



2023–24

COURSE CATALOG

SACRAMENTO COUNTY OFFICE OF EDUCATION

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Overview



With a mission to provide leadership, build partnerships, and implement innovative programs and policies that ensure opportunity and access to empowering educational experiences for each and every learner, the Sacramento County Office of Education (SCOPE) is one of 58 county offices of education in California where more than 1,500 dedicated staff members work year-round to provide the technical assistance, curriculum and instructional support, staff development, legal and financial advice, and oversight to Sacramento County school districts. Whether it's a professional learning activity, resources for educators, or information for families and our community, we help ensure schools operate in an efficient, service-oriented manner while focusing on the bottom line: student achievement.

SCOPE employees take great pride in helping to deliver a quality education for more than 243,000 students across 13 school districts in Sacramento County. We also directly educate more than 30,000 children and adults through our county schools. Many of our programs and services are available to schools, districts, and other county offices of education within the Capital Service Region, which is a 10-county area consisting of Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties. As a prominent leader in the Capital Service Region, our vision is to empower, inspire, and provide pathways for learners to thrive personally, within their communities, in college, and in careers.



Message from Sacramento County Superintendent Dave Gordon

As the Sacramento County Superintendent of Schools, the safety and wellbeing of every child is critical to learning and student achievement. I believe education empowers, and collectively, our task is to prepare our young people to be honorable citizens, contributors to our community, and most of all, positive influencers throughout life. We at SCOPE help empower our students for these future roles by providing equitable access to learning. With our course catalog, we offer our students valuable information intended to help guide them toward achieving academic success and college preparation. I encourage every student to use this course catalog and the information it provides on dual enrollment, career technical education, and "a-g" subject courses in the development of an individualized student success plan.

Overview



What is Dual Enrollment?

A course offered through dual enrollment programming seeks to equitize students' access to, and success in, higher education, especially for students from historically underserved populations by providing clear and attainable pathways into college and beyond.

Why Career Technical Education (CTE) Courses?

CTE courses offer students an opportunity to explore a career or trade where they can discover new skills and gain valuable, real-life work experience. Taking CTE courses helps students focus on future work and career choices and offers completers a competitive advantage in their place of work and in higher education.

What is an A-G Course?

The intent of the “a-g” subject requirement is to ensure that students can participate fully in the first-year program at the university level in a wide variety of fields of study; to satisfy this requirement, students must complete “a-g” subject courses:

- a = History/Social Science
- b = English
- c = Mathematics
- d = Science with laboratory
- e = Foreign/World Language
- f = Visual and Performing Arts
- g = Elective

SCOE Programs



El Centro Jr./Sr. High School

El Centro Jr./Sr. High School, operated by the Sacramento County Office of Education (SCOE) through a partnership with Sacramento County Probation, is accredited by the Western Association of Schools and Colleges (WASC). We provide students with educational options leading to a high school diploma, High School Equivalency Test (HiSET), Associate's Degree, and/or career readiness.

El Centro Jr./Sr. High School utilizes California State Board of Education adopted curricula, and all teachers are credentialed. We provide instruction year-round, and students attend school five periods per day.



Leo A. Palmiter Jr./Sr. High School

Leo A. Palmiter Jr./Sr. High School provides education to special needs students with supports. Our program meets the unique educational, behavioral, and mental health needs of our students and offers a range of services that promote a positive learning environment. Students are referred directly from local school districts that are unable to provide the more highly structured behavioral support program as well as vocational opportunities such as internships and work experience. School psychologists provide educationally

related mental health services (ERMHS). In addition, students are provided with a standards-based educational program that is supported by a strong career technical emphasis. Coursework is coordinated with the Career Technical Education (CTE) programs, such as Culinary Arts and Hospitality, Horticulture, and Northern California Construction Training (NCCT).

SCOE Programs



SCOE Senior Extension

To meet the needs of all students, the Sacramento County Office of Education offers the Senior Extension Program. Young adult students from the ages of 17–21 who have been continually enrolled in high school may attend this school on a more flexible basis to accommodate their specific scheduling needs.

