

Woodland

Joint Unified School District

CACHE CREEK HIGH SCHOOL

PIONEER HIGH SCHOOL

WOODLAND HIGH SCHOOL

Course Catalog

2017-2018

This Course Catalog is periodically updated electronically throughout the academic school year. The most updated version can be accessed on our district website.

<http://www.wjusd.org>

Excellence for All

Comprehensive High Schools

Pioneer High School

1400 Pioneer Avenue
Woodland, CA 95776
(530) 406-1148
(530) 662-3661 (fax)

Woodland High School

21 N. West Street
Woodland, CA 95695
(530) 662-4678
(530) 662-7464 (fax)

Independent Learning Center

Located at Pioneer High School
Serves all 9-12 WJUSD students
Please see your (child's) counselor for more information

Continuation High School

Cache Creek High School

14320 Second Street
Yolo, CA 95697
(530) 662-4331
(530) 666-9082 (fax)

WOODLAND JOINT UNIFIED SCHOOL DISTRICT

“Excellence for All”

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Tania Tafoya



District Website: www.wjUSD.org

Dear Parents and Students,

Welcome to high school in the Woodland Joint Unified School District. We are committed to the same standards of excellence, whether you attend Cache Creek, Woodland, or Pioneer High School. This catalog will provide you with the information necessary to successfully enroll in 2017-2018 coursework. Please read the catalog carefully as each course description provides valuable information and prerequisite requirements.

Your son/daughter has been provided important information in the course catalog to help plan a successful and personalized high school graduation program. Please pay particular attention to the following areas in the catalog:

- High School Graduation Requirements section.
- “A-G” Certified Course Lists section. (These courses meet the requirement for a University of California and/or California State University educational institution.)
- How to Read Your Course Catalog section. Specific page numbers for the above sections can be found in the table of contents.

This year’s course catalog features additional coursework offerings for our students. We are excited to be able to continue to build a strong secondary education program at Cache Creek, Pioneer, or Woodland High Schools.

If you have any coursework or graduation questions, please do not hesitate to contact our school site counseling office for assistance.

Warmest Regards,

Tom Pritchard
Interim Superintendent

Will Jarrell
Principal, Cache Creek High School

Sandra Reese
Principal, Pioneer High School

Karrie Sequeira
Principal, Woodland High School

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Stacy Spector
Assistant Superintendent
Educational Services

Tom Pritchard
Assistant Superintendent
Human Resources

Woodland Joint Unified School District

District Administration

Tom Pritchard
Interim Superintendent

Stacy Spector
*Assistant Superintendent
Educational Services*

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Human Resource Services*

Lewis Wiley Jr.
*Assistant Superintendent
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(530) 662-0201

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Revised March 2017

Pioneer High School • Woodland High School

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Cache Creek High School

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High School Graduation Requirements

Class of 2018 *A minimum of 230 credits must be earned in grades 9-12 in the following required courses*

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics (American Government 5 - Economics 5) |
| 30 | Mathematics |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages or CTE Capstone |
| 5 | Technology |
| 5 | Health |
| 70 | Elective Credits (additional credits earned from any of those above, and/or other electives) |
| | 40 hrs. Community Service |

To be eligible for a diploma, the student must have passed Algebra 1, Integrated Math I, or its equivalent.

Class of 2019 *A minimum of 230 credits must be earned in grades 9-12 in the following required courses*

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics (American Government 5 - Economics 5) |
| 30 | Mathematics |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages or CTE Capstone |
| 5 | Technology |
| 5 | Health |
| 70 | Elective Credits (additional credits earned from any of those above, and/or other electives) |
| | 40 hrs. Community Service |

To be eligible for a diploma, the student must have passed Algebra 1, Integrated Math I, or its equivalent.

Class of 2020 *A minimum of 230 credits must be earned in grades 9-12 in the following required courses*

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics (American Government 5 - Economics 5) |
| 30 | Mathematics |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages or CTE Capstone |
| 5 | Technology |
| 5 | Health |
| 70 | Elective Credits (additional credits earned from any of those above, and/or other electives) |
| | 40 hrs. Community Service |

To be eligible for a diploma, the student must have passed Math 1, Integrated Math I, or its equivalent.

High School Graduation Requirements

Class of 2021 A minimum of 230 credits must be earned in grades 9-12 in the following required courses

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | Ethnic Studies |
| 10 | American Government/Economics (American Government 5 - Economics 5) |
| 30 | Mathematics |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages or CTE Capstone |
| 5 | Technology |
| 5 | Health |
| 70 | Elective Credits (additional credits earned from any of those above, and/or other electives) |
| | 40 hrs. Community Service |

| |
|---|
| To be eligible for a diploma, the student must have passed Algebra 1, Integrated Math I, or its equivalent. A 10 Unit Ethnic Studies Course will be required for Class of 2021. Specific details are in progress. |
|---|

Community Service: In compliance with Board Policy 6146.1 Graduation Requirements, all high school students must complete a minimum of 40 hours community service within a non-profit organization or agency. Non-profit organizations are defined as those groups who have a not-for-profit status granted by the state of California, such as Boy Scouts, Girl Scouts, Campfire, Woodland Memorial Hospital, Red Cross, Goodwill Industries, Wayfarer Center, etc. Non-profit agencies are those public agencies that serve students, such as the City of Woodland Parks and Recreation Department, Public Library, Fire Department, Police Department, etc. Hours can be earned by completing community service during the school year and/or in the summer beginning with the summer prior to the 9th grade. Students will need to present verification of hours served. See counselors for forms.

Volunteer Service: After a student has fulfilled the graduation requirement of 40 hours, one credit will be issued for every 15 hours of documented community service completed beyond the required 40 hours. The credits will be listed each semester on the school transcript. Students have the opportunity to earn up to 10 high school elective credits through service to the community. Students will need to present verification of hours served and a written summary of their experience in order to qualify for credits.

Accelerated College Entrance (ACE): The Accelerated College Entrance (ACE) Program at California State University, Sacramento (Sac State) has been serving area high school students since 1985. Over thirty area high schools are connected with ACE through a myriad of courses taught on their respective campuses.

Teachers of advanced or honors classes in certain disciplines may apply to have their course content and qualifications reviewed by the relevant Sac State department. Through consultation, the class can be aligned to meet the standards of the equivalent class on our university campus. Our students can receive transferable credits and grades for college level work that can be used at Sac State or many other universities toward degree requirements. Standard university fees are waived so that your students currently pay only \$5 per semester to register.

Unit Requirements

Each student must register for five periods per day. **Only** 12th grade students in good standing may petition for a shortened day, (or 1st and/or 2nd period).

Successful completion of a traditional course that meets five days per week for the 18 weeks of the semester carries five (5) semester credits.

Students at the comprehensive high schools, Pioneer and Woodland High, must complete a minimum of 230 credits in grades 9-12 and will be classified by the following credits earned:

- | | |
|-----------------------|----------------|
| • 9th Grade Students | 0 - 49 credits |
| • 10th Grade Students | 50 - 109 |
| • 11th Grade Students | 110 - 169 |
| • 12th Grade Students | 70 - 230 |

Credit Recovery:

Students needing to recover credits after failing a course may do so through one of the following options:

- Cyber High
- Repeating the course during the school year
- Repeating the course during summer school
- Taking an equivalent course at a community college

Please see your counselor for more information.

Graduation:

To graduate from a Woodland Joint Unified School District High School, a student must successfully meet the requirements previously listed under High School Graduation Requirements. State law provides that students who have failed to earn a diploma by ten credits or less must be offered the opportunity to make up such deficiencies in a summer school program designed for that purpose.

“a-g” Certified Course Listings

a – History/Social Science

(2 years required)

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

20th Century US History A/B
American Government
Economics
European History AP
United States History AP
US Government & Politics AP
World History
World History AP

b – English

(4 years required)

Four years of college preparatory English. Students may only use 1 year of ESL/ELD or Sheltered.

Advanced English 10
Advanced English 9
English 10
English 10 Puente
English 9
English 9 Puente
English Language and Composition AP
English Literature and Composition AP
Expository Reading and Writing
Jr Literature and Composition
Mystery and Terror Literature

c – Mathematics

(3 years required, 4 years recommended)

Three years if college preparatory mathematics that includes the topics covered in Algebra 1, Geometry and Algebra 2. Approved Integrated Math courses may be used to fulfill part, or all, of this requirement.

Calculus A/B AP
Calculus B/C AP
Honors Pre-Calculus
Integrated Math I
Integrated Math II
Integrated Math III
Integrated Math III with Financial applications
Introduction to Probability/Statistics
Pre-Calculus

d – Laboratory Science

(2 years required, 3 years recommended)

Two years of laboratory science, including two of the three fundamental disciplines of biology, chemistry and physics.

Agricultural Biology
Agricultural Chemistry
Anatomy/Physiology
AP Physics 1
AP Physics 2
Biology
Biology AP
Chemistry
Chemistry AP
Environmental Science AP
Honors Chemistry
Introduction to Biotechnology
Physics
Zoology/Botany

e – Language Other than English

(2 years required, 3 years recommended)

Two years of the same language other than English.

French 1
French 2
French 3
French Language AP
Spanish 1
Spanish 2
Spanish 3
Spanish 4
Spanish for Spanish Speakers 1
Spanish for Spanish Speakers 2
Spanish Language AP
Spanish Literature AP

The intent of the "a-g" subject requirements is to ensure that students can participate fully in the first year program at the University level in a wide variety of fields. This pattern of study assures the faculty that students have attained a general knowledge that provides breadth and perspective to new, more advanced study. Fulfillment of the "a-g" pattern also demonstrates that students have attained essential critical thinking and study skills.

Woodland Joint Unified School District offers honors and Advanced Placement (AP) classes to students who want a more accelerated academic curriculum. We have an open enrollment policy for Honors and AP classes and students must apply each year for placement into the Honors/AP program. Identified GATE students are expected to apply for and enroll in at least one Honors or AP course for which they qualify in the 11th and 12th grades. All students enrolled in an AP course are expected to take the corresponding AP exam.

“a-g” Certified Course Listings

f – Visual & Performing Arts

(1 year required)

3-D Design/Graphics 1
Art & Animation
Art & Culture of Floral Design
Art 1
Art 2
Art 3
Art History AP
Beginning Piano
Ceramics
Chamber Singers
Color & Design
Concert Band
Concert Choir
Dance Production
Fine Arts Digital Photography
Intermediate Piano
Internet Engineering 2
Jazz Ensemble
Mariachi Ensemble
Music Theory AP
Photography I
Photography II
Photography III
Play Productions
Studio Art 2D Design AP
Studio Art 3D Design AP
Studio Art Drawing AP
Symphonic Band
Theatre Arts A/B
Treble Show Choir
Wind Ensemble

g – Elective

(1 year required)

One year (two semesters), in addition to those required in “a-f”

Agriculture Government/Economics
Animal Science
AP Computer Science Principals
AVID 10
AVID 11
AVID 12
AVID 9
Biochemistry of Food
Chicano Studies
Computer Programming For Solving Applied Problems
Creative Writing
CyberSecurity: ICT Essentials
Earth Environmental Science
Forensic Science
Internet Engineering 1
Internet Engineering 2
Introduction to Engineering Design
Physical Science of Exploration
Plant and Soil Science
Principals of Engineering
Psychology
Sociology
Veterinary Science ROP

Capstone Courses

CTE Pathway Courses, including Capstone Courses, are in the process of being revised to be aligned with the California Department of Education (CDE) Industry Sector Pathway.

Pioneer High School

Career in Education
Culinary Arts 2
Fire Science
Floral Design and Management *
Internet Engineering 2
Power Mechanics 3 *

Woodland High School

Automotive Technology *
Careers in Education *
Computer Aided Drafting (CAD) *
Construction Technology **
Culinary Arts 2
Floral Design and Management *
Power Mechanics 3 *
Veterinary Science
Welding Tech 2

Note: Fire Science is available to students at Pioneer, Woodland, and Cache Creek High Schools. The course begins in the fall semester and continues through the spring semester, including some weekends, and is usually held off campus. See counselor for more information.

* Articulated classes with Woodland CC ** Articulated with Los Rios Community College District

Reading Your Course Catalog

Course Title

Length of class and credits

Indicates if course is offered at Pioneer and/or Woodland

Students must meet prerequisites in order to enroll in this class

This course may be taken by students in these grades

10th – 12th Grade Courses

Landscape Design and Management 000000

Year (10 credits) UC / CSU (g)

■PHS ■WHS

Prerequisite: *This will list previous coursework or other requirements that must be completed before enrolling in this course.*

This is an 11th and 12th grade level course in horticulture. Topics are landscape design, installation, and maintenance. Class activities include designing a complete plot plan, constructing a plot, maintaining a plot for a complete growth cycle, and working in the horticulture facility.

Course Code *

Course accepted by UC & CSU system & Specific "a-g" content discipline met

Course description

* Course Codes that begin with "C" are courses offered at Cache Creek High School and do not meet the "a-g" UC/CSU requirements. Courses are approved for all campuses, however may not be offered at each site.

WJUSD Four-Year Plan

Student Name: _____ ID# _____ Email Address: _____

Post-Secondary Goal: 4-Year College 2-Year College Tech School Full-Time Employment Military

Graduation Requirements: 40 Hours Community Service Passed: Algebra 1 or Integrated Math I

Career Goal/Interest: _____

Extra Curricular Activities / Interests: _____

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--------------------------------------|---------------------------------|----------------------------|---------------------------------|
| 1. English 9 | 1. English 10 | 1. Jr. Lit. & Comp. | 1. Expository Reading & Writing |
| 2. Global Citizenship or Heath/Tech. | 2. World History | 2. U.S. History | 2. American Govt./Econ. |
| 3. Math _____ | 3. Math: _____ | 3. Math: _____ | 3. Math : _____ |
| 4. Biology or Ag Biology | 4. Lab Science: _____ | 4. Lab Science: _____ | 4. Elective: _____ |
| 5. Wld Lang/Elective _____ | 5. Wld Lang/Elective: _____ | 5. Wld Lang/Elective _____ | 5. Elective: _____ |
| 6. Vis&Perf.Art/Elective _____ | 6. Vis&Perf.Art/Elective: _____ | 6. Elective: _____ | 6. Elective: _____ |
| 7. Co-Ed PE 9 | 7. PE or Elective: _____ | 7. Elective: _____ | 7. Elective: _____ |

Summer/WCC Class _____ Summer/WCC Class _____ Summer/WCC Class _____ Summer/WCC Class _____

About college entrance: Students must take the same world language for two years (three are recommended) if they plan to enter a four-year college directly after high school. All college entrance requirements must be completed with a C or better.

Student Signature Parent Signature Date

Agriculture

The Agriculture Education Program is offered for students who are interested in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in occupational experience programs (projects) and participation in leadership development activities. Most courses meet graduation requirements and several fulfill college admissions requirements.

Classroom instruction is the cornerstone of our Agricultural Education Program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave the program ready for entry-level employment and/or postsecondary education in agriculture or related fields.

Students taking agricultural courses will be expected to have a supervised occupational experience program (project) by the end of their first year in agriculture. Continuing student will be required to have an ongoing project.

Projects may include plants, animals, mechanics, work experience and a variety of other activities that develop responsibility. Supervised Agricultural Experience (SAE) involvement constitutes 10% of a student's semester grade.

Leadership development is provided through membership in the Future Farmers of America. Leadership involvement includes regular meetings, public speaking, judging teams and other activities that develop cooperation. FFA participation constitutes 10% of a student's semester grade.

9th – 10th Grade Courses

| | |
|--------------------------|--------|
| Power Mechanics 1 | SR310Y |
| Year (10 credits) | |
| ■PHS ■WHS | |

Power Mechanics 1 is an introductory course featuring general career technical skills and procedures. This theory and applied or “hands on” course will engage students in shop safety, tool identification and usage, basic plumbing, electrical circuits, SMAW (stick) welding, oxygen-acetylene welding and cutting, basic woodworking, and sheet metal work. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|-----------------------------|--------------|
| Agricultural Biology | SR120Y |
| Year (10 credits) | UC / CSU (d) |
| ■PHS ■WHS | |

Agriculture Biology is a one-year laboratory science course that is designed for the college-bound student with career interests in agriculture. 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 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. This course is centered on an extensive laboratory component in order to connect the ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. All students are members of the Future Farmers of America, and will have a supervised agriculture experience project.

9th – 12th Grade Courses

| | |
|-------------------------|--------|
| Earth Science Ag | SR130Y |
| Year (10 credits) | |
| ■PHS □WHS | |

Earth Science Ag builds on what the students have been exposed to in middle school with an emphasis in hands on applications of earth and physical sciences. Students are expected to be organized and concise in the collection, analysis, and reporting of data from laboratory exercises. Earth Science Ag covers astronomy, meteorology, oceanography, volcanoes, igneous rock formations, sedimentary/metamorphic rocks, earthquakes, earth and energy resources and energy resources and physical forces. Students are required to keep an organized lab journal of weekly labs using the scientific method of reporting. This course will cover all earth science content standards required by the California Department of Education. All students are members of the Future Farmers of America and will have a Supervised Agricultural Experience (SAE) project.

