



WOODBIDGE HIGH SCHOOL  
COURSE OF STUDY  
2019-2020

## WE ARE WARRIORS:

We are Warriors. We empower ourselves to pursue our passions and overcome our obstacles. We challenge ourselves to think critically and develop lifelong curiosity that will propel us toward our college and career goals. We work together each day to develop integrity and foster creativity. We celebrate our victories and we support each other in our struggles. We are many. We are one. We are Warriors.

## WAY OF THE WARRIOR:

**C****ommunication:** We will identify the purpose of our communication and select a medium, tone, organization and style that reflect the task, purpose and audience. We will recognize the power of communication and refine our use of a chosen medium to create a compelling voice that conveys information clearly and coherently.

**C****ritical Thinking:** We will be able to construct viable positions, arguments and critiques based on evidence and data. We will be able to navigate large quantities of information and evaluate the validity and relevancy of this information. We will also be able to recognize how and when we encounter situations in which evidence and data based positions are challenged in a personal, local, national and global context and be able to respond accordingly.

**C****reativity:** We will be able to synthesize information from multiple sources and do the following: create models to inform and solve practical or abstract situations, form a new voice, construct an alternate theme, define a new perspective or level of understanding. We will understand the value of taking creative risks and do so when necessary. We will understand how diverse mediums can provide insight on emotion, humanity, and our interpretation of ideas.

**C****uriosity:** We will engage in inquiry resulting in further examination and exploration of topics. We will employ questioning, generate conjectures or hypotheses, and conduct research that deepens our understanding of ideas, concepts and natural phenomena found in the world around us.

**C****ommitment:** We will establish and accomplish complex, multifaceted and relevant long-term goals. In the face of challenges and setbacks we will utilize our psychological resources, academic mindset, intrinsic motivation, and specific strategies and tactics to deal with those obstacles. We will recognize that failure is an essential part of growth and use failure as an opportunity to learn.

**C****ollaboration:** We will demonstrate the ability to work effectively and respectfully with diverse teams. We will build the capacity to recognize emotions, background, and intent of others in order to understand situations from another point of view. We will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. We will assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

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# Woodbridge High School

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## Grades 9-12 *Course of Study* 2019-2020



Christopher Krebs - Principal  
Terry Walker - Superintendent

**Board of Education**

Paul Bokota  
Lauren Brooks  
Betty Carroll  
Ira Glasky  
Sharon Wallin

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The background of the page is a photograph of three students, two women and one man, looking down at a book or document. The entire image is covered with a semi-transparent red overlay. A large white number '1' is positioned in the center of the page, partially overlapping the students and the text below it.

# 1

## GENERAL INFORMATION



## Note from the Principal

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Dear Woodbridge Student:

You are living and learning in a dynamic, evolving and exciting era. During your lifetime you are certain to find opportunities and experiences that surpass those of previous generations and will witness first hand changes in technology, communication, governance, health, entertainment and industry that will make concepts of old obsolete. As you advance through your educational experience it is essential that you develop the knowledge and skills necessary for success and well-being in a world that doesn't quite yet exist. Think hard about your aspirations and dreams. Strive to become collaborators, critical thinkers, problem solvers, creators, communicators and seekers of knowledge.

Please also know that to have success in this world knowledge and skills are not enough. Curiosity, creativity, bravery, social intelligence, perseverance, and having a vested interest in improving the world around you are equally important and desirable characteristics. You will inevitably face challenges, both of intellect and character, and it is only through the development of these characteristics that you will endure in spite of the odds.

This document offers a summative look at the course offerings at Woodbridge High School. You will notice that these offerings span all college and career areas. From Advanced Placement (AP) to career and technical education, enrichment to core disciplines, and athletics to the arts, Woodbridge offers a potential individualized academic plan that will meet your needs. I urge you to take full advantage of these classes and extra-curricular opportunities. Although the skills and character traits described above may not be specified in each of our course descriptions, please know that they are embedded in everything we do and transcend each of our disciplines.

Woodbridge High School is known for continually producing well rounded, high caliber graduates. I encourage you to seek out a path for yourself that is both balanced and manageable. I urge you to find an area of study that you are passionate about. The experiences you can have in our co-curricular programs like Performing and Fine Arts, World Languages, Leadership or Athletics, as well as extra-curricular activities like clubs, academic teams, and community service groups can and will support your future endeavors and increase your options after high school. Shy away from selecting courses based on the "resume" it creates and, instead, seek capstone experiences that represent who you are and take you one step closer to the person you want to become.

Our mission as a school district is to provide the highest quality educational experience we can envision. We at Woodbridge are here to support and encourage you in this exciting adventure of learning. I wish you the very best of luck in your course planning and in your high school career...Go Warriors!

Sincerely,

A handwritten signature in black ink, appearing to read 'C.K.' followed by a stylized star or 'A' shape.

Christopher Krebs

Principal

Woodbridge High School

# School Administration and Counseling

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## Administration



Christopher Krebs  
Principal



Alicia Foulk  
Assistant Principal



Carlene McCurry  
Assistant Principal



Angela Pimentel  
Assistant Principal

## Counseling



Matt Campbell  
Counselor



Heather Bethmann  
Counselor



Jennifer Carrington  
Counselor



Camera Kem  
Counselor



Natalie Greely  
Counselor

## School Psychologists and Directors



Elizabeth Taylor  
Counselor



Christine Hess  
School Psychologist



Sarah Sabaghzadeh  
School Psychologist



Lauren Prudhomme  
Activities Director



Rick Gibson  
Athletic Director



## 2018-2019 Bell Schedule

| Monday        |             | Tuesday       |             | Wednesday     |             |
|---------------|-------------|---------------|-------------|---------------|-------------|
| Marching Band | 7:00-7:55   | Marching Band | 7:00-7:55   | Marching Band | 7:00-7:55   |
| Late Start    |             |               |             |               |             |
| Period 1      | 9:00-9:39   | Period 1      | 8:00-8:25   | Period 2      | 8:00-8:25   |
| Period 2      | 9:44-10:23  | Snack         | 9:28-9:35   | Snack         | 9:25-9:35   |
| Break         | 10:23-10:28 | Period 3      | 9:40-11:08  | Period 4      | 9:40-11:05  |
| Period 3      | 10:33-11:12 | Lunch         | 11:05-11:45 | Lunch         | 11:05-11:45 |
| Period 4      | 11:17-11:55 | Period 5      | 11:50-1:15  | Period 5      | 11:50-1:15  |
| Lunch         | 11:56-12:31 | Tutorial      | 1:20-1:50   | Tutorial      | 1:20-1:50   |
| Period 5      | 12:36-1:15  | Break         | 1:50-1:55   | Break         | 1:50-1:55   |
| Period 6      | 1:20-1:59   | Period 7      | 2:00-3:25   | Period 6      | 2:00-3:25   |
| Break         | 1:59-2:07   |               |             |               |             |
| Period 7      | 2:07-2:46   |               |             |               |             |
| Period 8      | 2:51-3:30   |               |             |               |             |
| Thursday      |             | Friday        |             |               |             |
| Marching Band | 7:00-7:55   | Marching Band | 7:00-7:55   |               |             |
| Period 1      | 8:00-8:25   | Period 2      | 8:00-8:25   |               |             |
| Snack         | 9:28-9:35   | Snack         | 9:25-9:35   |               |             |
| Period 3      | 9:40-11:05  | Homeroom      | 9:40-10:00  |               |             |
| Lunch         | 11:05-11:45 | Period 4      | 10:05-11:30 |               |             |
| Period 5      | 11:50-1:15  | Lunch         | 11:30-12:10 |               |             |
| Tutorial      | 1:20-1:50   | Period 6      | 12:15-1:40  |               |             |
| Break         | 1:50-1:55   | Break         | 1:40-1:45   |               |             |
| Period 7      | 2:00-3:25   | Period 8      | 1:50-3:15   |               |             |

**WOODBIDGE**  
**WARRIORS**

# Woodbridge High School - Notice of Nondiscrimination

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Woodbridge High School is committed to equal opportunity for all individuals in education. Woodbridge High School programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Woodbridge High School does not discriminate in enrollment in or access to any of the programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the High School's activities and programs. Irvine High School also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the High School's compliance coordinators.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Alicia Foulk, Program Compliance Coordinator  
Chris Krebs, Principal  
2 Meadowbrook  
Irvine, CA 92604  
Phone (949) 936-7800

Woodbridge High School, Coordinators, Section 504  
Christine Hess, School Psychologist  
Sarah Sabaghzadeh, School Psychologist  
2 Meadowbrook  
Irvine, CA 92604  
Phone (949) 936-7800

Irvine Unified School District, Title IX Coordinator  
Equity/Title IX Compliance Officer  
Keith Tuominen, Director of Secondary Education  
5050 Barranca Parkway  
Irvine, CA 92604  
Phone (949) 936-5047

The following IUSD policies are posted on the school and district web pages

IUSD Complaint procedures

IUSD Sexual Harassment Policy

IUSD Nondiscrimination Statement



# SCHOOL RULES AND PROCEDURES



# Warrior Code of Conduct

## BEHAVIOR:

## CONSEQUENCES MAY INCLUDE:

|     |   |   |
|-----|---|---|
| 1.  | Students will attend all their classes (E.C. 48260).  | Detention, Saturday School, may result in referral to SARB Board.   |
| 2.  | All absences must be cleared by a parent or guardian within 1 school day (beyond 1 day absences will be considered truant). Only parents or guardians may write notes or phone in absences.   | Detention, Saturday School, parent contact.   |
| 3.  | Students may not leave campus early without obtaining an early dismissal pass from the attendance office.   | Detention, Saturday School, Suspension.   |
| 4.  | Students will arrive to class on time.  | Tardy 1-3: Teachers discretion (stated in syllabus)<br>Tardy 4-6: Detention, Campus Beautification, Parent Contact<br>Tardy 7-9: Admin referral, Saturday School<br>Tardy 10+: Admin referral, SARB process   |
| 5.  | Students will remain on campus during the school day including snack unless they have an Early Dismissal Pass. During lunch students may leave campus if they have a lunch pass indicated on their I.D. (B.P. 5112.5)                               | Detention, Saturday School, Suspension.   |
| 6.  | Students will not use or possess tobacco (including cigarettes, chewing tobacco, e-cigarettes, or vapes) at school or at school sponsored events, such as athletic contests, dances, performing arts functions, etc. (E.C.48900(h)) (B.P.) 5136.6). | Parent contact, mandatory attendance to IUSD Tobacco Cessation Program, suspension, possible Irvine Police Department (IPD) contact<br>Subsequent offense: Suspension.  |
| 7.  | Students will not consume, possess, or be under the influence of alcohol, controlled substances or placebos at school sponsored events, such as athletic contests, dances, performing arts functions, etc. (E.C. 48900(c)) (RP. 5131.2).            | Suspension from school, required participation in an online Substance Abuse Prevention Education Program, as well as follow up with the wellness coordinator, and suspension for 10 school days from all student school-sponsored activities, Irvine Police Department contact, and parent contact. Subsequent offense could result in expulsion and/or possible school transfer. |
| 8.  | Students will not furnish or sell drugs, controlled substances or placebos at school or at school events (E. C. 48900 (c)), (B.P. 5131.66).   | Parent contact, suspension and recommendation for expulsion from IUSD. Irvine Police Department notification.   |
| 9.  | Students will not fight (E.C. 48900 (A)).   | Suspension, parent contact, possible police intervention. Altercations causing serious injury may result in recommendation for expulsion from IUSD.   |
| 10. | Weapons or facsimile/replica weapons are prohibited (E.C. 49330, 48900 (PC 12021).  | Progressive disciplinary action, possible suspension and may be recommended for expulsion, Irvine Police Department notification.   |
| 11. | Students are restricted from using all electronic signaling and recording devices during the school day. (Refer to BP #5131.6 for exceptions).  | Progressive disciplinary action, Detention, Saturday School and possible behavior contract.   |
| 12. | Students will adhere to IUSD Technology Resources Responsible Use Agreement and WHS Internet Use Policy.  | Consequences based on significance of infraction from revocation of privileges up to and including Suspension or possible Expulsion.  |

# Warrior Code of Conduct

## BEHAVIOR:

## CONSEQUENCES MAY INCLUDE:

|     |  |   |
|-----|--|---|
| 13. | Students will attend assigned detention and Saturday School (E.C. 48900 (k)).  | Failure to attend detention will result in Saturday School. Failure to attend Saturday School could result in in-school or at home suspension.  |
| 14. | Students will not loiter in the parking lot during class time or scheduled school activities (i.e. assemblies, etc.) Students on a shortened day may not linger on campus or in the parking lot.   | Detention, Saturday School, Suspension.   |
| 15. | Students must have a valid parking permit and park in designated student parking during the school day. Students must attend Smart Start in order to obtain a Parking Permit from Campus Security.   | Warning. Illegally parked cars are subject to citation by Irvine Police Department. Detention, Saturday School.   |
| 16. | Students will park and lock bikes and skateboards/scooters in designated areas. Bicycles, skateboards, roller blades etc. may not be ridden on campus.   | Detention, Saturday School, Suspension.   |
| 17. | Electronic listening devices and electronic games may not be used during classes without teacher permission.   | Detention, Saturday School, Suspension.   |
| 18. | Games of chance that include wagering are not permitted on campus.   | Confiscation, Detention, Saturday School, Suspension.   |
| 19. | Students will respect school and private property, refrain from theft of any kind, including the theft of food from the food court (E.C. 48900 (f, I) (P. C. 549).   | Restitution, Saturday School, and/or Alternative to Suspension. Subsequent offense may include Suspension, Irvine Police Department notification. Robbery or extortion results in Suspension and may result in expulsion from IUSD. |
| 20. | Students may not possess, steal or fraudulently use school documents, records (i.e. passes, forms) (E.C. 48900 (k)).   | Saturday School, Suspension, may result in expulsion from IUSD.   |
| 21. | Students and staff will be treated with respect (E.C. 48900(i)).   | Detention, Saturday School, Suspension.   |
| 22. | Clothing that promotes alcohol, cigarettes, illegal substances, or displays profanity, derogatory remarks or images including but not limited to racial, ethnic or sexual context violates the IUSD Dress and Personal Appearance Policy may not be worn. Students will wear shoes at all times. Examples of inappropriate dress: chains, bandanas, scarves, hairnets or gang related attire, oversized pants or shorts, clothing considered undergarments, clothing exposing undergarments, clothing exposing midriff, upper torso, chest or upper back, or swimwear (CAC. Title 5 Sec. 302 Reg. 77)(B.P.5145.7). | Change inappropriate clothing into WHS loaner shirt, Detention, Saturday School, Suspension.  |
| 23. | Student locker use is a privilege, and lockers are subject to search at any time.  | Saturday school, suspension, confiscation, restitution.   |

# Warrior Code of Conduct

## BEHAVIOR:

## CONSEQUENCES MAY INCLUDE:

- |     |   |  |
|-----|---|--|
| 24. | Physical hazing, bullying, including bullying by means of electronic device, harassment, threats or intimidation, sexual harassment, hate violence and other incidences of mob violence are prohibited (E.E. 48900a), (RP. 5145.7), (E.C. 422.6).   | Progressive disciplinary action. Subsequent offense may include Suspension, Irvine Police Department intervention. Severity of incident may result in suspension and/or possible expulsion.  |
| 25. | Students will refrain from verbal, emotional, social, physical, and cyber harassment, intimidation, or bullying whether student-to-student or student-to-adult because of one or more of the following actual or perceived characteristics of the victim including but not limited to: disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics (PC 422.55, EC 220). | Progressive disciplinary action, Detention, Saturday School. Subsequent offense may result in Suspension, Irvine Police Department contact and/or depending on severity of incident, possible suspension and/or expulsion.   |
| 26. | Students may not bring laser pointers to school or after school activities (E.C. 48900 (k)).  | Confiscation, Saturday School, Suspension .<br>Possible recommendation for expulsion from IUSD.  |
| 27. | Students will refrain from willful defiance of authority or disruption of school activities.  | Progressive disciplinary action, Detention, Saturday School. Subsequent offense may result in Suspension and/or possible expulsion.  |
| 28. | Students may not use their cell phones between the hours of 8:00 am and the final bell of the school day, unless instructed for use during classtime.   | Violation #1: Phone confiscated and returned at the end of the day.<br>Violation #2: Phone confiscated and returned only to parent/guardian at the end of the day. Detention assigned.<br>Violation #3+: Phone confiscated and returned only to parent/guardian at the end of the day. Saturday School assigned. Possible behavior contract. |

## Tutorial Policies and Procedures

For the 2019-20 school year, all students will be scheduled into classes periods 3-6. Tutorial will commence following periods 5/6 and all students are required to attend tutorial each day.

1. Students must attend tutorial Tuesday through Friday (no Tutorial on Pep Rally days, testing days, minimum days or late start days).
2. Students must attend a Tutorial for any of the classes in which they are currently enrolled or the quiet study areas— Media Center or Staff Lounge. Students may only attend Staff Lounge Tutorial one time per week.
3. A student SHOULD reserve a place PRIOR to Tutorial if they wish to be guaranteed a spot with a particular teacher on a particular day. Students reserve a place by printing their name on the Tutorial Attendance Sheet for the date of the Tutorial.
4. Students have five minutes to arrive at their chosen tutorial. If they do not make it within the five minutes, they will be assigned a Saturday school. Any student caught out of the classroom during the thirty minutes will also be assigned a Saturday school.
5. It is the student's responsibility to arrive at Tutorial with study or reading materials.
6. All students must sign a Tutorial Attendance Sheet each day.
7. Students may not leave Tutorial for any reason.
8. Students may attend only one Tutorial per day and may not switch classes.
9. Any misbehavior in Tutorial will result in expulsion from that room and instant referral/Saturday school.

Our goal at WHS is the intellectual education of all students and the creation of an environment that promotes the fundamental traits of character considered important in our society. These traits include honesty, compassion, courage, perseverance, commitment, and responsibility.

## ACADEMIC HONESTY

A responsible 21st century citizen is one who demonstrates and values the importance of ethical behavior. At WHS, our learning community requires students to take responsibility for their own personal conduct in both social and academic endeavors. In this regard, students must attend WHS ready to learn and in their learning demonstrate the ability to use moral awareness, integrity and perseverance. Academic honesty requires that students produce work that is their own. Dishonesty undermines the learning process and subverts the trust essential in student-teacher relationships. Students who seek a dishonest advantage over their fellow students are pursuing a course that is destructive to themselves, to their peers, and to society.

Academic honesty in the classroom means that all students do their own work on assignments, homework, and examinations. The work completed by students is used to determine the grades given in courses. Unauthorized assistance from other students or student aides also is considered a violation of the Academic Honesty Policy.

It shall be the judgment and responsibility of teachers to determine whether an academic dishonesty violation has occurred. Students in violation of the policy will be subject to the following consequences:

### EXAMPLES OF VIOLATIONS INCLUDE (but are not-limited to):

1. A student looks on another student's paper or talks during an examination.
2. A student helps another student cheat on an examination, assignment or project.
3. A student uses unauthorized materials (notes, electronic devices, etc.) during an examination or on a paper/project.
4. A student furnishes either the contents of an examination or an actual exam from an earlier class period to students taking the exam later.
5. A student copies another student's homework.
6. A student turns in another person's work as his/her own (copying from another student, document or internet source).
7. A student conspires to cheat or help other students to cheat on an examination, assignment or project.
8. A student cheats on an examination by preconceived acts, such as stealing an examination.
9. A student makes changes on graded work, a grade sheet or any school record.

### First Offense in any class:\*

- Student referred to assistant principal by teacher and teacher contacts parents
- Student receives "0" on assignment
- Recorded on discipline file.
- Student and Parent sign Academic Honesty Policy

### Second Offense in any class:

- Student referred to assistant principal by teacher and teacher contacts parents
- Student receives "0" on assignment
- Recorded on discipline file (second offense)
- Student will be required to complete Academic Honesty 1 assignment. Student returns assignment within 1 week of offense.

### Third (or More) Offense in any class:

- Student referred to assistant principal by teacher and teacher contacts parents
- Student dropped from class with "F"
- Student completes Academic Honesty 2 assignment. Student returns assignment within 1 week of offense.
- Pending investigation or nature of offense, further consequences may be issued.

