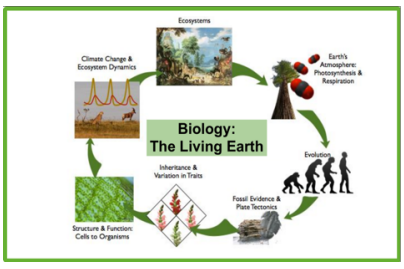
	NGSS Course Sequence The College Prep Sequence meets the "d" Lab requirement for UC/ CSU admission. Access to science electives begins senior year.	***Accelerated* NGSS Course Sequence Options** The Accelerated Sequence allows students early access to science electives, including AP classes. Choosing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

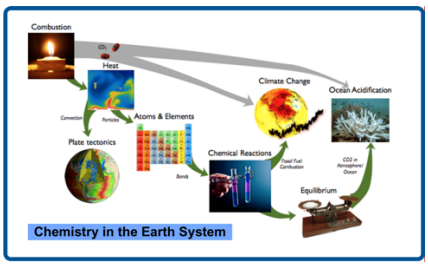
*Required NGSS Science Course
**Concurrently enrolled in Physics of the Universe AND Algebra 1.
***Concurrently enrolled in Biology: The Living Earth AND Geometry.

CTE Environmental Resources Pathway

SMJUHSD NGSS Course Sequence







"All Standards, All Students"

SMJUHSD NGSS Course Sequence

"All Standards, All Students"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Science Course Electives

Ernest Righetti High School

COURSE TITLE: AHC Geology 100

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

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

The **Geology A/B** course fulfills the general education requirement for ***physical science*** and is available to 10th through 12th-grade students who meet the prerequisite requirements.

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

COURSE TITLE: Marine Science A/B (P)

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

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

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

COURSE TITLE: Physics A/B (P)

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

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

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

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

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

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

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

AP SCIENCE COURSES

COURSE TITLE: AP Biology A/B (AP)

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

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

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

AP Biology is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. Students who earn a qualifying score on the AP Biology Exam are typically eligible to receive college credit and placement in an advanced science course in college. This course is aligned to the College Board AP Biology Curriculum Framework and is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course is designed to prepare students for the Biology College Board Advanced Placement Exam. This course is also a ***concentrator course*** for the **CTE Environmental Resources Pathway**.

COURSE TITLE: AP Chemistry A/B (AP)

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

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

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

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

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

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

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

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

AP Environmental Science is a year-long course designed for high school students as an opportunity to earn AP credit on their high school transcript, as well as placement credit for an introductory college-level science course. Students who earn a qualifying score on the AP Environmental Science Exam are typically eligible to receive college credit and placement into advanced science course in college. AP Environmental Science is a multidisciplinary science course designed to be the equivalent to a freshman college environmental science course that provides students the opportunity to learn about and develop an appreciation for the Earth's environment. It will be taught from a rigorous science perspective that stresses scientific principles and analysis and includes a laboratory component. The goal of this course is to provide students with the scientific

principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will examine natural and man-made environmental problems, considering alternatives for solving or preventing them. Issues will be studied from scientific, sociological and political perspectives. This course fulfills a college requirement for a basic lab science and prepares students to take the College Board Advanced Placement Exam. This course is also the ***capstone course*** for the **CTE Environmental Resources Pathway**.

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

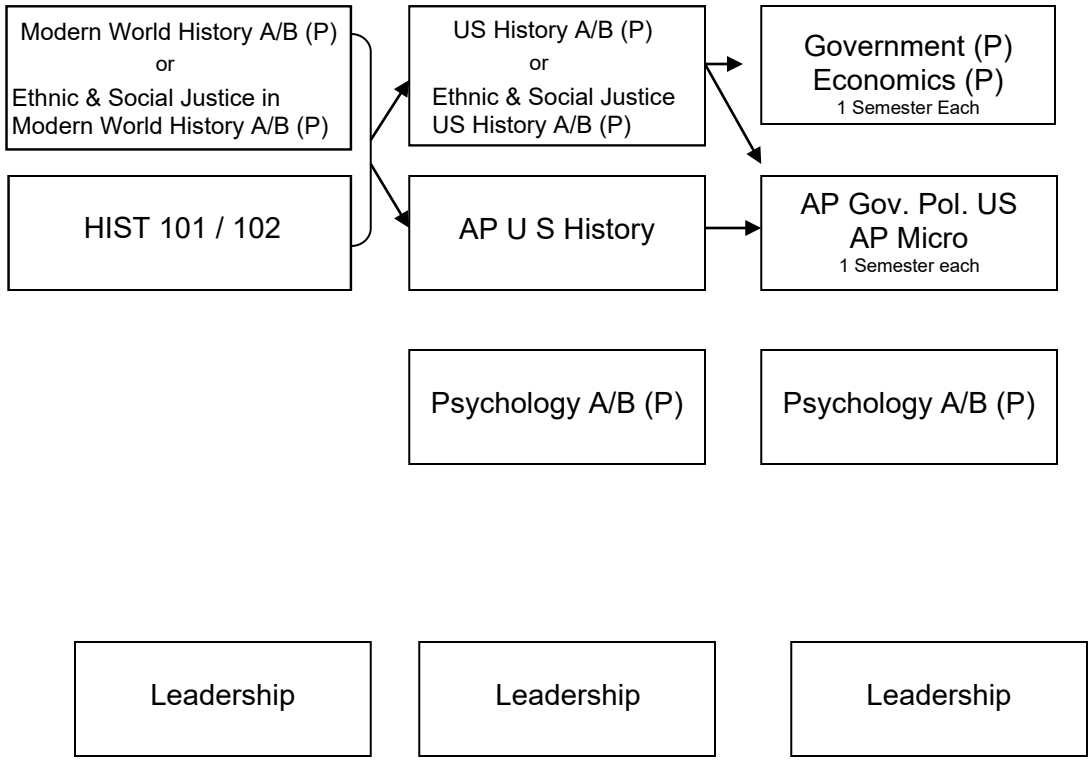
LENGTH: ☐ One Semester ☑ Year Long	*Graded on a 5-point GPA scale*.
GRADE LEVEL: ☐ 9 ☐ 10 ☑ 11 ☑ 12	
PREREQUISITE: *Successful completion of* **NGSS Pathway** ***and*** *Successful completion of Math Analysis A/B (B- average).* ***Highly recommended*** *concurrent enrollment in Calculus A/B.*	
HOMEWORK: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