The Senior Extension Program allows young adult students to extend the amount of time they can remain in high school. The Sacramento County Office of Education believes this program minimizes truancy and drop-out rates. Additionally, with a more personalized approach and a staff addressing the individual needs of each student, successful completion of high school and transition to college, military, or the workforce is more likely.



SCOE Community Schools

The Sacramento County Board of Education established community schools to provide an alternative educational program for students from various Sacramento County school districts. Districts may refer students who have been expelled. Students can be referred

due to SARB (School Attendance Review Board) recommendations, or a referral from the Sacramento County Probation Department. Parents may also collaborate with districts to jointly refer students to community schools for credit recovery or behavioral reasons. Community schools are mandated by the California Education Code and provide core academics and interventions that are aligned with education standards. In addition, students receive additional support and placement, access to a mental health and wellness counselor counseling, and the opportunity for career exploration and Career Technical Education (CTE) courses.

School Sites

- Elinor Lincoln Hickey Junior/Senior High School
- Nathaniel S. Colley, Sr. Junior/Senior High School
- North Area Community School

SCOE Programs



Strong Workforce Virtual Career Pathways

The Strong Workforce Virtual Career Pathways (SWVCP) program is provided to students who would not otherwise have access to Career Technical Education. The purpose is not to compete with current CTE courses offered at local comprehensive high schools, but rather to serve students in alternative education settings that may not have the opportunity to participate in CTE coursework. The SWVCP program is offered online and serves students throughout the Sacramento and Northern California regions.



Valley Oak Youth Academy (VOYA)

With collaboration between dedicated and culturally responsive probation staff, contract employees, and over 100 volunteers from community-based organizations, VOYA provides youth with a vast array of programs. Evidence-based programs focus on strengthening pro-social skills, confidence building, problem solving, decision making abilities, and increasing physical and academic performance. These programs provide opportunities for positive outcomes that work toward rehabilitation and reintegration upon release from custody. With these services in mind, the goals of the VOYA program are to increase public safety by reduced transfer of youth to the adult criminal justice system, reduced racial and ethnic disparities, and reduced confinement in the juvenile justice system.

We can better address the needs of youth locally who would have otherwise been committed and delivered to state facilities throughout California. Sacramento County youth will now remain in closer proximity to our community, family, friends, providers, clinicians, teachers, faith leaders, and probation officers who understand individualized needs, treatment, and how best to support adolescent behavior. We believe this will result in a positive/successful outcome.

Course Descriptions

Los Rios Dual Enrollment Courses

BUS 300 Introduction to Business

Cosumnes River College

Units: 3

Grades: 9–12 **Duration:** Semester/ 54 hours LEC

Transferable: Course Transferable to UC/CSU

General Education: AA-AS Area V(b)

Course Description: This course provides a survey of all business areas, including accounting, law, human resources, management, marketing, economics, and finance. The course is designed for all beginning students interested in business. It is a core requirement for business majors. This course provides an overview often very helpful in assisting students' selection of a specific career in the field of business.

HM 310 Sanitation, Safety, and Equipment

American River College

Units: 3

Grades: 9–12 **Duration:** Semester/ 54 hours LEC

Transferable: Course Transferable to CSU

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Prerequisite: None

Course Description: This course covers all phases of food sanitation, including the causes, controls, and investigation of illness related to food contamination. It covers sanitary practices in food preparation; proper dishwashing procedures, sanitation of kitchen, dining room, and all equipment; cleaning materials and procedures and garbage and refuse disposal. This course includes general safety precautions, maintenance and operation of appropriate food service equipment, along with elements of kitchen planning and types of equipment used. Successful completion of this course results in Servsafe certification.