\*In some instances, due to the severity of the academic honesty infraction, the first offense may result in the student being dropped from the class with an F, potential suspension and/or a potential recommendation for expulsion.

## WHS Athletic Mission Statement

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In the name of excellence and the spirit of competition, Woodbridge High School Athletics aims for a level of athletic performance that will frequently produce winning seasons and the realistic opportunity to compete for team or individual championships. The guiding principle behind WHS's Athletic Program is our belief in its educational value for our students. High School athletics promotes character traits of high value and personal development to support success in later life. These include adherence to codes of fairness and respect; embracing the discipline needed to reach high standards; learning to work with others as a team in pursuit of a common goal; and the development of those leadership skills necessary to take an individual's and team's talents to the highest level of performance. The Athletic Program's mission defines expectations both on the field and off. Our mission requires that athletes be students first, meet the requirements set forth by C.I.F., and make progress toward their college and career goals a priority.

## Notice of Non-discrimination in Athletics

IUSD does not discriminate in enrollment in or access to any athletics program available. Admission to these programs is based on age appropriateness, team roster space, aptitude and meeting academic and behavioral eligibility requirements. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. IUSD's facilities and equipment provided for students are comparable and equitable to both sexes without disparity or imbalance, consistent with his or her gender identity, irrespective of the gender listed on the pupil's record. For additional information see [www.iusd.org](http://www.iusd.org) (Board Policy 5145.3)

## WHS Student-Athlete Advisory Council

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The WHS Student-Athlete Advisory Council is a student-athlete organization on campus whose purpose is to serve as a direct line of communication between each team and their coach, and the WHS athletic administrators. The council, made up of representatives from each athletic team and cheerleading, meets on late-start days to review, discuss and vote on expenditures for each athletic team, promote better communication and cohesion between teams, and discuss important issues related to their team and athletics (athletics website, WHS honor code, scholar-athlete, etc.)

## General Policy

Interscholastic athletics is a voluntary program. Students are not obligated to participate and participation is not required for graduation. A student is not required to have athletic grades for college entrance. Thus, competition in high school is a privilege and not a right. Therefore, it is the responsibility of the athlete to conform to standards established by the school's athletic teams.

## IUSD DISTRICT POLICIES/CIF RULES AND REGULATIONS

Alcohol, tobacco, narcotics, steroids or any other performance enhancing drug are detrimental to the athletic body. Any violation (including possession of drug paraphernalia such as e-cigarettes, vapes, etc.) will be dealt with in a standardized manner per District Policy. If a student is convicted of participating in the above abuses (witnessed by staff members or found guilty by law enforcement persons), the following punishment will be administered:

First Offense: Suspension from the athletic team for 10 school days. At the end of this period, followed by counseling by the head coach, Athletic Director and Assistant Principal, a decision regarding further competition will be made.

Second Offense: Suspension from all athletics for the rest of the year.

Use of Steroids: IUSD Board Policy 5131.63 prohibits the use/abuse of androgenic/anabolic steroids or any other performance enhancing drug identified by the NCAA without the written prescription of a physician fully licensed in the state of California and recognized by the American Medical Association to treat a medical condition.

Leaving a Team or Dismissal from a Team: An athlete who quits or is dismissed from a team after competition begins cannot participate for another sport until his/her original season has ended.

Transportation: Transportation is provided for all teams traveling to other high schools before 5:00pm and for inner-city games after 5:00pm, transportation will not be provided. For games outside the city after 5:00pm, transportation will be provided. All athletes riding the bus must do so to and from the athletic event. Occasionally there will be days with early dismissals to athletic events. It is the athlete's responsibility to make up any school work missed.

Locker Rooms: Use locker rooms at your own risk. Athletes are encouraged to leave all valuables at home. WHS is NOT responsible for lost or stolen property left in the locker room.

CIF Rule #205.B Scholastic Eligibility - Minimum Requirements of any 9-12 graders: The student is currently enrolled in at least 20 semester course credits. The student is passing in the equivalent of a least 20 semester course credits at the completion of the most recent regular grading period (quarter or semester.) If both the above are not met, the student is automatically ineligible and no probation period is allowed. The student has maintained during the previous grading period a minimum 2.0 GPA on a 4.0 scale in all enrolled courses.

Probation: IUSD Board Policy #6145.b: A student whose GPA during the previous quarter falls below the participation requirement is entitled to one 9-week probationary period. Decision on Probationary use must be decided on or before first scheduled contest. The student may continue to participate during the probationary period. If the student earns a GPA of less than 2.0 during any subsequent quarter he/she becomes immediately ineligible without provision for probation and remains ineligible until all requirements are met.

Uniforms/Equipment: No athlete will be allowed to tryout or play on any athletic team until all uniforms and equipment which were previously issued to that athlete are returned or paid for. The athlete will not be allowed to participate in any award ceremony or receive a letter or trophy of any kind until his/her obligations have been met.

# Parking Policy

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Due to site construction of the theater for the 2018-19 school year, all 10th parking passes will be issued on a first come, first served basis.

## STUDENT PERMITS:

ALL students intending to park on campus must first attend a Smart Start seminar presented by Irvine Police Department. Students must then obtain a parking permit (window sticker) to park on campus or any school-controlled parking lot. Students will be provided a window sticker for each of their vehicles for a \$25.00 fee per semester. Throughout the school year, parking regulations and applications can be obtained from the Activities office.

Woodbridge Campus Control Assistants will issue the permits and supervise the application of stickers to the inside of the rear passenger window. ALL stickers must be applied directly to the rear window – DO NOT USE SCOTCH TAPE TO ADHERE THE STICKER TO THE WINDOW. The permit will be considered invalid if there is any variance to the original application of the sticker.

## STUDENT PARKING:

Senior and Junior students can park in the approved Church Parking or the WHS Tennis Center Lot. Sophomores should only park in the WHS Tennis Center Lot.

## CHURCH PARKING:

The Presbyterian Church lot, which includes the Jenny Hart Day Care Center parking lot and the L.D.S. Church lot marked “CHURCH” (the last row and spaces east of the speed bumps adjacent to their building) – NO STUDENTS. NOTE: Students’ vehicles are subject to citation and /or towing at the Church’s discretion.

## CONTROLLED PARKING:

Students may not park in spaces designated for staff or visitors during the school day (7:00am - 3:15 pm). This includes most spaces in the front lot and some spaces near the S portable classrooms.

## PARKING ENFORCEMENT:

Irvine Police Department enforces the parking regulations for Irvine Unified School District. Woodbridge High School does not benefit from the fines collected by IPD for citations issued. Citation disputes must be made in person to the So. Orange County Superior Court.

Parking regulations are also enforced by the Campus Control Assistants, who may issue detentions, referrals or call the Police department for citations. These rules have been established to provide and maintain a safe environment at Woodbridge High School.

Driving on campus is a privilege that can be revoked. Parking permits will be surrendered for unsafe driving, defiance of parking rules or other disciplinary issues.

By parking your vehicle in the student parking lot you shall hereby allow school officials to search your vehicle if the need arises.

# Cell Phone/Electronics Policy

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**All cell phones and electronic devices (i.e., iPod, smart phone, Kindle) must be turned off and kept in backpacks during class time. They must NOT be used during class time, unless instructed for use by the teacher.** When allowed, students must follow all classroom rules for the use of a cell phone or electronic device. Cell phones used for other functions (i.e., social media, texting, video, taking pictures etc.) during this time is considered a violation of the Cell Phone and Electronic Device Policy.

If a student is using a cell phone or electronic device, with the exception of educational purposes, for any other reason during the restricted time, the following consequences will be imposed:

### Violation #1

- Cell Phone/device will be confiscated from the student, turned in to the front office, and returned to student at the end of the day for the first violation.

### Violation #2 or #3

- Detention
- Saturday School
- The cell phone/device will be returned to the Parent/Guardian of the student. Only those listed on the student’s contact list are able to be contacted to pick up the electronic device.

### Violation #4+

- Behavior Contract
- Student may be required turn in his/her electronic device to Administration daily

## **THERE WILL BE NO EXCEPTIONS TO THIS POLICY**

Students who have cell phones/electronic devices confiscated more than three times will be placed on a behavior contract and may be suspended from school for one day for continued defiance.

We realize that having to pick up a student’s phone or device may be inconvenient and, therefore, we recommend you discuss this policy with your student in order to avoid this problem. Confiscated phones and devices will be labeled with the student’s name and kept in the main office until the parent takes possession.

**WOODBIDGE HIGH SCHOOL IS NOT RESPONSIBLE FOR LOST, STOLEN OR BROKEN CELL PHONES AND WILL NOT PAY FOR PHONES THAT ARE LOST, STOLEN OR MISPLACED BY STAFF MEMBERS AFTER CONFISCATION (Board Policy 5131.6).**



# Dress Code and Personal Appearance

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Appropriate dress and personal appearance at Woodbridge High School and at school-related activities shall not include any clothing, attire or accessory that by its appearance, arrangement, trademark, fit, or any other attribute, is unsafe; disruptive; unhealthful; obscene; profane; ethnically, racially or sexually degrading; libelous or slanderous; exposing undergarments; provocative or revealing; advocating unlawful behavior or illegal substances; or suggesting or promoting any affiliation with street gangs or other groups that commit unlawful acts.

If a student is found to be in violation of the dress code, a WHS loaner article of clothing will be issued in order for the student to continue to attend classes and school activities. Students are required to return the cleaned clothing to an Administrator. A \$10.00 fee will be charged for unreturned shirts.

Current examples of inappropriate dress include but are not limited to the following clothing, attire, apparel and accessories:

## Unsafe....

- No shoes

- Socks only

- Slippers

- Oversized pants/shorts (your pants/shorts must be able to stay up unaided by a belt as you walk across the room)

## Unhealthy and Advocating Unlawful Behavior or Illegal Substances....

- Displaying references to illegal or controlled substances

- (Including tobacco, alcoholic beverages, marijuana, etc.).

## Unsafe and Suggesting or Promoting Street Gang Affiliation or Other Groups Committing Unlawful Acts [BP 5136(a); or 5136 (a)]....

- Any combination of clothing which, upon guidance from law enforcement agencies, is considered gang-related (these may change---i.e., bandanas, hair nets, metal belt buckles with gang-style monograms, dangling belts or chain accessories, slippers).

## Disruptive, Provocation or Revealing....

- Clothing considered undergarments

- Clothing exposing undergarments

- Clothing exposing excessive midriff, upper torso, etc.

- Halter tops/bandeaus (exposing front or back)

- Swim wear

- Low-cut pants, shorts or skirts

- Short skirts or shorts (must be at least as long as a "fist's length" when arms are hung naturally at your side)

## Disrespectful logos or negative statements targeting others

# Attendance Policy

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Students will attend all of their classes (E.C. 48260). All absences must be cleared by a parent or guardian within 1 school day to be considered excused. Only listed contacts on student contact list may write notes or phone in absences.

## **Legally Excused Absences and Tardiness per Education Code 48205**

Personal illness or injury.

Medical, dental, optometric, or chiropractic services rendered with a Doctor's note.

Attendance at funeral services for a member of the immediate family.

Observance of a religious holiday or ceremony.

Appearance in court with documentation.

Quarantine under the direction of a county or city health officer, failure to present evidence of immunization, carrier of a contagious disease.

School business including, when applicable, conferences, WHS sponsored field trips, SARB meetings, Alternative to Suspension programs and on-campus testing.

School issued suspension

## **Unexcused Absences and Tardiness per Education Code 48260-48273**

Truancy

All absences not covered in the above list of excused absences (including family business and vacation.)

**Truancy:** Students without a valid excuse (unexcused absence) for three (3) full school days in one school year or tardy in excess of thirty (30) minutes during a school day on any three (3) school days in one school year without a valid excuse, or any combination thereof, shall be classified as a truant. Students with 10 or more tardy marks in one period in one semester shall be classified as a truant. Students exhibiting irregular attendance, with excessive or unusual absences or patterns of absences, can be classified as a truant. The parent/guardian of a student classified as a truant will be notified via a SARB letter noting the following: (Education Code 48260.5)

1. The student is truant.
2. The parent/guardian is obligated to compel their student to attend school.
3. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48260 et seq.
4. The availability of alternative educational programs in the district.
5. The right of the parent/guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.

**Habitual Truant:** Students who have been defined as a truant three (3) or more times in one school year shall be classified as a Habitual Truant. A Pre-SARB conference will be set up with the student and his/her parent, the site administrator and district officials. This meeting may result in a referral to attending a meeting with the local District Attorney to discuss truancy laws and/or the SARB panel (Education Code 48261).

**SARB Panel:** The IUSD SARB panel meets at the Irvine Police Department. Representatives from the school site, the District Office, Health Services, Social Services, Guidance Services, Probation, the District Attorney's office and the Irvine Police Department sit on the panel.

**WHS Tardy Policy:** Students are expected to arrive to class on time every day. Students who arrive 0-29 minutes late to class will be marked tardy by the instructor. The following consequences will apply to all WHS students as they accumulate unexcused tardy marks.

0-3 tardy marks: Teacher's discretion on action. Could result in warning, in class detention or after school detention

3-6 tardy marks: Any of the following: Detention, Campus Beautification, Parent Contact

7-9 tardy marks: Referral to administrator. Saturday School assigned.

10+ tardy marks: SARB letter sent to family

**Independent Study Contract:** Absences between 5 and 20 school days, with documentation, must be approved through the Attendance Office 3 days prior to leaving school. Students must gather assignments and approval from **all** teachers as well as Administration. Once completed, students must return the contract to the Attendance Office within 3 days of return.

# 3

## COUNSELING AND ACADEMIC POLICIES

# Academic Policies and Procedures

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## COUNSELING SERVICES

The mission of the Woodbridge High School Counseling Department is to provide educational, personal, and career guidance for all students. We strive to develop effective programs and strategies to meet the many needs of the adolescent student. Woodbridge High counselors focus on fostering a sense of social and academic empowerment, career development awareness, and responsible decision making in our students.

Counselor appointments are scheduled directly through the assigned counselor. Students are assigned to counselors by last name and remain with their assigned counselor.

Counselors are available on a walk-in basis for students who are in need of emergency counselor support during the school day. Each WHS counselor also has a student appointment sign-up sheet on their door.

Support provided by counselors include:

- New and continuing student enrollment
- High school educational planning and graduation status checks
- Graduation alternatives
- College and university entrance requirements and selection procedures
- Personal, social and emotional support
- Grade level parent workshops and evening informational sessions
- Grade level student classroom guidance lessons
- Referrals to school interventions and community resources
- Collaboration with students, parents, and teachers
- College entrance testing information
- Scholarship and financial aid information
- College/University letters of recommendation
- Career awareness and planning

## NAVIANCE FAMILY CONNECTION

Irvine students, parents and their counselors have access to the Naviance Family Connection, assisting students with academic, career, college and personal planning. Students have access to their individual accounts and are able to keep track of their preparation for post-secondary education programs, including college and university attendance and career planning. Naviance Family Connection complements the series of classroom lessons, individual appointments, speakers, and informational sessions for students and parents we offer throughout the freshman, sophomore, junior, and senior years of high school.

Other resources can be found on the Counseling website to learn more about college, financial aid, test preparation, and NCAA eligibility.

## 9th GRADE PROGRAM

Ninth graders are enrolled in freshman classes based on middle school teacher recommendations using the criteria of academic performance and work habits. At each progress report counselors review student progress and work with teachers, administrators and parents to implement support strategies, such as Student Intervention Team meetings, referrals to the district Project Success program, and summer school course recommendations. During the spring semester, counselors visit classrooms to provide curricular lessons related to on campus resources and support, graduation requirements, transcripts, college requirements, summer school and tenth grade course selection.

## 10th GRADE PROGRAM

Counselors continue to monitor student progress and identify support programs and summer school recommendations for students to meet graduation requirements. Career, college planning, and developing a 4-year graduation plan becomes the focus of the Sophomore Parent Workshop. Woodbridge High School Counselors conduct Sophomore Planning conferences with each 10th grade student and their parent or guardian. A review of the student's past academic performance, the results of assorted tests, and a definition of the student's future goals will help to develop an appropriate plan for graduation. Additional discussion topics include college admission testing, career and college exploration, and transcript review.

## 11th GRADE PROGRAM

Juniors are invited to attend presentations by college admission representatives from a variety of colleges and universities through the College and Career Center. During the spring semester, juniors meet with counselors to review graduation and college requirements, college admission testing dates, course selections, career and college exploration, and to conduct a transcript review. Parents are invited to our annual Junior Parent Workshop, informing parents about graduation, the college and university application process, college requirements and post high school options. Throughout the year, counselors monitor student progress in meeting high school graduation and the students' college and university goals.

## 12th GRADE PROGRAM

Monitoring student progress to meet high school graduation continues through the twelfth grade year and includes transcript and graduation checks provided to students and parents early in the Fall and Spring semesters. Parents are invited to the annual Senior Parent Workshop providing information on assisting their students through the senior year and preparing for their student's post-high school program. Counselors meet with seniors in the fall via classroom guidance lessons to review graduation status, college admissions, and other post-secondary options. Additionally, small group meetings are held to educate students on the private school application process. Individual student meetings are then held with students requesting letters of recommendations. Throughout the year, counselors monitor student progress towards graduation and the students' college/university or career goals.

## ACADEMIC REVIEW CONFERENCES

Success in high school is a team effort of parent, student and school. Woodbridge High School counselors are committed to assisting every student in developing a plan to earn a high school diploma. The counselors conduct conferences with each student and parent or guardian if the student is in danger of not meeting the requirements to earn a diploma. A review of the student's past academic performance and attendance, the results of assorted tests and a definition of the student's future goals will all help to develop an appropriate plan toward graduation.

## LIFE AFTER HIGH SCHOOL GUIDEBOOKS

This guidebook has been created by a joint effort of IUSD high school counselors and is provided to students during their tenth grade planning conference. Valuable information and web links in this publication are designed to assist students and families as they plan for college and career after high school.

## FRESHMAN & NEW STUDENT ORIENTATION

This is a student leadership program that provides upper classmen mentors for our incoming freshmen and new students. The program develops leadership skills in upper-classmen and provides opportunities for incoming freshmen to establish an early connection to Woodbridge High School. Freshmen & New Student Orientation leaders are selected through an application and interview process and participate in leadership training workshops. Freshmen meet with their mentors during Fall Registration before school starts. Mentors provide an overview of WHS in small groups including a tour of campus.

## ACADEMIC SEMINAR

The Academic Seminar class at Woodbridge High School is an intervention class designed for incoming 9th grade students identified as needing significant academic and/or personal social support. Students are pre-identified by their IUSD Middle School Counselor. Students participate in the program during the fall and spring semester of their 9th grade year as an elective class. The course is also available to students in grades 10-12 in need of additional support as identified by their WHS counselor. Students are provided academic and/or social/emotional support, in an effort to set the foundation for a smooth and sustainable transition into high school with a goal of success in student academics, school behavior, attendance, and an increased connection to school.

## PSAT

In the fall of junior year, students are encouraged to take the Preliminary SAT National Merit Scholarship Qualifying Test (PSAT/NMSQT) through College Board. The test is offered by IUSD free of charge and is located on the WHS campus. This exam measures critical reading skills, math problem solving skills, and writing skills. This pre-test helps students become familiar with the kinds of questions that will be asked on the Scholastic Aptitude Test (SAT), required for admission by many colleges and universities throughout the nation. The PSAT test results indicate the student's strengths and weaknesses, which can help them to better prepare for the SAT.

## CAREER LUNCHES

PTSA and the WHS Counseling Department have partnered in an effort to provide students exposure to a variety of career options and pathways. Speakers are selected based on data gathered through Naviance Family Connection, a college and career program that allows students to identify careers in which they are interested. Different career industries are highlighted each month and students are invited to attend these free lunch sessions to learn about job descriptions, academic requirements, and salary information. Although students are encouraged to pre-register for these events by signing up in the Counseling Office, drop-ins are welcome!

## JOB SKILLS TRAINING

The WHS Counseling Department offers an opportunity for students seeking employment to obtain job-readiness skills through resume building workshops and individual mock interviews. Appointments for the program can be made with the ROP specialist in the Counseling Office.