10th – 12th Grade Courses

| | |
|-------------------------------|------------|
| Agricultural Chemistry | SR140Y |
| Year (10 credits) | UC/CSU (d) |
| ■PHS ■WHS | |

Prerequisite: *Successful completion of Biology with “C” or better and “C” or better in Math I.*

Agricultural Chemistry is a lab science course designed for college bound students interested in careers in Agriculture or Applied Science. Students are involved in hands-on laboratory studies, and receive an in-depth look at various concepts in chemistry. Topics include: Chemistry and its relationship to agriculture and the environment, matter and energy, the Periodic Table, bonding, chemical reactions, moles, gasses and gas laws, and local agriculture and environmental topics and policies. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|------------------------------|------------|
| Environmental Science | SR115Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

Prerequisite: *Passing grade in Biology.*

Note: *Tenth grade acceptance with teacher approval.*

Environmental Science uses “hands-on” learning strategies to teach students to establish an experiment, collect, organize, analyze, evaluate and report data for laboratory assignments. Chemistry and Physics principles are included, but not emphasized. Students will submit an organized lab journal using the Scientific Method of Reporting on a weekly bases. This class will cover all California Earth Science Standards. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

Agriculture

| | |
|--|--------|
| Landscape Design and Management Year (10 credits) ■PHS □WHS | SR220Y |
|--|--------|

Prerequisite: *Ag Biology or concurrent enrollment*
This is a general horticulture course, which leads to provide an industry certification for CANGC*. Students will study landscape design, installation and maintenance. Class activities include designing a complete plot plan, constructing the plot, maintaining the plot for a complete growth cycle and working in the horticulture facilities. Students will learn about plant taxonomy and botany, and plant growth and development. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

*The CANGP Certification is The California Association of Nurserymen and Garden Centers CANGC PRO introductory certification. This certification identifies students who have successfully completed the course with an "A" or "B" letter grade and have passed the industry exam. In addition to regular FFA membership, students are encouraged to enroll as high school members of the CANGC.

| | |
|---|--------|
| Plant and Soil Science Year (10 credits) ■PHS ■WHS | SR121Y |
|---|--------|

Prerequisite: *Passing grade in Ag Biology or Biology.*
The Plant and Soil Science Course covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|---|----------------------|
| Animal Science Year (10 credits) ■PHS ■WHS | SR171Y UC/CSU (g) |
|---|----------------------|

Prerequisite: *Passing grade in Ag Biology or Biology.*
This course will provide the student with principles in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Science at a college or university. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|---|----------------------|
| Art and Culture of Floral Design Year (10 credits) ■PHS ■WHS | SR230Y UC/CSU (f) |
|---|----------------------|

The Art and Culture of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including and understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|--|--------|
| Power Mechanics 2 Year (10 credits) ■PHS ■WHS | SR320Y |
|--|--------|

Prerequisite: *Power Mechanics 1 or instructor's approval.*

Power Mechanics 2 is the second course in the power mechanics sequence. Students will continue to engage in skills learned in Power Mechanics 1 and develop new skills in the following areas: small engine theory, small engine maintenance and troubleshooting, tractor and farm machinery safety, tractor and farm machinery maintenance and operation, hydraulic systems, and AC/DC electrical configurations. Students will operate, maintain and repair tractors and implements. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

11th – 12th Grade Courses

| | |
|---|--------|
| Agriculture Leadership and Communication Year (10 credits) ■PHS □WHS | SR151Y |
|---|--------|

Agriculture Leadership and Communication is a project-based course providing hands-on opportunities for students to develop as leaders. ALC requires students to work on communications skills in written, oral and pictorial forms. This course meets several state standards in English and Agriculture Business Communication. Students will create short and long term goals and are given time to achieve their goals. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|---|--------------------------|
| AP Environmental Science Year (10 credits) ■PHS □WHS | SR190Y UC/CSU (d) |
|---|--------------------------|

Note: *Honors/AP application required; passing grade in Biology.*

Note: *Tenth grade acceptance with teacher approval*
 AP Environmental Science uses learning strategies to teach students to establish an experiment, collect, organize, analyze, evaluate and report data for laboratory assignments. This course covers ecology, geology, hydrology, plate tectonics and earth forces. Chemistry and Physics principles are included but not emphasized. Students will submit an organized lab journal using the Scientific Method of Reporting on a weekly bases. This class will cover all California Earth Science Standards. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

| | |
|---|----------------------|
| Veterinary Science Year (20 credits – 2 periods) ■PHS ■WHS | SR170Y UC/CSU (g) |
|---|----------------------|

Note: *Tenth grade acceptance with teacher approval.*

Vet Science is a course that provides entry-level skills for students interested in animal related or veterinary careers. Students will engage in lectures, field laboratories and community classroom experiences. Areas of focus include: veterinary tool identification, use and safety, animal handling and behavior, anatomy, sanitation, nutrition, disease identification and prevention, basic husbandry and hospital skills. Several tours will be scheduled in order to see examples of animal health related industries and careers. During the second semester of instruction, students will be placed in hospitals, humane-societies, and animal producers for on-the-job training. A Certificate of Proficiency will be presented to each student completing class skill activities at industry level. This is a two (2) period course. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

Agriculture

Floral Design and Management

SR210Y

Year (10 credits)
■PHS ■WHS

Note: *Tenth grade acceptance with teacher approval.* In Floral Design and Management, students will study flower and plant production and identification in their use and evaluation of floral products as they prepare to enter the floral industry. Principles of art are used to achieve the fine arts standards for California. Fresh and dried plant materials are used to learn design styles and techniques relative to the full-service floral shop. Corsages and boutonnieres, plant wrapping, wall sprays, bud vases, centerpieces, and vase arrangements will be designed by each student. Students create and take home 12 designs throughout the year. Financial assistance for the class is provided by marketing and selling Christmas wreaths and Valentine's flowers. Students will submit a portfolio and will interview for the Work Ready Certificate provided by the Yolo County Office of Education. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book. Students may repeat this course for credit.

Power Mechanics 3

SR330Y

Year (10 credits)
■PHS ■WHS

Prerequisite: *Power Mechanics 1 and Power Mechanics 2 or instructor's approval.*

Power Mechanics 3 is an 11th and 12th grade level course that culminates the Power Mechanics sequence. This class is divided into two parts. Part one concentrates on diesel engines. The students will accomplish the following on diesel engines: disassembly/reassembly, identification of the parts and their functions, and troubleshooting techniques. The second part of the class focuses on using the student's prior knowledge of Power Mechanics to design and develop an independent project that directly relates to power mechanics. This course may be repeated. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

12th Grade Courses

Agricultural Government & Economics

SR160Y
UC/CSU (g)

Year (10 credits)
■PHS ■WHS

Students will examine agriculture – a leading industry of Yolo County, the State of California and of the United States. Since Agriculture is the mainstay of the United States economy, students will explore the role of economics and government regulations within the agricultural industry critical to its continued success and vitality. Students will examine the Constitution, its rules and applications, as well as governments and their roles and responsibilities. Other topics include the 1991 US Farm Bill, NAFTA, federalism and the roles of governmental agencies in the life of the agriculturist. Students will actively study macro and economic systems, principles and uses. Agricultural Marketing will be discussed, and students will institute and manage their own business. Each student is required to participate in local FFA leadership activities and to maintain a productive Supervised Agricultural Experience (SAE) project in their Record Book.

The Business and Computer Science Program at Woodland and Pioneer High Schools provides opportunities for students to prepare themselves for careers in four general areas: Business, Finance, Business Administration and Management, Information Communications Technology, and Office Occupations. Students planning to major in business should focus on keyboarding, accounting, and/or finance; students interested in Computer Science careers should focus on IT Essentials (computer repair) and Internet Engineering courses, while students exploring careers in business technologies should take Computer applications. Technology 9, Keyboarding, and IT Essentials courses meet the graduation requirement for Technology.

9th Grade Courses

| | | |
|----------------------|--------|--------|
| Technology 9 | Fall | ST210F |
| Semester (5 credits) | Spring | ST210S |
| ■PHS ■WHS | | |

This course is designed for students to use the computer as a tool to gain proficiency in Internet research, Microsoft Word, Excel and PowerPoint. Students will create various word documents and posters. Students will be required to do a Career Project mid-term. The goal of this course is to teach students enough basic computer information to help them throughout high school. This course meets the Technology requirement for high school graduation.

10th - 12th Grade Courses

| | |
|------------------------|--------|
| Web Page Design | SM215Y |
| Year (10 credits) | |
| ■PHS ■WHS | |

Prerequisite: *Students should be able to type at 25 wpm or better, have demonstrated knowledge of word processing by submitting a two page report, some knowledge of page layout by submitting an example of desktop publishing, i.e. desktop publishing article.*

The primary purpose of this course is learning the theory and application of web page design. The student will be able to demonstrate a comprehensive knowledge of HTML (Hyper-Text Mark-up Language code). The student will learn how to develop pages that are relevant and useful with an emphasis on using the W3C (World Wide Web Consortium) standards. The web page examples used will reflect current business models available on the web today. This course will be coordinated with Yuba College's Small Certificate program in Multimedia and Web Design. This course is a 2+2 program course.

| | |
|---|--------|
| Keyboarding/ Word Processing 1 | SM120T |
| Semester (5 credits) | |
| ■PHS □WHS | |

This course is designed to give students keyboarding (by touch), formatting of commonly used documents and desktop publishing skills. Throughout the semester students will increase in their knowledge of typing techniques and skills. Students will create a portfolio of work to show their progress throughout the semester. Keyboarding students will complete a 55-lesson course using computerized typing tutorial software, using proper keyboarding skills (feet on the floor, back straight, etc.). When students complete this course, they will have increased their knowledge of keyboarding skills, techniques, speed and accuracy. This course meets the Technology requirement for high school graduation.

Business & Computer Science

Word Processing/Microsoft Office SM121T
Semester (5 credits)
■PHS □WHS

Prerequisite: *One semester Keyboarding/Word Processing I or Technology 9.*

This course is designed for students to apply their advanced touch-typing skills obtained in Keyboarding to complete various business-related documents. Students will be expected to complete documents that meet the standards of mailability and correct grammar. Students will learn how to write product reviews, create resumes, and write business reports. Math and English skills will be incorporated to complete labels, charts and graphs.

CyberSecurity: ICT Essentials SM221Y
Semester (5 credits) UC/CSU (g)
■PHS □WHS

Cybersecurity: ICT Essentials prepares students for a career in network administration and technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands-on knowledge and skills in computer hardware, operating systems, networking, and security concepts. Industry-based curricula are utilized in a networked environment to assist in preparing students for industry recognized certifications. Students go through intricate problem solving exercises that mimic the technical challenges of the real world. The program targets students preparing for careers in CyberSecurity and Information and Communications Technology.

AP Computer Science Principles SM290Y
Year (10 credits)
■PHS ■WHS

Prerequisite: *“C” or better in Integrated Math II*
AP Computer Science Principles introduces students to the foundational concepts of computer science, and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This is a CTE introductory pathway course.

Business & Personal Finance SM370Y
Year (10 credits)
■PHS □WHS

Prerequisite: *Passage of Integrated Math I*
This course introduces students to basic personal and business concepts encountered in everyday life. Students will learn to calculate paychecks, prepare budgets, and maintain financial services accounts. Students will also distinguish between various types of insurance, both required and optional. Participating students will be able to manage financial resources and understand how to take an active role in personal finance development.

Computer Programming For Solving Applied Problems SM212Y
Year (10 credits) UC/CSU (g)
■PHS ■WHS

Prerequisite: *C or better in Integrated Math II or permission of instructor*

This course provides students with the fundamental computer programming skills for applications in science, technology, engineering, and mathematics (STEM). Students will understand how computers work. They will learn structured programming in C, including basic programming concepts such as declaration of variables, math expressions and operators, selection statements, repetition, flowcharts for algorithm development, functions, arrays, and data files for computer-aided problem solving. This is a CTE Introductory pathway course.

11th - 12th Grade Courses

Work Experience Education SM350T
Semester (5 credits)
■PHS □WHS ■CCHS

Prerequisite: *Students must be employed, at least 16 years of age, have 11th or 12th grade standing, and approval of the Work Experience coordinator. An 11th grader must be enrolled in a "0" period class to Enroll in Work Experience 6th and 7th periods.*

The program is designed to provide an opportunity for students to develop a positive attitude towards employment. Students enrolled will be expected to maintain eligibility for a work permit and attend a weekly one-hour class of related instruction. Students will create a resume and a cover letter as pieces of a portfolio. This course will enable students to recognize their strengths and weaknesses and use them to their benefit.

Internet Engineering 1 SM131Y
Semester (5 credits) UC/CSU (g)
■PHS □WHS

Prerequisite: *Successful completion of Integrated Math I; prefer concurrent enrollment with Integrated Math II*

Internet Engineering 1 is an interdisciplinary course designed to prepare students for post-secondary success in the Information and Communication Technologies (ICT) field. The course engages students with studies of: the history and implications of network communications; the protocols which make the Internet possible; how networks provide access to services; and college and career preparation in the ICT field. This course integrates the theory and application of network communications, and exposes students to media that invites them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop study skills, and develop 21st century skills in this course.

Internet Engineering 2 SM141Y
Year (10 credits) UC/CSU (g)
■PHS □WHS

Prerequisite: *Successful completion of Internet Engineering 1 and Integrated Math 1*

Internet Engineering 2 is a follow-up course to Internet Engineering 1. It is designed to prepare students for post-secondary success in the Information and Communication Technologies (ICT) field. The course engages students with studies of: the network protocols which make the Internet possible; how networks communicate with one another, methods used to increase scalability, reliability, and security in the modern network, and college and career preparation in the ICT field. This course integrates the theory and application of network communications, exposing students to media that invites them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop study skills, and develop 21st Century skills in this course.

College Credit: *Successful completion of this course will allow students to receive College Credit through Articulation with the Los Rios Community College district.*

English Language Arts / English Language Development

ENGLISH LANGUAGE ARTS COURSE SEQUENCE

| | | | | | |
|---|---|---|---|--|--|
| English Language Development Classes | English 1 <i>(2 hour class)</i> | English 2 <i>(2 hour class)</i> | English 3 <i>(2 hour class)</i> | English 4 <i>(In Conjunction with a Benchmark English class)</i> | English 5 <i>(In Conjunction with a Benchmark English class)</i> |
|---|---|---|---|--|--|

| | | | | | |
|-------------------------------------|---------------------------------|--|------------------|-------------------------|---------------------------|
| 9th Grade Classes | Intensive English 3 or 4 | Strategic English 9 <i>(In conjunction with English 9)</i> | English 9 | English 9 Puente | English 9 Advanced |
|-------------------------------------|---------------------------------|--|------------------|-------------------------|---------------------------|

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|--------------------------------------|---------------------------------|--|-------------------|--------------------------|----------------------------|
| 10th Grade Classes | Intensive English 3 or 4 | Strategic English 10 <i>(In conjunction with English 10)</i> | English 10 | English 10 Puente | English 10 Advanced |
|--------------------------------------|---------------------------------|--|-------------------|--------------------------|----------------------------|

| | | | | |
|--------------------------------------|---------------------------------|--|--|------------------------------------|
| 11th Grade Classes | Intensive English 3 or 4 | English 1, 2, 3, 4, and 5 <i>(multi-grade)</i> | Junior Literature and Composition | AP Language and Composition |
|--------------------------------------|---------------------------------|--|--|------------------------------------|

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|--------------------------------------|---------------------------------|--|---|------------------------------------|
| 12th Grade Classes | Intensive English 3 or 4 | English 1, 2, 3, 4, and 5 <i>(multi-grade)</i> | Expository Reading and Writing / | AP Language and Composition |
|--------------------------------------|---------------------------------|--|---|------------------------------------|

English Language Arts / English Language Development

English courses are designed to offer students experience with the various genres of literature, expository texts, extensive instruction in writing conventions, and reading comprehension. Students read literature, poetry, and plays from a variety of time periods and cultures both as a class and independently. Courses recognize and use essential assignments, common assessments, and specific novels for each grade level. Instructors use standards-based curriculum to improve reading, writing, and language proficiency.

9th Grade Courses

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|---|--------|
| Strategic English 9 Year (5 credits elective per term) ■PHS ■WHS | IB112T |
|---|--------|

Strategic English 9 is an integrated support class designed to be taken concurrently with English 9. This course provides students with ongoing opportunities to prepare for exams, projects, and assignments provided in the English 9 class. Students will engage with their classmates in academic dialogue, quick writes, self-reflection, group work, projects, debates, and other high-engagement activities, all in preparation for the concurrent English 9 class. This class is for elective credit only.

| | |
|--|----------------------|
| English 9 Year (10 credits) ■PHS ■WHS | SB110Y UC/CSU (b) |
|--|----------------------|

English 9 is a standards-based, college-prep course. Students gain skills for analyzing literature, writing essays, and comprehending grammar and punctuation. Students write essays in the various genres with emphasis in analysis and exposition. Students complete essential assignments mandated by the district and aligned to the standards. Students read short stories, novels, poetry, informational materials, non-fiction, and drama. This course prepares students for English 10 or English 10 Advanced.

| | |
|---|----------------------|
| English 9 Puente Year (10 credits) ■PHS ■WHS | SB510Y UC/CSU (b) |
|---|----------------------|

English 9 Puente is a college prep English class designed to help students achieve their goal of attending a 4-year university immediately after graduating high school. This rigorous class is designed to challenge students so they are more than prepared for AP English their junior year. Students will write daily, read independently, and complete course readings. English 9 Puente is a lot of hard work, but it is also a lot of fun. Students will go on regular field trips to universities and participate in many different community service opportunities. To be eligible for this class, students must be interviewed by the Puente teacher and counselor. Students should contact their counselor to start the interview process.

| | |
|---|----------------------|
| English 9 Advanced Year (10 credits) ■PHS ■WHS | SB111Y UC/CSU (b) |
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Prerequisite: Placement will be based on multiple assessment measures, such as standardized test scores and prior academic performance.

English 9 Advanced is an accelerated course that offers extensive practice in analyzing literature, writing, grammar, and usage. Students read short stories, novels, poetry, informational materials, non-fiction, and drama. Students write essays in the various genres with emphasis on analysis and exposition. Students complete essential assignments mandated by the district and aligned to the standards. This course prepares students for English 10 or English 10 Advanced.