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

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

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

SOCIAL STUDIES DEPARTMENT



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

LENGTH:	☐ **One Semester** ☑ **YearLong**
GRADE LEVEL:	☐ **9** ☑ **10** ☐ **11** ☐ **12**
PREREQUISITE: None	
HOMEWORK: Yes	
REQUIREMENTS FULFILLED:	☐ **AHC** ☑ **A-G** ☐ **AP**

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

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

LENGTH:	☐ **One Semester** ☑ **YearLong**
GRADE LEVEL:	☐ **9** ☑ **10** ☐ **11** ☐ **12**
PREREQUISITE: None	
HOMEWORK: Yes	
REQUIREMENTS FULFILLED:	☐ **AHC** ☑ **A-G** ☐ **AP**

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

COURSE TITLE: HIST 101-World Civilizations to 1600

LENGTH:	☐ **One Semester** ☑ **Year Long**	**Graded on a 5 point scale**
GRADE LEVEL:	☐ **9** O **10** ☐ **11** ☐ **12**	
PREREQUISITE:	**Instructor's approval**	
HOMEWORK: Yes; summer work is required.		
REQUIREMENTS FULFILLED:	☐ **AHC** ☐ **A-G** ☐**AP** ☑ **CC**	

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

COURSE TITLE: HIST 102- World Civilizations Since 1500

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

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

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

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

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

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

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

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

COURSE TITLE: AP United States History A/B

LENGTH:	☐ **One Semester** ☑ **Year Long** **Graded on a 5 point scale**
GRADE LEVEL:	☐ **9** ☐ **10** ☑ **11** ☐ **12**
PREREQUISITE: Must have taken and passed AP World History or Modern World History with a C or better.	
HOMEWORK: Yes; summer work is required.	
REQUIREMENTS FULFILLED: ☐ **AHC** ☑ **A-G** ☑ **AP**	

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

COURSE TITLE: U.S. Economics (P)

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

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

COURSE TITLE: AP Microeconomics

LENGTH:	☑ **One Semester** ☐ **Year Long** **Graded on a 5 point scale**
GRADE LEVEL:	☐ **9** ☐ **10** ☐ **11** ☑ **12**
PREREQUISITE:	**Instructor recommendation and minimum of Algebra2 A/B**
HOMEWORK: Yes; summer work is required.	
LAB FEE: None	
REQUIREMENTS FULFILLED:	☐ **AHC** ☑ **A-G** ☑ **AP**

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

COURSE TITLE: U.S. Government (P)

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

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

COURSE TITLE: AP Government & Politics US

LENGTH:	**☑One Semester ☐ Year Long Graded on a 5 pointscale**
GRADE LEVEL:	**☐ 9 ☐ 10 ☐ 11 ☑12**
PREREQUISITE: Teacher recommendation	
HOMEWORK: Yes; summer work is required.	
LAB FEE: None	
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☑ AP**

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

COURSE TITLE: Psychology A/B (P)

LENGTH:	**☐One Semester ☑ Year Long**
GRADE LEVEL:	**☐9 ☐10 ☑ 11 ☑12**
PREREQUISITE: None	
HOMEWORK: Yes, 2-3 hours per week, average willingness and ability to read college level textbook recommended.	
LAB FEE: None	
REQUIREMENTS FULFILLED:	**☐ AHC ☑A-G ☐ AP**

The purpose of Psychology A is to acquaint the student with psychology as a scientific field of study and its principals and applications as applied to human behavior and interaction, with emphasis on learning and cognitive processes, how functions of the body affect the mind, and psychological development during the life span of an individual. This is the first semester of a one-year elective course.

The purpose of Psychology B is to acquaint the student with psychology as a scientific field of study and its principles and applications as applied to human behavior and interaction, with emphasis on psychological testing, societal adjustment, categorizing, and diagnosing mental disorders, application and results of past and present therapies , and the emotional states related to interpersonal relationships. This is the second semester of a one-year elective course.

COURSE TITLE: Leadership (ASB)

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

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

SPECIAL EDUCATION DEPARTMENT

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

CONTINUUM OF SERVICES:

PREREQUISITE FOR ALL PROGRAMS:
As directed by the IEP.

Resource Specialist Program (RSP)

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

Special Day Class (SDC)