## PROJECT SUCCESS

Students involved in Project Success will be provided with opportunities to participate in a variety of activities including: small group counseling, peer leadership, informal mentoring, and other activities based on student need. These activities are designed to improve students' self-esteem, healthy behaviors, attendance, organizational and social skills. Program activities are facilitated by school staff, and a qualified support specialist, who is provided by IUSD's Guidance Resources Office.

## PEER TUTORING

Teachers and student peer tutors are available to assist students in several subject areas in the After School Tutoring Center (ASTC), held in the WHS Media Center. The ASTC is open most weeks during the school year, Monday through Thursday, for two hours after school. The center is free to all WHS students.

## WHS MEDIA CENTER

The Media Center is home to many of our students on a daily basis. Before school, after school, and during lunch, students may utilize computers, check-out books, use the center as a quiet place to complete homework, complete group projects, or do library research.

## MyIUSD.org

The Irvine Unified District provides parents and students with access to student attendance, grades and class grade books. Through the MyIUSD portal, both students and parents are encouraged to log in on a regular basis and keep track of assignment completion, grades and student attendance.

## WEB BASED COMMUNICATION TOOLS

Many teachers utilize current web based software to communicate curricular material, such as Canvas. Students can access assignments, web resources and due date reminders.

## COLLEGE AND CAREER CENTER

The College and Career Center serves as a resource area for students and their parents where investigating and planning for post-secondary pathways can take place. Internet access and Naviance, the district-wide program, for college and career exploration, aid in this research. The Career Center specialist is available to assist students with their research into careers and the college selection and application process. Parents may call to set an appointment to receive information about:

- College information
- College and university catalogs, guides, and brochures
- Testing materials
- Financial aid information
- Scholarship opportunities
- Summer programs
- Visits from college and university representatives
- Career resources
- Career guidance worksheets

## GRADUATION REQUIREMENTS

Graduation will be authorized by the Irvine Unified School District Board of Education, and a diploma will be granted to all students who have met the following requirements:

1. Earn a minimum of 215 credits
2. Complete the specific course requirements for graduation

## HIGH SCHOOL GRADUATION MINIMUM COURSE REQUIREMENTS

|            |                      |  |
|------------|----------------------|--|
| 40         | CREDITS              | English  |
| 20         | CREDITS              | Math (successful completion of Math 1 Required)                                      |
| 5          | CREDITS              | Life Science   |
| 5          | CREDITS              | Physical Science   |
| 10         | CREDITS              | Additional Science   |
| 10         | CREDITS              | World Studies  |
| 10         | CREDITS              | United States History  |
| 5          | CREDITS              | Political Science  |
| 5          | CREDITS              | Economics  |
| 10         | CREDITS              | Foreign Language, <b>OR</b> Visual Art, Performing Art or Career Technical Education |
| 20         | CREDITS              | Physical Education   |
| 5          | CREDITS              | Health   |
| 70         | CREDITS              | Additional Courses   |
| <b>215</b> | <b>CREDITS TOTAL</b> |  |

A student must complete all high school graduation requirements (required courses, and credits) by the end of the spring semester of the senior year to be eligible to participate in the commencement ceremony. See the following website for more information.

[http://iusd.org/education\\_services/graduation\\_requirements.html](http://iusd.org/education_services/graduation_requirements.html)

## EARLY GRADUATION

Students may request to graduate early (at the end of the 6th or 7th semester). In order for the request to be considered, ALL high school graduation credits (215), and course requirements must be met by the conclusion of the last day of the semester of graduation. Students who wish to graduate early must meet with their counselor to create an academic plan and complete necessary paperwork.



# Academic Policies and Procedures

## COLLEGE ENTRANCE REQUIREMENTS

Listed below are the minimum entrance requirements for California public post-secondary institutions. Private schools and programs within public schools may require additional, possibly more rigorous coursework. Admission to most competitive post-secondary programs is based on a combination of high school coursework, grades, and scores on a college admission test (SAT Reasoning Test or ACT). The University of California recommends SAT Subject Tests for designated majors. Review UC campus requirements for additional information.

## CALIFORNIA COMMUNITY COLLEGES

Admission Requirements

- 1. High school graduation, GED, CHSPE, HiSET **or**
- 2. 18 years of age
- 3. Assessment tests in English and Math may be required for applicants

Community Colleges offer three programs of study

- 1. Transfer to four-year college
  - In partnership with the University of California and the California State University, a student may complete the first two years of a bachelors degree program at community college, and be admitted to either a UC or CSU with Junior-year standing. Specific courses are required to transfer to the UC and/or CSU system.
  - Transfer programs to colleges other than UC or CSU are also available.
- 2. Associate Degrees
  - Equal to two full-time years of college work, an Associate degree requires sixty units of specific course work, leading to a named degree.
- 3. Certificate Programs
  - Training for specific career placement may lead to a specialty certificate of skill or an Associate degree. See the following website for more information. [www.cccco.edu](http://www.cccco.edu)

## CALIFORNIA STATE UNIVERSITY

Admission is based on an eligibility index of G.P.A. and SAT Reasoning Test (Reading and Math), or ACT score. The G.P.A. for CSU admission considers college prep courses taken in grades 10 and 11 only. Additional grade points in A.P. or approved Honors courses in grades 10 and 11 are included as part of the G.P.A.

An applicant who earns a G.P.A. of 2.0 or higher with a grade of C or higher in each required course, is eligible for an admission review by the CSU. A formula using SAT Reasoning Test or ACT score is applied. Refer to [www2.calstate.edu](http://www2.calstate.edu) for more information.

Priority admission to the specific CSU campus served by a high school is offered to all students who meet the required index (certain campuses or impacted majors may be more selective). WHS is in CSU Fullerton's service area. Refer to [www2.calstate.edu](http://www2.calstate.edu) for more information.

## UNIVERSITY OF CALIFORNIA ADMISSION

Admission is based on a combination of academic achievement and promise, as well as potential to contribute to the educational environment and intellectual vitality of the campus. University of California admission is guaranteed to students in the top 9% of each high school, and the top 9% statewide. To be eligible for admission, a student must complete a minimum 15 required courses by HS graduation and complete at least 11 of the 15 required courses by the end of grade 11. Students must achieve a GPA of 3.0 or higher, with no grade lower than a C. Applicants must complete the ACT or SAT with writing no later than December grade 12. The UC determines an applicant's GPA using grades earned in college prep courses in grades 10 and 11. An applicant must earn a GPA of 3.0 (or higher) in required course work to be eligible for admission. Additional grade points in A.P. or approved Honors course in grades 10 and 11 are included as part of the G.P.A.

The expectation is that students will take a stronger academic program beyond the minimum, and earn a higher G.P.A. and test scores. The UC requires all admission testing to be completed by the December test date of the senior year. Refer to this web site for the index: [www.ucop.edu](http://www.ucop.edu). & <http://www.universityofcalifornia.edu/admissions>

## UC/CSU A-G Coursework/ Four Year College Pathway (Minimum Academic Program)

|                              |                    |
|------------------------------|--------------------|
| "a" History                  | 20 credits/2 years |
| "b" English                  | 40 credits/4 years |
| "c" Mathematics              | 30 credits/3 years |
| "d" Laboratory Science       | 20 credits/2 years |
| "e" Foreign Language         | 20 credits/2 years |
| "f" Visual or Performing Art | 10 credits/1 year  |
| "g" College Prep Electives   | 10 credits/1 year  |

\*\*Additional Coursework to total 215 credits

The following page lists all the A-G approved courses offered at Woodbridge High School.



W.H.S. COURSES APPROVED AS COLLEGE PREPARATORY  
(Underlined courses are awarded an extra grade point)

## Social Science

- World History A/B
- A.P. World History A/B
- United States History A/B
- A.P. United States History A/B
- Political Science
- A.P. United States Government

## English

- English 1 A/B
- Honors English 1 A/B
- English 2 A/B
- English Language Development 3 A/B
- A.P. English Language and Composition A/B
- American Literature A/B
- Honors American Literature A/B
- World Literature and Composition A/B
- A.P. English Literature and Composition A/B

## Mathematics

- Math I A/B
- Math II A/B
- Enhanced Math II A/B
- Math III A/B
- Enhanced Math III A/B
- Functions, Statistics and Trigonometry A/B
- Honors Pre-Calculus A/B
- Pre-Calculus A/B
- A.P. Statistics A/B
- A.P. Calculus AB A/B
- A.P. Calculus BC A/B

## Laboratory Science

- Living Earth A/B
- Honors Living Earth A/B
- A.P. Biology A/B
- Chemistry A/B
- Honors Chemistry A/B
- A.P. Chemistry A/B
- General Physics A/B
- A.P. Physics A/B
- A.P. Physics 2 A/B
- Anatomy and Physiology A/B
- A.P. Environmental Science A/B

## Foreign Language

- Chinese 1 A/B
- Chinese 2 A/B
- Honors Chinese 3 A/B
- A.P. Chinese A/B
- Latin 1 A/B
- Latin 2 A/B
- Honors Latin 3 A/B
- A.P. Latin Vergil-Caesar A/B
- Spanish 1 A/B
- Spanish 2 A/B
- Spanish 3 A/B
- Honors Spanish 4 A/B
- A.P. Spanish A/B

\*Course offerings are based on student interest and enrollment. Not all courses are offered each year.

## Visual and Performing Arts

- Digital Media Arts A/B
- Computer Graphic Design A/B
- Advanced Graphic Design Studio A/B
- Video Production A/B
- Art of TV and Video Production A/B
- Yearbook A/B
- A.P. Studio Art: 2D A/B
- Studio Art A/B
- Painting/Drawing A/B
- Advanced Drawing A/B
- A.P. Studio Art: Drawing A/B
- A.P. 2-D Design A/B
- A.P. Art History A/B
- Beginning Ceramics A/B
- Intermediate Ceramics A/B
- Advanced Ceramics A/B
- A.P. 3-D Design Portfolio A/B
- Art Portfolio Prep A/B
- Dance Team A/B
- Concert Chorale A/B
- Bel Canto A/B
- Chamber Singers A/B
- Entertainers A/B
- Advanced Entertainers A/B
- Music Theory A/B
- Musicial Theatre Production A/B
- Concert Band A/B
- Percussion Ensemble A/B
- Symphonic Band A/B
- Symphonic Orchestra A/B
- Philharmonic Orchestra A/B
- Concert Orchestra A/B
- Wind Ensemble A/B
- Drama A/B
- Intermediate Drama A/B
- Advanced Drama A/B
- Technical Theatre A/B
- Advanced Technical Theatre A/B

## Academic Electives

- A.P. European History A/B
- Intro to Forensic Science A/B
- Introduction to Computer Programming A/B
- A.P. Computer Science Principles A/B
- A.P. Computer Science A A/B
- Computer Science: Data Structures A/B
- Psychology
- Sociology
- United States History through Film
- World Religions
- World Perspectives of Economics
- A.P. Macro Economics
- Human Geography A/B
- A.P. Human Geography A/B
- A.P. Psychology A/B
- Beginning Journalism A/B
- Advanced Journalism A/B
- MLR I A/B
- MLR II A/B
- Introduction to Philosophy

## Academic Policies and Procedures

| Type of Diploma                                     | Minimum Required credits | Minimum Required Courses  | Required Timeline for courses and credits  | Other Requirements   |
|---|--------------------------|---|--|--|
| WHS Diploma   | 215                      | All course requirements   | Finish all required course work and credits no later than September 1st following your June commencement date  | See page 25 for graduation and credit requirements   |
| Irvine Adult School Diploma                         | 195                      | All course requirements; however, PE may be waived for an adult diploma | Flexible. Coursework is completed at San Joaquin High School   | 1) Must be at least 18 years of age<br>2) Student must be referred to Alternative Education by high school counselor |
| San Joaquin High School Diploma (Independent Study) | 215                      | All course requirements   | Flexible. A student may also attend community college in conjunction with concurrent enrollment at San Joaquin | Student must be referred to Alternative Education by the high school counselor                                       |
| California High School Proficiency Exam (CHSPE)     | N/A                      | N/A   | N/A  | See Description Below  |
| General Educational Development Test (GED)          | N/A                      | N/A   | N/A  | See Description Below  |

### California High School Proficiency Examination (CHSPE)

This exam is the California legal equivalent to a high school diploma. It is not equivalent to completing all coursework required for regular graduation from high school. The CHSPE consists of two test sections: English-Language Arts and Mathematics. You are eligible to take the CHSPE if you are at least 16 years old, have been enrolled in the tenth grade for one academic year or longer, or will complete one academic year in tenth grade at the end of the semester during which you plan to take the CHSPE. You must have both a Certificate of Proficiency and have certified parent/guardian permission to withdraw from high school. (<http://www.chspe.net/>)

### General Educational Development Test (GED)

The GED tests measure knowledge and academic skills against those of traditional high school graduates. GED tests are administered in many places throughout the state. Adult schools offer classes to help prepare you to take the GED tests. You are eligible to take the GED within 60 days before your 18th birthday. (<http://www.ged.com>)

| Institution  | Programs  | Freshman Eligibility Requirements   | Application Period for Fall Term                                       |
|--|---|---|--|
| University of California (UC)<br>*9 Campuses Serving 230,000 students.<br>Ex. UCLA, UCI, UCSB<br>www.universityofcalifornia.edu      | BA/BS, MA, MS, PhD, plus professional degrees<br>* This system emphasizes a theory based approach to learning. Offers doctorate programs in most disciplines, along with graduate opportunities in medicine, dentistry, business, law, pharmacy, and veterinary medicine. | - Complete 15 A-G subject requirements with 11 of those courses completed by the end of 11th grade.<br>- G.P.A. - Minimum 3.0<br>- Test Scores - ACT (plus writing) <u>or</u> SAT with essay<br>- Extracurricular Involvement<br>- Personal Statement Essay | November 1 through November 30th of senior year                        |
| California State University (CSU)<br>*23 Campuses Serving 450,000+ students.<br>Ex. CSULB, CSUF, SDSU<br>www.csumentor.edu           | BA/BS, MA<br>* This system offers traditional and career specific majors, with graduate opportunities at the Master's level.  | - Complete A - G Subject requirements<br>- G.P.A. Minimum 2.0<br>- Test Scores - ACT <u>or</u> SAT  | October 1 through November 30th of senior year                         |
| California Independent Colleges and Universities<br>*77 Campuses Serving over 320,000 students.<br>Ex. USC, Chapman<br>www.aiccu.edu | Offerings vary with the college: BA / BS, MA, MS, PhD & professional degrees.<br>Includes major research universities, comprehensive universities, small liberal arts colleges, faith-based colleges and universities, and specialized colleges.                          | - minimum GPA varies<br>- Test Scores - Check with schools<br>- Extracurricular Involvement<br>- College Admission Essay<br>- Letters of Recommendation from Teachers and Counselors  | Application deadlines vary with each school                            |
| Community College<br>*113 Campuses serving over 2.5 million students.<br>Ex. IVC, OCC<br>www.cccco.edu                               | Associates Degrees, Career programs, transfer preparation in most majors.   | -High school graduate <u>or</u> -18 years of age <u>or</u> -California High School Proficiency Certificate<br>-Placement test in English and Math<br>-High School students may attend concurrently with special permission                                  | The early application process begins in the fall semester of grade 12. |

# Academic Policies and Procedures

## COURSE ENROLLMENT EXPECTATIONS

Because most colleges and universities are increasing admissions requirements, and leaders of business and industry are concerned about the academic preparation of those people entering the work force, the faculty and administration at Woodbridge High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors who have sufficient credits opt for a less demanding year may enroll in 5 classes in the fall and 5 classes in the spring with the option of 1 taken off campus (ie. ROP, community college). However, students can expect this reduced commitment to be communicated in letters of recommendation. Institutions of higher learning report a direct correlation between academic success at the university and the maintenance of a rigorous course of study during the senior year in high school.

## UNITS OF CREDIT/VARIABLE CREDIT

Credits are awarded on a semester basis. Successful completion of a course earns credits towards graduation. A course taken for one semester, one period each day normally earns five semester credits towards graduation. (A limited number of courses earn variable credits or less than five credits).

Therefore, a student will typically earn thirty credits each semester, or sixty credits each year.

Exceptions:

- a. Physical Education, Athletics, and Student Aide — a student who participates in at least 80% of the term will receive full credit. Less than 80% participation or work accomplished will receive the variable credit basis listed below.

Credits:

Per Semester Class

80% — 100% = 5 credits

70% — 79% = 4 credits

60% — 69% = 3 credits

50% — 59% = 2 credits

35% — 49% = 1 credit

Per Quarter Class

80% — 100% = 2.5 credits

70% — 79% = 2.0 credits

60% — 69% = 1.5 credits

50% — 59% = 1.0 credits

35% — 49% = 0.5 credits

- b. Community/Work Experience — 40 hours of work plus specified related assignments = 1 credit; maximum of 10 credits per semester, 20 credits maximum for graduation. Grade 12 only.
- c. ROP — 18 hours of on-the-job training plus related instructions = 1 credit; maximum 10 credits per semester.
- d. Other courses which award variable credit: Support Services/Special Education courses, Private Instruction, Independent Study, and Student Assistant courses.

## PREREQUISITES/PERMISSION

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades. Where a course prerequisite requires permission, the student should seek approval to take the course from their current teacher.

## ADDITION AND WITHDRAWAL OF CLASSES

The WHS master schedule of classes is carefully designed every year so we can honor both the requests made by students, and the recommendations of the faculty. Woodbridge encourages every student to strive for academic excellence. We urge students and their parent or guardian to carefully select classes for the upcoming school year. Our master schedule has little to no space available for a class change. If you believe, after attempting a class, you are misplaced academically, please carefully discuss this with your teacher, parent or guardian, and counselor. Woodbridge is committed to student success, and we will seriously consider a recommended class change that is in your best academic interests. Options will be severely limited, based on space in the master schedule.

The last day to enroll in a new or different class is the final day of the second full week of the semester. Any class change after this date must be initiated and recommended by a faculty member. Please refer to the student planner for exact dates.

The last day to withdraw from a class without penalty of a failing grade on your transcript is the last day of the sixth full week of the semester. We encourage students to remain in class and make every effort to achieve a passing grade.

Any withdrawal must be initiated and recommended by a faculty member, and must be approved by parent or guardian; plus the counselor and administrator. Any withdrawal that occurs after the last day of the sixth week of the semester will result in a permanent grade of "F" on your transcript.

If an academic level change (for example, from Spanish 2 to Spanish 1) is recommended by a faculty member and approved by your parent or guardian, no grade penalty will occur. However, the transfer grade will follow the student.

**TEACHER CHANGE REQUEST POLICY**

WHS currently implements a “no teacher change” policy. This policy is designed to work with all stakeholders (parents, students, and teachers) to facilitate problem solving and resolve conflict. Administration requires that a parent/teacher conference is held to address specific concerns prior to requesting a change of teacher. Counselors and/or administrators can attend teacher conference meetings, if requested. If specific issues are discussed with the assigned teacher and remain unresolved, parents/students can contact administration to discuss the unresolved issues further.

Counselors are unable to adjust student schedules to a new teacher, unless approved by an administrator.

**SPRING SEMESTER SCHEDULE CHANGES**

Although students can be assured that their assigned courses from fall to spring semester are to be maintained, students may be assigned different teachers and/or periods for their courses in the spring semester. On average, nearly 20% of WHS students experience a teacher or class period change, at the semester, in any given year. These changes may be due to increased or decreased enrollment after the school year begins, additional funding to add class sections to both bring class sizes down and increase access to certain course offerings that were full, and to account for staffing. Students requesting to return to their previously assigned schedule will be denied. Counselors are unable to adjust student schedules in this circumstance, unless approved by an administrator.

**REPEATING COURSES**

- a. A student may repeat Student Assistant for a maximum of 10 credits for graduation. Students receive variable credit based on attendance and participation. Refer to the Student Assistant Contract for the complete list of requirements. Students may only be enrolled in one period of student assisting at a time.
- b. Some courses in Career and Technical Education, Performing Arts, Physical Education, and special programs such as Yearbook, Leadership and Journalism may be repeated for credit with instructor’s approval.
- c. A student may wish to retake a course to improve their grade. In this case credits are not awarded again, and the new grade as well as the old grade will appear on the transcript. If the first grade is a D or F, only the better grade will be included in your GPA. If the original grade earned is a “C” or higher, the original grade will not be replaced.