English Language Arts / English Language Development

9th – 12th Grade Courses

Creative Writing SB250T
Semester (5 credits)
■PHS ■WHS

This course offers students the opportunity to develop and practice their creative writing skills. Students will study a variety of writing genres, look at writing strategies, and put their learning into practice. Students will write a variety of pieces, from poetry to fiction. This course will both supplement the core English language course and extend the learning that students receive in their core classes. Students will be expected to be active participants in the course by having a willingness to share their writing, both in a compilation of class writing and orally to their classmates.

Film as Literature SB251T
Semester (5 credits)
■PHS □WHS

Film as Literature is an intensive writing, text-based, advanced-level course aimed at enriching the experience of textual literacy study and critical and analytical writing through the medium of film. Students will be exposed to numerous films in the context of their existence as an emerging body of literature. Students will survey the aesthetics of plot, setting, character, and themes in various films. From this understanding students will examine the translation of these aesthetics across genres. Throughout the course, students will enhance their literary, analytical and writing skills through their analysis of film as literature.

English 1 SB310T
Year (5 credits English) IB310T
(5 credits elective)
■PHS ■WHS

Prerequisite: *ELD level 1 as measured by recent CELDT, and/or scores on selected assessments.*

This course is an entry level English class designed for students who have limited background in English and are at a beginning level of English language proficiency, and who show less than reasonable English fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to increase English comprehension and language fluency. Students work on vocabulary development, developing syntax and language forms of oral communication, as well as reading and writing in English. At the end of this course, students will identify main ideas in reading samples and write a three-paragraph narrative.

English 2 SB320T
Year (5 credits English) IB320T
(5 credits elective)
■PHS ■WHS

Prerequisite: *ELD level 2 as measured by recent CELDT, scores on selected assessments, and/or successful completion of English 1.*

This course is designed for students who have successfully completed English 1, have some background in the English language, or show less than reasonable English fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to elevate students' comprehension and communication skills in English. Students learn to prepare and deliver presentations, answer factual comprehension questions, and express ideas using detailed sentences. At the end of this course, students will write a five-paragraph expository essay.

English Language Arts / English Language Development

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|---|------------------|
| English 3 Year (5 credits English) (5 credits elective) ■PHS ■WHS | SB330T IB330T |
|---|------------------|

Prerequisite: *ELD level 3 as measured by recent CELDT, scores on selected assessments, and/or successful completion of English 2.*

This course is designed for students who have successfully completed English 2, have a working background in the English language, or show reasonable fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to elevate students' comprehension and communication skills in English. Students learn to identify, analyze, and apply a variety of rhetorical styles and read complex narrative and expository texts with assistance. At the end of this course, students will write at a level suitable for entrance into mainstream English.

| | |
|---|------------------|
| English 4 Year (5 credits English) (5 credits elective) ■PHS ■WHS | SB340T IB340T |
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Prerequisite: *English 3:SB/IB 330T or 9th Grade LTEL*
This course is designed for students who have successfully completed English 3 or who are a 9th grade long-term English Learner (per WJUSD definition), have a working background in the English language, and show reasonable fluency as measured by the CELDT. Students receive intensive instruction designed to elevate students' ability to comprehend written and oral language and to communicate through written and oral language in English. Students learn to identify, analyze and apply a variety of rhetorical styles and read complex narrative and expository texts that present real-world issues relevant to teens' lives. Students also receive explicit instruction intended to increase both academic and conversational vocabulary. At the end of this course, the students will be on a path towards college and career readiness by having portable academic language, and improved speaking and listening skills. They will also develop academic writing at a level suitable for entrance to Mainstream English.

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|---|--------|
| Intensive English 3 Year (10Credits) ■PHS ■WHS | SB101Y |
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Prerequisite: *Placement is determined by grade level proficiency in Reading. Reading level grade 5-7*

This course is designed for students whose reading proficiency level is that of grades 5-7. Intensive English 3 is a targeted two-period reading/language arts intervention program that addresses literacy and language development. Course materials are designed to provide and accelerate student language development.

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| Intensive English 4 Year (10 credits) ■PHS ■WHS | SB102Y |
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Prerequisite: *Placement determined by grade level proficiency in Reading. Reading level grade7-9.*

This course is designed for students whose reading proficiency level is that of grades 7-9. Intensive English 4 is a targeted two-period reading/language arts intervention program that addresses literacy and language development. Course materials are designed to provide and accelerate student language development.

English Language Arts / English Language Development

10th Grade Courses

Strategic English 10 IB122T
Year (5 credits elective per term)
■PHS ■WHS

Strategic English 10 is an integrated support class designed to be taken concurrently with English 10. This course provides students with ongoing opportunities to prepare for exams, projects, and assignments provided in the English 10 class. Students will engage with their classmates in academic dialogue, quick writes, self-reflection, group work, projects, debates, and other high-engagement activities, all in preparation for the concurrent English 10 class. This class is for elective credits only.

English 10 SB120Y
Year (10 credits) UC/CSU (b)
■PHS ■WHS

English 10 is a standards-based, college-prep course. Students gain skills for analyzing literature, writing essays, and comprehending grammar and mechanics. Students write essays in the various genres with emphasis in analysis/exposition. Students complete essential assignments mandated by the district and aligned to the standards. Students read short stories, novels, poetry, informational materials, non-fiction, and drama. This course prepares students for Junior Literature and Composition or AP Language and Composition.

English 10 Puente SB520Y
Year (10 credits) UC/CSU (b)
■PHS ■WHS

Prerequisite: *English Puente 9 or English 9*
English 10 Puente is a college prep English class designed to help students achieve their goal of attending a 4-year university immediately after graduating high school. This rigorous class is designed to challenge students so they are more than prepared for AP English their junior year. Students will write daily, read independently, and complete course readings. English 10 Puente is a lot of hard work, but it is also a lot of fun. Students will go on regular field trips to universities and participate in many different community service opportunities. To be eligible for this class, students must have completed Puente 9, occasionally there may be availability and a student may enter class as a sophomore. Please contact your counselor to see if there is room in English 10 Puente as a new student.

English 10 Advanced SB121Y
Year (10 credits) UC/CSU (b)
■PHS ■WHS

Prerequisite: *Placement will be based on multiple assessment measures, such as standardized test scores and prior academic performance.*

English 10 Advanced is an accelerated course that offers extensive practice in analyzing literature, writing, grammar, and usage. Students read short stories, novels, poetry, informational materials, non-fiction, and drama. Students write essays in the various genres with emphasis on analysis/exposition. Students complete essential assignments mandated by the district and aligned to the standards. This course prepares students for Junior Literature and Composition or AP Language and Composition.

English 5 SB350Y
Year (5 credits English)
(5 credits elective)
■PHS ■WHS

Prerequisite: *English 4: SB/IB 340T or 10th Grade LTEL*
This course is an extension and continuation of English 4 designed for students who have completed English 4 or who are a 10th grade LTEL (per WJUSD definition) and have a working background in the English language, and show reasonable fluency as measured by the CELDT. Students receive intense instruction designed to elevate students' ability to comprehend written and oral language and to communicate through written and oral language in English. Students learn to identify, analyze and apply a variety of rhetorical styles and read complex narrative and expository texts that present real-world issues relevant to teens' lives. Students also receive explicit instruction intended to increase both academic and conversational vocabulary. At the end of this course, the students will be on a path towards college and career readiness by having portable academic language, and improved speaking and listening skills. They will also develop academic writing at a level suitable for entrance to Mainstream English.

English Language Arts / English Language Development

11th Grade Courses

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|--|------------|
| Junior Literature and Composition | SB130Y |
| Year (10 credits) | UC/CSU (b) |
| ■PHS ■WHS | |

Junior Literature and Composition is a standards-based, college-prep course in American Literature. Students gain skills for analyzing literature, writing essays, and using grammar and mechanics effectively. Students read short stories, poetry, novels, informational materials, non-fiction, and drama. Students write essays of various genres with emphasis in analysis/exposition, preparing them for college level composition. This course prepares students for Senior Literature and Composition and AP Senior Literature and Composition.

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|--|------------|
| English Language and Composition AP | SB190Y |
| Year (10 credits) | UC/CSU (b) |
| ■PHS ■WHS | |

Prerequisite: *English 10 or English 10 Advanced.*
Students must be approved during the AP/Honors application period.

In AP Language and Composition, students read and write in a variety of rhetorical modes and prepare for the AP Language exam. Students read fiction, short stories, and drama; however, this course emphasizes reading and analysis of nonfiction essays in particular, which develop students' skills at rhetorical analysis. Students also write multiple essays, including timed writing. All students must complete a summer assignment, due the first day of the school year, and are encouraged to take the AP Language exam at the end of the year.

11th – 12th Grade Courses

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|--------------------------------------|------------|
| Mystery and Terror Literature | SB254T |
| Semester (5 credits) | UC/CSU (b) |
| □PHS ■WHS | |

Prerequisite: *Concurrent enrollment in grade level core English course.*

Mystery and Terror Literature emphasis will be on reading novels and plays for enjoyment and understanding. Works may include *Dracula*, *Skeleton Crew*, *Dr. Jekyll and Mr. Hyde*, *The Bad Seed*, and a select contemporary works. Students will discuss, write, and complete projects based on the works studied. Essays will be intensive and students will gain practice in planning and organizing them in approved CSU format, developing a sense of audience, voice and style. Students must be concurrently enrolled in a core English course.

12th Grade Courses

| | |
|--|------------|
| English Literature and Composition AP | SB191Y |
| Year (10 credits) ■PHS ■WHS | UC/CSU (b) |

Prerequisite: *Junior Literature and Composition or English Language and Composition AP*. Students must be approved during the AP/Honors application period. In AP English Literature and Composition, students read and analyze college-level literature and prepare for the AP Literature exam. Required reading includes novels, short stories, plays, and poetry from a variety of time periods and cultures. In addition, the course provides students with knowledge of the literary terminology and vocabulary necessary to write clear and sophisticated analytical papers. Written work consists of a variety of short-term and long-term projects, such as essays, research papers, and timed essays. Students are encouraged to take the AP examination.

| | |
|---|------------|
| Expository Reading & Writing | SB253Y |
| Year (10 credits) ■PHS ■WHS | UC/CSU (b) |

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional models, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction).

AVID (Advancement Via Individual Determination)

AVID (Advancement Via Individual Determination) is an academic support program that assists students whose goal is to become eligible to enter a four-year college or university. Funded in part by the California State Department of Education, AVID has national content and performance standards; its curriculum is based on WICR (Writing, Inquiry, Collaboration, and Reading). Certified yearly, the high school AVID departments in our district are in compliance with AVID's 11 essential program components. Students applying to enter the program normally fit the following criteria: first generation to complete a 4-year college degree; an entering GPA between 2.0 and 3.5; good citizenship; level 3 or above CST scores; parental approval; and an interview. The AVID staff determines acceptance into the program.

9th - 12th Grade Courses

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|-------------------|------------|
| AVID 9 | SB260Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

AVID 9, the foundation course of the AVID program focuses on the learning of skills and attitudes necessary for success in high school. Students learn fundamental skills, such as note-taking, binder organization, goal-setting, time management, and reading strategies. In addition, they write essays and engage in Socratic-style tutorials, which assist them with their work in academic classes. Students also begin to develop an awareness of colleges and possible careers, and participate in team-building activities and field trips to local universities. The successful completion of AVID 9 prepares students for subsequent years of AVID.

| | |
|-------------------|------------|
| AVID 10 | SB261Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

AVID 10 strengthens and refines the skills and attitudes learned in the previous year. The focus in the second year is on high school as a preparation for college. In addition to the fundamental skills of note-taking, binder organization, reading strategies, tutorial participations, essay writing and others listed in AVID 9, students do public speaking, engage in Socratic seminars, and actively research colleges and careers. They also begin preparing for the college entrance examinations. The successful completion of AVID 10 prepares students for AVID 11 or the Junior/Senior Seminar.

| | |
|-------------------|------------|
| AVID 11 | SB262Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

AVID 11 focuses on preparation for college eligibility. Although students review the fundamental skills and attitudes learned in previous years of AVID, in the third year students begin the process of identifying the colleges and universities to which they intend to apply. Students continue to participate in binder checks, tutorials, Socratic seminars, and team-building activities. In addition to their timed writings and regular essays, students write a college research paper. They also continue to prepare for the college entrance examinations they will take in the spring. The successful completion of AVID 11 prepares students for AVID 12.

| | |
|-------------------|------------|
| AVID 12 | SB262Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

AVID 12, the final course in the AVID program, guides students in both the actual college application process and in the various requirements they will face before entering college after high school graduation. Students complete college applications, write a personal statement, and seek financial aid. They also read, discuss, and write about selections, which focus on moral dilemmas. Students continue to use all the skills learned in AVID so that they can effectively use them in college. After successfully completing AVID 12, students are prepared to meet the challenges of post-secondary education.

AVID (Advancement Via Individual Determination)

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|---|--------|
| AVID Tutor Year (10 credits) ■PHS ■WHS | SB121Y |
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Prerequisite: *AVID 9 and/or AVID 10. Six hours of tutor*

Training conducted by an AVID elective teacher who has attended the Tutorology Strand at AVID Summer Institute or at a SCOE AVID Path Training.

AVID (Advancement Via Individual Determination) Tutor is an elective course for 11th and 12th grade AVID students. AVID student tutors will complete formal tutor training with an AVID elective teacher who has attended the Tutorology Strand at AVID Summer Institute or at SCOE AVID Path Training. AVID student tutors should be motivated, organized and successful AVID students. Tutors will work with AVID students actively in the learning process. AVID student tutors may choose to take this class as a Pass/Fail rather than as a graded course. Grades of A, B, C, D, and F are determined by classroom teacher appraisal and attendance. An AVID tutor's grade is based on 1) daily attendance and 2) classroom teacher evaluation. Pass/Fail students must complete all training and assignments.

The Home Economics Careers and Technology/Health fields have always been broader than the public perceives them to be. Today's Home Economic/Health technology education has broadened its scope to provide essential instruction that prepares students with critical skills that have application for both living and earning a living. Home Economics/Health courses offer "real life" lessons to help students in meeting the challenges they will face in the future. In addition, the curriculum contributes to the academic success of students by reinforcing the academic core and emphasizing the development of critical thinking skills. Students can expect to produce and participate in hands-on projects that would lead them toward careers such as pre-school director, fashion designer, cake decorator, food scientist, dietician, chef, wedding planner, interior designer, and para-professional health technician.

9th – 12th Grade Courses

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|------------------------|--------|
| Culinary Arts 1 | SO410T |
| Semester (5 credits) | |
| ■PHS ■WHS | |

This beginning class will introduce students to basic cooking and personal management skills including how to prepare food, using kitchen equipment and current technology, organize and maintain a safe and sanitary kitchen, select and purchase food, and manage a budget. Students will also study careers related to foods and nutrition, the relationship between fitness and health, and develop and demonstrate leadership skills.

9th Grade Courses

| | |
|-----------------------------|--------|
| Global Citizenship 1 | SO340Y |
| Year (10 credits) | |
| □PHS ■WHS | |

Global Citizenship 1 will be a required course for 9th grade students. The coursework will reinforce the perspective of their role as a world citizen who values and respects diversity. Students will participate in activities that teach the responsibility for themselves, as well as for the planet.

Technology will be integrated into the curriculum and utilized in projects for the classroom and the community where service-learning principles can be applied. The graduation requirement of health and technology will be incorporated into the curriculum, reinforcing the concept of global citizenship. The curriculum will equip students with the skills necessary to navigate through high school and prepare them for their role as a global citizen upon high school graduation.

Home Economics & Health

Child Development and Parenting SO210Y
Year (10 credits)
■PHS ■WHS

As per state standards, the student will learn the development process of children from conception to preschool-age, family life, proper health care of infants and children, pre and post-natal care, safe appropriate toys, furnishings, and clothing. The student will identify issues dealing with child abuse, neglect, and discipline. Development stages of language and motor skills, as well as family relations, siblings, and extended family will be studied. This course is a prerequisite for Careers in Education and Child Development.

Culinary Arts 2 SO430T
Semester (5 credits)
■PHS ■WHS

Prerequisite: *Open to twelfth grade students and Students who have successfully completed Biochemistry of Food or Culinary Arts I or by teacher permission.*

This course will allow students to increase their culinary skills by learning how to make yeast breads, sauces and stocks, pastas, pies and a variety of international foods. Students will become familiar with the Professional Food Safety Program: SERVSAFE and may be given the opportunity to become SERVSAFE certified through a national testing program. Students may continue to gain valuable food service training through student run restaurant activities on campus. Field trips and guest speakers from culinary schools may provide information to students about continuing their culinary training beyond high school.

Culinary Arts ROP SO440Y
Semester (5 credits)
■PHS ■WHS

Culinary Arts II ROP will focus on the key aspects of the Food Service and Hospitality Industry. Students will have in-depth, hands on experience that emphasize that emphasize industry awareness, sanitation and safe food handling, food and beverage production and service, nutrition, food service management, and customer service.

Health SO320T
Semester (5 credits)
■PHS ■WHS

This semester class fulfills the WJUSD and the State of California's graduation requirements in the area of health education. This course is aligned with the goals of the California Health Framework guidelines. This course will prepare students to use critical thinking and be objective and responsible in the areas of family life, nutrition, personal health, communicable and chronic diseases and individual mental and physical health. Parents are notified prior with a permission slip to be signed, of the unit on Human Sexuality to ensure that the material covered is appropriate for their student. Students are educated to use the tools and information given to them to meet the "real life" lessons and challenges they will face in the future.