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

Designated Instructional Services

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

Specially Designed Physical Education

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

Speech and Language Services

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

Work Experience Education

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

Job Prep

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

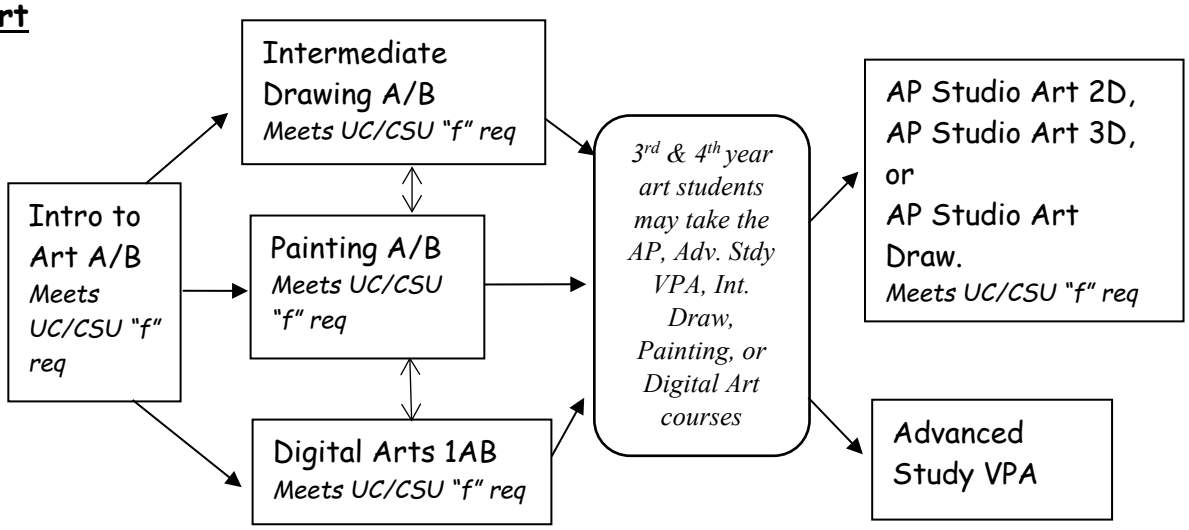
Job Tryout

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

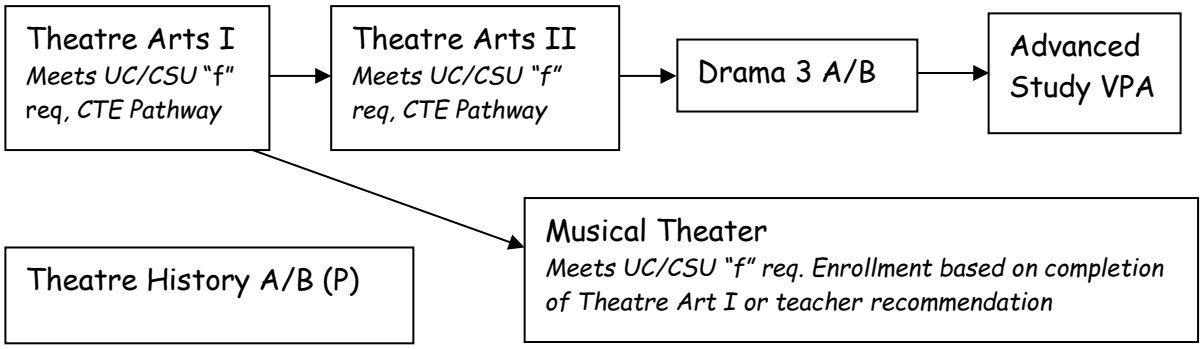
OTHER

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

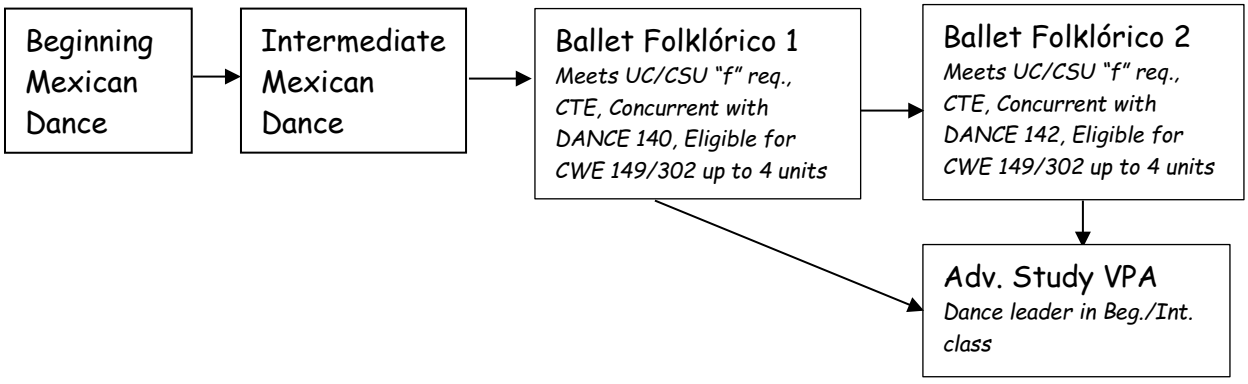
Art



Drama



Mexican Folk Dance



Music - Instrumental

Beginning Band
(no experience needed)

Marching / Concert Band
(Beg. Band or experience needed, repeatable)
Meets UC/CSU "f" req

Jazz Ensemble
(Beg. Band or experience needed, repeatable)
Meets UC/CSU "f" req

Guitar A/B
Meets UC/CSU "f" req → Advanced Study VPA

Music - General

Music History
Meets UC/CSU "f" req

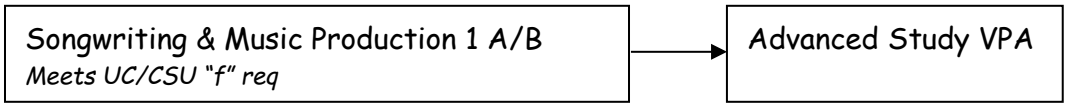
Music Theory
Meets UC/CSU "f" req

Musical Theater
Meets UC/CSU "f" req. Enrollment based on completion of Theater Arts I or teacher recommendation

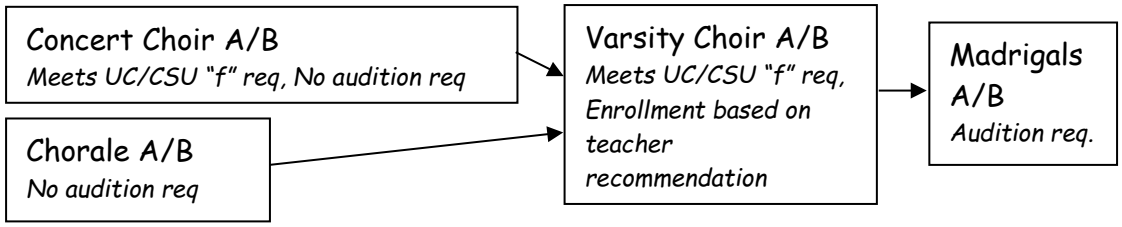
Music – Mexican/Latin Ensebmble

Marimba Band 1
Meets UC/CSU "f" req., CTE Pathway, Eligible for CWE 149/302 up to 4 units → Marimba Band 2
Meets UC/CSU "f" req., CTE Pathway, Eligible for CWE 149/302 up to 4 units → Advanced Study VPA