**CREDIT FOR PRIVATE INSTRUCTION**

Credit for private instruction will be available in the area of Physical Education and Foreign Language. This credit must be approved in advance. Options are limited and must meet rigorous district guidelines.

Physical Education Private Instruction

- All students are required to complete a minimum twenty credits of Physical Education or its equivalent. Students who do not pass five of the six sections of the California Physical Fitness Exam must remain in Physical Education.
- Students must submit an application in advance to be eligible for Private Instruction P.E. Applications may be obtained from the Counseling Department.
- Students must reapply each semester.
- Students must be nationally ranked to receive credit for Private Instruction PE. A copy of the ranking must be submitted with application.
- Students must have at least five (5) hours per week of private instruction, and a demanding practice schedule which precludes him/her from attempting six (6) subjects at Woodbridge High School.
- Students will be able to earn P.E. credit through Private Instruction until the minimum P.E. graduation requirements (20 credits) are fulfilled.
- A grade of Pass is awarded on the transcript for Private Instruction PE.

Foreign Language Private Instruction

- Students attending an approved private foreign language school will be able to earn credits in multiples of five (5) but not to exceed ten (10) credits.
- Students must attend a pre-approved Private Instruction Foreign Language School (see IUSD web site.)
- Students must submit an application in advance to be eligible for Private Instruction Foreign Language. Applications may be obtained from the Counseling Department. Students must reapply each semester.
- Students must have at least five (5) hours per week of private instruction.
- A grade of Pass only is awarded on the transcript for credit for Private Instruction in a Foreign Language.
- Private instruction Foreign Language is not considered part of the WHS UC approved course list.

# Academic Policies and Procedures

## CREDIT FOR CONCURRENT INSTRUCTION

WHS students inquire about taking classes at a different high school, a community college, or on-line for a variety of reasons.

Coursework options fall into one of two categories:

1) Courses used to meet IUSD graduation requirements: These classes must be approved prior to enrollment in the course.

2) Courses used to meet college entrance requirements or courses for personal enrichment: Students are welcome to take coursework beyond WHS or IUSD to fulfill college entrance requirements or for personal enrichment. Classes completed to meet college entrance requirements or taken for personal enrichment will not be entered on the WHS transcript since they will not be applied toward high school graduation requirements. Registration documents for our local community colleges do require an administrator's signature.

4 year college applicants will enter applicable coursework and grades onto their college applications directly and/or submit dual transcripts (WHS and community college, independent study, or on-line program) during the college application process to verify both high school and community college, independent study, or on-line course completion.

## COASTLINE REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP is a unique educational program designed to provide students with the opportunity to explore, discover or confirm their career interests. Choosing the right job, a college or career path can be a long and difficult endeavor. Education, experience and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success.

ROP classes are offered in each of the five career pathway areas: Arts and Communication, Business and Marketing, Health Sciences and Science and Technology. **Classes are held at various high school and business sites throughout Orange County.** Most classes are held outside of the WHS Bell schedule.

Classes with an (unpaid) internship earn 5 - 10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrent to the WHS calendar. Credits are shown on the transcript as elective units. Classes are open to students 16 years of age, and are juniors or seniors. Some ROP Classes are accepted for UC/CSU approval. For additional information, contact the ROP Career Specialist in the College and Career Center.

## A SELECTION OF ROP CLASSES OFFERED

### ARTS AND COMMUNICATIONS

- Art of Animation
- Broadcast News
- Computer Graphics\*
- Entertainment Art
- Floral Design Internship
- Music Technology
- Theater Technology
- Video and Film Production\*
- Video Game Design
- Visual Imagery
- Advanced Visual Imagery

### BUSINESS AND MARKETING

- Banking/Financial Services
- Business Internship
- Computerized Accounting\*
- Quickbooks
- Retail Sales/Merchandising Internship\*

### HEALTH SCIENCES

- Animal Health Care Internship
- Dental Assistant/Front Office
- Dental Assistant Internship
- Emergency Medical Responder
- Emergency Medical Technician (EMT)
- Medical Assistant Back Office Internship
- Medical Assistant Front Office Internship
- Medical Nursing Careers Internship
- Medical Terminology
- Medical Office Management & Billing
- Nursing Assistant Pre-certification (CNA) Internship
- Pharmacy Technician
- RDA Preparation
- Sports Medicine

### PUBLIC SERVICES

- Administration of Justice
- Baking and Pastry Fundamentals
- Careers in Education
- Careers with Children Internship
- Careers with Children – Cooperative
- Crime Scene Investigation
- Culinary Arts Internship
- Fire Science 101
- Fire Technology
- Food Service – Cooperative
- Hotel and Tourism Internship

### SCIENCE AND TECHNOLOGY

- Automotive Technology
- Automotive Technology Internship
- Construction Technology

**A \* indicates the course is offered on the WHS campus**



**NCAA**

Many college sports are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting, and financial aid. If students are applying to college and plan to participate in Division I or Division II sports, they must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse will analyze academic information and determine if students meet the NCAA's initial eligibility requirements. Students wanting to participate in Division I or Division II sports should start the certification process by the end of their 11th grade year.

Contact the NCAA  
The National Collegiate Athletic Association  
700 W. Washington Street  
P.O. Box 6222  
Indianapolis, Indiana 46206-6222  
Phone: 317/917-6222  
Fax: 317/917-6888

For students and parents with eligibility questions:  
NCAA Eligibility Center  
[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

**ACADEMIC STANDARDS****Division I eligibility**

- All students entering college must have completed 16 core courses in high school.
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches this GPA on a sliding scale, which can be found in the NCAA Eligibility Center Quick Reference Guide.
- 10 core courses must be completed prior to the seventh semester of high school.

**Division II eligibility**

- All students entering college must have completed 16 core courses in high school.
- Standards require a minimum GPA of 2.3 and a combined minimum SAT score of 920 or sum ACT score of 70.

**NCAA core courses definition**

- An academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy.
- A four-year college preparatory course and a course at or above the high school's regular academic level, for example, an AP® class or outside college course.

Remedial courses, or those taught at a slower pace or that cover less content are not admissible. And not all classes that meet high school graduation requirements meet NCAA course work requirements. Help your students check your high school's list of approved core courses on the NCAA Eligibility Center High School Portal. Meeting NCAA admission requirements does not guarantee admission into college — it simply determines whether students may participate in athletics during their freshman year. Students must follow each member college's admission policies and apply directly to that college.

To access the NCAA Approved course lists for WHS, please use school code **#051274** and visit:  
<https://web1.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

| <b>Division I:</b><br>16 Core Courses  | <b>Division II:</b><br>16 Core Courses   |
|--|--|
| 4 years of English   | 3 years of English   |
| 3 years of math (Algebra 1/ Math I or higher level)  | 2 years of math (Algebra 1/ Math I or higher level)  |
| 2 years of natural or physical science (including one year of lab science if offered)                                      | 2 years of natural or physical science (including one year of lab science if offered)                                      |
| 1 extra year of English, math, or science  | 3 extra years of English, math or science  |
| 2 years of social science  | 2 years of social science  |
| 4 years of additional core courses (from any category above, or in foreign language, non doctrinal religion or philosophy) | 4 years of additional core courses (from any category above, or in foreign language, non doctrinal religion or philosophy) |

**GRADING PROCEDURES****GRADING OPTIONS**

The following represents the grading options for courses offered at Woodbridge High School.

Option 1: A, B, C, D, F  
Business, English, Fine Arts, Foreign Language, Health Education, Mathematics, Science, Social Science, Technical Education, Resource Program, & Special Day Program.

Option 2: Pass ("P")/Fail ("F")  
Student Assistant, Physical Education, Credit for Private Instruction, Work/Community Experience, Study Skills.

Exception: An "A" grade may be issued for exceptional performance in Physical Education and Athletics.



# Academic Policies and Procedures

## REPORTING PERIODS

Progress Grade Reports are issued at the end of the fifth week of each nine-week period.

Quarter Grade Reports are issued at the end of the ninth and twenty-seventh weeks of school. These grade reports carry unit credit only in the case of quarter classes; e.g., Physical Education, student assistant.

Semester Grade Reports are assigned twice a year: at the end of the nineteenth and thirty-eighth weeks of school. These grades are recorded on the official transcript/permanent record. An unofficial copy of your student's transcript is available on the Parent Portal at [www.myiusd.org](http://www.myiusd.org).

## INCOMPLETE GRADES ("I")

A grade of Incomplete is assigned when work has not been completed due to extensive illness or the transfer grade from another school has not been received.

The student must complete the course work to remove the grade of Incomplete during the following nine-week period.

**IF THE COURSE WORK IS NOT COMPLETED DURING THE NINE-WEEK PERIOD AFTER WHICH IT IS ASSIGNED, THE TEMPORARY GRADE ISSUED WITH THE INCOMPLETE WILL BE RECORDED AS THE PERMANENT GRADE.** Teachers assigning an "I" must also assign a grade as if no other work is completed. This is the temporary grade.

## HONOR POINTS

Woodbridge High School will award an honor point bonus for approved courses. See the list provided in the course catalog to see the courses that are awarded an honor bonus point. The University of California, the California State University, and many other colleges and universities will accept honor points in computing a student's G.P.A. for designated Honors and Advanced Placement classes with a grade of "C" or higher.

## HONORS AT GRADUATION

- a. Woodbridge High School: Honors at graduation are computed on the basis of the first seven (7) semesters of high school course work. Students who rank in the top 2% of the Senior Class receive an Honors stole at graduation. Students in the top 10% of the Senior Class receive an Honors braid at graduation.
- b. California Scholarship Federation: CSF is an academic honor society designed to promote excellence in scholarship, service, and citizenship. CSF Life Members receive Honors at Graduation. Life Members have achieved at least four semesters of membership, with one semester in grade 12. All 10th, 11th and 12th grade students who meet the academic requirements may apply for membership. Application must be made each semester.

## COMMUNITY SERVICE COMMENDATION

The benefits of a community service experience for high school students are well-known and include not only significant contributions to the community, but personal growth rewards that cannot be achieved in other ways. Irvine Unified high schools will recognize students who voluntarily engage in at least 25 hours of community service in any given year prior to graduation. Recognition is given as an entry on the student transcript for each year of service completed. Students must complete required paperwork and turn it in to the Counseling Office to receive a transcript entry. The paperwork must be completed in full and turned in no later than May 31 to receive community service recognition for that school year.

## BLENDED LEARNING

### What is blended learning?

Blended learning is a voluntary option offered on a limited basis for high school students within IUSD. Students complete most of their course work online, and attend one in-person meeting per week for discussions, activities, and test proctoring.

Mandatory, in-person meetings will be held at the Creekside Education Center or one of IUSD's other schools on a given day each week. Additionally, there will be a web conference once per week. The days and times of web conference will be determined by the instructor.

### How do I know if blended learning is right for me?

Speak to your counselor, and parents or guardians to determine if blended learning is an option for you. If you are interested in taking a blended learning course, you will need a referral from your counselor. Students and parents in the blended learning program must agree to the expectations of the blended learning option, which include attendance and progress requirements. In general, successful students in a blended learning program are self-motivated and have excellent time management skills. They communicate with their instructors frequently, and attend in-person meetings as scheduled.

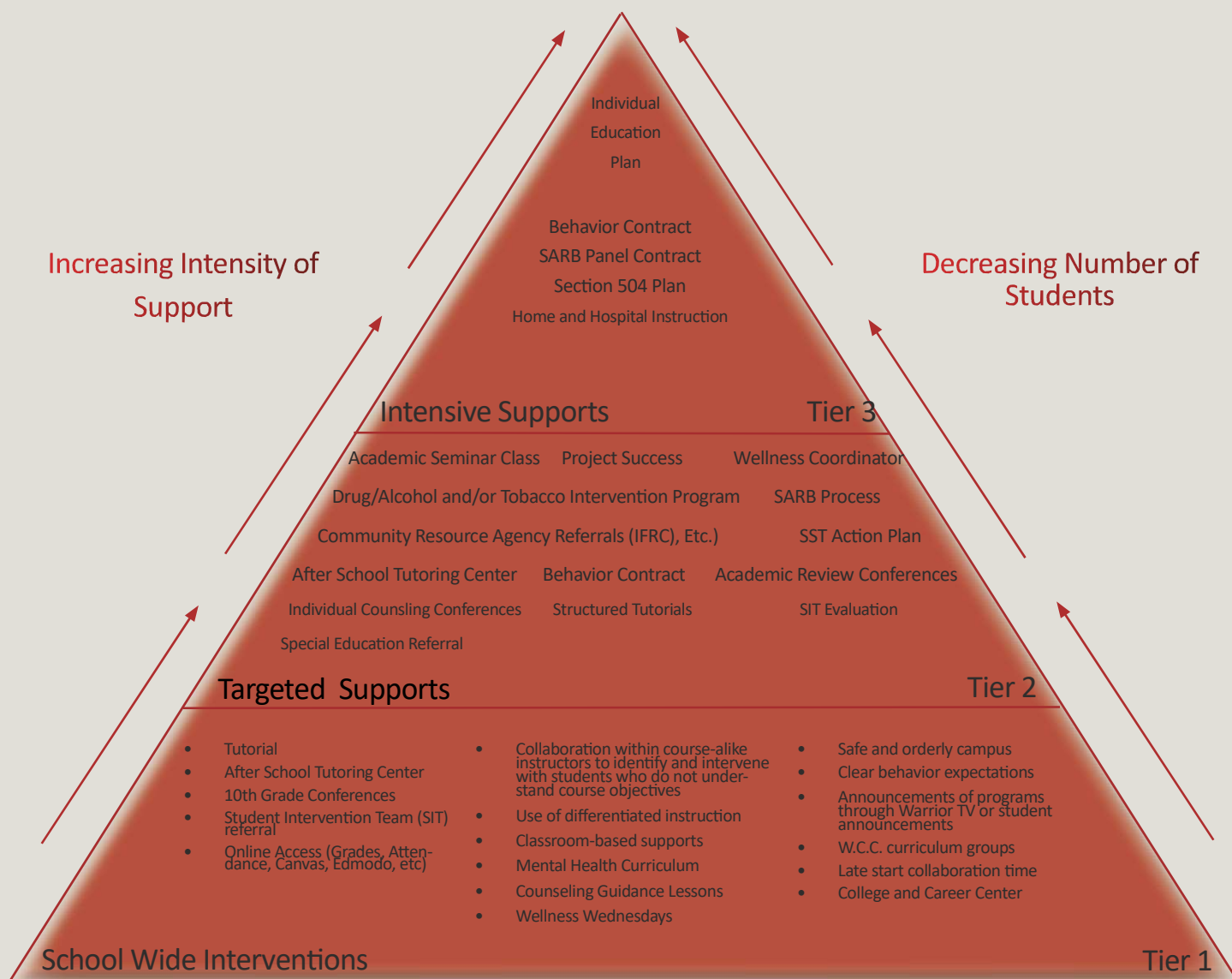
### How do I enroll in a blended learning course through IUSD?

Meet with your counselor to discuss if blended learning is right for you. Your counselor will submit a referral for enrollment during your regular registration process. San Joaquin High School will process the registration and notify your counselors and parents or guardian if you have been enrolled in the program.

### I need more information about online programs. Who can I contact?

For more information, please contact your counselor.

# Mult-Tiered Systems of Support (MTSS)



## Woodbridge High School's Multi-Tiered Systems of Support (MTSS)

Woodbridge High School's Multi-Tiered Systems of Support (MTSS) program is timely, targeted and regularly evaluated for effectiveness. A focus on student learning, differentiated instruction and content specific supports have made most supports available to students during their regular school day. As students are placed into more specific support programs they are regularly measured for their response to that support. Only when a student has shown a failure to respond to a support do they move to a more intense support at the next level in the pyramid. This approach has shown to be highly effective in supporting both student learning and their social-emotional needs.

**TIER 1:** All students participate in general education learning and therefore would have regular access to these supports.

**TIER 2:** Targeted students participate in learning that is in addition to Tier 1 and different by including a formalized process of supports and greater frequency in monitoring.

**TIER 3:** Targeted students participate in learning that differs from Tier 2 by deeming it mandatory, meeting more frequently and/or for a longer period of time, more tailored to individual student needs with specially designed instruction.

# Media Center Policies and Procedures

## WHS MEDIA CENTER

The Woodbridge High School Media Center is located in the heart of the school, next to the central quad and behind the Administration building. Our mission is to empower students with 21st century skills so that they may be effective users, producers, and communicators of ideas and information. The Library also provides resources in a variety of formats to meet the instructional and recreational needs of our students. Currently, the collection includes the following:

- 8,000+ books
- Current and back issues of popular magazine titles
- 90+ computers with internet access
- Online library catalog
- Access to information databases and online path finders

The Media Center is open throughout the school day Mon-Thurs 7:30 a.m. to 5:15 p.m. and 7:30 a.m. to 3:45p.m. on Fridays, including snack and lunch. A computerized circulation system for books provides a speedy, accurate, and efficient check-out service. Students may check out the books they need for classes or their personal use.

In addition, students can obtain assistance outside of school hours by accessing our virtual library website at <http://woodbridgemediacenter.com/>. The website contains links to our library catalog, databases, research assistance information, and many other resources.

Research assignments and school projects are planned jointly by the librarian and classroom teacher. Students are encouraged to utilize the resources of the Woodbridge High School Media Center to complete school assignments and pursue personal interests.

## Technology Responsible Use Agreement

In order for students to utilize school computers, students and parents must sign the Responsible Use Policy each year. This will allow students to use the computers and have access to the Internet. Our computers are used for assignments and research, and students must access appropriate sites for school and information searches. Ethical use of materials including proper use of Internet materials and adherence to copyright laws are very important to us. We stress the proper use of all materials and guard the intellectual works of authors.

## TEXTBOOK POLICIES

All efforts are made to keep our books in reasonable condition and many parents help us repair and clean books. In an effort to keep our books ready for use, please note the following items:

### Problems:

Students need to report any and all problems with their books within 2 weeks of checking out the materials. After 2 weeks, the student will be responsible for any damage.

### Check out and Return:

Textbooks are checked out with a valid WHS ID card. Students will be issued books only for those classes in which they are enrolled. Books must be returned at the conclusion of a class or sooner if the class was dropped.

### Damage:

Students are responsible for returning their books in good, usable condition with the barcode attached. Proper care of textbooks, including covering them, can prevent damage to the binding, pages, and covers. Students are not permitted to write in their textbooks. Water damage can be particularly harmful, especially during rainy weather. Students with outside lockers should not leave their books inside their lockers when it rains. Wind can sometimes cause rain to flow into the locker openings.

### Charges:

Charges for repair are assessed when books are abused, water damaged, when the binding is damaged, a barcode has been destroyed, if pages are torn out, or when there is damage due to ink or highlighting, etc. Books that are returned with stains, mildew, or severe damage will be identified as total losses and the full price of the book will be fined. Textbooks returned after the end of second semester (during summer) will be marked as lost; students will then be responsible to pay ensuing fines.

### Refunds:

A partial refund is issued for books lost and paid for **within a year** when returned in good, usable condition before student graduation.

### Printing Policies:

In order to reduce waste and improve efficiency of printing, the Media Center will use these procedures. Print jobs will be available for pick up on a delayed schedule. Jobs will not be available for immediate pick up. All jobs that are printed are typically ready for pick up by the next **passing period and could be earlier. Jobs will be available to be picked up in the media center and held for 7 days. After 7 days, any unclaimed documents will be recycled.**

A large, bold, white number '4' is centered on a textured orange background. The background has a mottled, painterly appearance with various shades of orange and brown. The number '4' is the primary focus, with the text 'MATHEMATICS DEPARTMENT' overlaid on its horizontal bar.