Interior Design SO510T
Semester (5 credits)
■PHS ■WHS

As per state standards, the student will explore housing needs, architectural and furniture styles, elements and principles of design, and furniture arrangement. Window treatments, lighting, furniture selection, room arrangement, kitchens, service areas and storage will also be studied. An in depth study of career opportunities in the field of Interior Design and a personal portfolio will be kept.

11th – 12th Grade Courses

SELF Senior Education Life Fundamentals SO630Y
Year (5 credits per term)
■PHS □WHS

SELF is a comprehensive course for 11th and 12th grade students. The course focus is on postsecondary education, career readiness where students will explore, plan, and prepare for life after high school Goal setting and "real-life survival skills" such as getting your first apartment, buying a car, and budgeting are just a few topics that will be explored during this course.

10th – 12th Grade Courses

Biochemistry of Food SO420Y
 Year (10 credits) UC/CSU (g)
PHS WHS

Prerequisite: *Math I and Biology.*
 This course is designed to strengthen the scientific understanding of food. It emphasizes concepts of biology and chemistry including cell structure and function, food safety and sanitation, homeostasis, molecular structure, chemical properties and reactions of food products. Through laboratory work, students will develop reasoning skills, apply biological and chemical principles, as well as perform biological and chemical laboratory techniques. This course is approved for UC and CSU (g) elective credit.

Introduction To Education: An Interdisciplinary and Applied Discipline SO620Y
 Year (10 credits)
PHS WHS

Prerequisite: *Completion of Child Development and Parenting course.*
 Introduction To Education: An Interdisciplinary and Applied Discipline, is a year long course that will introduce students to the theories of learning and teaching. The student will study the history of education in the United States, sociological factors influencing educational systems, education policy and politics, the psychology behind learning and teaching, curriculum design and educational education. There is a required 40-hour lab component with K-6 students in a public school classroom setting.

11th – 12th Grade Courses

Consumer Economics SO170T
 Semester (5 credits)
PHS WHS

This course will introduce the principles of economic theory as they relate to the consumer. Students will learn how to make the most of their personal resources and how their decisions relate to the national economy. The major essentials of economic theory are studied in the context of the individual consumer. Units of study may include personal budgeting, renting and owning a home, purchasing a car, auto, life and health insurance, checking and saving accounts, investing and managing credit.

Careers With Children SO220Y
 Year (10 credits)
PHS WHS

Prerequisite: *Completion OF Child Development /Parenting with a grade of "C" or better or instructor's approval.*
 Note: *Tenth grade acceptance with teacher approval.*
 Students will learn developmentally appropriate practices in order to prepare for a career in child development and early childhood programs or educational careers. Students will learn the physical, intellectual, social and emotional characteristics of young children in order to plan for and be successful when working with children.

Nutrition SO311Y
 Year (10 credits)
PHS WHS

Prerequisite: *Completion of Health course.*
 Nutrition is an in-depth study of the essential nutrients and their functions, and the chemical compositions of foods, and their utilization in the body. This course includes discussion of the nutritional values of foods, current topics in nutrition, and individuals' nutrition needs throughout the life cycle. Nutrition will help develop an appreciation for the importance of nutrition to physical, mental and social health.

Industrial Education & Technology

The Industrial Technology Department offers students a quality education in many areas of industrial technology. The programs offered include Automotive, Drafting, Woodworking, Welding, Technology Education and Engineering. Courses are offered in a sequence from beginning to advanced. The Industrial Technology programs offer students the ability to explore career paths that prepare them to enter the world of work or continue their education in industrial technology. All Industrial technology programs are based on industry standards and emphasis hands on learning. Courses in the Industrial Technology Department will give students a head start on pursuing a career.

9th – 10th Grade Courses

| | |
|--|------------|
| Introduction to Engineering Design | SP340Y |
| Year (10 credits) | UC/CSU (g) |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

In this course students will use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th and 10th grade students and is an introductory engineering course.

9th – 12th Grade Courses

| | |
|--|--------|
| Basic Car Care | SP210T |
| Semester (5 credits) | |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Note: Course may be repeated once.
This course will introduce students to automotive theory and maintenance. Students will study how the automobile is constructed and how the basic automotive systems operate. Students will learn how to maintain an automobile and perform minor automotive repairs. Students will be required to perform many automotive activities using shop equipment. This class will prepare students to own an automobile and expose them to the automotive industry.

| | |
|--|--------|
| Wood Design | SP410T |
| Semester (5 credits) | |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Note: Course may be repeated once.
Wood Design is designed to introduce students to basic woodworking theories and practices. Students will learn how to use portable power tools and machines in a safe manner. The students will learn general woodworking techniques, decorative etching, and wood finishing. This class will give students a good foundation upon which to take more advanced woodworking courses.

| | |
|--|--------|
| Wood Technology | SP420Y |
| Year (10 credits) | |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Note: Course may be repeated once.
Wood Technology will give students an in-depth study of furniture making and an introduction to residential carpentry. Students will acquire extensive knowledge in power tool usage and safety procedures, cabinet construction, building cabinet doors and drawers, and wood finishing. Students will be required to perform many woodworking activities using shop equipment. This course will expose students to the construction field and prepare them to own and use power tools. This course is open to all students and may be retaken for credit.

10th – 12th Grade Courses

| | |
|--|--------|
| Welding Technology 1 | SO510Y |
| Year (10 credits) | |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Note: Course may be repeated once.
This course deals with theories and hands-on-skill exercise leading to job skills in; oxy-acetylene cutting processes and tools, safe work habits, knowledge of tools and their use, gas metal arc welding, plasma cutting. We're looking to have fun with using math to design projects, layouts, and cutting metal.

CyberSecurity: ICT Essentials SM221Y
Semester (5 credits) UC/CSU (g)
PHS WHS

Cybersecurity: ICT Essentials prepares students for a career in network administration and technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands-on knowledge and skills in computer hardware, operating systems, networking, and security concepts. Industry-based curricula are utilized in a networked environment to assist in preparing students for industry recognized certifications. Students go through intricate problem solving exercises that mimic the technical challenges of the real world. The program targets students preparing for careers in CyberSecurity and Information and Communications Technology.

Principles of Engineering SP610Y
Year (10 credits) UC/CSU (g)
PHS WHS

Prerequisite: *Passage of Introduction to Engineering*
This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem solving skills and apply their knowledge of research and design to create solutions to various challenges.

11th – 12th Grade Courses

Auto Technology SP220Y
Year (10 credits)
PHS WHS

Note: *Tenth grade acceptance with teacher approval.*
This course will introduce students to an advanced level of automotive theory and repair. Students will study the operation of all the major systems of the automobile and how they are repaired. Students will be required to operate shop equipment in the repair and diagnoses of automobiles. Most of the student's time will be spent on hands on activities and the development of mechanical ability. This course is articulated with Sierra College. This course is two periods, unless permission is granted by instructor. This course will give students entry-level skills for a career in automotive mechanics.

Welding Technology 2 SP520Y
Year (10 credits)
PHS WHS

Note: *Tenth grade acceptance with teacher approval.*
This is an advanced course providing instruction on the techniques of oxy-acetylene cutting, plasma cutting, electric eye, flame cutting, arc welding, GMAW welding, GTAW welding, the development of shop drawings and their use, safe working habits at a vocational level, the use of math in layout work and metal fabrication. Students can end the class with A.W.S. Welders Certificate. This is a 2-hour per day course.

Computer-Aided Drafting & Design SP330Y
Year (10 credits)
PHS WHS

Note: *Tenth grade acceptance with teacher approval.*
This course will develop a student's skill as an entry level CADD drafter. This course will give you the opportunity to learn how to efficiently use computer aided drafting and design software to solve drafting design problems. Students will use computers in the process of creating software command structures and prototype development. Students will apply many areas of drafting, including mechanical, architectural, isometric and electrical drafting. Students will work individually and in teams to solve a variety of design problems involving real world applications. This course issues a Certificate of Completion to individuals who complete all the requirements.

Industrial Education & Technology

| | |
|---|--------|
| Architectural Drafting & Design Year (10 credits) <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SP320Y |
|---|--------|

Note: Tenth grade acceptance with teacher approval.

This course prepares students to support architects and/or architectural engineers in the development of plans for buildings and other structures while complying with a variety building codes and zoning laws, staying within cost limitations, and satisfying client preferences. Students will study the history of architecture, construction blueprint reading, the aesthetics of design, and perspective drawing. Students will prepare basic architectural working drawings including floor plans, elevations, foundation plans and details, emphasizing design and aesthetic applications. Students will express themselves visually and will be able to express their own creativity within a framework of constructed criticism.

| | |
|---|--------|
| Construction Technology Year (10 credits) <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SP430Y |
|---|--------|

Note: Tenth grade acceptance with teacher approval.
This course will introduce students to an advanced level of training in carpentry and cabinetmaking. Students will build class projects, such as storage sheds or kitchen cabinets, and individual furniture projects. Students will actively participate in activities to learn wall and roof framing, install doors and windows, run electrical wires, and finish carpentry techniques. Most of the student's time will be spent on hands-on activities. This course is articulated with Sierra College. This course is two periods, unless permission is given by instructor. This course will give students entry level skills for a career in the construction field.

| | |
|---|----------------------|
| Internet Engineering 1 Semester (5 credits) <input checked="" type="checkbox"/> PHS <input type="checkbox"/> WHS | SM131Y UC/CSU (g) |
|---|----------------------|

Prerequisite: *Successful completion of Integrated Math I; prefer concurrent with Algebra 2*

Internet Engineering 1 is an interdisciplinary course designed to prepare students for post-secondary success in the Information and Communication Technologies (ICT) field. The course engages students with studies of: the history and implications of network communications; the protocols which make the Internet possible; how networks provide access to services; and college and career preparation in the ICT field. This course integrates the theory and application of network communications, and exposes students to media that invites them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop study skills, and develop 21st century skills in this course.

College Credit: *Successful completion of this course*

| | |
|---|----------------------|
| Internet Engineering 2 Semester (5 credits) <input checked="" type="checkbox"/> PHS <input type="checkbox"/> WHS | SM141Y UC/CSU (g) |
|---|----------------------|

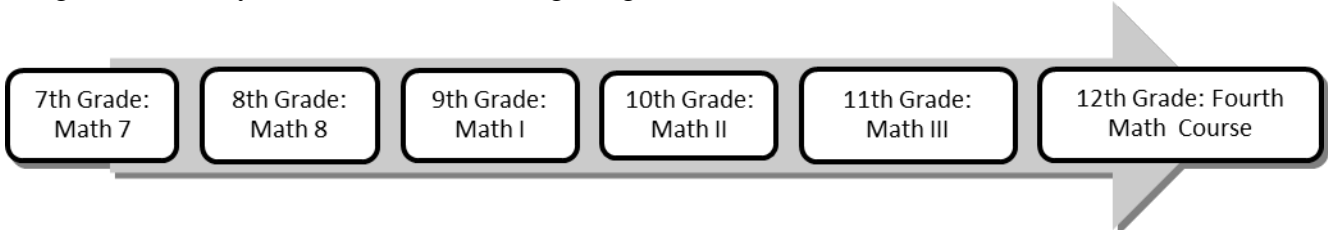
Prerequisite: *Successful completion of Internet Engineering 1 and Integrated Math 1*

Internet Engineering 2 is a follow-up course to Internet Engineering 1. It is designed to prepare students for post-secondary success in the Information and Communication Technologies (ICT) field. The course engages students with studies of: the network protocols which make the Internet possible; how networks communicate with one another, methods used to increase scalability, reliability, and security in the modern network, and college and career preparation in the ICT field. This course integrates the theory and application of network communications, exposing students to media that invites them to consider how Internet engineers think, design, and solve problems. Students have several opportunities to produce college-ready writing, collaborate, research, develop study skills, and develop 21st century skills in this course.

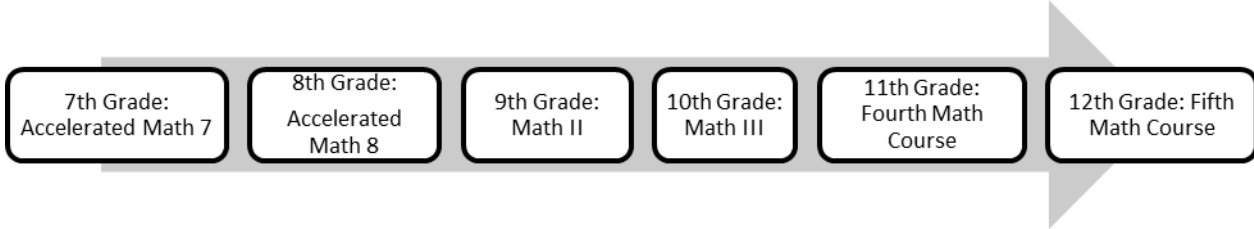
College Credit: *Successful completion of this course will allow students to receive College Credit through Articulation with the Los Rios Community College district.*

Course Sequencing:

Integrated Pathway – Middle School through High School



Accelerated Integrated Pathway Beginning at the Middle School



Upper Level Math Course Options Following Math III:

Probability & Statistics

Pre-Calculus

Calculus A/B

Calculus B/C

Senior Option:

Applications of Mathematics Course

The mathematics department provides a rigorous mathematics program designed to prepare students for a variety of college or career options. The mathematics courses are based on the essential skills and knowledge expected of students in all California schools as described in the Mathematics framework for California Public Schools. Traditional course offerings follow the California State Standards and include: *Integrated Math I, Integrated Math II, Integrated Math III, Pre-Calculus, Calculus, and Probability and Statistics*. The mathematics department is committed to meeting the needs of all learners and offers several advanced and honors courses as well as courses designed to remediate and refine skills for those students who require additional exposure. Since mathematics is a hierarchical discipline, following the course sequence and meeting the prerequisites at the beginning of the section are essential for successful course completion.

9th – 12th Grade Courses

| | |
|--------------------------|------------|
| Integrated Math I | SC113Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: *Complete Math 8 with a passing grade of a C- or above*

Students in Integrated Math I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

| | |
|-------------------------------|--------|
| Strategic Math I | IC113Y |
| Semester (5 credits elective) | |
| ■PHS ■WHS | |

Prerequisite: *Students placed in strategic math is determined through the established multiple measure placement criteria.*

Strategic Math 1 is an integrated support class designed to support student performance in Math I. All work completed in Strategic Math I complements the Math I curriculum. In Strategic Math 1 there will be an emphasis on teaching students to develop process tools that they can implement successfully in the core Math I course.

| | |
|---------------------------|------------|
| Integrated Math II | SC133Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: *Grade 8 Math I or Integrated Math I with a passing grade of C- or above*

Students in Integrated Math II will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

| | |
|----------------------------|------------|
| Integrated Math III | SC142Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: *Pass Integrated Math II with a passing grade of a C- or above*

Students in Integrated Math III will integrate and apply the mathematics they have learned from their earlier courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.

Mathematics

10th – 12th Grade Courses

| | |
|---|------------|
| Introduction to Probability and Statistics | SC150Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: A grade of “C” or better in *Integrated Math III*.

Introduction to Probability and Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Students will organize and describe data by creating a variety of visual summaries and by calculating summary statistics. Students will learn to use the rules of probability to make predictions and better understand the likelihood of an event occurring. Students will become familiar with standard distributions of data: normal, binomial and exponential. Students will use hypothesis tests, measures of significance and confidence intervals to make conclusions about a population based on given sample statistics. Students need to have a scientific calculator for this course. This course will enable and encourage students to analyze and interpret probabilities and statistical information they may be presented with in their education and day-to-day lives.

| | |
|--|------------|
| Integrated Math III with Financial Applications (<i>Pending Board Approval</i>) | SC142Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

This course offers 10th to 12th grade students an opportunity to view the world of finance through a mathematical lens. The topics were developed using the Common Core State Standards in Mathematics, the California Mathematics Standards, and the NCTM Curriculum and Evaluation Standards. The mathematical formulas, functions, and pictorial representations used assist students in making sense of the financial world around them and equip them with the ability to make sound financial decisions. The overarching purpose of the course is to develop the type of mathematically proficient students addressed in this excerpt from the Common Core State Standards for Mathematics.

| | |
|----------------------------|------------|
| Pre-Calculus Honors | SC161Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS □WHS | |

Prerequisite: A grade of “C” or better in *Integrated Math III*.

Note: *Honors/AP application required*

Pre Calculus Honors will provide students with the mathematical background needed to be successful in calculus. This course will cover the material in the pre calculus course faster and at a deeper level. Students will work with finite limits, one-sided limits, limits at infinity, infinite limits, continuity and numerical and graphical interpretations of limits. Students will explore the numerical and graphical interpretations of a derivative, the definition of a derivative, rules for differentiation and applications of derivatives. Students will need a graphing calculator for this course.

11th – 12th Grade Courses

| | |
|---------------------|------------|
| Pre Calculus | SC160Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: A grade of “C” or better in *Integrated Math III*.

Pre Calculus will provide students with the mathematical background needed to be successful in calculus. Students will review material from previous college preparatory mathematics courses. Students will work with vectors, trigonometric functions, graphs of trigonometric functions, polar coordinates, complex numbers, fundamental trigonometric relations, functions of two angles, solutions of triangles, circular and inverse trigonometric functions, logarithms, and the algebra of functions. Students who plan to major in engineering, math or the sciences are strongly recommended to take this course. Students will need a graphing calculator for this course.

| | |
|------------------------|------------|
| Calculus A/B AP | SC190Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: *A grade of “C” or better in Pre Calculus or Pre Calculus Honors.*

Note: *Honors/AP application is required.*

Calculus AB develops a student’s understanding of the concepts of calculus. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. Students will understand the relationship between derivatives and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students will evaluate derivatives and integrals and use these skills to solve a variety of problems. Students will need a graphing calculator for this course.

