



**ROSELAWN HIGH SCHOOL**  
**COURSE DIRECTORY**  
**2021-2022**

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## **Roselawn High School Graduation Requirements**

English	40 credits
Life Science	10 credits
Physical Science	10 credits
Math	20 credits
World History	10 credits
US History	10 credits
American Government	5 credits
Economics	5 credits
Physical Education	20 credits
Visual/Performing Arts	10 credits
Electives	60 credits

**Total Credits Required for Graduation                      200**

## **VISUAL/PERFORMING ART**

### **ART 1-2**

This course is a semester survey class that introduces the academic language of the visual arts and explores a variety of artistic themes and skill sets. Students are introduced to basic drawing, painting and composition (2-dimensional work). Portfolio progress is evaluated on originality, craftsmanship, level of difficulty; skill set growth and overall productivity. Classroom progress is evaluated on use of time, productivity, adherence to unit objectives/criteria, and upon students' willingness to consider new ideas or learn new skills. Curriculum is designed to meet TUSD Visual/Performing Arts high school graduation requirement.

Text: *"Art in Focus", 4<sup>th</sup> edition (Glencoe)*

### **PHOTOGRAPHY 1**

This course explores the elements of art through the medium of digital photography. Students learn the technical and artistic aspects of photography, including the basics of digital retouching and editing in Adobe Photoshop. Topics of this course also include the history of photography, how to analyze the work of others, ethics of digital imagery, and practical applications of photography as a profession. Curriculum is designed to meet TUSD Visual/Performing Arts high school graduation requirement.

Text: *Focus on Photography* by Davis Publications

## **EDGENUITY**

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#### Edgenuity Course Offerings

The Edgenuity Virtual Classroom provides many core and elective courses. Each course offers customized instruction for an individualized approach to learning.

The Edgenuity course structure:

Lessons within each course are designed using a 7-part instructional model that is designed to teach, apply, practice, and assess. Reading, writing and listening skills are taught and reinforced through the lesson. The session begins with a vocabulary activity and direct instruction video lecture led by a certified teacher in

that content area. The students' progress through the lesson with a series of reinforcement activities such as journal writing, lab simulations, and on-line content before being assessed.

## **ELECTIVES**

### **FOODS**

Although you've had years of experience eating food, do you really know enough about food and nutrition? This course helps students understand how to be healthy now and in the future through nutritional knowledge and choices. Students learn food preparation techniques, kitchen equipment identification and usage, meal planning, meal service, table etiquette, nutritional needs, as well as safety and sanitation procedures.

Text: *Guide to Good Food* (Largen-Bence)

### **LIFE MANAGEMENT**

This course provides students with knowledge and skills that they can use now and in the future. Students will learn critical skills in family living and parenting, child development, fashion and textiles, foods and nutrition, personal finance, and consumer education.

Text: *Goals for Living* (Goodheart, Wilcox) *Skills for Independent Living* (Globe Fearon, Pearson Learning Group), *Careers* (Globe Fearon, Pearson Learning Group)

### **HEALTH**

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Text: *A Guide to Wellness* (Glencoe)

## **CHILD DEVELOPMENT**

This course focuses on the development of the child from conception to 5 years of age. Emphasis is placed on pregnancy, fetal development, and the physical, intellectual, emotional, and social development of the child through each developmental stage. The roles of caregivers and the responsibilities of raising a child run through each strand of study.

Text: *The Developing Child* (Glencoe)

## **PSYCHOLOGY**

This course looks at the role thoughts, emotions, and behavior have on personality. Personality and Its Development, Mental and Emotional Health, Intelligence and Thinking, Learning, Memory, and Sleep and Dreaming are among units of study. This is an elective course and does not meet Social Studies graduation requirements

Text: *Understanding Psychology* (Walch)

## **ROP - REGIONAL OCCUPATIONAL PROGRAM**

Offered through the Turlock Adult School Program ROP classes are offered to all high school students in the Turlock Unified School District during the regular school day and after school. Students earn employment experience and training in vocational fields such as retail sales, welding, nurses-aide etc.

## **STRATEGIC INTERVENTION MATH**

Placement based on teacher recommendation/multiple assessments. This course is designed to enrich/support students in integrated Math 1 and integrated Math 2. Students will learn strategies to improve math skills along with becoming more effective math problem solvers. This class provides extra support and strategies for students to increase their math proficiency by targeting the specific needs of each learner. The class also prepares students for the standardized test (CAASPP)

## **TEACHER'S AIDE**

The teacher's aide is assigned to a supervisory teacher as a clerical assistant and is expected to perform typing, duplicating, filing, and recording tasks related to the instructional duties of the teacher. Must have counselor and teacher approval to enroll in this class. Credits earned with pass/fail only.