MATHEMATICS DEPARTMENT

# Mathematics Curriculum Sequence

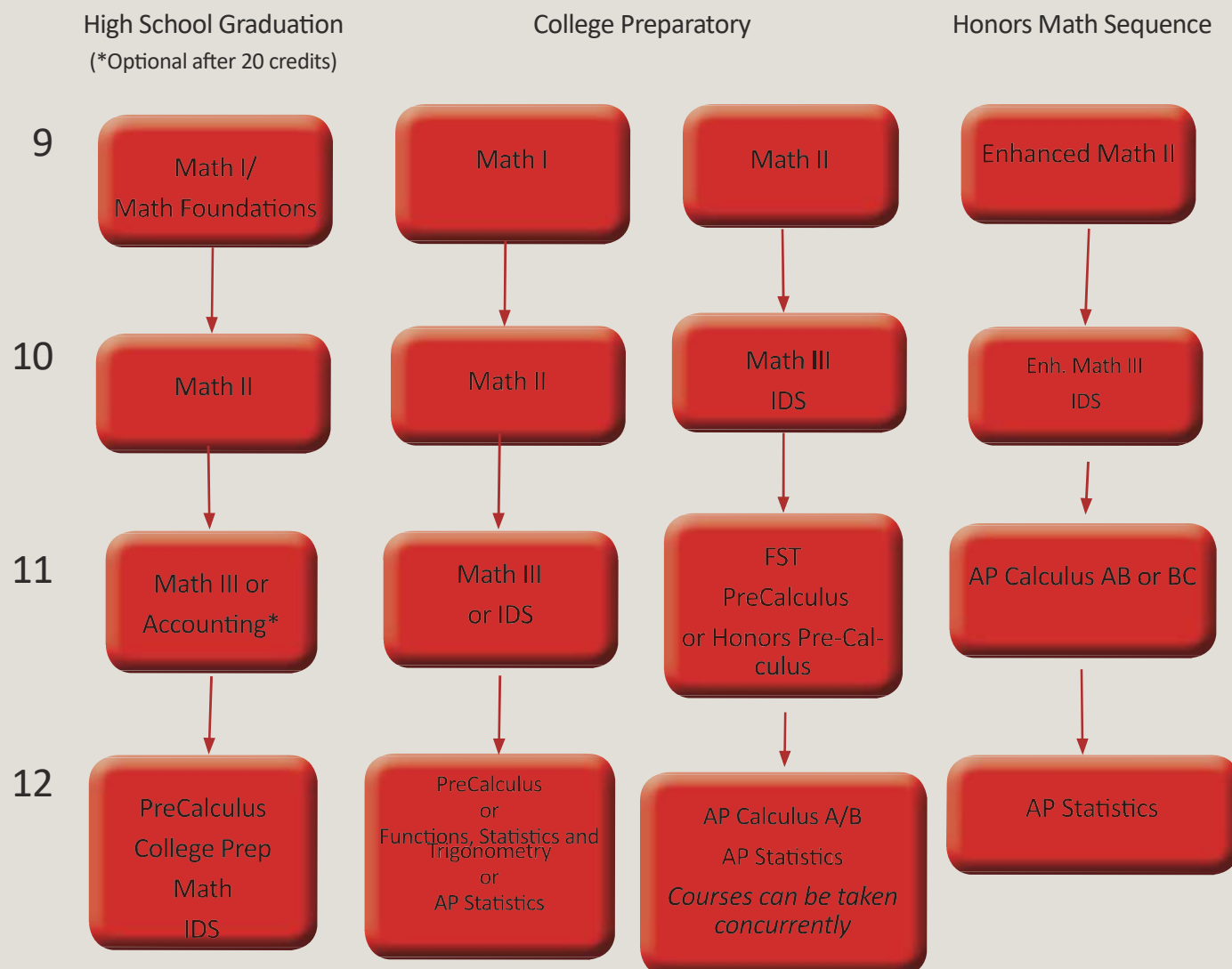
9th Grade mathematics placement is based on a student's 8th grade course, student grades, teacher recommendation and student skill level.

20 credits of mathematics is required for high school graduation.

This includes the successful completion of Math 1.

Students can be recommended for Honors and Enhanced courses based on teacher recommendation and achievement for their next course placement.

For information about the changes to IUSD Math Pathways, visit the IUSD website at [https://iusd.org/education\\_services/math-pathways/](https://iusd.org/education_services/math-pathways/)



## 3222 MATH FOUNDATIONS

Length/Credit: 4 semesters - 5.0 credits per semester

Prerequisite: Teacher or counselor recommendation.

This course is designed to support students through Math I. The course is intended to be concurrently enrolled with Math I by reviewing and supplementing critical Math I standards.

### Skills and Assessment: Students will be able to...

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes and tests.
- Use appropriate technology to enhance learning and understanding.

## 3047 MATH I

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Successful completion of 8th grade mathematics and teacher recommendation or successful completion of Math I AB.

Math 1 is the first course in the college preparatory math sequence. It is a study of real numbers and their properties; linear, quadratic and exponential functions; equations and expressions; statistics and probability. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

### Skills and Assessment: Students will be able to...

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes and tests.
- Use appropriate technology to enhance learning and understanding.

## 3049 MATH II

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Grade of C or higher in Math I and teacher recommendation.

Math II is the second course in the college preparatory math sequence. Instructional time will focus on five critical areas: extending the laws of exponents to rational exponents; comparing key features of quadratic functions with those of linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions; extending work with probability; and establishing criteria for similarity. This course is aligned with the Common Core State Standards.

### Skills and Assessment: Students will....

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, and symbols.



# Mathematics Department

- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

## 3051 ENHANCED MATH II

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Placement criteria (must meet 2 of 3): grades of A in all marking periods of prerequisite courses (8th grade Enhanced Math I or 9th grade Math I); 85% or higher on an end of course exam (Enhanced Math I/Math I); teacher appraisal.

Enhanced Math II is the first course in the rigorous accelerated sequence of high school math courses. Instructional time will focus on five critical areas: extending the laws of exponents to rational exponents; comparing key features of quadratic functions with those linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions; extending work with probability and *statistics*; and establishing criteria for similarity. In addition, students will deepen and extend their understanding in each of these areas, through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the Common Core State Standards.

### Skills and Assessment: Students will be able to....

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.

- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

## 3053 MATH III

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Grade of "C" or higher in Math II and teacher appraisal.

Math III is the third course in the college preparatory math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards.

### Skills and Assessment: Students will be able to...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

## 3055 ENHANCED MATH III

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Placement criteria (must meet two of three): grades of B or better in all marking periods of prerequisite course (Enhanced Math II or HS Summer Bridge); 85% or better on End of Course Assessment for Enhanced Math II; teacher appraisal of work habits and mathematical practices.

Enhanced Math III is the second course in the rigorous accelerated sequence of high school math courses. Instructional time will focus on five critical areas: expanding understanding of functions to include polynomial, rational, and radical functions; extending their work with complex numbers; extending trigonometry to general triangles, trigonometric functions, reciprocal functions, and inverse functions; working with parametric and polar curves; and consolidating functions and geometry to create models and solve contextual problems. In addition, students will deepen and extend their understanding in each of these areas through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the California Common Core State Standards.

### Skills and Assessment: Students will be able to...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

## 3531 FUNCTIONS, STATISTICS, AND TRIGONOMETRY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Successful completion of Math III

This course is a college-preparatory mathematics elective. It is designed to follow Math III with extended mathematical concepts that enhance critical thinking skills. This course satisfies the California State Content Standards for Trigonometry and Math Analysis. The course focuses on the development of reasoning and problem solving skills. Topics that students will study include trigonometric functions using the concepts of circular functions, logarithmic functions, series and sequences, probability and statistics, and function transformations.

### Skills and Assessment: Students will be able to....

- Communicate mathematical understanding and problem solving through the use of multiple representations, written and verbal explanations
- Investigate connections and relationships with appropriate use of technology
- Develop proficiency by analyzing characteristics of models, graphs and properties of function families - linear, polynomial, rational, exponential, logarithmic and trigonometric
- Extending understanding of statistics: graphical representations of data, normal approximation, binomial probabilities
- Investigating transformation of graphs
- Exploring trigonometric functions, identities, graphs and applications
- Analyze sequences and series
- Progress as Complex thinkers by strengthening their ability to investigate, analyze, interpret, and apply information to formulate conclusions and solve problems
- Progress as effective communicators by fostering understanding and forging connections with applications beyond the classroom.

# Mathematics Department

## 8500 R.O.P. ACCOUNTING

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Open to 11th and 12th grade students.

Accounting is an ROP course, embedded in the Woodbridge High School bell schedule, which grants math credits toward graduation. The Accounting course introduces students to basic accounting principles and practices along with general business concepts. This study is based on the objectives outlined in the California Career Technical Education Standards. The course focuses on the complete eight-step accounting cycle, the use of financial reports for ethical decision making, cash management and payroll functions as well as personal finance topics such as banking, credit and career planning. This course is part of the business and finance industry sector.

### Skills and Assessment: Students will be able to....

- Demonstrate proficiency in the creation of General Journal entries, General Ledger postings, Worksheets, Balance Sheets, Income Statements, and period-closing entries and reports.
- Practice and be proficient applying basic math skills (addition, subtraction, multiplication, division) and concepts (percentages, fractions) to accounting and personal finance topics.
- Be able to use technology (calculators, online working papers, internet searches) to facilitate their completion of accounting problems and projects.
- Gain life and career-readiness skills by using computerized accounting simulation software, and participating in personal finance simulation activities and mock job skills/interview exercises.
- Demonstrate proficiency via class work/homework, online problem sets, concept quizzes, unit tests, final exams and tasks and projects.

## 3699 PRE-CALCULUS

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Grades of B or better in all marking periods of Math III.

This course is intended to prepare students for AP calculus AB and other higher level mathematics. In this course students will use and expand their knowledge and understanding of topics learned in Algebra 2, such as real and complex numbers, functions, equations and expressions, modeling polynomial and rational functions, exponential and logarithmic functions, and analytic geometry. In addition, students will study trigonometric functions, vector theory, matrices, and sequences & series. Students may take AP Statistics concurrently with this course.

### Skills and Assessment: Students will be able to...

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes and tests. Use appropriate technology to enhance learning and understanding.
- Use appropriate technology to enhance learning and understanding.

## 3704 HONORS PRE-CALCULUS

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Must meet 2 of 3: grades of A or better in all marking periods of Math III; 85% or better on end of course assessment; teacher appraisal.

This course is intended to prepare students for AP calculus BC and other higher level mathematics. In this course students will use and expand their knowledge and understanding of topics learned in honors Algebra 2, such as real and complex numbers, functions, equations and expressions, modeling polynomial and rational functions, exponential and logarithmic functions, analytic geometry, and sequences & series. In addition, students will study trigonometric topics. These topics include graphing and solving equations involving trigonometric, inverse trigonometric functions; trigonometric identities and their proofs; mathematical induction; basic vector theory and polar coordinates; and an analytic treatment of the conic sections.

### Skills and Assessment: Students will be able to...

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Use appropriate technology to enhance learning and understanding.

## 3720 A.P. CALCULUS AB

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Must meet 2 of 3: grades of C or better in all marking periods of Enhanced Math III; 80% or better on end of course assessment; teacher appraisal. OR grades of C or better in all marking periods of Pre-Calculus.

In this college-level course, students will study major topics of mathematics outlined by College Board including: limits and continuity, derivatives, integrals, differential equations, and applications. The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+. This course qualifies for the extra honors grade point credit.

### Skills and Assessment: Students will be able to...

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes and tests. Use appropriate technology to enhance learning and understanding.
- Use appropriate technology to enhance learning and understanding.

## 3724 A.P. CALCULUS BC

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Must meet 2 of 3: grades of B or better in all marking periods of Enhanced Math III; 80% or better on end of course assessment; teacher appraisal. OR grades of A in all marking periods of Pre-Calculus.

In this college-level course, students will study major topics of mathematics outlined by College Board including: limits and continuity, derivatives, integrals, differential equations, Taylor series, parametric/polar/vector functions, and applications. The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+. This course qualifies for the extra honors grade point credit.

### Skills and Assessment: Students will be able to...

- Make sense of problems and persevere in solving them – in individual work as well as collaborative work.
- Connect concepts to the real world by modeling with mathematics.
- Show that they can reason abstractly and quantitatively by explaining and justifying the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes and tests. Use appropriate technology to enhance learning and understanding.
- Use appropriate technology to enhance learning and understanding.



## 3718 A.P. STATISTICS

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Grade of B or higher in Math III or a grade of C or better in Enhanced Math III, Pre-Calculus, or any class higher than these. Student must also have the ability and desire to complete short, meaningful assignments every night. Good, clear communication skills are a major asset.

In this college-level course, students will study major topics of mathematics outlined by College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; 4. Statistical Inference: Estimating population parameters and testing hypotheses.

The A.P. exam for this course requires students to use a graphing calculator, the calculator suggested for use is the TI-84+. This course qualifies for the extra honors grade point credit.

### Skills and Assessment: Students will be able to...

- Engage in real world problem solving through analyzing the statistics of actual data from complex problems in or society.
- Clearly articulate the meaning of their solutions in ways that would be understandable to those who are not well versed in statistics.
- Use technology (mainly graphing calculators and computers) to help break down larger data sets into manageable and understandable summary statistics.
- We will test after every chapter and have two summative tests. One at the end of the first semester and one before the actual AP test. This second test is cumulative for the entire year's worth of information.

## 0031 INTRO TO DATA SCIENCES

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Successful completion of Math II.

Introduction to Data Science (IDS) curriculum teaches students to reason with, and think critically about, data in all forms. IDS provides access to rigorous learning that fuses mathematics with computer science through the use of RStudio, an open-source programming language that has long been the standard for academic statisticians and analysts in industry. IDS is a C-approved mathematics course in the University of California A-G requirements. As a statistics course, successful completion of IDS validates Math 3 in California. The IDS curriculum consists of daily classroom activities, computer labs, and participatory sensing campaigns. The computer lab activities develop fundamental R programming and analysis skills.

### Skills and Assessment: Students will be able to...

- Represent data, over multiple variables, with plots (dot plots, histograms, box plots, scatterplots, frequency tables, etc.)
- Evaluate reports based on data
- Use statistics appropriate to the shape of the data and interpret the data in context
- Fit data to a normal distribution
- Understand and decide how to model data
- Understand dependent and independent events
- Use technology to compute and interpret data

## Mathematics Department

### **3533 COLLEGE MATH PREP (FALL)**

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Successful completion of Math I.

Math 353 (Fall Semester) is a college-level course designed for students who desire would like to get an early start on their post high school mathematics. This course is similar to Math I and Math II. There will be a variety of topics covered in the class with an emphasis on beginning algebra skills. From the Irvine Valley College catalog:

“This is the first course in algebra. The course introduces signed numbers, equations and inequalities, graphs, linear equations, functions, and polynomials. Students perform arithmetic operations with a real numbers and algebraic expressions; graph and solve linear equations and inequalities; and perform algebraic operations with polynomials, rational expressions, and equations.”

### **3534 COLLEGE MATH PREP (SPRING)**

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Successful completion of Math I.

Math 253 (Spring Semester) This course is the continuation of elementary algebra and is intended to prepare students for subsequent math classes. This course is similar to Math II and Math III. From the Irvine Valley College catalog:

“This course includes the study of the real number system, open sentences in one variable, polynomials, factoring, systems of linear equations, rational numbers, and functions. The course also covers irrational and complex numbers, quadratic equations and functions, exponential and logarithmic functions, and quadratic relations and systems.”

\*\*\*The approach to Math 353/253 is through the my-mathlab.com computer program. Students are expected to work to the best of their ability in completing problems online during class time. Not all work will be able to be completed during class time so homework must be done on your own time (outside of class) to be successful. Calculator use is encouraged and any scientific calculator, such as the TI-34IIX is highly recommended. The rigor of the class is not to be underestimated, yet it is designed to be an enjoyable experience.





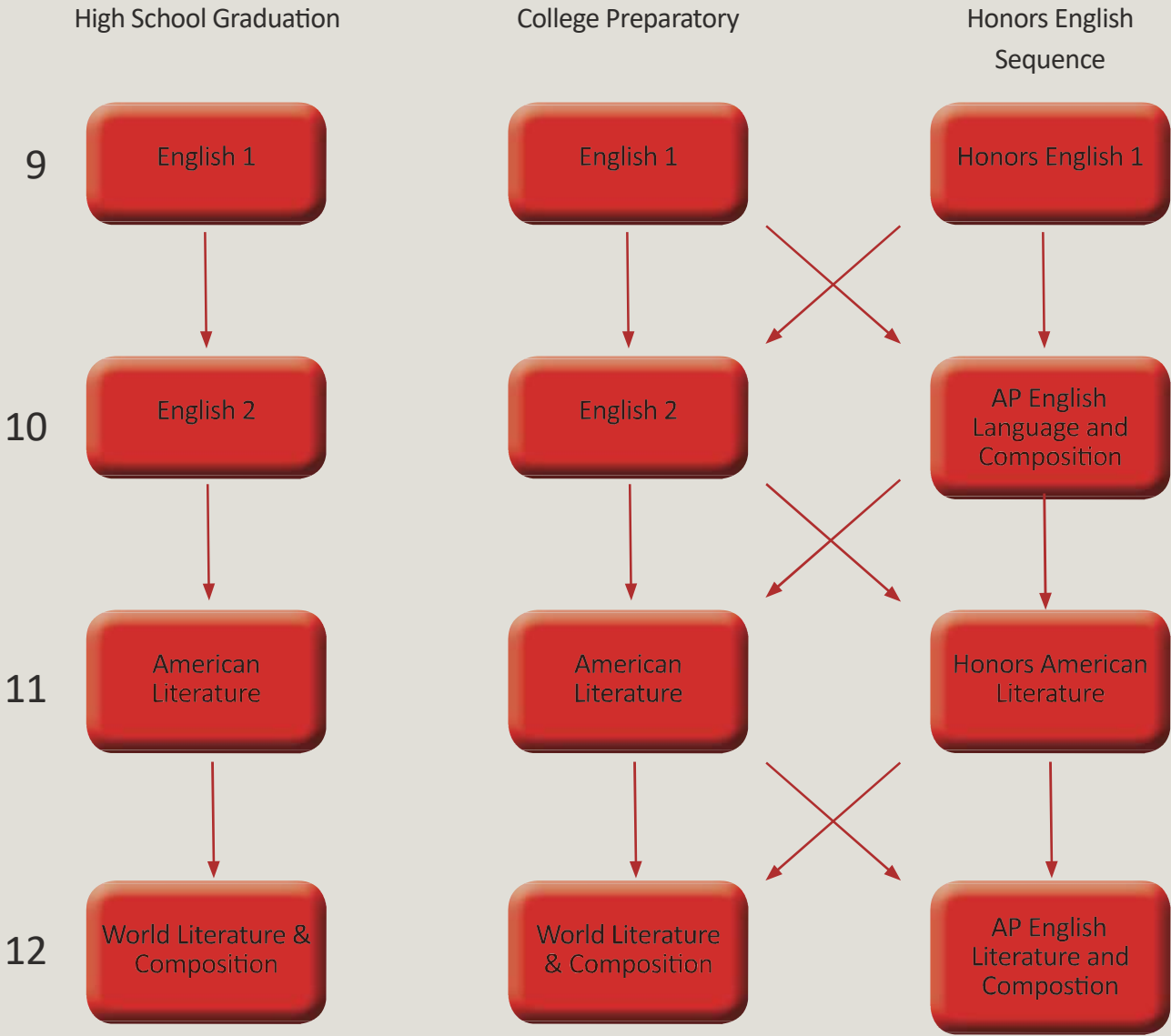
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ENGLISH DEPARTMENT

# English Curriculum Sequence

9th Grade English placement is based on a student’s 8th grade course, student grades, teacher recommendation and student skill level. Students are required to complete 40 credits of English for high school graduation.

Students can be recommended for Honors courses based on teacher recommendation and achievement for their next course placement.



## 1073 ENGLISH 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

In this college preparatory course, students will enhance their reading, writing, speaking, and listening skills as they study fiction, nonfiction, poetry, and drama. English 1 begins to lay the foundation for the rest of a student's English career at WHS as well as college and career readiness beyond high school.

### Skills and Assessment: Students will be able to...

- Write in a variety of ways for different purposes and audiences, while adhering to standard written English conventions.
- Read and analyze texts that span a wide range of genres, topics, and contexts.
- Ask critical questions, summarize and analyze texts, and make connections to their own experiences and to the world around them.
- Participate in small- and large-group discussions surrounding course content.
- Use technology appropriately to both access and create materials related to course content.

## 1092 HONORS ENGLISH 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher recommendations from the middle schools; A solid background in the basic concepts of grammar: parts of speech, rules of capitalization and punctuation; A sense of maturity, self-discipline, and responsibility are expected.