Students enrolled in this course are encouraged to take the AP examination in the spring.

| | |
|------------------------|------------|
| Calculus B/C AP | SC191Y |
| Year (10 credits) | UC/CSU (c) |
| ■PHS ■WHS | |

Prerequisite: *A grade of “C” or better in Calculus A/B.*

Note: *Honors/AP application is required.*

Calculus BC is a college level course covering derivatives, integrals, limits, approximation, applications and modeling, and sequences and series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. Students will understand the relationship between derivatives and the definite integrals expressed in both parts of the Fundamental Theorem of Calculus. Students will evaluate derivatives and integrals and use these skills to solve a variety of problems. Students will need a graphing calculator for this course. Students enrolled in this course are encouraged to take the AP examination in the spring.

12th Grade Course

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|------------------------------------|--------|
| Applications of Mathematics | SC170Y |
| Year (10 credits) | |
| ■PHS ■WHS | |

Prerequisite: *Passage of Integrated Math I and a Senior status.*

Applications of Mathematics is an integrated math course that brings together real life applications and mathematics. Intended to be a culminating math experience, lessons integrate number sense, number relationships, algebraic methods, statistics, probability, and geometry. Skills are applied in problem solving situations.

Performing Arts

The Performing Arts Department provides a wide variety of performing groups that engage students in all areas of: Theater Arts, Instrumental and Vocal Music and Theory programs that meet or exceed the proficiency levels of the California State Content Standards for the Performing Arts as well as meeting the “f” requirement for admission to the UC or CSU college system. Students enrolled in the Performing Arts courses will be required to perform in “out of class” performances throughout the year, as they are inherent to the nature of the classes. Students will be engaged in artistic perception, creative expression, historical and cultural content, aesthetic valuing, and applications made throughout their school curriculum. Students will be encouraged to continue their music/theater education long after their graduation.

9th – 10th Grade Courses

| | |
|---|----------------------|
| Theatre Arts A/B Year (10 credits) ■PHS ■WHS | SF210Y UC/CSU (f) |
|---|----------------------|

Theatre Arts is designed to give students an opportunity to develop knowledge and skills in acting and to explore the elements in theatrical production. Students will study and perform acting exercises such as pantomime, voice, improvisation, motivation, characterization, scenes, and monologues. Students will create their own scenes, as well as study classic works. Students are required to participate in the Theatre experience outside of class by attending plays and getting hands on experience by doing behind the scenes work for productions. Students will finish the year with a general overview of theatre arts and with performance experience.

| | |
|---|----------------------|
| Play Production Year (10-12 credits) ■PHS ■WHS | SF220Y UC/CSU (f) |
|---|----------------------|

Prerequisite: *Grade of “C” or higher in Theatre Arts A/B or teacher’s permission.*

The Play Production class is an advanced Theatre Arts class that is responsible for producing all the High School major productions. The students in Play Productions will make up the cast and crew of the shows. Students will learn all aspects of production including lighting, sound, set construction and design, costumes, props, advertising and stage management. Students are required to do fundraising and to participate in after school hours acting or crewing for the productions. Class attendance is mandatory. Students will get the full theatrical experience and be encouraged to further develop their skills.

| | |
|---|----------------------|
| Dance Production Year (10 credits) □PHS ■WHS | SF410Y UC/CSU (f) |
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Dance Production introduces the beginning level students with minimal or no dance experience to the basic vocabulary and technical skills required for basic dance styles. Styles learned over the year course include but are not limited to ballet, jazz, modern, tap, musical theatre, social and Latin dance. Creative expression, music interpretation, learning of dance sequences and elements of choreography will be explored as well as the vocabulary and history of dance. A course requirement includes five hours of extracurricular dance/theatre experience. Each student will perform in front of a school or community audience regularly. Appropriate dance wear and footwear is required.

| | |
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| Choir Year (10 credits) ■PHS ■WHS | SF110Y |
|--|--------|

Choir is an entry level performing group open to all students wishing to learn the fundamentals in tone production, notation, diction and musicianship through singing. Students will sing a variety of music from different genres in class and in performance throughout the year. This course will enable students to be involved in public performances outside of class through either the Music Program or the Theatre Arts Program. Students are prepared (and encouraged) to continue their vocal music training in Concert Choir or Chamber Singers. Performance attendance is required.

Performing Arts

| | |
|----------------------|------------|
| Concert Choir | SF111Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *One year of Choir, and/or teacher recommendation and audition.*

Concert Choir is an advanced singing class designed to bring the elements of vocal music fundamentals together in the performance (public and classroom) of both accompanied and unaccompanied literature. Students will experience and perform a large repertoire of music from the Renaissance into the 21st century. Students will be required to perform in both school and public performances throughout the school year. Students will be encouraged through successful completion of this program to take a more advanced program in Chamber Singers or the Advanced Placement Music Theory class. Performance attendance is required.

| | |
|------------------------|------------|
| Chamber Singers | SF112Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *Audition and/or teacher recommendation*

The Chamber Singers ensemble is the most advanced choral group. Students will study music primarily written for a cappella groups although accompanied music will be performed as well. Students will be encouraged to explore solo works for audition in regional and statewide honor ensembles. Concerts are given throughout the year in the greater Woodland and Sacramento areas, including choral festivals. During designated years, the group will undertake a major tour. Performance attendance is required.

| | |
|--------------------------|------------|
| Treble Show Choir | SF113Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS □WHS | |

Prerequisite: *Previous choral experience or by consent of director.*

Students will develop basic vocal pedagogy along with application of vocal jazz styles. Dance is a regular element of this class. Concert in school and local community events, mini tours, field trips are required. This will be a graded course.

| | |
|---------------------|------------|
| Concert Band | SF120Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *Recommendation by Middle School Instructor, or by audition and/or teacher recommendation.*

The Concert Band is offered to ninth grade band students or students wishing to begin a second instrument. Students will explore music literature that will prepare them for the advanced ensembles. Students will be required to perform (in class and out of class) in concerts, parades and football games as per the schedule set by the current band instructor. Instruments are available for loan. Occasionally, the students in this ensemble will participate with the advanced ensembles on tour. A goal of this course is to instill in students a lifelong love of laying music. Performance attendance is required.

| | |
|----------------------|------------|
| Jazz Ensemble | SF130Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *Two years of either Concert or Symphonic Band, instructor approval and/or audition.*

The Jazz Ensemble is an advanced performing ensemble (with limited enrollment) that explores different sub-genres and styles through performance. Students study will focus on the "Big Band" concept with the instrumentation that includes saxophones, trumpets, trombones and a rhythm section of piano, bass, drums and guitar. Students will participate in concerts, festivals, and public performances as a requirement for successful completion of the class. Occasionally, the students in this ensemble will participate with other advanced ensembles on tour. The course will give students foundations and experience in the genre of Jazz. Performance attendance is required.

Performing Arts

Guitar SF140Y
Year (10 credits)
■PHS ■WHS

The guitar course is offered to all students regardless of experience, including those students without previous knowledge in guitar. The course is primarily focused in the reading of traditional notation and not on tablature. Weekly playing exams keep the students on a personal and progressive pace that does not force the students to complete with each other for grade. Time is set aside each week for practice. All students are encouraged to bring their own acoustic guitars, however if a guitar is needed to participate, than a guitar will be provided for the student use. This course may be repeated for credit and fulfills the

Beginning Piano SF160Y
Year (10 credits) UC/CSU (f)
□PHS ■WHS

This is a course offered to students with no prior piano experience. Emphasis will be on note reading, chords, simplified major scales, playing familiar songs and developing proper hand structure and technique. This course will be graded, can be repeated and is intended to be a low stress and supportive addition to other music courses.

Intermediate Piano SF161Y
Year (10 credits) UC/CSU (f)
■PHS □WHS

Prerequisite: *Grade of "C" or higher in Beginning Piano or instructor's recommendation and audition.*
This class is a continuation of Piano 1. Emphasis will be on note reading, chords, simplified major scales, playing familiar songs and developing proper hand structure and technique. In addition to school performance, there will be mandatory recitals. This class will be graded.

Strings I SF171Y
Year (10 credits)
■PHS □WHS

Strings I is an entry level course for students wishing to learn a string instrument (e.g., violin, viola, cello or bass). This course is a prerequisite for Strings II, String Orchestra or Mariachi Band.

Strings II SF172Y
Year (10 credits)
■PHS □WHS

The Strings II course is the continuance of Strings I, where music students develop advanced skills in violin, viola, cello and bass. The course feeds into String Orchestra and/or Mariachi Band. Students will be exposed to the literal instruction of music for intermediate and advanced strings.

String Orchestra SF123Y
Year (10 credits)
■PHS □WHS

Students will take work done in Strings I or Concert Band and have the opportunity to prepare and perform music from the Great Master's of the Orchestral Repertoire. This course will allow for more variety in what the district currently offers for instrumentalists in our programs. Students will have the opportunity to learn the instruments of the string family to include violin, viola, cello and string bass. Wind players will have had previous experience from our district band programs. Outside concert attendance will be required.

Mariachi Ensemble SF174Y
Year (10 credits) UC/CSU (f)
■PHS ■WHS

This is a one-year course designed to assist students with developing and enhancing musicianship skills through the study of music composed expressly for mariachi ensembles. In this setting, the ability to perform on an instrument with considerable technical proficiency and esthetic sensitivity will be emphasized. Students will encounter a wide range of "Mexico's traditional music" that will include bolero, chotis, clásica, corrido, cumbia, huapango, jarabe, polka, ranchera, serenata, son jaliscience, and vals, from the 20th and 21st Centuries. Public performances in the community and at the high school will help facilitate an increase in skill levels and cultural awareness.

10th – 12th Grade Courses

| | |
|----------------------|------------|
| Wind Ensemble | SF122Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

| | |
|-----------------------|------------|
| Symphonic Band | SF121Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *Instructor’s recommendation and audition.*

The Wind Ensemble is the highest level of band that is geared to challenge the serious band students. The total number of students will dictate the instrumentation of the ensemble, however the intent is to keep the ensemble small. Students will use literature of the highest caliber and will focus on the advanced high school and moderate college levels. Students in this ensemble may be asked to provide leadership to the Symphonic and Concert Band in public performances, which include concerts, football games and parades. Instruments are available for loan. Occasionally, the students in this ensemble will participate with the advanced ensembles on tour. This course provides an intense experience in both learning and performing music for wind instruments. Performance attendance is required.

Prerequisite: *One year of Concert Band, or Instructor’s recommendation.*

The Symphonic Band is an advanced ensemble, made up of skilled performers who have been playing for more than two years. Students in this ensemble will explore the history and theory of significant music selections while performing moderate to advanced literature in required (in class and out of class) public performances, which include concerts, football games and parades. Instruments are available for loan. Occasionally, the students in this ensemble will participate with the other advanced ensembles on tour. This course provides a venue for advanced music students to perfect their craft. Performance attendance is required.

| | |
|------------------------|------------|
| Music Theory AP | SF190Y |
| Year (10 credits) | UC/CSU (f) |
| ■PHS ■WHS | |

Prerequisite: *High performance level on an instrument or voice and instructor’s approval through interview, application and audition.*

Note: *Honors/AP application required.*

The Advanced Placement Music Theory course is specifically intended for highly motivated musicians who are seriously interested in the study of music, musical applications in voice or instrument, history, appreciation, and composition, as described in the College Board course description (published each year). The students will be engaged in the creative process, analysis, and criticism of music of the 18th century however expanding to include the Renaissance through the 21st century. The course will provide the information and technical assistance to produce an original, copyrightable composition of high quality in the 18th century style. Students are encouraged to take the AP examination. The exam is given at the end of the year and may be granted college or university credit by the College Board.

Physical Education

Physical Education courses develop skills and knowledge of various sport units, which promote physical development and fitness and provide the basis for recreational activities following completion of high school. The student's knowledge of safety and health, leadership, and good sportsmanship is enhanced.

Students are required to dress in PE uniforms for all courses except Walking for Fitness. Uniforms can be purchased in the student store. It is the responsibility of the individual student to provide and launder his/her uniform.

No student may enroll in more than one physical education class per semester unless deficient in PE credits for graduation. (Physical Education Assistant not included). All incoming ninth grade students must enroll in Physical Education 9.

9th Grade Courses

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|---|--------|
| Co-Ed PE 9 Year (10 credits) ■PHS ■WHS | SN110Y |
|---|--------|

Meets high school 9th grade PE requirement.
This physical education course will provide emphasis on the development of conditioning techniques, health-related fitness and physical fitness including agility, strength, flexibility, and cardiovascular endurance. This physical education course will also provide emphasis on the value of lifetime fitness and lifetime activity. In addition, this physical education course will further the student's knowledge of safety and health and promote leadership and good sportsmanship. The students will also be instructed in aquatics, gymnastics/tumbling, individual and team sports, rhythms, and dance along with combative activities.

10th – 12th Grade Courses

| | |
|--|--------|
| Co-Ed PE 10 Year (10 credits) ■PHS ■WHS | SN111Y |
|--|--------|

Meets requirements toward graduation, may be repeated for additional credit.
This physical education course will continue to provide emphasis on the value of lifetime fitness and lifetime activity. Students will participate in court sports, team activities, and physical fitness activities.

| | |
|---|--------|
| Rhythms & Fitness Semester (5 credits) <input type="checkbox"/> PHS ■WHS | SN220T |
|---|--------|

Meets requirements toward graduation, may be repeated for additional credit.
This course will offer a variety of health and skill related fitness concepts with a focus on rhythmic activities. Students will participate in fitness stations, jump rope, yoga, Pilates, tae-bo, gymnastics and tumbling along with a variety of different dance styles. This course will provide key concepts, knowledge, and skills of rhythms and fitness for students to participate and be able to lead a healthy active lifestyle.

Team Activities SN240T
Semester (5 credits)
PHS WHS

This class will emphasize large group activities and games with traditional team sports as a foundation. Units will include: flag football, soccer, basketball, court hockey, lacrosse, softball, and volleyball. Students will be taught basic skills, rules, and strategies for each unit. A focal point will be the social aspect of working with others. Cardiovascular fitness will also be highlighted. The course will be open to students in the 10th to 12th grades.

Walking for Fitness SN260T
Semester (5 credits)
PHS WHS CCHS

Requirement: *Athletic Shoes*

Students will participate in daily walks that may include: walking a measured course for time or number of laps, do stadium walks, and neighborhood walks. The emphasis of this class is on cardiovascular conditioning and lifelong fitness through walking.

Weight Training SN250T
Semester (5 credits)
PHS WHS

Meets requirements toward graduation, may be repeated for additional credit.
This physical education elective course will provide emphasis on the value of lifetime fitness and lifetime activity. The student will be taught a variety of different lifting techniques and will be put through a Speed Strength Training program. This will include dynamic movement, cardiovascular training, weight training, and combative activities. Weight Training 10-12 will provide sophomores, juniors, and seniors with an opportunity to complete one of their two years of PE.

Conditioning For Interscholastic Athletes SN270T
Semester (5 credits)
PHS WHS

Meets requirements toward graduation, may be repeated for additional credit.

This physical education elective course will provide emphasis on the value of lifetime fitness and lifetime activity. This course will cover everything from the weight training course and in addition, will include a high level of cardiovascular training. This course is designed to meet the needs of the students who are highly physically active and who wish to train at an advanced level.

Our science courses are designed to organize the body of science knowledge into subject areas and to teach methods of science that will be used to broaden our students' knowledge during their lifetimes. We live in an ever-changing world and our students will need to be prepared to meet new challenges with a solid, basic education. These courses in science will give students analytical skills that will enable them to advance, absorb new discoveries, and be critical thinkers in a modern society. All courses are aligned with California academic content standards or national standards.

9th – 12th Grade Courses

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|-------------------------------------|------------|
| Physical Science Exploration | SD430Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

Physical Science Exploration provides an overview of Earth Science, Biology, Chemistry, and Physics standards. From Earth Science, students will learn about plate tectonics, earthquakes, volcanoes, and the Earth's place in the Universe. From Biology, students will be introduced to cells, anatomy, and physiology. From Chemistry, students will be introduced to the Periodic Table, basic atomic theory, chemical reactions, and unit conversions. From Physics, students will be introduced to the basics of motion and forces. This course will also focus upon organization, lab skills, and safety in preparation for future science classes.

| | |
|-------------------------|------------|
| Forensic Science | SD140Y |
| Year (10 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

Forensic Science is the application of science to law. The class is designed to allow students to apply chemistry, physics and biology principles to crime scene analysis. This course will also explore topics such as evidence gathering, analytical techniques, fingerprints, blood splatter analysis, toxicology, hair and fiber analysis, and entomology and Odontology. The class is recommended for students interested in criminal justices and analytical lab techniques.

9th – 10th Grade Courses

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|-------------------|------------|
| Biology | SD110Y |
| Year (10 credits) | UC/CSU (d) |
| ■PHS ■WHS | |

This course provides a basic understanding of cell biology, genetics, ecology, evolution and physiology. Students will experience Biology through a variety of assignments and labs. Lab activities promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific and biological concepts. Biology lab attendance and completion of lab reports is required. This course will help students to understand basic Biology concepts.

| | |
|----------------------|--------|
| Astronomy | SD440T |
| Semester (5 credits) | |
| ■PHS □WHS | |

This is a companion class for 9th grade Physical Science that will expand on the Earth Science Astronomy standards. Students will study the formation of the solar system and the universe in more detail including the relationship between the planets and new advances in the search for planets outside our solar system. Such topics as the dramatic effect of asteroid impacts on the evolution of life on earth, the formation of heavy elements during the Big Bang, life cycle of stars including our Sun, and the possibilities of interplanetary space exploration will be covered.