## CTE

### **WORK EXPERIENCE**

To enroll in this class student must be 16 years or older and have a valid work permit. Must meet the district eligibility requirements. Work Experience Education is an elective class that combines paid employment with classroom instruction. Students must have a job in order to be enrolled in the Work Experience course. Students attend instructor approved jobs during the week, and also attend a mandatory class session once a week at school. Students will develop positive work habits, positive attitudes, self-confidence, and job skills that can be used to locate, secure, and retain employment in the community at large. Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by satisfactory completion of the course requirements. The requirements include attending and participating in class, providing weekly time cards, completing assignments/projects/quizzes satisfactorily and in a timely manner, and maintaining employment. Maintaining satisfactory grades in all other coursework is a requisite for remaining eligible to participate in the work experience program. The course curriculum includes the following: legal/safety issues; how to get, keep, and leave a job; economic awareness; child labor laws in California; workplace safety; and career awareness.

### **INTRODUCTION TO BUSINESS & TECHNOLOGY**

Introduction to Business and Technology is designed for students who want to obtain an understanding of business concepts and learn computer applications to assist them in all courses and subject areas. The course is designed to provide an overview of all business areas including, but not limited to: accounting, finance, human resources, management, marketing, entrepreneurship, and computer science. The following technology skills will be heavily incorporated into the curriculum: spreadsheets, word processing, multimedia and presentation tools, online communication and collaboration (Google Docs), photo design and editing for reports, web design, video editing and conferencing, and online classroom platform.

## **SMALL BUSINESS MANAGEMENT**

Small Business Management allows students to prepare for working in a real business environment. With the guidance of a teacher (mentor) and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. The students currently will establish and run a small business throughout the year. Emphasis is placed on using current business software, communications, and the Internet for business transactions.

## **CULINARY ARTS I-III**

***Prerequisite: Teacher Recommendation***

This Food Service and Hospitality course prepares students for careers in restaurants, hotels, resorts, cruise ships, delicatessens, bakeries, clubs, and hospitals. This growing industry needs highly motivated and talented workers. Students will learn quantity food production, customer service, communication, and management skills to prepare to be the owner or operator of a food service establishment or catering business specializing in international, gourmet or regional foods.

Text: *Culinary Essentials* (McGraw Hill)

# **ENGLISH**

## **ENGLISH 9**

Through literature, writing, and speaking, this college prep course is designed to challenge students academically. This course covers the elements of the Common Core State Standards for 9th/10th grades including whole class instruction, group work and independent study. The writing focuses on non-fiction narratives, arguments/defending claims, informational essays, explanatory essays, and narratives. Students are challenged to present these writings, as well as perform a dramatic reading, in a whole class setting using digital media that is tailored to the task. Grammar and use of the conventions of standard English grammar in this course consists of a review of capitalization, punctuation and spelling, as well as using parallel structure, various types of phrases (noun, adjectival, adverbial, participial, prepositional, absolute), use of the semicolon, and colon. Students are expected to understand figures of speech and nuances in word meaning (connotation). Vocabulary development is emphasized by studying concept words from the literary selections.

Texts: *my Perspectives English Language Arts, Grade 9, Volumes One and Two*; and 9th grade core novel and non-fiction works.

## **ENGLISH 10**

Through literature, writing, and speaking, this college prep course is designed to challenge students academically. This course covers the elements of the Common Core State Standards for 9th/10th. The grammar in this course consists of a review of the parts of speech, the parts of a sentence, phrases, clauses, subject and verb agreement, using pronouns, verbs and modifiers correctly, using end marks, commas, colons, semicolons, italics, quotation marks, ellipsis points, apostrophes, hyphens, dashes parentheses and brackets correctly, writing complete and effective and diagramming sentences. The writing focuses on writing biographical narratives, comparative, persuasive, analytical, descriptive essays and consumer /workplace documents. Vocabulary development is emphasized by using words from the literary selections.

Texts: *Holt Handbook* and *Holt Literature & Language Arts 4th Course* and 10th grade core novel and non-fiction works.

## **ENGLISH 11**

This course is coordinated with students' *U.S. History* course to enhance integration of the curricula of English and US History in a logical and enriching way. The literature is a survey of American literature from the Pilgrims to modern day. This course covers the elements of the Common Core State Standards for English 11<sup>th</sup> and 12th grades including whole class instruction, group work and independent study. The writing focuses on developing a clear thesis statement and providing effective support in arguments/defending claims, personal narratives, informational essays, explanatory essays, and short stories. Students are challenged to present these writings, as well as perform a storytelling, in a whole class setting using digital media that is tailored to the task. Grammar and use of the conventions of standard English grammar in this course consists of a review of capitalization, punctuation and spelling, as well as using hyphenation. Students are expected to understand figures of speech and nuances in word meaning (connotation). Vocabulary development is emphasized by studying concept words from the literary selections.

Texts: *my Perspectives English Language Arts, American Literature, Volumes One and Two*; and 11th grade core novel and non-fiction works.

## **ENGLISH 12**

Through literature, writing, and speaking, this course is designed to challenge students. This course covers the elements Common Core State Standards for English 11<sup>th</sup> and 12th grades. The grammar in this course consists of a review of common usage problems—subject and verb agreement, forming plurals and possessives, choosing correct modifiers and punctuation (commas, colons, semicolons, hyphens). The writing focuses on developing a clear thesis

statement and providing effective support. Vocabulary development is emphasized by using words from the literary selections.