Los Rios Dual Enrollment Courses

FT 300 Fire Protection Organization

Cosumnes River College

Units: 3

Grades: 9–12 **Duration:** Semester/ 54 hours LEC

Transferable: Course Transferable to CSU

Advisory: None

Prerequisite: None

C-ID: FIRE 100X

Course Description: This course provides an introduction to fire protection and emergency services. Fire Protection Organization is recommended as the first course in the series of fire technology courses. Topics covered include: career opportunities in fire protection and related fields; culture and history of emergency services; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; an introduction to fire protection systems; and an introduction to fire strategy and tactics; life safety initiatives. This course meets the National Fire Academy, Fire and Emergency Services Higher Education (FESHE) curriculum model for the Principles of Emergency Services.

Los Rios Dual Enrollment Courses

INDIS 313 Freshman Seminar

Sacramento City College

Units: 3

Grades: 9–12 **Duration:** Semester/ 54 hours LEC

Transferable: Course Transferable to UC/CSU

Prerequisite: None

General Education: AA-AS Area III(b); CSU Area E1 (effective Fall 2022)

Course Description: This course treats success holistically by exploring the interpersonal, intrapersonal, and “soft” skills needed to be successful in today’s world. Topics covered will include academic language and culture as they relate to a major and career, types of cultural wealth, problem solving strategies, the use of technology, campus resources and services, and life skills that will be applicable during college and life after college. The course will introduce students to one or more academic disciplines or areas of study, and discuss the academic and professional expectations and experiences of those disciplines. Students will examine their own educational and/or career goals, and learn how to make strategic decisions about their own learning. Students will evaluate their daily activities, choices, and behaviors while observing their impact on their ability to create habits that contribute to their success. The psychological, sociological, and physiological impacts of these behaviors will also be addressed. Students will be required to complete one of the following: 1) eight hours of volunteer service, 2) participate in eight hours of campus life, or 3) eight hours of additional classwork reflective of the pathway in which the course is offered.

Career Technical Education (CTE)

Animation

El Centro Jr./Sr. High School and Nathaniel S. Colley Sr. High School

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: F

Prerequisite: None

Course Description: This course introduces students to the fundamentals of animation and computer graphics. Students will learn basic concepts, methods, and techniques through hands-on experiences and projects directly related to the field of animation and computer graphics. The curriculum is geared toward individuals who wish to use and develop their creative expression skills, in conjunction with professional-level computer software techniques, to create multimedia art. This course is especially for students who are interested in fine art communication, film, drama, computer animation, and/or graphic design. Careers in art and animation will be explored..

Computer Science Principles

Strong Workforce Virtual Career Pathways (SWVCP)

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: D

Prerequisite: None

Course Description: Computer Science Principles (CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The Advanced Placement (AP) Program designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

Career Technical Education (CTE)

Construction

Elinor Lincoln Hickey Jr./Sr. High School, El Centro Jr./Sr. High School

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: This course is an introduction to the basic building materials, components, methods, and sequences in residential 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 the proper use of both hand and power tools. This course provides students the experience of building special projects using various woodworking skills.

Culinary Arts I

El Centro Jr./Sr. High School, Leo A. Palmiter Jr./Sr. High School, SWVCP

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: This course is designed for students interested in a career in the culinary field. They will learn techniques in food preparation, measurements and conversions, and safety and sanitation. Students will gain hands-on experience with stocks, mother sauces, baking and pastry, cooking techniques, and knife skills. Special units will include a focus on plant-based cooking, specific product identification, menu planning, plate presentation, James Beard Food Waste modules, and food handler and or ServSafe certification. Students will explore a wide variety of food products as well as learn fundamental culinary skills. This course serves as the concentrator course for the Culinary Arts Career Pathway.

Career Technical Education (CTE)

Entrepreneurship I

El Centro Jr./Sr. High School and SWVCP

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: Students in this course will develop an understanding of entrepreneurship and small business ownership, as well as the characteristics of successful entrepreneurs. Students will learn about factors that affect a business's image, and how to develop and successfully build and maintain a business's image and brand. Students will also learn what it means to provide good customer service, and then demonstrate their knowledge by taking the Customer Service & Sales Certified Specialist exam by the National Retail Foundation.