Science

10th – 12th Grade Courses

| | |
|---|----------------------|
| Zoology / Botany Year (10 credits) ■PHS ■WHS | SD130Y UC/CSU (d) |
|---|----------------------|

Prerequisite: *Students must have completed Biology with a "C" or better or teacher approval.*

This lab-based elective course will go beyond the basic biology standards with specific focus upon physiology and anatomy of the plant and animal kingdoms. Students will perform labs involving dissections, specimen collections, taxonomy, and cell processes. Various research projects, presentations, and group work experiences will be required in the class. First semester will be spent on zoology and the second semester on botany. Out of class experiences are required in both semesters. This course is designed to further a student's interest in biology and can be taken before or after chemistry.

| | |
|--|----------------------|
| Chemistry Year (10 credits) ■PHS ■WHS | SD210Y UC/CSU (d) |
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Prerequisite: *Successful completion of Biology with a "C" or better and a "C" or better in Integrated Math I or teacher approval.*

This course offers students an opportunity to learn about the chemical nature of the world in which they live. Students will explore the physical and chemical properties of solids, liquids and gasses, chemical change, the characteristics of solutions and the structure of matter as well as specific lab techniques and safety. Chemistry involves many labs and activities. Lab attendance and write-ups are required. Chemistry will prepare students for college level work and upper division science classes including AP classes.

| | |
|---|----------------------|
| Honors Chemistry Year (10 credits) ■PHS □WHS | SD211Y UC/CSU (d) |
|---|----------------------|

Prerequisite: *Integrated Math II with an "A" or "B", concurrent enrollment in (or completion of) Integrated Math III, and Biology with an "A" or "B" and approval of biology teacher.*

Honors Chemistry is a rigorous, college-prep, laboratory science class that provides a foundation in general and inorganic chemistry for the college-bound science major. This class will equip students to be successful in a first-year college chemistry course. Students will participate in many qualitative and quantitative hands-on labs to develop theoretical aspects of chemistry. Honors Chemistry progresses at a rapid rate, covers a greater depth of content, and applies more complex mathematics than Chemistry. Students need to be able to apply math previously learned to solve a variety of problems encountered in Honors Chemistry.

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| Marine Biology Semester (5 credits) ■PHS □WHS | SD441T |
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This course will study the oceans, specifically as bodies of water; their effects on climate; habitat for plant and animal organisms; increased emphasis on archaea and non-photosynthetic organisms, effects on water distribution on rotation of Earth, specific activities on formation of hurricanes (cyclones and typhoons), exploring the sea floor and the chemistry of ocean water will be utilized as well as historical and modern oceanographic studies, including exploits of ancient mariners.

11th – 12th Grade Courses

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|---|----------------------|
| Anatomy/Physiology Year (10 credits) ■PHS ■WHS | SD510Y UC/CSU (d) |
|---|----------------------|

Prerequisite: *"C" or better in Biology or Chemistry or teacher approval. 11th and 12th grade students only.*

This course focuses on the anatomy and physiology of the human body. Students will perform experiments in respiration, circulation, digestion, and other body systems. Students may work frequently with microscopes and dissections. This course is recommended for students who want to go to college and pursue careers in medicine, health, physical education, or other life sciences. As an alternative to physics, this class will further a student's understanding of the human body and help to prepare them for college.

| | |
|--|----------------------|
| Physics Year (10 credits) <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SD310Y UC/CSU (d) |
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Prerequisite: “C” or better in *Biology*. “C” or better in *Integrated Math III* or concurrent enrollment in *Integrated Math III* or with teacher approval.

Chemistry is not required for this course however, it is better to take chemistry first.

This is a culminating science class focus upon the principles and laws of physics. Students will study natural forces, energy, waves, optics, and electromagnetism. Labs and projects are an important part of this class. Students who take this course will be even more prepared for a 4-year college because they will use math and science at a very high level. Physics is a course recommended for students considering a college major in engineering, architecture, or mathematics.

| | |
|---|----------------------|
| Biology AP Year (10 credits) <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SD190Y UC/CSU (d) |
|---|----------------------|

Prerequisite: “B” or better in *Biology* and a “C” or better in *Chemistry* or concurrent enrollment in *Chemistry* or with teacher approval. Students must be in 11th or 12th grade.

Note: Honors/AP application required. Course may not be dropped.

AP Biology is a second high school biology course that will broaden and enhance a student’s level of science knowledge and further prepare them for college. This course is designed to offer students topics in Biology that are covered in a university freshman level course. Highly motivated students in AP Biology class will be required to actively participate in lectures and laboratory activities as well as rigorous and challenging reading assignments on a daily basis. Exams cover 3-4 chapters in the text and generally occur every two to three weeks. Lab activities specified by the College Board, and additional labs chosen by the teacher, are conducted to give a fair representation of a university-level biology course. Students enrolled in this course are encouraged to take the AP examination in the spring.

| | |
|--|----------------------|
| Chemistry AP Year (10 credits) <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SD290Y UC/CSU (d) |
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The Chemistry AP course is a rigorous second year Chemistry course designed to further develop knowledge of Chemistry concepts. The course will be the equivalent of the general chemistry course usually taken during the first year of college. Students will learn about the structure of matter, states of matter, and chemical reactions. This course will build upon the foundations of chemistry that were introduced in the first year chemistry course. This course is recommended for students that are interested in science majors including medicine, biotechnology, engineering, etc.

| | |
|---|----------------------|
| AP Physics 1 Year (10 credits) <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | SD390Y UC/CSU (d) |
|---|----------------------|

Prerequisite: *Students should be in 11th or 12th grade, and must have completed Integrated Math III or pre-calculus with a grade of “B” or better, be concurrently enrolled in pre-calculus or have instructor approval. An AP/Honors application is required.*

Advanced Placement Physics 1 is designed to be equivalent to the introductory college-level algebra based physics course. Students will learn about Kinematics, Newton’s Laws of Motion, Gravitation & Harmonic Motion, Waves & Sound, Electrostatics and Simple Electric Circuits. AP Physics is a thorough, in-depth, student-centered and inquiry activities based class that gives students flexibility and control over how they learn the course curriculum. Students will be required to increase their logic skills, problem solving and analytical abilities. It is a great opportunity for students to become more prepared for college and expose them to further their science career options. Students enrolled in this course are encouraged to take the AP examination in the spring.

Science

12th Grade Courses

AP Physics 2

Year (10 credits)

■PHS ■WHS

SD291Y

UC/CSU (d)

Prerequisite: *Physics or AP Physics 1*

Advanced Placement Physics 2 is designed to teach a college level physics class. It is a second year Physics course in which students will learn about Fluid Mechanics, Thermodynamics, Electrostatic, Electric Current, Magnetism, Waves & Optics and Modern Physics. Students will be required to increase their logic skills, problem-solving skills, and analytical abilities. A strong math background will help a student to be most successful in this class. Through investigation, students engage in hands-on data collection and analysis, and they will be able to create and analyze multiple representations, including diagrams, graphs, equations and words. Overall, this is one of the most challenging courses taught at the high school level, but it is a wonderful opportunity for students to become more prepared for college, and expose them to further their science career options. Students enrolled in this course are encouraged to take the AP examination in the spring.

The objective of the history-social science curriculum is to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future. The Social Science disciplines (history, geography, economics, political science, anthropology, psychology, sociology, and the humanities) span the major dimensions of human experiences, locally and globally. Students will learn the cultural, economic, geographic, historical, political, psychological and social dimensions of our society, along with other cultures and countries. Without the knowledge that these disciplines convey, our students will be buffeted by changes that are beyond their comprehension. But with a firm grounding in history and the related disciplines, students will better understand human behavior and the social dimensions of the world, acquiring skills useful in law, government, diplomacy and many other careers.

9th – 12th Grade Courses

| | |
|---|------------|
| Psychology | SA610T |
| Semester (5 credits) | UC/CSU (g) |
| <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

This is a one-semester course, which introduces students to the study of psychology. This course includes an overview of major psychological approaches, theories, and concepts and is designed to help students gain a better understanding of themselves and of other people. All students will take a semester final.

| | |
|---|------------|
| Sociology | SA710T |
| Semester (5 credits) | UC/CSU (g) |
| <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

This is a one-semester course, which introduces students to the subject of sociology. This course is designed to introduce students to the tools and responsibilities of a sociologist and encourage students to use these skills to investigate and explain real problems through data collection and analysis. The students in this course will also seek to understand interactions among individuals, groups, and institutions. All students will take a semester final.

| | |
|--|------------|
| Chicano Studies | SA510T |
| Semester (5 credits) | UC/CSU (g) |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

This class is an introductory course, designed for students from grades nine through twelve. As an elective course under the social sciences/history category, students will examine and appreciate the history and contributions of the Mexican American in the United States. The class will be enriched with works of literature, poetry, storytelling, art, song and cinema.

| | |
|---|--------|
| World Geography | SA540T |
| Year (10 credits) | |
| <input type="checkbox"/> PHS <input type="checkbox"/> WHS <input checked="" type="checkbox"/> ILC | |

Note: *This class is offered to ILC students.*
 This elective course is designed to help students understand the physical and cultural geography of the world and the ways in which cultures are interrelated and interact with each other. Students will study all parts of the world: North America, South America, Western and Eastern Europe, Africa, the Middle East and Asia.

Social Science

10th Grade Courses

| | |
|----------------------|------------|
| World History | SA110Y |
| Year (10 credits) | UC/CSU (a) |
| ■PHS ■WHS | |

This course examines the major turning points in the shaping of the Modern World from the late 18th century to the present. Topics include: the Enlightenment, the Industrial Revolution, Imperialism, WWI, WWII, the Holocaust and the post WWII world. The study of current world issues, their origins, and the growing interdependence of people and cultures throughout the world are a primary focus. All students will take a final each semester in World History.

| | |
|-------------------------|------------|
| World History AP | SA191Y |
| Year (10 credits) | UC/CSU (a) |
| □PHS ■WHS | |

This survey course of World History covers the dawn of time to the present era. Fundamental themes of “technology and environment” and “diversity and dominance” are presented.

10th or 12th Grade Courses

| | |
|----------------------------|------------|
| European History AP | SA190Y |
| Year (10 credits) | UC/CSU (a) |
| ■PHS □WHS | |

Prerequisite: *Students must be in 10th or 12th grade.*
The object of the course is to increase students’ understanding and appreciation of European history while helping each student succeed on the AP European History Exam. This course will examine the period of European history from 1350-2017. The course will focus on the social, political, religious, intellectual, technological and economic developments throughout this period of history. For this reason, students need to understand periodization in European history and to relate it to the following themes: Intellectual and Cultural History, Political and Diplomatic History, and Social and Economic History. Within these themes, there are several sub-themes that will be interwoven throughout the year. Students will use the textbook, as well as a variety of primary sources to become more familiar with these themes. Students enrolled in this course are encouraged to take the AP examination in the spring.

11th Grade Courses

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|---|------------|
| 20th Century U.S. History A & B | SA210Y |
| Year (10 credits) | UC/CSU (a) |
| ■PHS ■WHS | |

This course will introduce students to contemporary U.S. History. The focus is on the development of the U.S. from the Reconstruction Era to the present and traces the country’s development as an industrial world power. Topics include: the Progressive Period, WWI, WWII, Korean War, the Cold War and Vietnam, the Protest Years, the Civil Rights Movement and into the present. Oral and written presentations based on primary source materials and student research combine for writing across the curriculum and are an integral part of the course. All students will take a final each semester in 20th Century U.S History.

11th - 12th Grade Courses

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|---|------------|
| United States History A & B AP | SA290Y |
| Year (10 credits) | UC/CSU (a) |
| ■PHS ■WHS | |

Prerequisite: *Juniors intending to enroll in AP U.S. History are required to complete an AP application, which is available in the counseling office. Students must have earned an "A" or "B" in sophomore-level History and English in order to take this class. In addition, applicants must receive recommendations from their teachers of the aforementioned subjects. Note: Honors/AP application required.*

This course covers the history of America from the Colonial Era to the present. Ambitious and capable high school students who avail themselves of this opportunity will accomplish college level work prior to their admission to an institution of higher learning. Students will sharpen higher order reasoning and expository reading and writing skills in order to prepare for success in higher education. Students enrolled in AP U.S. History are encouraged to take the AP examination.

12th Grade Courses

| | |
|----------------------------|------------|
| American Government | SA410T |
| Semester (5 credits) | UC/CSU (a) |
| ■PHS ■WHS | |

Prerequisite: *Completion of one year of 20th Century U.S. History or Senior students only.*

This course is designed to give an accurate and comprehensive account of both the structure and philosophy of each level of government: local, state, and national. Students will study the U.S. Constitution, significant Supreme Court cases, and other significant national and state trends. Through writing, presentations, discussions and other assessments, students will be prepared to be active citizens. All students will take a final in American Government.

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|--|------------|
| US Government & Politics AP | SA490Y |
| Semester (5 credits) | UC/CSU (a) |
| ■PHS ■WHS | |

Prerequisite: *Seniors intending to enroll in US Government & Politics AP are required to complete an AP application, which is available in the counseling office. Students must have earned an "A" or "B" in 11th grade history or have the consent of the instructor in order to take this class.*

This year long course prepares students for the Advanced Placement Exam in government. Only college level materials are used for credits earned by studying the national government and the courts, civil rights and civil liberties, state and local governments and the foundations of the American system. Students enrolled in this course are encouraged to take the US Government & Politics AP test.

| | |
|----------------------|------------|
| Economics | SA310T |
| Semester (5 credits) | UC/CSU (g) |
| ■PHS ■WHS | |

Prerequisite: *Completion of one year of 20th Century U.S. History or Senior students only.*

This course is designed to focus on the growth, development and progress of the American economy. The major emphasis of the course will center on the process by which economic forces operate in our economy. The major essentials of economic principles are studied in a context of the facts of current economic life. All students will take a final in Economics.

Visual Arts

In the Visual Arts Department students will be involved in an art program of the highest caliber that fosters proficiency or above in meeting the California State Content Standards for Visual Art. Students will participate in an inquiry based and disciplined approach in making and understanding art through increasingly complex problems in materials, methods, art theories, art history, critical thinking, creativity and self-expression. Students will participate in art courses that meet the “f” requirement for California State and University admissions. In visual arts classes, due to the nature of the subject, students will not be restricted to “right/wrong” oriented answers to problems but will be encouraged to present many divergent but correct responses. In visual art, students are encouraged to make decisions and discover for themselves the results, as they will do in life after graduation.

9th - 12th Grade Courses

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|---|----------------------|
| Color and Design Year (10 credits) ■PHS ■WHS | SF310Y UC/CSU (f) |
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Color and Design is a beginning art class in which students will gain an understanding of: vocabulary of art, color theory, right brain perception, perspective, drawing, painting and art history. This class provides students with a wide range of opportunities to experiment with materials such as pencil, oil pastel, watercolor, charcoal, prisma, clay etc. This class is the prerequisite for all other art classes offered and provides a sound foundation in the design principles and elements of art.

| | |
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| Art 1 Year (10 credits) ■PHS ■WHS | SF320Y UC/CSU (f) |
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Prerequisite: *Students should have passed Color and Design with a “C” or better.*

Art 1 is a second year art class where students will refine skills and concepts taught in the prerequisite and develop competencies in more complex and meaningful works in drawing, and painting. Students will experience opportunities to gain skills and knowledge in the following: art production, analysis, interpretation, evaluation and historical and cultural perspectives. Students will combine art theories, practice and critical thinking skills. Students are encouraged to show their work publicly. This challenging curriculum will prepare students to take AP and/or more advanced levels of art.

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| Jewelry Art Design 1 Semester (5 credits) ■PHS □WHS | SF353T |
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This course will introduce students to a variety of jewelry making skills with an emphasis on studio production. Students will explore a variety of mediums and techniques. This course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history and aesthetics. Students will learn the necessary skills to promote their personal art work in the global market.

| | |
|---|--------|
| Exploring Alternative Art Semester (5 credits) ■PHS □WHS | SF351T |
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In Exploring Alternative Art, students will have the opportunity to express themselves through drawing, painting, collage, scrapbooking and printing in a personal book format. Through the use of the principles of design, students will develop ideas and create pages in a collection of art and writings. Students will learn a variety of techniques, which become unique to their specific book as expressed in the execution of the technique. Students will also have the opportunity to learn about different type fonts, which can enhance the pages and create additional variety in their book.

10th - 12th Grade Courses

Art 2 SF321Y
 Year (10 credits) UC/CSU (f)
PHS WHS

Prerequisite: *Students should have passed Art 1 with a grade of "C", or approval of the instructor.*

Art 2 is a third year art class where students will use professional materials, such as acrylic painting, to express personal, social, historical and technical perspectives producing increasingly more complex and meaningful works in drawing, and painting. Students will solve artistic problems in creative and individual ways. Student artwork will be of a quality appropriate of AP portfolios and public displays. Many students may take this class concurrently with an AP class in order to create sufficient quality work or they may choose to take Art 2 as a stand-alone class. This course will help students explore art as a fulfilling personal form of expression and a possible career.

Graphic Design 1 SF323Y
 Year (10 credits)
PHS WHS

In Graphic Design students will explore two dimensional and three-dimensional real-world applications of design. After acquiring a historical context of graphic design, students will develop skills in artistic perception, critiquing, and application of design strategies through experiences that emphasize solving visual arts problems. Students will develop an awareness of historical trends in design, themes and subject matter from diverse times, places and cultures. Art criticism experiences will further develop a student's ability to see how their personal life affects their interpretation of design. All experiences will focus on developing perception and application of the elements of art and principles of design through contemporary design applications.

3D Design & Graphics 1 SF330Y
 Year (10 credits) UC/CSU (f)
PHS WHS

Prerequisite: *Students should have passed Color and Design with a "C" or better.*

This is a second year course focusing on the fundamentals of 3-Dimensional Design and Graphic Design. Students will work with a variety of materials such as clay, wood, metal, and plastics. Students will create projects using the basic techniques of sculpture, ceramics and printmaking. Projects are sequenced according to difficulty and require more skill as the course progresses. Students will master the skills necessary to complete projects successfully and gain a sound understanding of 3-D and graphic design principles.