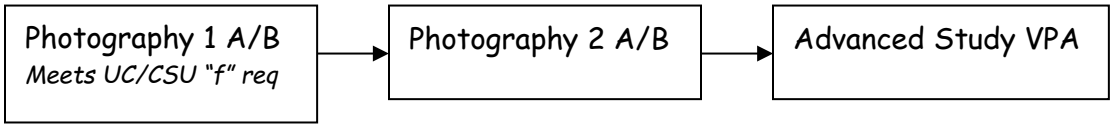
Music - Songwriting



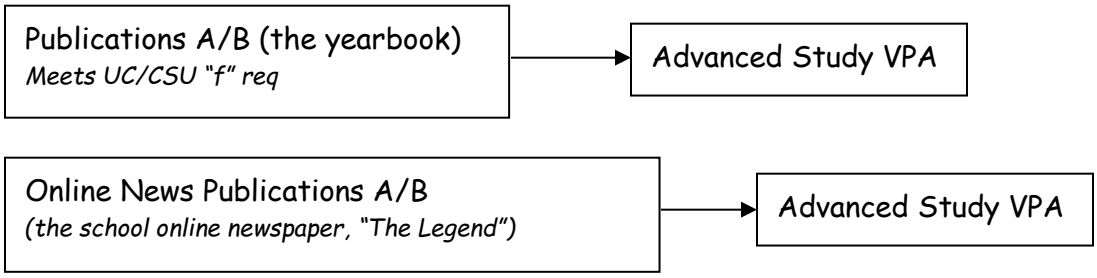
Music - Vocal



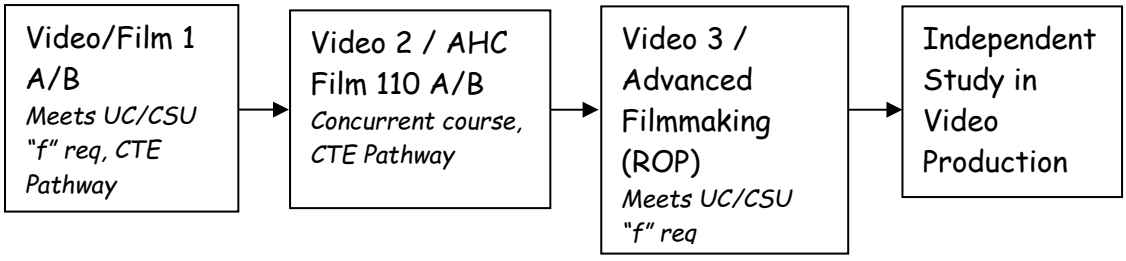
Photography



Publications (the yearbook, the school newspaper)



Video / Film



Art

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

LENGTH:	**☐ One Semester ☑ YearLong**
GRADE LEVEL:	**☑ 9 ☑ 10 ☑ 11 ☑ 12**
PREREQUISITE:	**None**
HOMEWORK:	Assignments directly related to subject matter taught in class.
LAB FEE:	Refer to page3
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☐ AP ☑ CTE Pathway**

This course is designed as a survey course to introduce the art student to the various core mediums of drawing, painting, sculpture, and ceramics. The first-semester course is designed to explore basic principles of design and color utilizing exercises in drawing with graphite and colored pencils, as well as painting in tempera paint. Exercises, teaching art students to develop their artistic eye, include learning the grid expansion technique and basic composition/layout strategies. The second semester course continues to explore the principles of design and color with strong emphasis placed on sculpture and ceramics. Emphasis will be placed on portfolio development and a final presentation of work.
A unit of digital arts may be included to introduce the art objectives in a digital format.

COURSE TITLE: Intermediate Drawing A/B (P)

LENGTH:	**☐ One Semester ☑ Year Long**
GRADE LEVEL:	**☑ 9 ☑10 ☑11 ☑ 12**
PREREQUISITE:	Introduction to Art A/B
HOMEWORK:	Assignments directly related to subject matter taught in class.
LAB FEE:	Refer to page3
REQUIREMENTS FULFILLED:	**☐ AHC ☑A-G ☐ AP**

The first semester course is designed to explore and develop basic drawing technique by utilizing exercises in various media including: felt tip pen, pencil, charcoal and ink. A basic understanding of art through history may be presented for study to meet the CSU entrance requirement.

The second semester course expands the exploration of drawing by discussing and utilizing color theory through the mediums of colored pencil, and pastels. The principles and technique of drawing continue , with strong emphasis placed on practical application utilizing skills learned in Drawing A. Additional emphasis will be placed upon critical thinking as well as portfolio presentation.

A unit of digital arts may be included to introduce the art objectives in a digital format.

COURSE TITLE: Painting A/B (P)

LENGTH: ☐ One Semester ☑ Year Long
GRADELEVEL: ☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE: Introduction to Arts and Intermediate Drawing with a grade of "B" or better or recommendation of the instructor based upon the student's portfolio
HOMEWORK: The students will have homework that pertains to Art History and Art Appreciation and the current classroom curriculum.
LAB FEE: Refer to page 3
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP

The first semester course is designed for advanced work in drawing mediums and using advanced drawing techniques. Watercolor and acrylic paints will be introduced and practiced to familiarize students with the strategies and skills associated with the different mediums. Students will be expected to broaden their knowledge of historical artwork and the work of contemporary artists through fieldtrips and Art videos. Additional emphasis will be placed upon critical thinking as well as portfolio presentation. The second semester course is designed for students to continue their work in the painting mediums, as well as develop their unique artistic voice. They will also broaden their knowledge of historical artwork and the work of contemporary artists through field trips and art videos. Additional emphasis will be placed upon critical thinking as well as portfolio presentation. A unit of digital arts may be included to introduce the art objectives in a digital format.