Fire Technology I

SWVCP

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: This course covers the philosophy and history of fire protection; review of municipal fire defenses; rural fire defenses; urban interface fire defenses; watershed fire defenses; examination of the organization and function of Federal, State, County, and private protection agencies and survey of professional fire protection career opportunities. Students will also explore the science of fire with practical applications from the firefighting service industry.

Career Technical Education (CTE)

Horticulture

Leo A. Palmiter Jr./Sr. High School

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: This course provides students with theories and principles related to environmental and ornamental horticulture, as well as an understanding of the form and function of plant systems. Learners are immersed in inquiry-based exercises with activities, projects, and problems which allow them to demonstrate plant concepts through laboratory and practical experiences. Topics include classification, factors affecting plant growth, pests, disease, plant disorders, greenhouse management, plant propagation, irrigation installation and repair, aquaponic and hydroponic growing, vegetable production, fruit and nut tree production, and landscape installation and maintenance.

Sports Medicine I

SWVCP

Grades: 9–12 **Duration:** Year

HS Grad Req: UC/CSU a-g: G

Prerequisite: None

Course Description: This course is designed to teach students the fundamental skills associated with athletic training and the role of the certified athletic trainer. Students will learn emergency and evaluation procedures related to common athletic injuries and will complete injury evaluation forms accurately. Medical terminology is introduced and emphasized throughout the course. Outside fieldwork may be required. This course satisfies the career education requirement and will serve as the capstone course in the Patient Care CTE pathway in the Health Science and Medical Technology Industry Sector.

Electives

Computer Literacy

All Schools

Grades: 9–12 **Duration:** Half Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: This is an introduction to computers, computer science, and computer applications. The course provides an understanding of how computers affect our daily lives and how we can use computer technologies to become more efficient and effective in our daily routines. Course content will include understanding of various hardware, software, operating systems, care/operations, administrative applications, and employability skills. Along with productivity skills, students will also develop an understanding of the ethical and legal issues in our society today so that they can be informed technology users of the future.

The societal impact of computing is undeniable. People interact with a wide variety of computational devices daily, from ATMs, cell phones, and computerized voting booths to desktop computers. The rapid pace of technology change creates a need for students to be taught the underlying principles and concepts upon which digital technology is built. Computer application provides students with the skills and knowledge to understand the technology they use daily and to extrapolate this knowledge to understand and use emerging technologies.

Criminology & Street Law

All Schools

Grades: 11–12 **Duration:** Full Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: Criminology & Street Law provides a practical understanding of law and the legal system that will be of use to students in their everyday lives and encourages effective, informed civic participation in our democracy. Students will leave the course with a stronger understanding of the fundamental principles and values of the U.S. Constitution, laws, and the legal system. This course will delve into topics related to criminology and criminal law with a focus on how crime and criminal behavior impact societies. Students will explore some of the challenges facing our criminal justice system, and by understanding the causes and consequences of crime, students will be able to discuss how some of these problems might be remedied.

Electives



Economics

All Schools

Grades: 12 **Duration:** Half Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: In this course, students will analyze the basic economic problems faced by consumers in the U.S., explain how businesses make economic decisions, understand ways that people invest and save money for the future, and analyze the effects of economic policies. Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Students will study the concepts of scarcity, supply and demand, markets, business firms, competition, labor, agriculture, monopolies and government policy. Students will develop their reading, writing, and critical thinking skills. They will also develop their own involvement in social and political issues and institutions.

The general objective of a high school economics course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national, and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages, and index numbers to understand and interpret relevant data. They should learn to make reasoned decisions on economics. In addition, by studying basic economic concepts, students will be enabled to make better choices in the marketplace and voting booth. Economics provides students with an intellectually challenging and engaging experience. Students successfully mastering this course material will be ready for the rigorous and demanding college environment.

The duration of this Economics course is one semester, lasting until graduation. The course has been broken up into six units.