This college-prep course satisfies the "b" requirement for admission to a UC/CSU school. It is a prerequisite for AP English Language and Composition which is offered in the sophomore year.

### Skills and Assessment: Students will be able to....

- Possess an understanding of an expanded, mature vocabulary necessary for college preparedness.
- Demonstrate an understanding of a variety of genres of literature including both fiction and non-fiction: poetry, short stories, novels, dramas, essays, and speeches.

- Understand the process of composing essays in the three common core modes and demonstrate their ability to produce an appropriate response controlled by a central idea as directed by a writing prompt.
- Articulate their ideas in speech, as well as writing, in the classroom setting in forms which may vary from Socratic discussions to small group interaction.
- Ask critical questions, summarize and analyze texts, and make connections to their own experiences and to the world around them.

## 1103 ENGLISH 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of English 1.

In this college prep course, students will address essential questions through a variety of written and literary genres. Skills embedded within these units will focus on vocabulary development, reading comprehension, literary response, writing strategies, writing applications, speaking skills/discussions, and grammar. This study is based on the objectives outlined in the Common Core State Standards.

### Skills and Assessment: Students will be able to...

- Analyze and communicate effectively through writing responses such as narratives, expository essays, argumentative essays, on-demand essays, and journal entries.
- Comprehend textual information in the form of content rich non-fiction articles, short stories, poetry, drama, and novels.
- Communicate information orally through class presentations and classroom/journal discussions.

## 1152 A.P. ENGLISH LANGUAGE AND COMPOSITION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade for B or higher in both semesters of English 1 Honors or and A in English 1 with written recommendation of 9th grade English teacher.

This College Board approved sophomore honors course satisfies the “b” requirement for admission to a UC/CSU school and carries a weighted grade point. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

### Skills and Assessment: Students will be able to...

- Understand the methodology of the use of rhetoric in a variety of mediums, including: speeches, informational texts, fiction, visuals, etc.
- Write in a variety of genres and understand how their knowledge of rhetoric impacts their own writing.
- Evaluate the appropriateness of resources and how to use a variety of resources to develop arguments.
- Effectively participate in conversations with their peers both orally and in writing.
- Use appropriate technology to enhance learning, understanding, and applying course content.

## 1136 AMERICAN LITERATURE AND COMPOSITION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of D or higher in English 2

American Literature is a college prep course that satisfies the “b” requirement for admission to a UC/CSU school. In accordance with the Common Core State Standards, students will study American Literature from colonial times through the twenty-first century, emphasizing major American writers and the relationship of their work to American identity.

### Skills and Assessment: Students will be able to....

- Analyze a variety of fiction, nonfiction, and poetry, and apply their ideas in both writing and discussion.
- Apply grammatically correct, focused, and effective sentences.
- Lead and contribute to discussions on authorship, literary techniques, and life issues as reflected in literature.
- Create a substantial draft of a personal essay for college and scholarship applications.
- Use appropriate technology to enhance learning, understanding, and application of course content.

## 1156 HONORS AMERICAN LITERATURE AND COMPOSITION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of B or better in both semesters of AP English Language Composition or a written recommendation of 10th grade English teacher.

This one year course is a survey of American Literature from the beginning of the United States to the present. This class will trace the historical, political, and cultural development of America as reflected in its literature through key movements and authors. The reading for this course covers genres such as fiction, non-fiction, drama, historical documents, poetry, and literary criticism. This course is designed to prepare the student for Advanced Placement Literature, as well as to be successful in a collegiate environment. Honors American Literature is a college prep course that satisfies the “b” requirement for admission to a UC/CSU college. It carries an honors point G.P.A. credit.

### Skills and Assessment: Students will be able to...

- Develop critical thinking and literary analysis skills in close reading of texts through the use of annotations and active reading.
- Apply effective writing skills within the following modes of writing: analytical writing, on-demand writing, quickwrites, and on-line discussion boards.
- Communicate their understanding of texts by being an active participant in daily discussions about the texts.

## 1183 WORLD LITERATURE AND COMPOSITION

Length/Credit: 2 semesters - 5.0 per semester  
 Prerequisite: Successful completion of American Literature.

The World Literature and Composition course is a college-preparatory literature course that offers a challenging exploration into several of the major themes and philosophies as experienced by diverse thematic units that expose students to various aspects of the ubiquitous human experience such as crisis, tragedy, jealousy, spirituality, and love. In addition to its literary focus, this course will also prepare students for college writing, with an emphasis on the synthesis and application of ideas from texts and discussions to those expressed in their own writing.

### Skills and Assessment: Students will be able to...

- Continue to develop further essential skills and techniques with regard to writing geared toward college and career readiness.
- Examine and appreciate a diverse breadth of literary genres, including nonfiction, from a variety of world cultures and experiences.
- Create an appreciation for the commonalities between current cultures, events, experiences, and the thematic ideas conveyed in various works of literature.
- Effectively express and communicate developing opinions, ideas, and perspectives through introspection, collaboration with classmates, and presentation to different audiences.

## 1193 A.P. ENGLISH LITERATURE

Length/Credit: 2 semesters - 5.0 per semester  
 Prerequisite: Grade for B or higher in both semesters of Honors American Literature or written recommendation of 11th grade English teacher.

This College Board approved senior honors course satisfies the “b” requirement for admission to a UC/CSU school and has also been approved for extra honors G.P.A credit. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. It is an advanced course taught at a collegiate level and designed for students who have demonstrated interest and exceptional ability in analyzing and writing about literature. Through the close reading of selected texts from a variety of genres and time periods, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

### Skills and Assessment: Students will be able to...

- Read carefully in order to critically interpret complex literature.
- Consider a work’s overall structure, style, and themes, as well as elements of figurative language, imagery, symbolism, and tone in order to grasp the complexity and richness of meaning in literary form.
- Write frequently in varying formats, from formal, extended analyses to timed, in-class responses.
- Understand and use the process of pre-composing, writing, revision, and editing.



SCIENCE DEPARTMENT



## Science Curriculum Sequence: 11th and 12th grade students

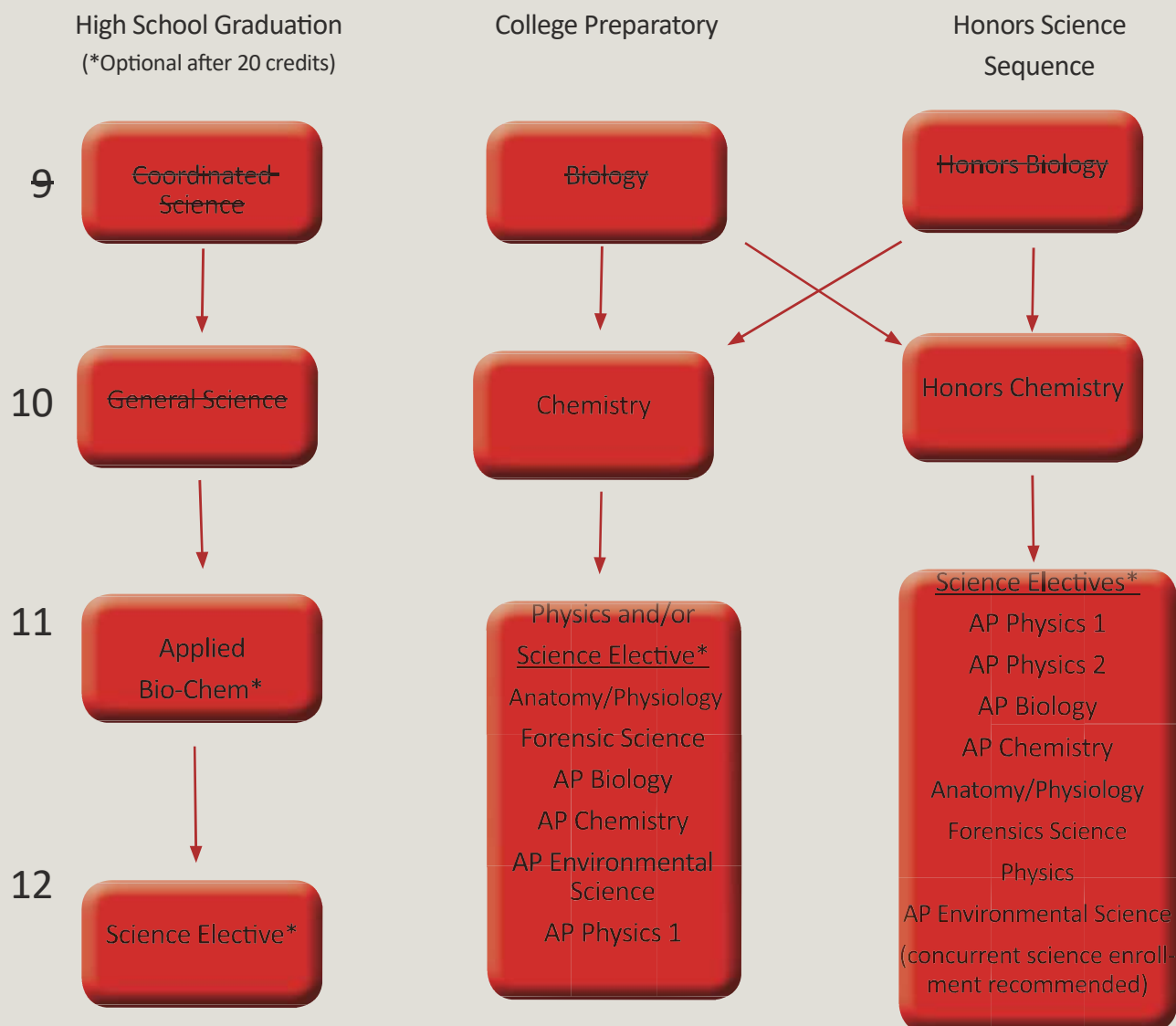
Current WHS students enrolling in Chemistry or higher in 2018-19 will not be enrolled in the NGSS course pathway.

20 credits of science is required for high school graduation. This includes the successful completion of a physical science and life science course.

Students can be recommended for Honors courses based on teacher recommendation and achievement for their next course placement.

NGSS standards will be phasing in during the 17-18 school year and replacing the current 9th grade standards. NGSS standards will continue to be implemented in the 2018-2019 and 2019-2020 years respectively. Students who successfully complete the second year of science will be encouraged to take multiple science courses the year following completion of this second college preparatory course.

Students needing to repeat a science course should contact their academic counselor.



## Science Curriculum Sequence: 9th and 10th grade students

9th Grade science placement is based on a student's 8th grade course, student grades, teacher recommendation and student skill level.

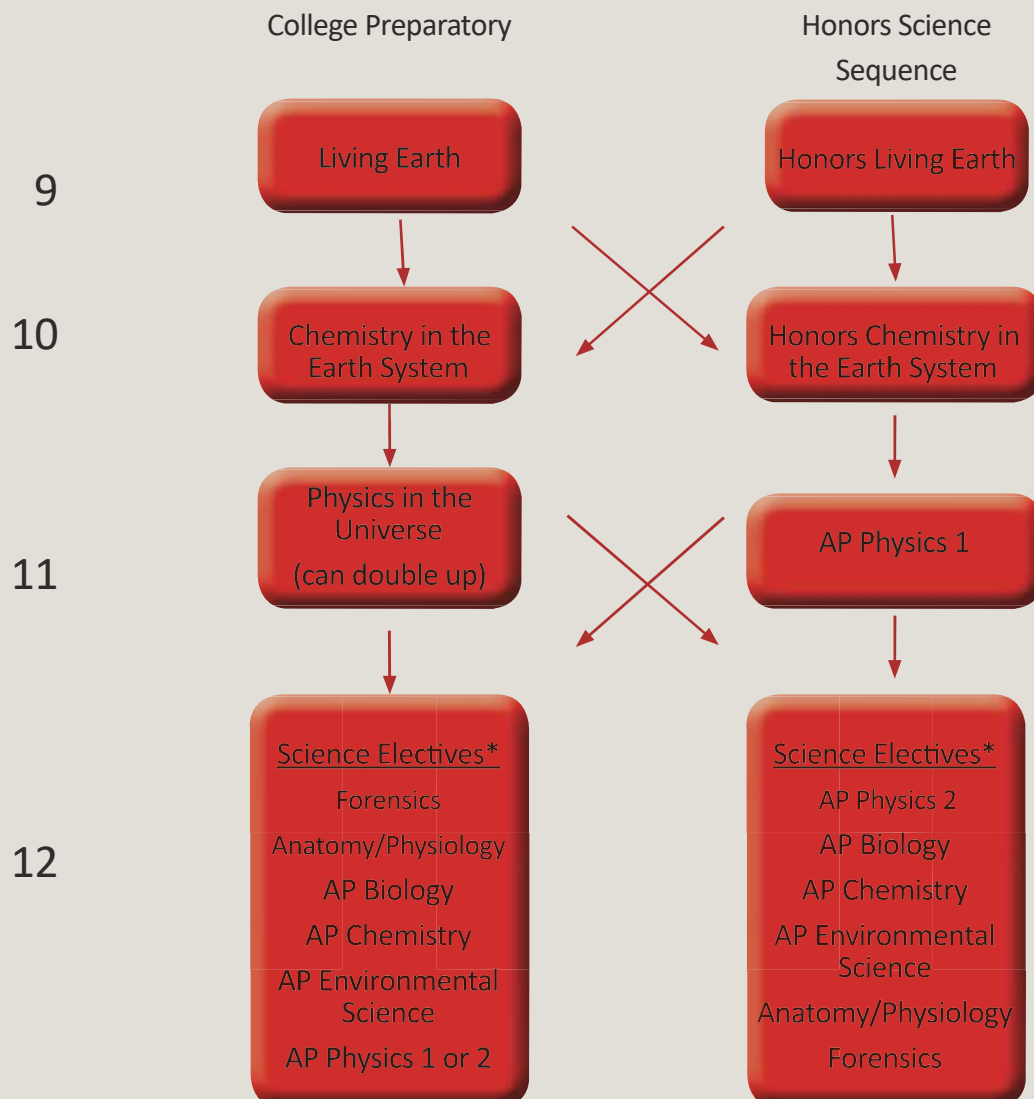
20 credits of science is required for high school graduation. This includes the successful completion of a physical science and life science course.

Students can be recommended for Honors courses based on teacher recommendation and achievement for their next course placement.

For information about the changes to IUSD Science Pathways, visit the IUSD website at [www.iusd.org/ngss](http://www.iusd.org/ngss)

NGSS 1 standards will be phasing in during the 17-18 school year and replacing the current 9th grade standards. NGSS standards will continue to be implemented in the 2018-2019 and 2019-2020 years respectively. Students who successfully complete the second year of science will be encouraged to take multiple science courses the year following completion of this second college preparatory course.

Students needing to repeat a science course should contact their academic counselor.



## 5135 LIVING EARTH

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

The Living Earth is a biology-based college prep course that satisfies the “d” lab science requirement for admission to a UC/CSU school. This course is designed to help learners understand the connections between Earth’s changing environment and the organisms that live on it. The course is based on the performance expectations set forth by the NGSS for Life Science as well as a portion of the Earth and Space Science performance expectations. Focus will be on developing a deeper understanding of the nature of science and strengthening science and engineering skills through real-world experiences.

### **Skills and Assessment: Students will be able to...**

- Ask questions about the natural world
- Define and clarify problems within the community and the world
- Plan and carry out investigations to provide solutions to a problem
- Analyze and interpret data accurately to derive meaning
- Develop and use models to represent ideas and explanations
- Construct logical explanations and design feasible solutions
- Engage in argument from evidence utilizing all modes of communication (speaking, listening, reading, and writing)
- Use mathematical and computational thinking to illustrate the relationships of variables, predict behavior of systems, and analyze data
- Research scientific inquiries effectively
- Evaluate sources of information for validity
- Collaborate effectively with other learners
- Reflect on science and engineering practices and identifying areas of strength as well as those in need of growth

## 5128 HONORS LIVING EARTH

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Two out of three of the following: (1) recommendation from 8th grade teacher, (2) grade of “A” in two of the three trimesters, and/or (3) an 85% or higher on an end of course assessment.

Honors Living Earth is an advanced version of the Living Earth course designed to challenge learners who have demonstrated aptitude in science, and are also genuinely interested in understanding the inner workings of the natural world. Honors level students have demonstrated strong reading, writing, and speaking. This course delves deeper into the scientific concepts than the college prep version. Learners in this course will complete a content-embedded higher level research experiment in first semester and an engineering research project utilizing content from the year in second semester.

### **Skills and Assessment: Students will be able to...**

- Ask questions about the natural world
- Define and clarify problems within the community and the world
- Plan and carry out investigations to provide solutions to a problem
- Analyze and interpret data accurately to derive meaning
- Develop and use models to represent ideas and explanations
- Construct logical explanations and design feasible solutions
- Engage in argument from evidence utilizing all modes of communication (speaking, listening, reading, and writing)
- Use mathematical and computational thinking to illustrate the relationships of variables, predict behavior of systems, and analyze data
- Research scientific inquiries effectively
- Evaluate sources of information for validity
- Collaborate effectively with other learners
- Reflect on science and engineering practices and identifying areas of strength as well as those in need of growth

## Science Department

### 5280 INTRO TO FORENSIC SCIENCE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of 2 years of high school science with a C or better; students must be in 11th or 12th grade.

This course will explore key topics in forensics science, including the application of scientific processes to forensic analysis, procedures and principles of crime scene investigation including physical and trace evidence. Through a variety of lessons including hands-on and virtual labs and analysis of fictional crime scene scenarios students will learn about forensic tools, technical resources, forming and testing hypothesis, proper data collection, and responsible conclusions. This course applies the many disciplines of science, such as, biology/anatomy, chemistry, and physics to solving crimes. Approved as a UC "g" elective.

### 50001 CHEMISTRY IN THE EARTH SYSTEM

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Living Earth at WHS with a grade of 'C' or higher.

This is a laboratory course based on the objectives in the California Science Framework/NGSS and satisfies the "d" requirement for laboratory science to a UC/CSU school. This is a two semester laboratory science course with an emphasis in problem solving. Students will be prepared for more advanced science courses upon completion. Topics include: states of matter, atomic and molecular structure, chemical bonding, chemical equations, gas laws, stoichiometry, solutions, acid-base chemistry, thermochemistry, equilibrium, kinetics, and nuclear chemistry.

#### Skills and Assessment: Students will be able to...

- Use science processing skills which include making observations, taking measurements, analyzing data, and drawing conclusions based on data.
- Apply mathematical skills to solve science problems.
- Communicate science concepts effectively and concisely.
- Use appropriate technology to collect, organize, represent, and interpret information.
- Use atomic/molecular models to explain properties of matter and physical and chemical changes.

## 50003 HONORS CHEMISTRY IN THE EARTH SYSTEM

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Two out of three of the following: (1) recommendation from LE teacher, (2) grade of A (90%) or higher in both semesters of CP LE or a B or higher in both semesters of Honors LE, and/or (3) an 90% or higher on an end of course assessment.

Honors Chemistry in the Earth Systems is an advanced version of the Chemistry in the Earth Systems course designed to challenge learners who have demonstrated aptitude in science, and are also genuinely interested in understanding the inner workings of the natural world. Honors level students have demonstrated strong reading, writing, and speaking skills. This course delves deeper into the scientific concepts than the college prep version. Learners in this course will complete a content-embedded higher level research experiment in first semester and an engineering research project utilizing content from the year in second semester.

### Skills and Assessment: Students will be able to...

- Use science processing skills which include making observations, taking measurements, analyzing data, and drawing conclusions based on data.
- Apply mathematical skills to solve science problems.
- Communicate science concepts effectively and concisely.
- Use appropriate technology to collect, organize, represent, and interpret information.
- Use atomic/molecular models to explain properties of matter and physical and chemical changes.
- Complete an independent experimental research project.

## 5322 A.P. BIOLOGY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher recommendation and completion of Biology and Chemistry with an A or Honors Biology and Honors Chemistry with a B or higher.

This AP course is approved and certified by the College Board.

AP Biology is a college-level laboratory course that satisfies the "d" requirement for admission to a UC/CSU school and has the possibility to provide college credit dependent on AP test score and individual college requirements. Students earn an extra grade point upon passing of course.