COURSE TITLE: Digital Art A/B (P)

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☐ 9 ☑10 ☑11 ☑ 12
PREREQUISITE: Introduction to Art with a grade of "B" or higher, or Intro to Art with special approval by the teacher after a review of a student's portfolio. **Recommendation:** Prior completion of intermediate Drawing, and concurrently be enrolled in Painting Class or other advanced art class.
HOMEWORK:
LAB FEE: Refer to page3
REQUIREMENTS FULFILLED: ☐ AHC ☑A-G ☐ AP ☑ CTE Pathway

For students who have shown interest in the field of fine arts and the use of digital imaging technology. Learn a variety of methods of expression by means of electronic (digital) equipment. This course is designed for all students interested in fine arts and in exploring and/or developing their experience, knowledge, and skills in this area by means of both traditional art mediums as well as through digital equipment and media. Students will use a variety of traditional techniques and then learn to translate them with current digital technology to create individual expressive artwork. Students will employ universal elements and principals of art and design in their creation of original work utilizing a wide variety of digital hardware and software.
Fulfills the UC "F" requirement and completes the CTE Pathway.

COURSE TITLE: Studio Art A/B (P)

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

This course will allow students to continue exploring and developing their individual styles of drawing and painting using a variety of media, with an emphasis on two and three-dimensional composition. Students will learn how to produce accurate drawings and paintings based upon sight rendering as well as creating work from imagination. Emphasis will continue to teach refinement of traditional style and methods of drawing and painting, composition, as well as allowing individuals to experiment with different techniques.

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

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

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

COURSE TITLE: AP Studio Art, 2D Design A/B (P)

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

This is a college level course for students seriously interested in the visual arts with a focus in the application of the Principles of Design as applied to two-dimensional artwork. In this course the entire year will be spent producing a wide variety of artwork, further refining the skills you have acquired in Intermediate Drawing or Painting, and searching for a personally meaningful and challenging conceptual direction in your work, which will become your portfolio Concentration. All students are required to submit a 2D portfolio for review to the AP College Board. Rigor and production are an important part of this course. All AP Studio students are required to be concurrently enrolled in either Painting, Studio Art (non AP), or Advanced Studio VPA. For examples of portfolios visit the following website for examples: http://apcentral.collegeboard.com/apc/public/exam/exam information/index.html

COURSE TITLE: AP Studio Art, 3D Design A/B (P)

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

This is a college level course for students seriously interested in the visual arts with a focus in the application of the Principles of Design as applied to sculpture. In this course the entire year will be spent producing a wide variety of artwork, further refining the skills you have acquired in 3D Design, and searching for a personally meaningful and challenging conceptual direction in your work, which will become your portfolio Concentration. All students are required to submit a 3D portfolio for review to the AP College Board. Rigor and production are an important part of this course. All AP Studio students are required to be concurrently enrolled in either Studio Art (non-AP), or Advanced Studio VPA . For some examples of portfolios visit the following website for examples:
http://apcentral.collegeboard.com/apc/public/exam/exam_information/index.html

COURSE TITLE: Theatre Arts 1

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

Introducing the basic skills of theatre arts in four major content areas: 1) Acting: developing performance skills: articulation, projection, expression and self-confidence; 2) Theatre History: understanding the theatre in historical context; 3) Play reading and Playwriting: using creative writing skills and basic playwriting techniques to create original theatre pieces; 4) Technical Theatre/Career Applications: introducing set design, costuming, and make-up while explaining technical theatre as a careerpathway.

COURSE TITLE: Theatre Arts 2

LENGTH:	**☐ OneSemester ☑ Year Long**
GRADE LEVEL:	**☑ 9 ☑ 10 ☑11 ☑ 12**
PREREQUISITE:	**Theatre Arts1**
HOMEWORK:	
LAB FEE:	**None**
REQUIREMENTS FULFILLED:	**☐ AHC ☑ A-G ☐ AP**

This course builds on basic skills and brings students into the "Advanced" level on the CA Visual and Performing Arts Standards. The course continues to focus on four major content areas of theatre arts: Acting, Theatre History, Play reading and Playwriting and Technical Theatre/Career Applications while exploring technical theatre as a career pathway and preparing auditionmaterials.

COURSE TITLE: Drama 3 A/B

LENGTH:	**☐ One ☑ Year Long**
GRADE LEVEL:	**☑ 9 ☑ 10 ☑11 ☑ 12**
PREREQUISITE:	Drama 1 A/B and Drama 2 A/B or instructor'sapproval
HOMEWORK:	Study lines, report on plays (live and taped), observations and projects
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

In this course, the student will learn advanced theater skills, produce plays, learn theater management, improve techniques and learn job skills in the performing arts.

COURSE TITLE: Beginning Mexican Folk Dance A/B

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

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

COURSE TITLE: Intermediate Mexican Folk Dance A/B

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

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

COURSE TITLE: Ballet Folklórico 1 A/B

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☑ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE: Students must successfully complete Beginning and/or Intermediate Mexican Folk Dance and must pass an audition. Students are expected to maintain a 2.0 GPA and good attendance for purposes of eligibility.
HOMEWORK: Students are expected to attend after school and evening practices as scheduled.
LAB FEE: Refer to page 3
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP ☑ CTE

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

COURSE TITLE: Ballet Folklórico 2 A/B

LENGTH: ☐ OneSemester ☑ Year Long
GRADE LEVEL: ☐ 9 ☑ 10 ☑ 11 ☑ 12
PREREQUISITE: Ballet Folklórico 1 and must pass an audition. Students are expected to maintain a 2.0 GPA and good attendance for purposes of eligibility.
HOMEWORK: Students are expected to attend after school and evening practices as scheduled**.**
LAB FEE: Refer to page 3
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP ☑ CTE

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

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

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

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

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

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

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

Music – Mexican/Latin Ensemble

COURSE TITLE: Marimba Band 1 A/B

LENGTH: ☐ One Semester ☑ Year Long
GRADE LEVEL: ☑ 9 ☑10 ☑ 11 ☑ 12
PREREQUISITE: Basic music skills are recommended but not required. This class is open to students of any cultural background who have passed on audition and/or received teacher approval. Students are expected to maintain a 2.0 GPA and good attendance for purposes of eligibility.
HOMEWORK: Students are expected to attend after school and evening practices as scheduled.
LAB FEE: Refer to page 3
REQUIREMENTS FULFILLED: ☐ AHC ☑ A-G ☐ AP ☑ CTE