Electives

Financial Literacy

All Schools

Grades: 10–12 **Duration:** Half Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: In Financial Literacy and Personal Finance, students will develop essential financial literacy skills using a web-based interactive program to introduce and enhance the personal finance skills of PHS/MHS students. Students will 'learn by doing' in online interactives that integrate real-world scenarios. Additionally, students will read a personal finance book specifically designed for teens called *Why Didn't They Teach Me This in School? 99 Personal Money Management Principles to Live By* by Cary Siegel.

Health

All Schools

Grades: 9–12 **Duration:** Half Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: The Health Education course will help students to develop life-long, positive health-related behaviors and will provide students with information, decision-making skills, and resources that will encourage thoughtful and responsible behavior. Units of study will include: Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; and Personal and Community Health. This course includes self-directed learning activities that will provide practical skills that will enhance students' health and wellness. Health Education will ensure that students meet the California Health Education Content Standards and fulfill the California Education Code requirements for teaching comprehensive sexual health.

Electives



Life Skills

All Schools

Grades: 11–12 **Duration:** Half Year

HS Grad Req: Elective **UC/CSU a-g:** G

Prerequisite: None

Course Description: Life Skills are essential to success in the workforce and in day-to-day life. Appropriate life skills instruction gives students the potential to live, work, and thrive in their community. Life skills curriculum includes academic, daily living, personal/social, occupational skills, as well as basic health concepts to ensure success and well being into integrated lessons designed to help students function independently in society.

English Language Arts

Language Arts 1

All Schools

Grades: 9 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: StudySync is a comprehensive curriculum for Language Arts and English Language Development in California. StudySync's core program was built from the ground up using the blueprint provided in California's ELA/ELD Framework to fully align with the interrelated California Common Core State Standards (CCSS) for English Language Arts and the California English Language Development Standards. The program's instruction targets the five key themes of these standards, and aids teachers as they guide students to develop the readiness for college, career, and civic life, attain the capacities of literate individuals, become broadly literate, and acquire the skills for living and learning in the 21st century. StudySync helps create the context for this achievement by providing a curriculum and platform which allows teachers to construct courses that are engaging, motivating, respectful, integrated, and intellectually challenging.

English I

All Schools

Grades: 9 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: 9th Grade World Literature is centered around the San Francisco Unified School District (SFUSD) ELA PK-12 Core Curriculum Scope and Sequence with embedded CCSS. In this course, students will challenge, question, justify, build, and analyze the human experience through varied perspectives and voices. Students will better understand their own identity, voice, and world by exploring the ways in which texts can help them understand human nature, relationships, and themselves. Students will be reading works of various authors representing a diversity of world cultures and experiences and be exposed to literary fiction (short stories, poetry, drama, and novels) and nonfiction texts (e.g., news articles, autobiographies). Through the inclusion of digital media and technology, students will further develop their skills as critical thinkers who draw upon evidence to formulate original ideas and apply critical analysis skills to access increasingly complex texts.

English Language Arts

English 9

All Schools

Grades: 9 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: The English 9 course initiates students into the Freshman English Program and prepares students for academic work in upper division courses and college. The course requires regular work in reading, writing, speaking, and listening. Students also develop critical thinking skills allowing them to be effective communicators and self-directed learners, able to analyze and problem solve in a variety of formats and cultural contexts. The writing segment is organized through a layered approach, allowing students multiple opportunities to master writing in various formats, including persuasive, narrative, analytic, and expository. Language conventions, vocabulary development, and mechanics are taught in the context of reading and writing assignments. Students read novels, dramas, short stories, poetry, and non-fiction and learn to analyze and compare writings in terms of theme, style, and historical/cultural influence(s).