The A.P. Biology course is designed to be the equivalent of a general freshman level biology course taken during the first year of college. It is required that all students satisfactorily complete both the academic and lab components of this class. Labs may be scheduled during after-school hours. The course focus will be on the following four ideas based on the California Science & College Board AP Biology Frameworks: 1) The process of evolution drives the diversity and unity of life. 2) Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis. 3) Living systems store, retrieve, transmit, and respond to information essential to life processes. 4) Biological systems interact, and these interactions possess complex properties.

### Skills and Assessment: Students will be able to...

- Think critically to apply and make connections between interrelated biological topics.
- Acquire and enhance science literacy and process skills (observation, measurement, analysis, drawing conclusions, and communicating).
- Acquire analytical application skills through laboratory experiments, experimental design, debates, and projects.
- Explain the internal structure, function, and regulation mechanisms of the cell.
- Explain the inheritance of traits and their effect on the phenotype of an organism
- Explain why and how populations change over time.
- Explain the interactions between organisms and their environment.

### 5431 A.P. CHEMISTRY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher recommendation from a Chemistry teachers and completion of Biology and Chemistry with an A or Honors Biology and Honors Chemistry with a B or higher.

This AP course is approved and certified by the College Board. The AP Chemistry course is designed to be the equivalent of the general inorganic chemistry course usually taken during the first year in college. It is required that all students satisfactorily complete the lab component of this class. Labs are scheduled during after school hours approximately every-other week. Students earn an extra grade point upon passing of course. AP Chemistry students attain a depth of understanding of chemistry fundamentals and of laboratory experiences that goes beyond that covered in first year chemistry. All major topics of chemistry are covered. Upon successful completion of this course, students should be well prepared for the AP Chemistry Exam and also have a solid foundation for a successful career in the sciences, medicine, and engineering.

#### Skills and Assessment: Students will be able to...

- Use science processing skills which include making observations, taking measurements, analyzing data, and drawing conclusions based on data.
- Apply mathematical skills to solve science problems.
- Communicate science concepts effectively and concisely.
- Use appropriate technology to collect, organize, represent, and interpret information.
- Use atomic/molecular models to explain properties of matter and physical and chemical changes.

### 5552 A.P. ENVIRONMENTAL SCIENCE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Biology and Chemistry with a grade of 'B' or higher and teacher recommendation. Students must be in 11th or 12th grade.

This AP course is approved and certified by the College Board.

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental science is interdisciplinary and embraces a wide variety of topics from different areas of study including the earth systems and resources, the living world, population, land and water, energy resources and consumption, pollution, and global change.

#### Skills and Assessment: Students will be able to...

- Identify and analyze environmental problems both natural and human-made; evaluate the relative risks associated with these problems; examine alternative solutions for resolving or preventing these problems.
- Develop and conduct well-designed experiments, participate in field investigations, and propose further questions for study based on those experiences.
- Utilize appropriate techniques and instrumentation.
- Analyze and interpret data, including appropriate statistical and graphical presentations.
- Think analytically and apply concepts to the solution of environmental problems.
- Make conclusions and evaluate their quality and validity.
- Propose further questions for study.
- Communicate accurately and meaningfully about observations and conclusions.



## 5532 GENERAL PHYSICS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Biology or higher, recommended enrollment in Math II or higher or teacher recommendation.

In this course, students will study major topics in physics outlined by the California Science Framework/NGSS which includes: motion, forces, conservation of energy, conservation of momentum, electrostatics, circuits, electromagnetism and waves. This course satisfies the “d” requirement for laboratory science for admission to UC schools. This course has a strong emphasis on having students demonstrate mathematical and conceptual understanding through problem solving, laboratory investigations and projects.

### Skills and Assessment: Students will be able to...

- Demonstrate science processing skills through making observations, taking measurements, analyzing data and drawing conclusions based on data.
- Communicate mathematical and conceptual understanding of physics through solving physics problems in written form and through the use of diagrams, models, tables, graphs and symbols.
- Use appropriate technology to collect, interpret, organize, and present information.
- Demonstrate problem solving, critical thinking and engineering skills through open-ended laboratory experiments and projects.

## 5548 A.P. PHYSICS 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Chemistry or Physics with a ‘B’ or higher or teacher recommendation as well as concurrent enrollment in Math III or higher.

In this college-level algebra-based physics course, students will study major topics in physics outlined by College Board AP Physics 1 including: motion, forces, simple harmonic motion, conservation of energy, conservation of momentum, rotational motion, electrostatics, circuits, electromagnetism and waves. This course satisfies the “d” requirement for laboratory science for admission to UC schools. It is required that all students satisfactorily complete the lab component of this class, where some labs are scheduled during after-school hours.

This course qualifies for the extra honors grade point credit. This course has a strong emphasis on having students demonstrate mathematical and conceptual understanding through problem solving, laboratory investigations and projects. Through this course, students are encouraged to take the AP Physics 1 exam offered by College Board.

### Skills and Assessment: Students will be able to...

- Demonstrate science processing skills through making observations, taking measurements, analyzing data and drawing conclusions based on data.
- Communicate mathematical and conceptual understanding of physics through solving physics problems in written form and through the use of diagrams, models, tables, graphs and symbols.
- Use appropriate technology to collect, interpret, organize, and present information.
- Demonstrate problem solving, critical thinking and engineering skills through open-ended laboratory experiments and projects.

## 5550 AP PHYSICS 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher recommendation and completion of Physics or AP Physics 1 with a C or higher.

In this college-level algebra-based physics course, students will study major topics in physics outlined by College Board AP Physics 2 including: mechanics, thermodynamics, electrostatics, electrodynamics, electricity and magnetism, waves and optics, and modern physics. This course satisfies the “d” requirement for laboratory science for admission to UC schools. It is required that all students satisfactorily complete the lab component of this class, where some labs are scheduled during after-school hours.

This course qualifies for the extra honors grade point credit. This course has a strong emphasis on having students demonstrate mathematical and conceptual understanding through problem solving, laboratory investigations and projects. Through this course, students are encouraged to take the AP Physics 2 exam offered by College Board.

### Skills and Assessment: Students will be able to...

- Demonstrate science processing skills through making observations, taking measurements, analyzing data and drawing conclusions based on data.
- Communicate mathematical and conceptual understanding of physics through solving physics problems in written form and through the use of diagrams, models, tables, graphs and symbols.
- Use appropriate technology to collect, interpret, organize, and present information.
- Demonstrate problem solving, critical thinking and engineering skills through open-ended laboratory experiments and projects.

## 5621 ANATOMY/PHYSIOLOGY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Chemistry or Physics with a ‘C’ or higher and teacher recommendation. Students must be in 11th or 12th grade.

Anatomy and Physiology is a college prep laboratory course that satisfies the “d” requirement for admission to a UC/CSU school.

This course is designed to give students a general understanding of the structure and function of the human body. In addition, through discussions of current events in the medical field and laboratory experiments (including dissections), students will develop their analytical thinking skills and begin considering the ethical consequences of science. Field trips to working laboratories and speakers in various scientific and medical professions will expose the students to a variety of career options. Connections will be made among the various fields, including biology, physics, chemistry, athletics and the humanities.

### Skills and Assessment: Students will be able to...

- Acquire and enhance science literacy and process skills (observation, measurement, analysis, drawing conclusions, and communicating).
- See a broader view of how the human body is affected by our modern world.
- Speak intelligently about concepts relevant to medicine and human health.
- Apply biological concepts to functions of the human body and use that knowledge to understand the function of pharmaceuticals and other aspects of modern medicine.
- Question the validity of informational resources.
- Collect data from labs and use that data to formulate predictions about how the body works.
- Apply scientific concepts to their everyday life.



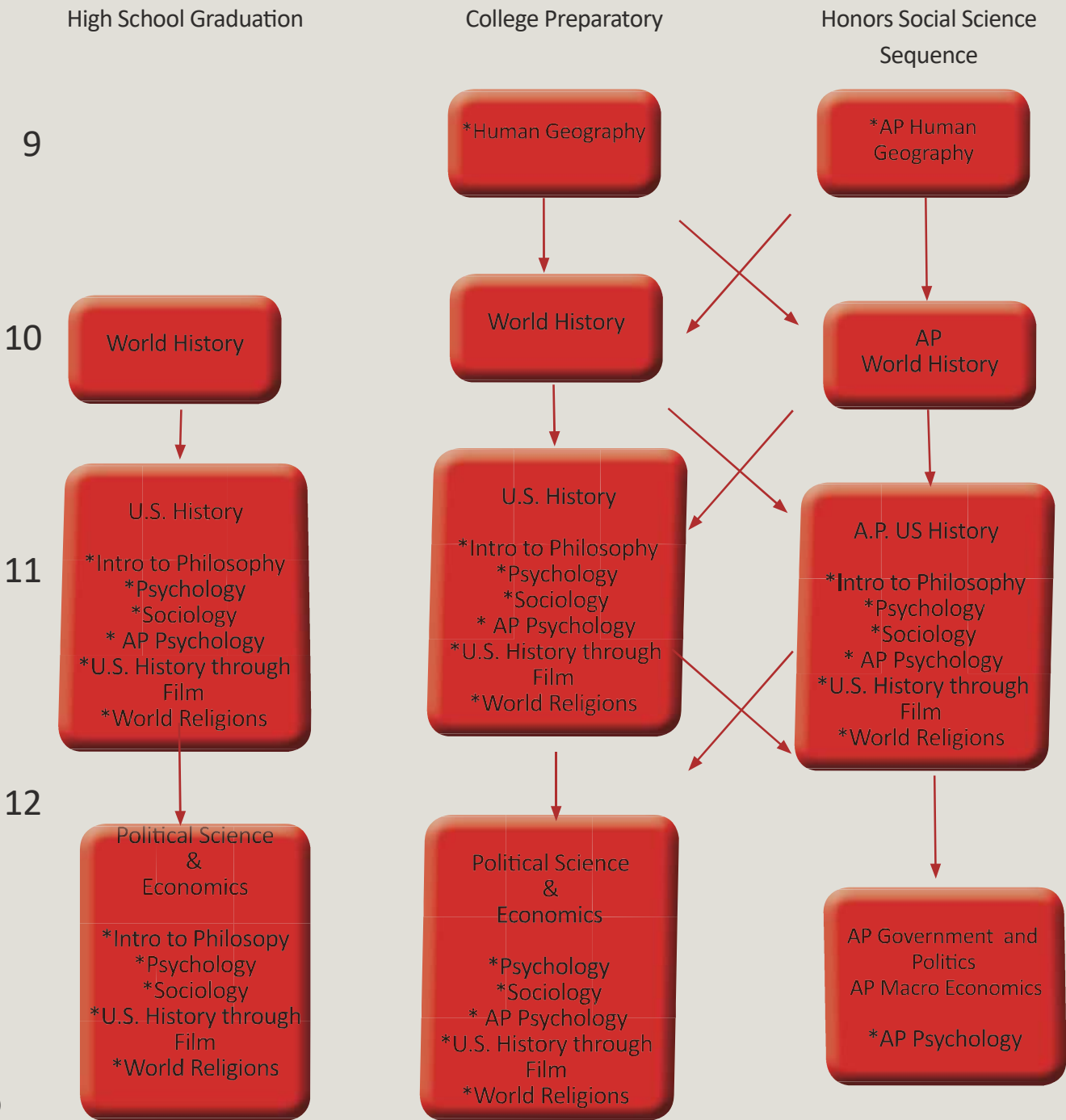
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SOCIAL SCIENCE DEPARTMENT

# Social Science Curriculum Sequence

9th Grade Social Science participation is optional. 30 credits of social science is required for high school graduation.

Courses noted below with an asterisk (\*) are elective offerings.



## 63010 HUMAN GEOGRAPHY

Length/Credit: 2 semesters - 5.0 per semester  
Prerequisite: None required; 9th grade elective recommended.

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

### Skills and Assessment: Students will be able to...

- Identify various types of maps used in cartographic communication.
- Interpret information using data sources such as population pyramids, graphs and charts.
- Analyze the complex relationship between people and the environment.
- Evaluate current issues that impact societies on a local and/or global scale.
- Characterize the nature of globalization and its effect around the world.

## 6229 A.P. HUMAN GEOGRAPHY

Length/Credit: 2 semesters - 5.0 per semester  
Prerequisite: Must meet two of the following: earn an A in 8th Grade English and Social Science classes; teacher appraisal; A in 8th grade end of course assessment for Social Science.

This college level course will acquaint 9th grade students with the expectations of the AP track in Social Science. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will be expected to complete extensive reading assignments and independent study, in addition to the regular classroom work. Special attention will be given to the writing process and the formulation of arguments through the use of supporting details obtained from content presented through the program of study. Students will need to anticipate the challenge of a rigorous curriculum.

In this college level course, students will study major topics of human geography, including: basic concepts of geography; population and migration; cultural patterns and processes; political organization of space; agriculture and rural land use; industrialization and development; and cities and urban land use.

This course qualifies for the honors level extra grade point credit.

### Skills and Assessment: Students will be able to...

- Use and interpretation of maps and spatial data sets.
- Interpret and analyze the implications of associations among phenomena in places.
- Identify and interpret at different scales the relationships among patterns and processes.
- Define regions and evaluate the regionalization process.
- Characterize and analyze changing interconnections among places.
- Demonstrate critical thinking skills applied to writing through free response questions.



## 6242 WORLD HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

The tenth grade College Prep World History course is designed to reinforce and broaden the student's depth of knowledge of world history from the birth of democratic ideas in Greece and Rome up through the contemporary world. Course content extends from the rise of democracy and how the effects of the Middle Ages, Renaissance and Reformation change the democratic ideals through time. Revolutionary ideas will be explored through the era of the Enlightenment period where students will analyze how the impact of this era shaped the English Revolution, Glorious Revolution, American Revolution, French Revolution, and Industrial Revolution. Further, students will explore the rise of nations, post-revolutions, and examine their impacts on the world through the rise of imperialism, which leads to worldwide tensions causing World War I, World War II, and ultimately the Cold War. The course of study will close as students bridge connections from past learning to the contemporary world by exploring current day issues in relation to the past as they gain a global perspective of the cause and effects of world history.

### Skills and Assessment: Students will be able to...

- Analyze and synthesize opinions on complex historical ideas through a variety of historical evidence: primary sources, secondary sources, media, art, literature, and music.
- Cite historical evidence to support claims through writing, discussion, debate, and presentations.
- Demonstrate critical thinking skills and apply those skills through a variety of products: written works, presentations, music, art, and discussions.
- Integrate technology to display their knowledge of the content while collaborating with peers.
- Differentiate various historical perspectives and hypothesize their own account of the topic while supporting their claims with specific textual evidence.

## 6410 A.P. WORLD HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Earn an A or B in AP Human Geography or teacher recommendation.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. The course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students will be taught to analyze the processes and causes involved in these continuities and changes. Students will focus on five overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The course includes extensive reading assignments from a college level text, in-depth essay writing assignments, as well as college-level summative exams.

### Skills and Assessment: Students will be able to...

- Think historically by defining and framing a question about the past and to address that question through the construction of an argument.
- Identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
- Describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.
- Describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.



## 6303 U.S. HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required; elective recommended.

U.S. History is a survey course of the major themes in early American history beginning with a review of the establishment of the United States of America & the Civil War periods continuing through the Roaring Twenties. The second semester focuses on the periods of the Great Depression, World War II, and Cold War to the 21st Century. The course will place an emphasis on developing critical thinking and writing skills and students will be taught how to write a thesis and support it with historical evidence. Students will be exposed to the material in a variety of ways, including direct instruction, in order to teach the major events and concepts throughout American history that are essential for every American citizen.

### Skills and Assessment: Students will be able to...

- Write an argumentative thesis and support claims with historical evidence.
- Analyze topics or texts using valid reasoning and relevant evidence.
- Write informative and exploratory texts, to examine and convey complex ideas.
- Produce clear and coherent writing that has been developed, revised, and edited.
- Develop critical thinking skills through interpretation of documents and primary sources.
- Use technology to produce and publish writing, and to interact and collaborate with others.
- Conduct short and sustained research projects to demonstrate an understanding of the topic.
- Actively and effectively participate in class discussions.
- Complete written assessments based on course content.

## 6341 A.P. U.S. HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Earn an A or B in AP World History or earn an A in World History with teacher recommendation.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the events, issues, individuals, and topics in U.S. history. This course prepares students for intermediate and advanced college courses by developing the oral and written skills equivalent to those required for full-year introductory college courses.

### Skills and Assessment: Students will be able to...

- Learn to assess primary and secondary historical materials and evaluate, through writing and class discussion, the relevance, reliability, and thematic importance of historical scholarship.
- Develop the writing and collaborative skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively.
- Application of skills through numerous essays, group projects, in-class discussions and writing assignments, weekly quizzes and monthly unit exams.
- Development of an organized and self-driven approach to this college-level course.
- Create a reasonable and consistent schedule to complete the reading assignments of a college-level textbook.

## 6511 POLITICAL SCIENCE

Length/Credit: 1 semester - 5.0 credits

Prerequisite: Students must be in 12th grade.

The purpose of this course is to introduce the fundamentals of American Government and Politics; particularly the major institutions and processes. Students will compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American Politics.

### Skills and Assessment: Students will be able to...

- Describe the links between citizens and government. In this, they should articulate key concepts about voting, political parties, elections, and other forms of political participation.
- Understand the structure and interactions of the presidency, congress, bureaucracy, courts.
- To understand the historical and theoretical perspectives of the American federal government.
- The student will understand the foundations, development, allocation of governmental powers and citizens' rights that are guaranteed in the U.S. Constitution.

## 6540 A.P. GOVERNMENT AND POLITICS

Length/Credit: 1 semester - 5.0 credits

Prerequisite: No formal pre-requisites, but strongly recommend having taken some AP classes previously. Higher-level math skills are not required.

In American Government and Politics AP, students will develop an analytical perspective on government and politics in the United States and study the general concepts used to interpret United States politics and analyze specific examples and various institutions, groups, beliefs, and ideas that constitute United States politics. Students study a variety of theoretical perspectives and explanations for various behaviors and outcomes. This course prepares students for the advanced placement examination in American Government and Politics.

### Skills and Assessment: Students will be able to...

- Know important facts, concepts, and theories pertaining to U.S. government and Politics.
- Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

## 6638 WORLD PERSPECTIVES ECONOMICS

Length/Credit: 1 semester - 5.0 credits

Prerequisite: Students must be in 12th grade.

Economics is a course of study that provides the student an opportunity to explore micro and macro-economic issues. This study is based on the objectives outlined in the California Principles of Economics Standards 12.1 - 12.6.

### Skills and Assessment: Students will be able to..

- Defining and using economic terms.
- Comparing and contrasting economic systems, applying microeconomic concepts of supply and demand.
- Analyzing fiscal policy, taxation, and monetary policy.
- Business formation and investing.
- Study current economic issues.

## 6642 A.P. MACRO ECONOMICS

Length/Credit: 1 semester - 5.0 credits

Prerequisite: No formal pre-requisites, but strongly recommend having taken some AP classes previously. Higher-level math skills are not required.

In this college-level course, students will study major topics of Macroeconomics as outlined by the College Board including: basic economic concepts, measurement of economic performance, national income and price determination, fiscal and monetary policy, economic growth, and international economics. This course qualifies for the extra honors grade point credit.

### Skills and Assessment: Students will be able to...

- Communicate understanding of macroeconomics and problem-solving economic problems in the economy through using statistics and multiple graphs.
- Apply verbal, analytical, and graphical approaches to problem-solving in tests, free-response questions, and projects.
- Develop and extend strategies for transitioning from knowledge of concepts to apply them in both real-world and hypothetical situations.
- Use appropriate technology to enhance learning and applying course content.

## 6853 INTRO TO PHILOSOPHY

Length/Credit: 1 semester - 5.0 credits

Prerequisite: Students must be in 11th or 12th grade.

This course is designed as an introduction to philosophy. Philosophy, literally meaning the love of wisdom is the study of the nature of reality, knowledge, and existence. This course will explore life's big questions people have sought to answer such as: What is the meaning of life? Do you believe in God (why or why not)? What is real? What is truth? What is the self? What is freedom and why is it so important to us? What should we do/not do? What is beauty and how is beauty's value determined? Using analytical thinking, students will read both primary and secondary sources, write to explanatory/informational/argument assignments, create visual media of course content and students' conclusions, and listen to and speak with other students and instructors about the knowledge they are seeking, learning, and questioning. Although students will study other philosophers and philosophies, they will ultimately work toward understanding and articulating their own ideas and views.