Ceramics 1 SF350Y
 Year (10 credits) UC/CSU (f)
PHS WHS

Prerequisite: *Students should have passed Color and Design with a "C" or better.*

This is the entry-level ceramics course for Pioneer High School. The primary focus is on hand-built and wheel thrown ceramic techniques. In this course students will learn the coil, slab, pinch pot, additive and subtractive methods of construction in order to accomplish the various clay assignments. The second semester emphasis is on sculpture and mosaic techniques.

Photography 1 SF360Y
 Year (10 credits) UC/CSU (f)
PHS WHS

Prerequisite: *Passage of Color and Design.*

This second year art class further explores the elements of art and the principles of design. Students will learn how to use what they applied in Color and Design, a different medium. This class will focus on 35mm black and white photography. Students will demonstrate the use of a 35mm camera to take pictures, process film, and use the darkroom.

Visual Arts

Art & Animation

Year (10 credits)

PHS WHS

SF355Y

UC/CSU (f)

Prerequisite: *Passage of Color and Design with a "B" or higher.*

Art and Animation is a course in which students express their visual creativity through drawing, storytelling and other visual mediums. Throughout the course, students will explore the international history and evolution of animation. Students will demonstrate creative expression as they learn basic drawing skills, techniques for original character design, the natural flow and movement of objects. Background development will include an in depth study of perspective drawing and layout.

Fashion Design & History

Year (10 credits)

PHS WHS

SF357Y

Prerequisite: *Passage of Color and Design and Apparel Design and Construction.*

This course is an aesthetic and technical exploration of fashion as functional pieces of art. It teaches students the aesthetic aspects of two and three-dimensional design necessary to create sketches, designs and actual articles of clothing. Fashion trends from ancient times to modern day will be explored as well as the cultural, social, political and economic influences of fashion design.

11th - 12th Grade Courses

Art 3

Year (10 credits)

PHS WHS

SF322Y

UC/CSU (f)

Prerequisite: *Students should have passed Art 2 with a grade of "C" or approval of the instructor.*

Art 3 is a fourth year art class designed for individual specialization in subject matter, media selection, and historic contributions to the creative process. Many art problems are based on AP portfolio requirements (see College Boards). Students may choose to take this class as a stand-alone advanced level class or concurrently with an AP class. Students will work one to one with the instructor, focusing on quality, creativity and production using materials like oil painting, etching, or computer graphics. Students will show their work publicly. Art 3 will prepare high performing art students for AP, college, and a lifelong enjoyment of making art.

Photography II

Year (10 credits)

PHS WHS

SF361Y

UC/CSU (f)

Prerequisite: *Passage of Color and Design and Photography I.*

Photography II is a third year art class where students will refine skills and concepts taught in the prerequisite courses and develop competencies in more complex and meaningful works in the photographic arts. Students will experience opportunities to gain skills and knowledge in the following: art production, analysis, interpretation, evaluation and historical and cultural perspectives. Students will combine art theories, practice and critical thinking skills. Materials are provided. Students are encouraged to show their work publicly. This challenging curriculum will prepare students to take AP and/or more advanced levels of art.

| | |
|--|------------|
| Photography III | SF362Y |
| Year (10 credits) | UC/CSU (f) |
| <input type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Prerequisite: *Passage of Color and Design and Photography I. and Photography II*

Photography III is a 4th year art class where students will use and refine skills learned in their other photographic courses. This course will focus more on students' sustained investigation of specific visual ideas. They will develop competencies in more complex and meaningful works in the photographic arts. Students will experience opportunities to gain skills and knowledge in the following: art production, analysis, interpretation, evaluation and historical and cultural perspective. Students will combine art theories, practice and critical thinking skills. Materials are provided. Students are encouraged to show their work publicly. This challenging curriculum will prepare students to take AP and/or more advanced levels of art.

| | |
|---|------------|
| Studio Art: Drawing AP | SF390Y |
| Year (10 credits) | UC/CSU (f) |
| <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Prerequisite: *Students must have a strong art background and have the approval of the AP instructor. Suggested as an 11th grade class.*

Note: *Honors/AP application required.*

The Advanced Placement course in Studio Art: Drawing is intended for highly motivated students who are seriously interested in the study of art. Students will build a portfolio reflecting three major concerns: 1) the evidence of quality in a student's work; 2) the student's concentration on a particular visual interest; and 3) the student's demonstration of breadth of experience in formal, technical, and expressive means. Students enrolled in Studio Art: Drawing AP are encouraged to take the AP Examination. Part of the AP exam is for students to submit their Drawing Portfolio for evaluation by the College Board.

| | |
|---|------------|
| Studio Art: 2D Design AP | SF391Y |
| Year (10 credits) | UC/CSU (f) |
| <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Prerequisite: *Students must have a strong art background and have the approval of the AP instructor. Suggested as a 12th grade class.*

Note: *Honors/AP application required.*

The Advanced Placement course in Studio Art: 2D is intended for highly motivated students who are seriously interested in the study of Graphic Design. Students will build a portfolio reflecting three major concerns: 1) the evidence of quality in a student's work; 2) the student's concentration on a particular visual interest; and 3) the student's demonstration of breadth of experience in formal, technical, and expressive means. Students enrolled in Studio Art: 2D Design AP are encouraged to take the AP Examination. Part of the AP exam is for students to submit their 2D Portfolio for evaluation by the College Board.

| | |
|---|------------|
| Studio Art: 3D Design AP | SF392Y |
| Year (10 credits) | UC/CSU (f) |
| <input checked="" type="checkbox"/> PHS <input checked="" type="checkbox"/> WHS | |

Prerequisite: *Students must have a strong art background and have the approval of the AP instructor.*

Note: *Honors/AP application required.*

The Advanced Placement course in Studio Art: 3D is intended for highly motivated students who are seriously interested in the study of sculpture. Students will build a portfolio reflecting three major concerns: 1) the evidence of quality in a student's work; 2) the student's concentration on a particular visual interest; and 3) the student's demonstration of breadth of experience in formal, technical, and expressive means. Students enrolled in Studio Art: 3D Design AP are encouraged to take the AP Examination. Part of the AP exam is for students to submit their 3D Portfolio for evaluation by the College Board.

World Languages

The World Languages Department focuses on developing the highest levels of foreign language proficiency for the students so that they gain both the power and the pleasure of communicating effectively in languages other than English. Acquiring a second language sharpens students' intellectual skills, increases their marketability and earning power, and broadens their cultural understanding. The students will also learn skills that help them to succeed academically in other subjects. They will become aware of the interconnectedness of all people and be motivated to learn more about history, geography, art, and music of the people whose language they are learning.

All courses are focused around the five components of the National Standards for Foreign Language Education (Communication, Cultures, Connections, Comparisons, and Communities). World Language classes will enable students to further develop as literate and effective communicators. California's importance in the global economy continues to grow, and so does the importance of the state's students becoming proficient in at least one language other than English. Every student deserves to be able to take advantage of the opportunities offered by the department.

French

| | |
|---|----------------------|
| French 1 Year (10 credits) ■PHS ■WHS | SE210Y UC/CSU (e) |
|---|----------------------|

This introductory French class will cover the basics of everyday language. Students will engage in reading, writing, listening and speaking activities. They will develop basic reading and writing skills on an assortment of vocabulary, including: school, family, food, clothing, and much more. Students will create conversations and dialogues appropriate to level 1. Students successfully completing French 1 will be able to understand basic conversation in French and have the foundation to continue to French 2.

| | |
|---|----------------------|
| French 2 Year (10 credits) ■PHS ■WHS | SE220Y UC/CSU (e) |
|---|----------------------|

Prerequisite: *Grade of "C" or better in French 1.*
French 2 is a continuing language course in which students will build on basic core vocabulary and grammatical structures. The students will build on basic core vocabulary and grammatical structures. The students will improve communication and reading skills learned in French 1. The students will also become more advanced in the use of the target language. Students will create skits and oral presentations along with using more difficult grammatical structures. Students successfully completing this course will have the foundation for French 3.

| | |
|---|----------------------|
| French 3 Year (10 credits) ■PHS ■WHS | SE230Y UC/CSU (e) |
|---|----------------------|

Prerequisite: *Grade of "C" or better in French 2.*
This continuing French class builds on French 2. The students will engage in reading, writing, listening, and speaking activities using more specialized vocabulary. The students will also write dialogues and essays appropriate to level 3. This course will encourage students to broaden their understanding of the language and the culture, which will give them the necessary foundations for French Language AP.

| | |
|---|----------------------|
| French Language AP Year (10 credits) ■PHS ■WHS | SE290Y UC/CSU (e) |
|---|----------------------|

Prerequisite: *Grade of "C" or better in French 3.*
Note: *Honors/AP application required.*
AP French Language is an advanced language course in which students will develop language fluency through the use and study of materials intended for native speakers. Students will speak French in various contexts using ample complex vocabulary. Students will write with reasonable fluency and accuracy in paragraph and essay formats. Students enrolled in this course are encouraged to take the AP examination in the spring.

Spanish

Spanish 1 SE110Y
 Year (10 credits) UC/CSU (e)
 ■PHS ■WHS

This introductory Spanish class will cover the basics of everyday language. Students will engage in reading, writing, listening and speaking activities. They will develop basic reading and writing skills on an assortment of vocabulary, including: school, family, food, clothing, greetings, days of the week, months of the year, time, weather, location, direction, and colors. Students will create conversations and dialogues appropriate to level 1. Students successfully completing Spanish 1 will be able to understand basic conversation in Spanish and have the foundation to continue to Spanish 2.

Spanish 2 SE120Y
 Year (10 credits) UC/CSU (e)
 ■PHS ■WHS

Prerequisite: *Grade of "C" or better in Spanish 1. Students may be recommended for Spanish 2 by their previous teacher.*

Spanish 2 is a continuing language course in which students will build on basic core vocabulary and grammatical structures, improve communication, and reading skills learned in Spanish 1. Students will become more sophisticated in the use of the target language. Students will write short paragraphs using a variety of tenses. Students will create skits and oral presentations. The students will also use more difficult grammar structures. The goal is to gain student's interest in the culture of the target language and provide practical communication skills while preparing them for Spanish 3.

Spanish 3 SE131Y
 Year (10 credits) UC/CSU (e)
 ■PHS ■WHS

Prerequisite: *Students should have attained a grade of "C" or better in both semesters of Spanish 2.*

This course is designed to enhance students' oral and written performance in Spanish. The course is taught in Spanish for maximum exposure to the target language while the textbook contains explanations in English. The students will move from the comfort of previously learned and practiced material to the more challenging stage where they become independent readers, writers, listeners, and speakers of Spanish, adapting and expanding language skills to fit their personal and academic needs.

Spanish 4 SE141Y
 Year (10 credits) UC/CSU (e)
 ■PHS ■WHS

Prerequisite: *Students should have successfully completed Spanish 3 with a "C" or better.*

Spanish 4 further develops the academic skills of non-native and native speakers of Spanish. The course offers an effective review of all lower level grammatical points and also introduces advanced grammar, vocabulary, and idiomatic expressions. The students will participate in oral discussions and produce written assignments about real and contemporary issues that provide the foundation for advanced language development. The students will study music, art, short stories and poetry that will provide cultural insight and awareness. The course prepares students for Spanish Language AP.

Spanish for Spanish Speakers 1 SE111Y
 Year (10 credits) UC/CSU (e)
 ■PHS ■WHS

Prerequisite: *Students need to speak and comprehend Spanish in order to enroll.*

This course is designed to introduce the Spanish speaking student to basic grammar, vocabulary, and practice in reading and writing. Students will read pieces on legends, customs, and traditions of Spain and Latin America. Students will explore career opportunities for bilingual people. Students must speak, read, and write Spanish with some fluency. Students successfully completing this course will be prepared for Spanish for Spanish Speakers 2, which will lead them to AP Spanish Language or Literature.

World Languages

| | |
|---------------------------------------|------------|
| Spanish for Spanish Speakers 2 | SE121Y |
| Year (10 credits) | UC/CSU (e) |
| ■PHS ■WHS | |

Prerequisite: *Students must have successfully completed Spanish for Spanish Speakers 1.*

The emphasis of this course is to continue developing the academic reading and writing skills of native speakers of Spanish from the level 1 course for native speakers. The students must speak, read and write Spanish fluently. The students will study grammar in detail. The students will also read and study the history and culture of different Latin American countries and authors. The students will write essays and complete research projects along with oral presentations. This course will prepare and encourage the students to take AP Spanish Language and AP Spanish Literature.

| | |
|----------------------------|------------|
| Spanish Language AP | SE190Y |
| Year (10 credits) | UC/CSU (e) |
| ■PHS ■WHS | |

Prerequisite: *Students must have successfully completed Spanish for Spanish Speakers 2 or Spanish 3 with a grade of “B” or better, plus teacher recommendation.*

Note: *Honors/AP application required.*

AP Spanish Language is designed to expose students to college level language skills and prepare them for the AP exam in the spring. The course is designed to provide the students with the content of a University level Spanish course at the High School level. The students will focus on the mastery of listening, speaking, reading, and writing skills in Spanish as well as analyzing literary works in order to develop higher-level critical thinking skills. The students will refine their ability to write

| | |
|------------------------------|------------|
| Spanish Literature AP | SE191Y |
| Year (10 credits) | UC/CSU (e) |
| ■PHS ■WHS | |

Prerequisite: *Students must have successfully completed Spanish for Spanish Speakers 2 or Spanish 3 with a grade of “B” or better, plus teacher recommendation.*

Note: *Honors/AP application required.*

AP Spanish Literature is designed to expose students to college level literature skills and prepare them for the AP exam in the spring. Students will read authentic editions of short stories, novels, poems, and plays from the medieval age to the contemporary era both as a class and independently. This course will enable students to learn and practice the skills and language of literary analysis through extensive timed writing, class discussions, and presentations. The students will also study vocabulary in the context of literature. This course will help students to understand the nature of Latin America and Spanish literature in an artistic, universal, and in its historical sense.

9th - 12th Grade Courses

| | |
|---|--------|
| Child Development and Parenting Year (10 credits) ■ PHS ■ WHS ■ CCHS | SO210Y |
|---|--------|

Note: *This class is offered to ILC students only.*
Topics covered will include nurturing children, guiding children and meeting family responsibilities. Areas addressed will be meeting the physical and emotional needs of children, the value of play and helping children learn as well as how to relate to others. Children with special needs will be discussed as well as handling common parenting problems and how to find solutions to these problems. Promoting positive behavior and character development and communication with children will be addressed. Managing life as a parent and strengthening the family are important issues in today's world; thus attention will be given to these topics.

| | |
|---|--------|
| Student Government Semester (5 credits) ■ PHS ■ WHS ■ CCHS | ST130T |
|---|--------|

Prerequisite: *Students must have teacher signature to Enroll in this course, maintain a 2.0 or better GPA, and be in good standing (i.e. no suspensions or disciplinary actions on transcript).*

Note: *All officers must be enrolled in A.S.B. for the year.*
Student Government is the mind, heart, and hands of all school activities. A.S.B. participates in the management of the school's common affairs, fosters a spirit of cooperation among students, faculty and staff, maintains high standards of personal conduct, promotes and encourages activities for the best interest of the school, and develops good citizenship through experiences in government.

Non-Departmental Courses

| | |
|---|--------|
| Yearbook Year (10 credits) ■PHS ■WHS | SB230Y |
|---|--------|

Prerequisite:

1. *Teacher permission. First consideration will be given to students who have a proven writing ability, earned "A" or "B" in English or Journalism I.*
2. *A willingness to put in after school time to produce the best publications possible.*

The purpose of this journalism course is to produce a modern, high quality yearbook. Students will study concepts of yearbook design and layout, reporting and writing, and page preparation. All students will design pages, write stories, captions, and headlines, and participate in selling advertising in order to finance the yearbook publication. Responsibility and personal commitment are important to succeed in this class.

10th Grade Courses

| | | |
|--|----------------|--------|
| Driver's Education 6 weeks (2 credits) | Fall Group 1 | SA520F |
| | Fall Group 2 | SA521F |
| | Fall Group 3 | SA522F |
| | Spring Group 1 | SA520S |
| | Spring Group 2 | SA521S |

The Driver Education student will spend 6 weeks studying the laws and regulations pertaining to the operation of a motor vehicle. In addition, the Driver Education student will learn the basic visual and decision making skill required by today's roadways, so that the parents and Driver Training schools can finish building a safe novice driver. The Driver Education student will learn about current issues in Driver Education, including Road Rage, Impaired Driving, and situational awareness, and how each can affect driving and interaction with other drivers.

10th - 12th Grade Courses

| | |
|---|--------|
| School to Work Semester (5 credits) □PHS □WHS ■ILC | SO610T |
|---|--------|

Note: *This class is offered to ILC students only.*
This is a practical course, designed to help students understand the relationship between the world of school and the world of work. Students will study such topics as: self-assessment and career planning, looking for a job, being a successful employee, and managing one's income.

| | |
|---|--------|
| Introduction to Art History Year (5 credits per term) □PHS □WHS ■ILC | SF370Y |
|---|--------|

Note: *This class is offered to ILC students only.*
This course provides an introductory survey of the history of art from prehistoric times to the present. The course covers the major styles and time periods of art. Additionally, the course covers the methods and purpose of art criticism and allows the student to become an amateur critic of a wide range of art. Through the course, the student will learn to become a keen observer of art and to understand the historical context of the art.