English 10

All Schools

Grades: 10 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: English 10 builds on student literacy and language arts skills to promote critical thinking and analysis of literature. Students taking English 10 move through a rigorous, standards-based course that is built to create proficient critical thinkers and writers. Students are exposed to a wide array of fiction and non-fiction reading and writing through their textbook, novels, and other outside readings. Students practice critical thinking, comprehension, and application skills through thematic units centered on topics such as plot and conflict, themes and symbols, argument and persuasion, and Shakespearean drama. This course expands upon proficiencies in the fundamentals of reading and writing with emphasis upon comprehension and mastery of syntax, grammar, punctuation, capitalization, spelling, and usage in written communication. It reinforces word analysis and systematic vocabulary development. Students utilize the writing process, with an emphasis on proofreading and revision, to compose polished and original texts in a variety of modes. Finally, students complete authentic assessments in which they demonstrate mastery and apply their learned skills to other modalities.

English Language Arts

College Prep English II

All Schools

Grades: 10–12 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: English I

Course Description: College Prep (CP) English II is the second in a series of four courses that continues to develop students' skills and strategies in reading, writing, and language through the analysis of complex narrative and expository texts. By engaging in regular written and oral analysis activities, students will read and understand texts from varied genres, with a focus on selections with a modern historical connection. They will write and speak in multiple modes and to address a variety of purposes as they seek to synthesize and express the subtleties, ambiguities, and inferences that they are discovering as readers. Students will work both independently and cooperatively to accomplish daily tasks as well as demonstrate their acquired knowledge and skills through capstone projects. They will also sharpen their skills as givers and receivers of critical feedback on the elements of good writing and effective communication through multiple media and for varied purposes and audiences. Finally, this course will continue to stimulate students' imaginations and intellectual curiosity and to foster strong cross-curricular connections.

English 11

All Schools

Grades: 11 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: This project-based English course is a year-long course broken up into four thematic units based on American Literature. Students will complete the key assignments that develop reading comprehension, fluency, literary response and analysis, writing strategies and applications, written and oral English language conventions, and listening and speaking strategies and applications. The students design the projects for themselves based on the 11th grade English standards with guidelines and parameters given by the highly qualified teacher of record who acts as a faculty advisor or facilitator. Students will develop the following skills through critically thinking about nonfiction, fiction, and informational texts: reading, writing, viewing and representing, listening, and vocabulary development and speaking.

English Language Arts

English 12

All Schools

Grades: 12 **Duration:** Full Year

HS Grad Req: English **UC/CSU a-g:** B

Prerequisite: None

Course Description: This course serves to provide students with a foundation for college preparatory work in the study of literature and composition. Emphasis is placed upon the students' cultivation of a mature, critical response to each of the works read, as well as a clear understanding of the literary genre from which these works originate. In writing, students are asked to compose works in a variety of styles and genres, including personal experience, analytical, descriptive, persuasive, research, narrative, and informational essays. The bulk of the works read for this course consist mainly of British Literature ranging from Beowulf, to Arthurian Legends, to Shakespeare, and on to the Modern Era.

History-Social Science

Civics

All Schools

Grades: 9–12 **Duration:** Half Year

HS Grad Req: History-Social Science **UC/CSU a-g:** A

Prerequisite: None

Course Description: Students will demonstrate critical thinking and questioning, comparative analysis, problem solving, and evaluation skills. Focus of this class includes the development of writing, research, and analytical skills. Students will demonstrate these skills by effectively completing independent and group assignments, activities, essays, and projects.

Through active learning and exploration of the subject, students will have a deeper understanding of political and economic concepts shaping American political, economic, and social life. Students will learn and demonstrate knowledge about the foundations of American Government, the US Constitution, the role of Federal, State, and local governments, and their connection and responsibility as a United States citizen in the government and their community. After completing this course, students will also be well versed in foreign policy and economic issues, and be prepared to meet future challenges as young people.

Ninth grade civics is designed to provide students with a knowledge base in contemporary American political, social, and economical institutions, and to instill in them an appreciation of the nature and operation of participatory democracy. The course introduces the idea of responsible citizenship in American democracy and the importance of involvement in the political process. The course also dwells on economic theories, practices, and policies as potent forces affecting political development and national institutions.