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

COURSE TITLE: Marimba Band 2 A/B

LENGTH:	☐ **One Semester** ☑ **Year Long**
GRADE LEVEL:	☐ **9** ☑**10** ☑ **11** ☑ **12**
PREREQUISITE:	Marimba Band 1
HOMEWORK:	Students are expected to attend after school and evening practices as scheduled.
LAB FEE:	Refer to page 3
REQUIREMENTS FULFILLED:	☐ **AHC** ☐ **A-G** ☐ **AP** ☐ **CTE**

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

Music – General

COURSE TITLE: Musical Theater*

LENGTH:	☐ **One Semester** ☑ **Year Long** **** pending course approval***
GRADELEVEL:	☐ **9** ☑**10** ☑ **11** ☑ **12**
PREREQUISITE:	**Theatre Arts 1 or Teacher Recommendation**
HOMEWORK:	
LAB FEE:	**None**
REQUIREMENTS FULFILLED:	☐ **AHC** ☑ **A-G** ☐ **AP** ☐ **CTE**

This course is designed to introduce actors to the fundamentals of Musical Theatre. Students enrolled in this course will develop their knowledge of the historical and social sign of musical theatre as well as study the lineage of the American Musical from opera to present day. Actors will practice and apply myriad components of a musical theater performance, including vocabulary, audition techniques, vocal health, styles of dance, genres of music, and sharpening their overall storytelling and performance skills. Actors will be introduced to the fundamentals of music theory and sight singing; a crucial part of professional musical theatre performance. Actors will develop their vocal and physical expression as they analyze, rehearse, and perform roles from a variety of Broadway musicals. Students will develop their creative expression and an appreciation for the aesthetic value of theater, and they will be able to connect it to other subjects and art forms, building their confidence across the curriculum and specifically in fine arts. For all summative assessments, students will take on different roles as performers, directors, and choreographers for scenes presented in class and for the public. The course will culminate in a prepared community cabaret performance.

COURSE TITLE: Music History A/B

LENGTH:	**□ One Semester ☑ Year Long**
GRADELEVEL:	**☑ 9 ☑10 ☑ 11 ☑ 12**
PREREQUISITE:	**None**
HOMEWORK:	**Reports and written assignments. Research into different time periods.**
LAB FEE:	**None**
REQUIREMENTS FULFILLED:	**□ AHC ☑ A-G □ AP ☑ 4th Year of English**

This yearlong course is designed to develop a sense of how music fits into history. We discuss the various art, drama, literature, fashion, architecture, and historical events from each time period from the Greek times until the present. Students develop music listening skills. The composers from each time are researched and students learn to recognize some of the musical elements that made them famous. ***This course now qualifies for a non-college prep 4th year of English alternative for seniors only.**

COURSE TITLE: Music Theory A/B (P)

LENGTH:	**☐ One Semester ☑ Year Long**
GRADE LEVEL:	**☐ 9 ☑ 10 ☑ 11 ☑ 12**
PREREQUISITE:	One year of a performing group and Instructors approval.
HOMEWORK:	Sight singing, work book, andcomposition
LAB FEE:	None
REQUIREMENTS FULFILLED:	**☐AHC ☑A-G ☐ AP**

This course delves into the components of how music works and what makes it sound the way it does. Throughout this class, students learn how to decipher music/rhythm, how to recognize harmonies/chords, and how to compose music. It is designed to prepare students for advanced ensemble and matriculation to university level music programs.

COURSE TITLE: Beginning Band

LENGTH:	**☐ One Semester ☑ Year Long**
GRADELEVEL:	**☑ 9 ☑ 10 ☑ 11 ☑12**
PREREQUISITE:	None
HOMEWORK:	Daily practice of 30 minutes is required.
LAB FEE:	None
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

This yearlong course is designed to give students that never took a band class in elementary and junior high school an opportunity to learn how to play an instrument in the wind band setting. Students learn how to read music, appreciate instrumental music, and play an instrument. There will be ample opportunities to perform, but students will participate in performances as audience members and one as performers at the end of the year. Students who excel will be eligible and encouraged to continue their music education in the marching/concert and/or jazz bands.

COURSE TITLE: Marching/Concert Band

LENGTH: ☐ **One Semester** ☑ **Year Long**
GRADE LEVEL: ☑ **9** ☑**10** ☑ **11** ☑ **12**
PREREQUISITE: Instructor's approval
HOMEWORK: Memorization of music, 30 min. of practice per day. After school sectionals, rehearsals and performances. Summer work includes Band camp, minimum 1 week, prior to school and music memorization.
LAB FEE: Refer to page3
REQUIREMENTS FULFILLED: ☐ **AHC** ☑**A-G** ☐ **AP**

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

COURSE TITLE: Jazz Ensemble A/B (P)

LENGTH: ☐ **One Semester** ☑ **Year Long**
GRADE LEVEL: ☑ **9** ☑**10** ☑ **11** ☑**12**
PREREQUISITE: Instructor's approval
HOMEWORK: 30 minutes of practice per day.
LAB FEE: None
REQUIREMENTS FULFILLED: ☐**AHC** ☑**A-G** ☐**AP**

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

COURSE TITLE: Guitar A/B (P)

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

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

Music – Vocal

COURSE TITLE: Concert Choir A/B

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

Concert Choir is a beginning course for all students interested in choral music, both men and women. This course develops social skills such as teamwork and responsibility. The first semester develops basic music skills of breathing, pitch and tone, basic music vocabulary, and how to follow their part in written music. These skills are enhanced during the second semester as well as focusing on pitch, tone, vowel sounds and diction. There is a theory curriculum that teaches the basics of beginning sight reading. This group sings in all of the concerts. This course may be repeated until student is ready for Varsity Choir based on teacher recommendation or an audition into Madrigals.