11th - 12th Grade Courses

| | |
|--|--------|
| Peer Tutor Semester (5 credits) ■PHS ■WHS | ST120T |
|--|--------|

Prerequisite: *Good attendance history.*
The first five days (and a few Fridays) are used as training and feedback days. The majority of the semester is used tutoring other students with assigned classroom teachers. Students may choose to take this class as a Pass/Fail rather than as a graded course. Grades of A, B, C, D, and F are determined by assessing a daily assignment log, classroom teacher appraisal and attendance. A Peer Tutor's grade is based on three things: 1) Daily attendance, 2) Classroom teacher evaluation, and 3) a semester project. Pass/Fail students must complete all training and assignments.

Non-Departmental Courses

Teacher's Teaching Assistant (TA) ST110T
Semester (5 credits)
PHS WHS

Prerequisite: *Instructor's approval and a 2.5 GPA is required.*

Students may assist the teacher with class and office work. Must be 11th or 12th grade student. Grade is pass/fail.

Study Hall ST125T
Semester (5 credits elective)
PHS WHS

This course is designed to individualize instruction and a provided targeted intervention with teacher support. Students will maintain records of work progress and complete learning logs of daily activity. This class is elective credits only.

Inside Work Experience (IWE) SM360T
Semester (5 credits)
PHS WHS

Prerequisite: *Must have an 11th or 12th grade standing, 2.5 GPA, good attendance and recommendation from school administration.*

Students may work in the library, attendance office, or counseling office. This is a pass/fail class and students must attend at least 80 percent of the school days in order to pass the class.

Link Crew ST131Y
Year (10 credits)
PHS WHS

Prerequisite: *Student must be a link crew member and participate in orientation training.*

In this course, students will engage in the creation and implementation of projects that support the goals of the Link Crew mission. They are; to provide support to freshman students in both social and academic settings, increase school spirit and conduct school beautification projects. This course is open to any Link Crew Leader.

Fire Science Technician ST150Y
Year (10 credits)
PHS WHS

Note: *Tenth grade acceptance with teacher approval.*

This Regional Occupational Program (ROP) course provides classroom study and on-the-job training using modern firefighting and medical equipment in a realistic setting. The program covers techniques of fighting various types of fires and medical emergencies; training in ropes, ladders, fire extinguishers; use of hoses, fire engines, hoisting and rappelling and utilizing CPR, personal protective equipment and safety procedures. Upon successful completion of the course, students will have the competence needed for entry-level employment in the industry and may be eligible of the State Fire Marshal's Office as a Volunteer Firefighter 1. This class is offered for 180 hours and is held on Monday evenings and Saturdays. High School students may earn up to 10 elective credits towards graduation. Please see your counselor for enrollment procedures. Tenth grade acceptance with teacher approval.

High School Graduation and Unit Requirements

Cache Creek High School

Class of 2018 A minimum of 200 credits must be earned in grades 9-12 in the following required courses

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics |
| 20 | Mathematics (including 10 credits of Integrated Math I) |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages |
| 5 | Health |
| 55 | Elective Credits (additional credits earned from any of those above, and/or other electives) |

To be eligible for a diploma, the student must have passed Integrated Math I or its equivalent.

Class of 2019 A minimum of 200 credits must be earned in grades 9-12 in the following required courses

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics |
| 20 | Mathematics (including 10 credits of Integrated Math I) |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages |
| 5 | Health |
| 55 | Elective Credits (additional credits earned from any of those above, and/or other electives) |

To be eligible for a diploma, the student must have passed Integrated Math I or its equivalent.

Class of 2020 A minimum of 200 credits must be earned in grades 9-12 in the following required courses

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics |
| 20 | Mathematics (including 10 credits of Integrated Math I) |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages |
| 5 | Health |
| 55 | Elective Credits (additional credits earned from any of those above, and/or other electives) |

To be eligible for a diploma, the student must have passed Integrated Math I or its equivalent

High School Graduation and Unit Requirements

Cache Creek High School

Class of 2021 A minimum of 200 credits must be earned in grades 9-12 in the following required courses

| <u>Credits</u> | <u>Subjects</u> |
|----------------|--|
| 40 | English |
| 10 | World History |
| 10 | US History |
| 10 | American Government/Economics |
| 20 | Mathematics (including 10 credits of Integrated Math I) |
| 20 | Science (Life Science 10 - Physical Science 10) |
| 20 | Physical Education |
| 10 | Fine Arts or World Languages |
| 5 | Health |
| 55 | Elective Credits (additional credits earned from any of those above, and/or other electives) |

To be eligible for a diploma, the student must have passed Integrated Math I or its equivalent.

Credit Requirements:

Students must complete a minimum of 200 credits earned in grades nine through twelve. Credit is earned on a variable credit system. Credits and grade reports are issued four times a year or once for each 9 week grading period. Each student must be enrolled in five periods per day. Upon enrollment at CCHS, students will be given class status according to the number of credits earned. The students will be classified by the following credits earned:

- 9th Grade Students * 0 - 30 credits
- 10th Grade Students 31 - 80
- 11th Grade Students 81 - 130
- 12th Grade Students 131 – 200

*Age appropriate 9th grade students are not eligible to enroll at Cache Creek High School.

Graduation:

To graduate from a Woodland Joint Unified School District High School, a student must successfully meet the requirements previously listed under High School Graduation Requirements. State law provides that students who have failed to earn a diploma by ten credits or less must be offered the opportunity to make up such deficiencies in a summer school program designed for that purpose.

Electives

Elective courses are rotated each quarter throughout the year. Students who have met specific course requirements may continue in those courses to meet the elective credit requirements. Students may also choose to work with an individual teacher to develop extra credit projects if they meet the attendance and behavior criteria. There are a number of independent study projects created for and by students. The following are examples of elective courses or extra credit projects: Chicano Studies, Leadership, Young Adult Novels, or Renaissance Accelerated Reading Program.

Inside Work Experience (IWE) SM360T

Students may work in the library, attendance office, or counseling office. This is a pass/fail class and students must attend at least 80 percent of the school days in order to pass the class.

Teacher’s Teaching Assistant (TA) ST110T

Prerequisite: *Instructor’s approval*
Students may assist the teacher with class and office work.

Student Government ST130T

Prerequisite: *Instructor’s approval*
Student Government is the mind, heart, and hands of all school activities. A.S.B. participates in the management of the school’s common affairs, fosters a spirit of cooperation among students, faculty and staff, maintains high standards of personal conduct, promotes and encourages activities for the best interest of the school, and develops good citizenship through experiences in government.

Work Experience Education SM350S

Part-time employment is one goal of many young adults attending school. As an elective course, the Work Experience Education program helps provide a realistic on-the-job experience for 11th and 12th grade students. The program is designed to provide an opportunity for students to learn new job skills, to assume responsibility for reporting to work regularly and on time, and to help develop a positive attitude towards employment. Students enrolled in Work Experience will be expected to maintain eligibility for a work permit and attend a weekly one-hour class of related instruction.

English Language Arts

Language Arts Lab CB181T

Language Arts Lab provides instruction and remediation in reading and writing. The emphasis is on small-group instruction and meeting goals of students’ Individualized Education Plans (IEPs). The course is open both to Special Education students and to students needing more remediation than is available in regular education English courses. Instruction focuses on decoding, reading comprehension, and basic writing skills.

English 9 CB110Y

This course is designed for students who scored at/or above minimum passing rate on the designated core entry level exam, basic on SBAC, and have passed English 8. This rigorous, standards-based, college-prep class offers extensive opportunities for reading, writing, listening and speaking. Writing includes essays in the four domains with emphasis in analysis/exposition. This course prepares students for state tests. The curriculum covers all chapters of the new 9th grade English standards, one in-class novel, and independent reading. The reading spans six genres: short stories, poetry, novels, informational materials, non-fiction, and drama. It also includes required grammar standards.

English 10

CB120Y

This rigorous, standards-based, college-prep class offers opportunities for reading, writing, listening and speaking. Writing includes essays in the various genres with an emphasis in analysis/exposition. The reading spans six genres: short stories, poetry, novels, informational materials, non-fiction, and drama. It also includes required sections of the grammar text and covers all tenth grade state standards.

Junior Literature and Composition

CB130Y

This rigorous, standards-based, college-prep class offers extensive opportunities for reading, writing, listening and speaking. This class focuses on the study of American short stories, poetry, plays, novels, essays, vocabulary and literary terms. Writing will include essays in the various genres with emphasis in analysis/exposition. This course prepares students for the state test and to read and understand the PSAT, SAT, PACT, and ACT. It also includes required sections of the grammar test and covers all eleventh grade state standards.

Senior Literature and Composition

CB140Y

This course will help students who plan to attend college develop skills in reading, writing, listening, speaking and critical thinking. It will also prepare them for college English courses. It will help them understand and appreciate the correlations between world history and world literature from ancient times to the present. The course will encourage students' interest in literature and composition by making it relevant to their own

Expository Reading & Writing

CB253T

Prerequisite: *Passing grade in Junior Literature and Composition.*

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearling, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction).

Young Adult Novels

CB183T

The course provides the opportunity to read about and reflect upon the highly complex social and economic issues that confront high school students in today's challenging world. Students will read high interest, young adult novels specifically written to engage reluctant readers. This course will encourage students to participate in the reading process. Students will demonstrate comprehension of the literature by successfully passing a test over each novel.

English Language Development (ELD)

English 1

SB310T

Prerequisite: *ELD level 1 as measured by recent CELDT, and/or scores on selected assessments.*
 This course is an entry level English class designed for students who have limited background in English and are at a beginning level of English language proficiency, and show less than reasonable English fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to increase English comprehension and language fluency. Students work on vocabulary development, developing syntax and language forms of oral communication as well as reading and writing in English. At the end of this course, students will identify main ideas in reading samples and write a three-paragraph narrative.

English 2

SB320T

Prerequisite: *ELD level 2 as measured by recent CELDT, scores on selected assessments, and/or successful completion of English 1.*
 This course is designed for students who have successfully completed English 1, have some background in the English language, or show less than reasonable English fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to elevate students' comprehension and communication skills in English. Students learn to prepare and deliver presentations, answer factual comprehension questions, and express ideas using detailed sentences.. At the end of this course, students will write a five-paragraph expository essay.

English 3

SB330T

Prerequisite: *ELD level 3 as measured by recent CELDT, scores on selected assessments, and/or successful completion of English 2.*
 This course is designed for students who have successfully completed English 2, have a working background in the English language, or show reasonable fluency as measured by the California English Language Development Test (CELDT). Students receive intense instruction designed to elevate students' comprehension and communication skills in English. Students learn to identify, analyze, and apply a variety of rhetorical styles and read complex narrative and expository texts with assistance. At the end of this course, students will write at a level suitable for entrance into mainstream English.

Home Economics & Health

Child Development and Parenting

SO210T

This course provides students with an understanding of concepts relating to their personal health including Drug Abuse Prevention, Family Living, Human Sexuality, Nutrition, Communicable Diseases (HIV, STD's), Chronic Diseases, Growth and Development. Students will experience lessons using textbooks and supplementary materials, films, news reports and class discussions. Parents are notified prior to the unit on Human Sexuality to insure that the material is appropriate for each individual student. Upon completion of this course students will be better prepared to address their own health needs.

Health

SO320T

Semester (5 credits)
 ■PHS ■WHS ■CCHS

This semester class fulfills the WJUSD and the State of California's graduation requirements in the area of health education. This course is aligned with the goals of the California Health Framework guidelines. This course will prepare students to use critical thinking and be objective and responsible in the areas of family life, nutrition, personal health, communicable and chronic diseases and individual mental and physical health. Parents are notified prior with a permission slip to be signed, of the unit on Human Sexuality to ensure that the material covered is appropriate for their student. Students are educated to use the tools and information given to them to meet the "real life" lessons and challenges they will face in the future.

Mathematics

Integrated Math I

SC113Y

Prerequisite: *Complete Grade 8 math with a passing score or higher*

Students in Secondary Mathematics I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math II

SC133Y

Prerequisite: *Grade 8 Math or Integrated Math I with a passing grade of C- or above*

Students in Secondary Integrate Math II will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

Physical Education

Students may meet the Physical Education requirement through enrollment and participation in a health club or competitive sports team. Students must see the counselor for enrollment and accountability forms. Students must be supervised by health club personnel or official coach.

Rhythms & Fitness

SN220T

Students will participate in a variety of fitness and rhythm activities. Students will be introduced to: fitness stations, walking, student prepared jump rope/dance routines, yoga, Pilates, Taebo, aerobic activities, square dance, line dance, swing, samba and other dances. This course will enable students to have the knowledge and basic skills of fitness for a healthy lifestyle.

Team Activities

SN240T

This course offers students the opportunity to learn rules and the proper form and technique for playing basketball, volleyball, handball, table tennis, soccer, softball, and safely participating in weight/strength training. There is an emphasis on sportsmanship, cooperation, and the acceptance of personal responsibilities.

Walking for Fitness

SN260T

Emphasis is on cardiovascular conditioning through walking. PE uniform is not required for this class.

Science

Cache Creek High School courses in science are designed to provide students with basic understanding of concepts relating to both the Physical and Biological Science as well as the processes and methodologies of science. These courses will give students tools to evaluate and analyze science based issues and problems that they will encounter in the future. All courses are aligned with California Academic Content Standards or national standards.

Earth Science

CD410Y

This course provides students with a good fundamental understanding of the physical processes that shape the earth and the universe in which our planet exists. Topics include Chemistry, Geology, Astronomy, Meteorology, Oceanography and Physics. Students will experience Earth Science through a variety of activities including the text and supplementary materials, film, news reports, and lab experiments. Lab activities will reinforce Physical Science concepts while teaching scientific methodology. This course will help students understand basic Physical Science concepts as they relate to the world in which they live.

Biology

CD110Y

This course provides a basic understanding of Cell Biology, Genetics, Ecology, Evolution, Anatomy, and Physiology using a Cell Theory approach. Students will experience Biology through a variety of activities including use of the text and supplementary materials, film, news reports and lab activities. Lab activities will reinforce biological concepts while teaching scientific methodology. This course will help students understand basic biological concepts.

Social Science

All of our social science courses are aligned with the California Academic Content Standards. Courses are organized into subject areas designed to broaden our students' understanding of the past and of current issues. Our course offerings include World History, United States History, United States Government, Economics, Consumer Economics, and Chicano Studies. The object of the social science curriculum is to equip our students with the knowledge and critical thinking skills needed to be productive citizens in a democratic society.

World History

CA110Y

This course examines the major turning points in the shaping of the modern world from the late 18th century to the present. The study of current world issues, their origins, and the growing interdependence of people and cultures throughout the world are a primary focus. Students will use primary and secondary sources to research specific topics and will complete a variety of assignments during the course. Upon completion of this course students will be better equipped to critically view current world issues and be active citizens in a democratic society.

20th Century U.S. History

CA210Y

This course is designed to fulfill the graduation requirement for one year of U.S. History. The course begins with a review of the development of our country. It gives the students an overview of the major events of the 20th century from the reconstruction era to the present. The lessons are modified to meet the academic level of students with learning difficulties to high achieving students who need a more challenging program.

American Government

CA410T

This course is designed to give the students a comprehensive overview of the make-up of our local, state, and federal governments. The course is designed to allow completion in 2 quarters. Lessons have been modified to accommodate the academic levels of each student.

Economics

CA310T

This course is designed to focus on the growth, development, and progress of the American economy. The major emphasis of the course will center on the process by which economic forces operate in our economy. The major essentials of economic principles are studied in a context of the facts of current economic life. This course fulfills the one semester graduation requirement for Economics.

Chicano Studies

CA510T

This class is an introductory course, designed for students from grades ten through twelve. As an elective course under the social sciences/history category, students will examine and appreciate the colorful history and contributions of the Mexican American in the United States. The class will be enriched with works of literature, poetry, storytelling, art, song and cinema.

Visual and Performing Arts

The course offerings in the CCHS Arts Programs are designed to give students a wide variety of art experiences. Through these experiences, students will have the opportunity to discover their personal talents, tastes, and appreciation for the visual and performing arts. The various sections of Art 1 and Art 2 are designed to minimize the repetition of activities, and may be taken in any combination and in any order. All art classes can be used to satisfy the graduation requirement for fine/applied arts.

Art 1

CF320Y

Art History and basic drawing techniques, exploration of patterns and color, color theory, design principles, fundamentals of drawing, face and figure drawing, three-dimensional figure construction, multicultural art, and drawing with Prismacolor® pencils.

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| Guitar | SF140T |
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The guitar course is offered to all students regardless of experience, including those students without previous knowledge in guitar. The course is primarily focused in the reading of traditional notation and not on tablature. Weekly playing exams keep the students on a personal and progressive pace that does not force the students to compete with each other for grade. Time is set aside each week for practice. All students are encouraged to bring their own acoustic guitars, however if a guitar is needed to participate, then a guitar will be provided for the student use. This course may be repeated for credit and fulfills the Fine Arts requirement for graduation.

Non-Departmental Courses

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| Strategies for Success | CT140T |
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Students will focus on study skills and knowledge necessary to academic success, including memory development, time management, test taking, learning styles, personal development, strategic intervention reading skills in language arts and career or college admission planning.

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| School to Work | SO610T |
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Note: *This class is offered to ILC students only.*
This is a practical course, designed to help students understand the relationship between the world of school and the world of work. Students will study such topics as: self-assessment and career planning, looking for a job, being a successful employee, and managing one's income.

Woodland

Joint Unified School District

MISSION STATEMENT

The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities

DISTRICT GOALS

- All Students will be grade level proficient in literacy, numeracy and 21st Century skills.
- Every student will graduate high school and be competitively college and career ready through a choice of pathways.
- All students will be engaged and experience a safe, respectful and caring environment.