History-Social Science

World Geography

All Schools

Grades: 9 **Duration:** Half Year

HS Grad Req: History-Social Science **UC/CSU a-g:** A

Prerequisite: None

Course Description: World Geography is a one-semester class. Discussions will include geographic terms, locations, cultures, climates, the environment, and the impact that humans have on global issues. The course will incorporate the Five Themes of Geography, various maps, geographic vocabulary, and environmental issues. The students will explore geographic regions and discuss the basics of each region, as well as the impact both physically and culturally.

World History

All Schools

Grades: 10–11 **Duration:** Full Year

HS Grad Req: History-Social Science **UC/CSU a-g:** A

Prerequisite: None

Course Description: In World History, students will study major historical events starting from the Classical period and extending through to the Post-Cold War era. Topics will include the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution, Imperialism, Nationalism, World War I and World War II, Communism and Facism in the Twentieth Century, the Holocaust, and post World War II developments. In studying these periods, students will connect historical roots with current world events. They will learn about political systems, cultural diffusion, nationalism, revolution, genocide, human rights, and economic systems.

History-Social Science

Honors United States History/Model United Nations

All Schools

Grades: 10–12 **Duration:** Full Year

HS Grad Req: History-Social Science **UC/CSU a-g:** A

Prerequisite: None

Course Description: The Honors United States History/Model United Nations course will combine accelerated United States History curriculum with preparation for and participation in local Model United Nations conferences ultimately preparing students to be informed, active, and responsible citizens.

Students will be assessed in a variety of formats which include tests, projects, research, oral presentations, debate, document-based questions, historical simulations, political geography, and analysis of primary source materials. Students will be continuously engaged in activities which will allow them to explore and process curricular material in intellectual forums that demand proactive participation, critical thinking skills, and willingness to problem solve. The curricular focus of this class will be the events of the twentieth century in the United States. Beginning with the dawn of the 1900s, students will examine the economic and political growth of the US and its emergence as a superpower after WWII.

Mathematics

Integrated Mathematics I

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: Mathematics **UC/CSU a-g:** C

Prerequisite: None

Course Description: Integrated Math I is the first course of a three-course sequence that includes Integrated Math I, Integrated Math II, and Integrated Math III. This is a one-year course designed for 9th or 10th graders that satisfies the California Common Core Standards for the Integrated Pathway Model. Topics focus on linear equations and inequalities (graphing, writing, solving), as well as systems of those functions. Exponential functions are also explored. Studies of basic tools, triangle congruence, and parallel lines encompass the Geometry portion of the course.

Integrated Mathematics II

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: Mathematics **UC/CSU a-g:** C

Prerequisite: Integrated Mathematics I

Course Description: Integrated Math II is the second course of a three-course sequence that includes Integrated Math I, Integrated Math II, and Integrated Math III. This is a one-year course designed for 10th or 11th graders that satisfies the California Common Core Standards for the Integrated Pathway Model. Integrated Math II builds and strengthens students' conceptual knowledge of algebra and geometry. Major topics in the first half include the reasoning and proof, properties of triangles, quadrilaterals, and circles, trigonometry, and geometric similarity. Major topics from the second half include transformations, triangle relationships, and quadrilaterals.

The purpose of Integrated Math II is to develop a student's ability to think mathematically and conceptually. Integrated Math II will build and extend the concepts learned in earlier grades and further develop the relationships between algebra, geometry, and statistics needed for higher level courses. Extensive use of real-world situations, manipulatives, graphs, and diagrams will allow students to see the connections between the topics. In addition, students will learn to solve problems graphically and algebraically and be able to express their learning via writing and speaking.