Texts: *Holt Handbook* and *Holt Literature & Language Arts 6th Course* and 12th grade core novel and non-fiction works

### **EXPOSITORY READING AND WRITING COURSE (ERWC)**

The expository Reading and Writing Course (ERWC) is designed to prepare students for college-level English and it is aligned with the Common Core State Standards for English 11<sup>th</sup>/12<sup>th</sup> grade. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

### **JOURNALISM**

Students plan and prepare the school newspaper in the journalism classroom. While the course is open to all students, only those with strong writing skills will be likely to secure a passing grade. Students work in an editorial hierarchy, developing their composition and editing skills to create well-written prose. Various components associated with journalistic production will also be addressed, such as layout, research, photography, and the formation of editorial policy. Students must demonstrate the ability to work independently under a deadline and do well-documented research.

Text: *How to Read Your Newspaper, 2<sup>nd</sup> Edition* (Harcourt Brace & Janovich)

## **MATH**

### **INTEGRATED MATH I**

This course focuses on six critical areas, including the Standards for Mathematical Practice: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

### **INTEGRATED MATH II**

This course focuses on five critical areas, including the Standards for Mathematical Practice: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities; (4) extend

work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

## **PHYSICAL EDUCATION**

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Physical Education seeks to accomplish the following objectives: 1) Understanding and promotion of physical fitness; 2) Physical skill development; 3) Acquisition of social skills; 4) Development of good health habits; 5) Development of fair play and sportsmanship; 6) Preparation for use of leisure time; and 7) Development of skills and understanding of sports and physical activity.

This program provides various activities and games according to the needs and requests of the students. Physical fitness, rigorous exercise programs, and skill development are emphasized throughout the year with a focus on various team and individual sports.

## **SCIENCE**

### **BIOLOGY AND THE LIVING EARTH (MODIFIED)**

This course centers on the biosphere and examines how it interacts with each of the other Earth systems while incorporating components of engineering. Students will investigate the macroscopic scale of ecosystems and then focus on specific exchanges of matter and energy within ecosystems. Students develop models of how changes in the physical environment trigger evolutionary changes that are recorded in the fossil record. Students develop macroscopic models of genetic inheritance. Students return to the ecosystem scale and see how all these mechanisms interact in the face of Earth's changing climate.

Text: *Biology California Edition* (Holt)

### **PHYSICS IN THE UNIVERSE (MODIFIED)**

This course emphasizes the synergy between physical science and Earth and space sciences by focusing on the transfer of energy. Students will make predictions using Newton's laws and investigate collisions in the Earth's crust. Students will track energy transfer and its conversion through different stages of power generation. Students will obtain and communicate information about

interactions between waves and matter with a particular focus on electromagnetic radiation. Students utilize evidence from the spectra of stars and galaxies to determine the composition of stars and construct an explanation of the origin of the universe.

Text: *Earth Science California Edition* (Prentice Hall)

## **SOCIAL SCIENCES**

### **WORLD HISTORY**

This is a general survey course that covers the history and geography of the world from ancient civilization to the present, with an emphasis upon contemporary history since the Age of Reason. A primary objective of the course is to help students understand man's past as it relates to today's problems. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

Text: *World History Modern Times- California Edition* (Glencoe)

### **US HISTORY**

This course is a general survey course that covers the political, economic, and social history of the United States from the period of discovery to the present. Emphasis is placed upon American institutions, ideals, and politics of the 20th Century. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

Text: *American Odyssey the United States in the 20<sup>th</sup> Century* (Glencoe)

### **AMERICAN GOVERNMENT**

This course covers American government, emphasizing principles of the Constitution and the Declaration of Independence, as well as the principles of state and local government. Some California government is also included. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture.

Text: *United States Government Democracy in Action* (Glencoe)

## **ECONOMICS**

This course is an introduction to the principles of economic analysis, economic institutions, and issues of economic policy. It provides students with a body of concepts and economic theory so that they can make independent, well-considered judgments on important problems and public policy issues. Students are required to read the appropriate chapter the night before it is covered in class. This will help students to identify areas of confusion so the teacher can clarify in class during lecture. For outside hours, students will also be required to complete a three page profile report about a foreign country including but not limited to its type of economic system, major imports and exports, and other vital economic statistics.

Text: *Economics Today and Tomorrow* (Glencoe)

## **SPECIAL EDUCATION**

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Roselawn High School provides a range of services to accommodate our special needs population. Parents and teachers of students who are in need of special services should consult the student's counselor.

#### **Resource Specialist Program**

Pre-requisite: Student must have an Individual Education Plan (IEP) that designates him/her as being qualified to be in the Resource Specialist Program (RSP).

This class is specifically for students who qualify to be in the RSP based on the student's IEP. The focus of the class is to support the students in their regular education core classes. The teacher acts as facilitator. He/she prompts the students to be successful in regular education classes and communicates with the regular education teachers on an as needed basis. Students are graded based on the amount of work they do in the class: Edgenuity and math courses.