COURSE TITLE: Chorale A/B

LENGTH:	**☐One Semester ☑Year Long**
GRADELEVEL:	**☑ 9 ☑ 10 ☑11 ☑ 12**
PREREQUISITE:	None
HOMEWORK:	None
LAB FEE:	None
REQUIREMENTSFULFILLED:	**☐ AHC ☐ A-G ☐ AP**

Chorale is a beginning course for female students interested in choral music. This course develops social skills such as teamwork and responsibility. The first semester develops basic music skills of breathing, pitch and tone, basic music vocabulary, and how to follow their part in written music. These skills are enhanced during the second semester as well as focusing on pitch, tone, vowel sounds and diction. There is a theory curriculum that teaches the basics of beginning sight reading. This group sings in all of the concerts. This course may be repeated until student is ready for Varsity Choir based on teacher recommendation or an audition into Madrigals.

COURSETITLE: Varsity Choir A/B

LENGTH:	**☐ One Semester ☑ Year Long**
GRADELEVEL:	**☐ 9 ☑ 10 ☑ 11 ☑ 12**
PREREQUISITE:	Teacher approval
HOMEWORK:	None
LAB FEE:	None
REQUIREMENTSFULFILLED:	**☐AHC ☑A-G ☐AP**

Varsity Choir is an intermediate-level year-long course for all students (both men and women) designed to develop the 4- part choral sound, sight reading skills, ability to hold their part against others, a cappella music as well as other styles are used. This choir does multiple concerts each year, usually a festival, and a 2-day tour. This course can be repeated." Any student in Varsity Choir may be enrolled concurrently in Concert Choir and/or Chorale. Enrollment in this course is based on teacher recommendation. This choir meets A-G "f" requirement for UC/CSU.

COURSE TITLE: Madrigals A/B

This course is designed to develop the 4-8 part choral sound, sight reading skills, ability to hold their part against others, A cappella music, as well as other styles, are used. This is "the" school choir. This choir does a winter concert, a spring concert, usually a festival, and usually a 2-3 college tour. This course can be repeated.

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

Madrigals is an advanced-level course for all students (both men and women) with advanced music training. The group performs all styles of music. Members in Madrigals are the "singing ambassadors" or performing group for the school. This ensemble performs in multiple concerts per year, festivals and numerous community concerts. This group develops a sense of teamwork and commitment. If possible, students in Madrigals should be concurrently enrolled in Varsity Choir. Previous choir experience at Righetti is highly recommended. Students must audition for this course.

Music- Songwriting

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

LENGTH: ☐OneSemester ☑ Year Long
GRADELEVEL: ☑ 9 ☑ 10 ☑11 ☑12
PREREQUISITE: None
HOMEWORK: Occasional
LAB FEE: Refer to page3
REQUIREMENTS FULFILLED: ☐AHC ☑A-G ☐AP

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

Photography

COURSE TITLE: Photography1 A/B(P)

LENGTH: ☐ One Semester ☑ Year Long
GRADELEVEL: ☑ 9 ☑ 10 ☑11 ☑12
PREREQUISITE: None
HOMEWORK: Occasional
LAB FEE: Refer to page3
REQUIREMENTSFULFILLED: ☐ AHC ☑ A-G ☐ AP

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

COURSE TITLE: Photography 2 A/B(P)

LENGTH:	**☐ OneSemester ☑ Year Long**
GRADELEVEL:	**☐ 9 ☑ 10 ☑11 ☑12**
PREREQUISITE:	Photography 1 A/B with a passing grade
HOMEWORK:	Occasional
LAB FEE:	Refer to page3
REQUIREMENTS FULFILLED:	**☐ AHC ☐ A-G ☐ AP**

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

Video/Film

COURSE TITLE: Intro Video/Film 1A/B

.LENGTH:	**☐ One Semester ☑Year Long**
GRADELEVEL:	**☑ 9 ☑ 10 ☑ 11 ☑ 12**
PREREQUISITE:	A desire to learn Film and Video Production/9 graders need permission from teacher.
HOMEWORK:	Pertaining to video projects
LAB FEE:	Refer to page3
REQUIREMENTSFULFILLED:	**☐ AHC ☑ A-G ☐ AP ☑ CTE**

This course is an introductory class intended for students that wish to learn the art of filmmaking. The student works with professional grade equipment, the latest in editing software as well as learning the art of editing. This class fulfills the a-g UC requirement. The class is open to all gradelevels.

COURSE TITLE: AHC Film 110 A/B

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

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

AVID/STUDENT SERVICE

COURSE TITLE: AVID A/B

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

The Mission of AVID is to ensure that all students, and most especially the least served students who are in the middle: will succeed in rigorous curriculum, will complete a rigorous college preparatory path, will enter mainstream activities of the school, will increase their enrollment in four-year colleges and will become educated and responsible participants and leaders in a democratic society.

COURSE TITLE: Student Clerk

LENGTH:	☑ One Semester (may be repeated) ☐ Year Long
GRADE LEVEL:	☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE:	Approval of instructor or supervising administrator
HOMEWORK:	None
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP

Students will perform general office routines as required.

COURSE TITLE: Teacher Aide

LENGTH:	☑ One Semester (may be repeated) ☐ Year Long
GRADE LEVEL:	☐ 9 ☐ 10 ☑ 11 ☑ 12
PREREQUISITE:	Approval of instructor
HOMEWORK:	None
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP

Students are assigned in the classroom to assist teacher with duties they determine. Typically such duties would include recording of homework papers and helping with other clerical needs as required.

MARK RICHARDSON CTECAF
CAREER TECHNICAL EDUCATION CENTER & AGRICULTURAL FARM

Course Descriptions

General

All courses taught at the SMJUHSD Career Technical Center and Agricultural Farm (CTECAF) are two period classes and are yearlong. Classes are for Juniors and Seniors with priority going to Seniors. For 2022-2023 classes are grouped as: 1-2, 3-4, & 5-6. Students earn 10 Credits Per Semester, 20 credits total. They are CTE Completers upon completion of the one year, 20 credits assuming they pass with a C- or higher. Courses, as all pathway courses, must be taken in sequence per CDE rules.