Mathematics

Integrated Mathematics III

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: Mathematics **UC/CSU a-g:** C

Prerequisite: Integrated Mathematics II

Course Description: Integrated Math III is the 3rd part in a 3-part series that covers concepts in algebra II, geometry, probability and statistics, trigonometry, and pre-calculus. It is intended to integrate these concepts in a logical order and encourage student learning in a non-discrete manner. This program allows for students to be challenged in a collaborative environment in a personalized way, using the Common Core State Standards. It will give students the opportunity to practice the math standards by thinking and reasoning about various mathematical concepts and use tools such as tables, graph, and Chromebooks. Students will expand on their knowledge of previously covered topics, as well as learn about new topics such as polynomial, rational, and trigonometric functions.

Science



Biology – The Living Earth

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: Life Science **UC/CSU a-g:** D

Prerequisite: None

Corequisite: Integrated Math I

Course Description: Biology – The Living Earth is based on the California High School Three-Course Model, and follows the suggested sequence as outlined in Chapter 7 of the California State Science Framework. The course focuses on the interactions of life and Earth systems and is taught through a discovery lens whereby students investigate natural phenomena and are given the opportunity to discover the scientific concepts with the teacher's guidance. This is an introductory laboratory science course, designed to develop foundational scientific skills, including the eight Science and Engineering Practices (SEP), and seven Cross Cutting Concepts (CCC) through exploration activities designed to enhance engagement and motivate students to develop higher level thinking. This course will prepare students for higher level science and support them as world citizens.

Chemistry in the Earth System

All Schools

Grades: 10–12 **Duration:** Year

HS Grad Req: Physical Science **UC/CSU a-g:** D

Prerequisite: None

Corequisite: Integrated Math II

Course Description: Chemistry in the Earth System is a laboratory-based, college-preparatory course. This course takes a phenomenon-based approach to examine how chemical processes help drive the Earth system. The course is sequenced based on a specific storyline about human interactions with the Earth system. As such, the course will focus on both physical science and earth science Disciplinary Core Ideas (DCI). The course also emphasizes the continued development of the Science and Engineering Practices (SEP) and Cross Cutting Concepts (CCC). Each of the six instructional segments is centered on questions about observations of a specific phenomenon. Upon completion of the course, students will have explored the fundamentals of chemistry and essential roles that these processes play in Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

Science

Physics in the Universe

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: Physical Science **UC/CSU a-g:** D

Prerequisite: None

Corequisite: Integrated Math 1

Course Description: Physics in the Universe is a Next Generation Science Standards (NGSS) aligned course where students build an understanding of major Physics concepts through the lens of Earth and Space Science phenomena. In this NGSS aligned Physics course, students will participate in science by looking for patterns in data and asking questions to build conceptual and mathematical models from which predictions can be made and formal investigations designed to confirm relationships between variables. In each unit, the Disciplinary Core Ideas, and Cross Cutting Concepts (CCC) are contextualized by a “storyline,” and assessments are designed to measure competency in a variety of ways, meeting the needs of diverse learners. Formative assessments will be used to adjust instruction while students self-evaluate their learning, revise their thinking, create a deeper understanding of complex scientific principles, and connect to science in a meaningful way.

Visual and Performing Arts (VAPA)

Introduction to Visual/Commercial Art: Art I

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: VAPA **UC/CSU a-g:** F

Prerequisite: None

Course Description: Art I is a yearlong, beginning level visual arts course. Students will learn through teacher-conducted presentations, discussions, and projects about the basic elements and principles of design and how to successfully apply them; selective art history; selected artists both historical and contemporary; artistic style and skill development; art careers; relative knowledge and applications in the real world; and other interdisciplinary subjects. This knowledge and skill development will be assessed from each student through completing projects (Mostly 2D such as pencil, paint, and collage), tests, presentations, and critiques.

Media Studies

All Schools

Grades: 9–12 **Duration:** Year

HS Grad Req: VAPA **UC/CSU a-g:** F

Prerequisite: None

Course Description: Students will learn the basics of filmmaking, film theory, and how to build a production from the ground up. This will culminate with students making their own group films. In addition, students will be expected to write bi-weekly short essays on our current topic, written proposals for their upcoming projects, and work logs during their production in the lab and the field.

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