2022-2023 Program Offerings

AG Farm	Diesel	Residential & Commercial
Culinary	Machining	Construction

Agricultural Farm

This course is modeled after AHC AG 190 and prepares students for transition to AHC or Cal Poly to participate in their farm programs. Our goal is to have this AHC Concurrent in 2023-2024. This course provides an opportunity to examine and improve the Mark Richardson CTECAF on-campus Student Farm. Students will gain the ability to design and implement basic farming techniques that can be used on either a small or medium-size farm during Fall-Winter and then Spring-Summer crop seasons. Students will develop fundamental management, business, cultivation, and harvesting techniques throughout this course. At the end of the course, students can apply the necessary skills learned to start their own small-scale farm or apply them in the local agriculture industry. Produce safety will also be addressed. *Outdoor labor is required.*

Certifications: OSHA 10 Safety, NCCER Trade Craft Certification (Student chooses one of the major trades).

Intermediate Agricultural Farm (Course ID TBD)

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

Advanced Agricultural Farm (Course ID TBD)

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Culinary

Prepares students for further study in Culinology at AHC or a university. In this program students apply culinary techniques, food science technology and nutritional science principles to the production of quality food. Entry-level positions may include food preparation, line cook, entry level food and beverage service positions. Through further study, skills are transformed into careers such as corporate executive chefs, directors for food research and development, flavorists, food scientist/technologists, menu development professionals, product assurance and development.

Certifications: Food Handler's, Safe Serv, OSHA 10.

AHC CA119 Intro to the Hospitality Industry

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

(Culinary Continued)

AHC CA124 Sanitation, Safety & Equipment

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

AHC CA120 Principles of Foods1

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Diesel

Prepares students for a variety of entry-level positions involving medium/heavy duty diesel repair. These positions may include work on over the road trucks, tractors, construction equipment and more generally in the diesel sales, repair, and support industry. Learned skills include the ability to diagnose and repair diesel engines. Local partners include Quinn CAT, John Deere and Santa Maria Truck Center (Freightliner/Mercedes).

Certifications: OSHA 10 Safety, Automotive HVAC, ASE Level 1 Diesel.

We have two possible pathway options depending on hiring. An AHC pathway (our preferred choice) & a district course pathway (only used if we cannot hire an AHC approved instructor). We will think positively and board the AHC pathway. Only AHC information is presented below.

AHC Pathway:

AHC AT 100 Automotive Fundamentals

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

AHC AT 303 Automotive Electricity

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☒ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Machining and Forming

Prepares students for variety of entry level positions in a manufacturing environment. Positions may include manual machine operator, computer numerical control (CNC) operator, computer aided drafting and manufacturing (CAD/CAM) designer, manufacturing generalist or programmer.
Learned skills may include the ability to operate conventional and computer numerical controlled (CNC) machinery, program CNC machinery, operate various CAD/CAM systems and interpret blueprints, material handling and quality control.

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

MT109 - Survey of Machining and Manufacturing

GRADE LEVEL: 11 - 12
PREREQUISITE: N/A
REQUIREMENTS FULFILLED: ☒ AHC ☒ A-G ☐ AP ☒ CTE **Concentrator**
An introduction to machining and manufacturing technology where students will learn basic tool geometry, blueprint reading, shop math, precision measuring tools, co-ordinate systems and how to safely operate a variety of industrial equipment.

(Machining Continued)

MT113 - SolidWorks 1 IT5000

GRADE LEVEL: 11 - 12
PREREQUISITE: N/A
REQUIREMENTS FULFILLED: ☒ AHC ☒ A-G ☐ AP ☒ CTE **Concentrator**
An introduction to three dimensional computer-aided-design (CAD) where students will learn to design complex objects using SolidWorks. Students will be able to bring their designs to life with 3d printers.

MT116 – Master Cam IT5001

GRADE LEVEL: 11-12
PREREQUISITE: MT 113
REQUIREMENTS FULFILLED: ☒ AHC ☒ A-G ☐ AP ☒ CTE **Completer**

Residential and Commercial Construction

Prepares students for employment within the construction field with knowledge of general practices within the construction industry, such as residential and commercial building. Entry level employment and/or placement into a trade union in the specialized trades (e.g. electrician, carpenter, plumbing etc.). Learned skills may include: framing, electrical, plumbing, weatherization, blueprint reading, drywall, tile setting, roofing and more.

Certifications: OSHA 10 Safety, NCCER Trade Craft Certification (Student chooses one of the major trades).

Intermediate Residential & Commercial Construction ND7020

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Concentrator**

Advanced Residential & Commercial Construction ND7021

GRADE LEVEL: 11 – 12
REQUIREMENTS FULFILLED: ☐ **AHC** ☐ **A-G** ☐ **AP** ☒ **CTE Completer**

Concurrent Enrollment: Take College Classes at RHS

Concurrent Enrollment (CE) refers to college-credit bearing courses taught to high school students by college-approved high school teachers at the high school campus. Concurrent Enrollment courses are school-specific.

Concurrent Enrollment is different than College Now! (Courses which are held at AHC campuses or online after high school hours.)

Concurrent Enrollment Courses Offered at RHS

- **AG 152**- Introduction to Animal Science
- **AG 154**- Intro to Fruit Science
- **AG 156**- Intro to Environmental Horticulture
- **AG 157**- AG Sales, Communication, Leadership
- **AG 158**- Agricultural Economics
- **ATH 104**- Care/Prevention- Athletic Injuries
- **DANC 140**- Beginning Folklorico
- **DANC 142**- Intermediate Folklorico
- **FILM 110**- Intro to Motion Picture and Video
- **FRCH 101**- Elementary French I
- **FRCH 102**- Elementary French II
- **GEOL 100**- Physical Geology
- **HIST 101**- World Civilizations to 1600
- **HIST 102**- World Civilizations Since 1500
- **PROD 301**- Intro to Life and Career Planning
- **VEN 120** -Viticulture Operations
- **WLDT 106**- Beginning Welding
- **WLDT 300**- Shop Math and Measurement