## Skills and Assessment: Students will be able to...

- Identify the fields of philosophy and its major philosophers
- Identify inductive and deductive reasoning as well as logical fallacies
- Explain and critique ideas and views that were given as responses to life's big questions
- Write to explanatory/informational and argument assignments
- Participate in conversations with peers both orally and in writing
- Articulate their own ideas and views, their own philosophy
- Use appropriate technology to enhance learning, understanding, and applying course content

## 6863 SOCIOLOGY

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: Students must be in 11th or 12th grade.

The Sociology course is a study of social interactions concerning human inter and intra group relationships. The course provides functional practice to students with an emphasis on the development of skills in critical thinking, reading, writing, analysis, and reasoned decision-making. The course will focus on defining and tracing the historical development of sociology, identifying the scientific method used by sociologists in the sociological experiment, the process of socialization, defining culture and its elements as well as analyzing deviant cultural behavior and current social problems. In addition to direct instruction students will participate in inside and outside experiments and observations, debates, group and individual projects. Finally, building upon the skills in this course will provide leverage and value in other academic areas while providing enduring skills for life beyond high school. In short, sociology is the analysis of how people and groups interact in a society. This course can satisfy a "g" requirement admission to a UC/CSU school.

## Skills and Assessment: students will be able to...

- Identify the origins of the field of sociology.
- Identify and understand major contributors and theories.
- Explain basic methods of sociological research.
- Understand and apply the major sociological perspectives of analysis to the surrounding world.
- Compare and contrast theories of social structure, cohesion and dysfunction.
- Understand social norms and compare differences and similarities across cultures.
- Apply micro and macro level social analysis.
- Develop and apply critical thinking, reading, and writing skills with a deeper understanding of society.

## 6841 PSYCHOLOGY

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: Students must be in 11th or 12th grade.

- This college prep elective course is designed as an introduction to the world of psychology, and it satisfies the UC/CSU "g" requirement for one semester. Psychology is the science of the mind and the mental processes that control our behavior. Students will learn about numerous psychological topics such as: the beginnings of psychology, biology and the brain, human development, states of consciousness, personality, abnormal psychology (psychological disorders), and social psychology. These concepts will be explored through various methods, such as projects (both group and individual), hands-on activities, videos, and self-reflection assignments.

## Skills and Assessment: Students will be able to...

- Identify major contributors to the field of Psychology.
- Compare and contrast perspectives and theories within Psychology.
- Read and analyze a variety of texts to enhance their understanding of Psychology.
- Apply major psychological theories to their own lives as well as those around them.
- Utilize and develop writing, listening, speaking, and critical thinking skills

## Social Science Department

### 6842 A.P. PSYCHOLOGY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Students must be in 11th or 12th grade and obtain written approval of current instructor.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

#### Skills and Assessment: Students will be able to...

- History and Approaches
- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning
- Cognition
- Motivation and Emotion
- Developmental Psychology
- Personality
- Testing and Individual Differences
- Abnormal Behavior
- Treatment of Abnormal Behavior
- Social Psychology

### 6212 WORLD RELIGIONS

Length/Credit: 1 semester

Prerequisite: Student must be in 11th or 12th grade.

The World Religions elective course will be offered as a semester long course focusing on several of the world's major religions (Hinduism, Judaism, Christianity, Buddhism, Islam, and secular perspectives). The course introduces students to the world's religions and philosophies through the use of both primary/secondary sources and class discussions. The course requires students to demonstrate an understanding of the religions and philosophies under study and common elements presented within those religions and philosophies.

#### Skills and Assessment: Students will be able to...

- Demonstrate understanding of the basic philosophical tenants of the religions/philosophies under study.
- Apply an understanding of the various philosophies studied to moral and ethical issues.
- Identify various applications of religious philosophies to laws that have provided order to human societies.
- Compare major religious and philosophical traditions in their attempts to explain human behavior.
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation via primary and secondary sources.

### 61000 US HISTORY THROUGH FILM

Length/Credit: 1 semester

Prerequisite: Student must be in 11th or 12th grade.

This course examines historically-oriented motion pictures as both reliable and unreliable sources to learn about historical events, people, places, and movements in American history. Students critically watch, write about, and discuss and debate historical films based on the premise that the content in films, as with written sources, can (and should) be critically analyzed for its perspectives, interpretive choices, biases, and reliability when attempting to comprehend how individuals lived through the American experience.

#### Skills and Assessment: Students will be able to...

- Critically examine and evaluate a motion picture's successes or failures in its attempts to properly portray the past of American history.
- Access films, through the lens of a student of history, as a source towards an understanding of the past in the same approach as a historian would rely on analysis of traditional sources, such as historical documents or scholarly articles.
- Consider how the perceptions and prejudices of the present shapes how the film audience approaches an understanding of the past as revealed through film.
- Supplement their research and writing skills through the assignment of critical essays on selected subjects that use film and traditional sources as evidence.
- Demonstrate critical and creative thinking in class discussions and written assignments.



A vintage globe on a wooden stand is the background of the image. The globe shows the Americas and is mounted on a wooden base. A large, white, stylized number '8' is centered over the globe. The entire image has a warm, orange-brown tint.

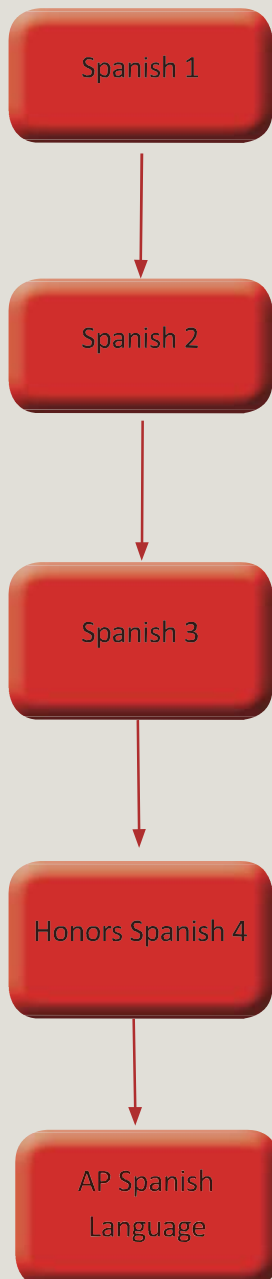
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WORLD LANGUAGE DEPARTMENT

## World Language Curriculum Sequence

9th Grade world language placement is based on a student's 8th grade course, student grades, teacher recommendation and student skill level. 20 credits of the same world language is required but 30 credits is recommended for students who wish to apply at UC/CSU schools. Please see the page 31 for information about the district's policy on "private foreign language instruction".

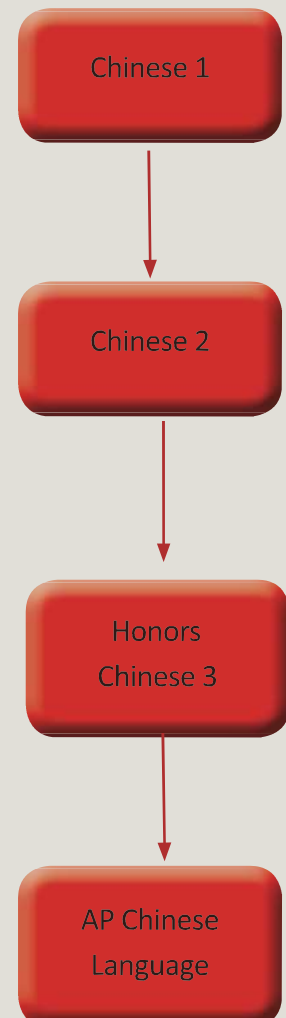
### Spanish



### Latin



### Chinese





## World Language Placement Policy

Placement in any world language course above the introductory level requires teacher recommendation.

### Incoming 9th graders:

- Recommended to have C or higher in English to enroll in level 1; or recommendation from current language teacher for other levels.

### 10th-12th grade WHS students :

- Recommended to have C or higher in English to enroll in level 1; or recommendation from current language teacher for other levels.

### Transfer Students :

- Students who have had previous language instruction in another language will be assessed for proper placement.

### Native Speakers:

- Students with no previous formal instruction in the language should enroll in level 2.
- Students with previous formal instruction in another language should enroll in level 2 and will be assessed as needed.
- Students with prior reading and writing experience in Chinese will start in Chinese 1.

## 2312 SPANISH 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None.

In this college-preparatory course, students will focus on the critical skill of communicating in the present tense. Students will build a foundation for their proficiency and comprehension. Our department goal is for students to reach the ACTFL's novice-mid level. At this stage, students will be able to communicate by using phrases, introducing and describing themselves and others.

The students will incorporate these concepts into reading, writing, listening and speaking activities, according to thematic topics. In addition, students will gain an understanding of and appreciation for different cultures. This course is not required for graduation but is recommended for those planning to go directly to a 4 year college and satisfies the "e" requirement for admission to a UC/CSU school.

### **Skills and Assessment: Students will be able to....**

- Communicate effectively (read, write, speak and listen in Spanish with grammar and vocabulary appropriate to level).
- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information (reinforce and further their knowledge of other disciplines) and recognize the distinctive viewpoints through the Spanish language.
- Develop insight into the nature of language and culture.
- Use the language both within and beyond the school setting.
- Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment.

## 2322 SPANISH 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Spanish 1 or teacher recommendation.

In this college-preparatory course, students will focus on furthering their competence when communicating in the past. Students will apply their previous knowledge and skills from Spanish 1 to increase their proficiency and comprehension. Our department goal is for students to reach the ACTFL's intermediate-mid level. At this stage, students will be able to communicate by using complete sentences and ask and answer questions on familiar topics.

# World Language Department

The students will incorporate these concepts into reading, writing, listening and speaking activities, according to thematic topics. In addition, students will gain an understanding of and appreciation for different cultures.

This course is not required for graduation but is recommended for those planning to go directly to a 4 year college and satisfies the “e” requirement for admission to a UC/CSU school.

## **Skills and Assessment: Students will be able to....**

- Communicate effectively (read, write, speak and listen in Spanish with grammar and vocabulary appropriate to level).
- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information (reinforce and further their knowledge of other disciplines and recognize the distinctive viewpoints through the Spanish language). •Develop insight into the nature of language and culture.
- Use the language both within and beyond the school setting.
- Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment.

## **2342 SPANISH 3**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in level 2 or teacher recommendation.

In this college-preparatory course, students will continue to study and focus on the critical skills of Preterite vs. Imperfect and the Subjunctive (both Present and Imperfect). Students will learn all verb tenses along with key grammatical concepts like Ser vs. Estar, Direct, Indirect and Reflexive Pronouns, Por vs. Para and all forms of commands. They will incorporate these concepts into reading, writing, listening and speaking activities, according to thematic topics.

This course is not required for graduation but is recommended for those planning to go directly to a 4 year college and satisfies the “e” requirement for admission to a UC/CSU school and it supports college and career readiness.

## **Skills and Assessment: Students will be able to....**

- Communicate effectively at an intermediate-advanced level (reading, writing, speaking and listening) in Spanish with grammar and vocabulary appropriate to level
- Develop empathy for and gain knowledge and understanding of other cultures
- Connect with other disciplines and acquire information (reinforce and further) their knowledge of other disciplines and recognize the distinctive viewpoints through the Spanish language (ie. English Literature, History, Health and Psychology, Science and Technology)
- Continue to develop insight into the nature of language and culture
- Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment both within and beyond the school setting.

## **2371 HONORS SPANISH 4**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Spanish 3 or teacher recommendation.

This course provides students the opportunity to pursue refinement in listening and speaking skills, essay writing, mastery of advanced grammar concepts, and reading comprehension. This level 4 class will expand and focus on mastering the subjunctive and improving communicative skills. Students will be able to present information by using the four strands of the Common Core communication standards (interpersonal, interpretive, and presentational). In support of the literary component in common core, students will be introduced to some of the Canons of Spanish literature. It also seeks to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening this way students' awareness and understanding of the cultural diversity of the Spanish-speaking world.

Emphasis is placed on analyzing literature texts in Spanish and on discussing character traits, themes, and concepts in the target language. In order to be successful in this course, students must demonstrate perseverance and an appreciation for a challenging curriculum. Most importantly, this is an intense course designed for those who have a love of the language.

## **Skills and Assessment: Students will be able to....**

- Use academic language to do tasks that require multiple steps
- Can handle a situation that may have a complication

- Can present a point of view with reasons to support
- Ask and answer a variety of questions
- Can analyze literary pieces and retell stories using present, past, future etc.

## 2384 A.P. SPANISH LANGUAGE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Spanish 4 or teacher recommendation.

A.P. Spanish Language and Culture is a college-level course intended for seniors and is based on the national standards for foreign language. The course is divided into thematic units designated by the AP College Board (Global challenges, Science and technology, Contemporary life, Personal and public identities, Family and communities, Beauty and aesthetics). AP requires that students demonstrate knowledge of the target culture and be able to use the language in real-life settings. This class is divided into six areas which support CCSS: speaking/listening, reading, writing (analytical and persuasive essays), grammar, vocabulary and homework. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students will be expected to participate in additional practice sessions, as arranged by the instructor, to enhance speaking and listening skills in a small group setting. Participation, perseverance, a desire to speak in the Spanish language and excellent attendance are required in order to be successful in this course. This course carries an honors point toward GPA.

### Skills and Assessment: Students will be able to....

- Communicate effectively (read, write, speak and listen in Spanish with grammar and vocabulary appropriate to level)
- Gain knowledge, appreciation and empathy for other cultures
- Connect with other disciplines and acquire information (reinforce and further their knowledge of other disciplines and recognize the distinctive viewpoints through the Spanish language)
- Develop insight into the nature of language and culture
- Use the language both within and beyond the school setting
- Show evidence of becoming a lifelong learner by using the language for personal enjoyment and enrichment

## 2212 LATIN 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommended grade of C or higher in previous English class.

In this college-preparatory course, students will begin learning the fundamental elements of the Latin language. Students will acquire new vocabulary words in Latin and learn about English words derived from Latin roots. Students will focus on the critical skill of present tense subject-verb conjugation. Students will also learn about such key concepts as noun/adjective agreement, relative, demonstrative and personal pronouns, noun and adjective declensions and their uses, perfect, imperfect and pluperfect verb tenses, imperatives, infinitives and the irregular verbs, sum, volo, nolo and possum. They will incorporate these concepts into their translations as well as in writing, listening and speaking activities. In addition, students will learn about ancient Romans and their culture. They will learn about Pompeii and the devastation of the eruption of Mt. Vesuvius in AD 79 as well as Roman occupied Britain and Egypt through translations and culture exercises.

This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

### Skills and Assessment: Students will be able to....

- Gain knowledge and understanding of the Roman culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Communicate effectively, i.e., reading and translating Latin with grammar and vocabulary appropriate to level.
- Develop insight into the nature of world languages and culture.
- Use, identify and/or appreciate Latin in the real world.
- Empathize with characters in the stories and with their ancient culture and customs.
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

## 2222 LATIN 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Latin 1 or teacher recommendation.

## World Language Department

The Latin 2 course builds on the concepts introduced in Latin 1, expanding on students' abilities to read Latin. Students work from the same textbook series as in Latin 1 and develop their grammar and vocabulary by reading stories that include cultural content about Roman daily life. This study is based on the objectives outlined in the National Standards for Classical Language Learning (<http://aclclassics.org/pdf/standards.pdf>). In addition to learning Latin, the course also focuses on learning about Roman culture, mythology, selected historical persons, and English vocabulary through the study of Latin words and basic grammatical structures. Latin 2 supports common core state standards while promoting college and career readiness.

This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

### **Skills and Assessment: Students will be able to....**

- Communicate effectively, i.e. reading and translating Latin with grammar and vocabulary appropriate to level.
- Gain knowledge and understanding of western culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Develop empathy and appreciation for world languages and culture.
- Use Latin both in- and out-side school.
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

### **2250 HONORS LATIN 3**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Latin 2 or teacher recommendation.

The Honors Latin 3 course builds on the concepts introduced in Latin 2, expanding on students' abilities to read Latin. Students read selections from notable (and notorious) Roman writers of prose and poetry including Martial, Ovid, Catullus and Cicero. In addition, this course reads authentic, un-adapted selections Vergil's Aeneid for the Advanced Placement Exam. The course explores various techniques for understanding and interpreting Latin in the original. The course explores the influence of ancient Rome and its language upon American art, literature and language. Honors Latin 3 supports common core state standards while promoting college and career readiness.

This course carries an honors point toward GPA.

This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.

### **Skills and Assessment: Students will be able to....**

- Communicate effectively, i.e., reading and translating Latin with grammar and vocabulary appropriate to level.
- Gain knowledge and understanding of the Roman culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Develop insight into the nature of world languages and culture.
- Use, identify and/or appreciate Latin in the real world.
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

### **2282**

### **A.P. LATIN 4 (VERGIL-CAESAR)**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C or higher in Latin 3 Honors or teacher recommendation.

In this college-preparatory course, students will read the required AP course readings from Vergil's Aeneid and Caesar's de bello Gallico in preparation for the Advanced Placement Exam. Throughout the course students will review vocabulary and grammar constructions and they will use their prior knowledge of the Latin language to analyze, identify, interpret, read and translate the course readings. Students will also explore other Latin authors and tie in their literary concepts and vocabulary with those of Vergil and Caesar. Through the reading of these literary works, students will also learn about the Roman empire, culture, history, mythology, propaganda and the glorification of Rome.

This course carries an honors point toward GPA.

This course is not required for graduation but is recommended for those planning to go directly to a 4-year college and satisfies the "e" requirement for admission to a UC/CSU school.



## Skills and Assessment: Students will be able to....

- Gain knowledge and understanding of the Roman culture.
- Connect with other disciplines by strengthening Latin-based academic language.
- Communicate effectively, i.e., reading and translating Latin with grammar and vocabulary appropriate to level.
- Develop insight into the nature of world languages and culture.
- Use, identify and/or appreciate Latin in the real world.
- Empathize with the characters/people in the literature, their authors and with their ancient culture and customs.
- Enjoy becoming a life-long learner by using Latin for personal enrichment.

## 2501 CHINESE 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommended grade of C or higher in previous English class.

Chinese 1 introduces students to the language and culture of modern Chinese. The goal is to develop basic listening, speaking, reading and writing skills in Mandarin Chinese, and to understand the unique customs and aspects of the Chinese culture. This course is designed to help students develop foundational language skills that prepare them to continue in a Chinese Level 2 course, and to develop empathy and appreciation for cultures around us. Chinese 1 is a college prep course that satisfies the "e" requirement for admission to a UC/CSU school.

## Skills and Assessment: Upon completion of the course, students in Chinese 1 will...

- Master the Romanized phonetic pronunciation system "Pinyin"
- Build Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Develop the ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs)
- Learn about 350 vocabulary items and essential grammatical structures that are used on essential daily life topics such as greetings, dates and times, family, and hobbies both orally and in writing

## 2505 CHINESE 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C (70%) or higher in Chinese 1 or teacher recommendation.

Students in Chinese 2 continue the second year of study with about 350 more vocabulary items. Students build communicative skills as they discuss topics and learn sentence structures on elements close to their life such as weather, dining, birthday party, and travel. With more sentence structures introduced, students will construct compound and complex sentences both orally and in writing. This course also helps the students to

develop empathy and appreciation for cultures around us. Chinese 2 is a college prep course that satisfies the "e" requirement for admission to a UC/CSU school.

## Skills and Assessment: Upon completion of the course, students in Chinese 2 will...

- Continue building their Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Develop the ability to comprehend and produce created language (sentences and strings of sentences)
- Deal with topics related to self and the immediate environment in some informal settings
- Increase proficiency through task-based, communicative language applications in all areas of language learning - listening, speaking, reading and writing

## 2513 HONORS CHINESE 3

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C (74% or above) in Chinese 2 or teacher recommendation. This course is intended for non-heritage speakers, or native speakers who came to the U.S. prior to sixth grade.

This advanced class covers topics ranging from elements close to everyday life, to cultural studies such as college life, travel, Chinese regional cuisines, shopping habits, etc. Besides reviewing fundamental sentence structures mastered in Level 1 to 2, students will further develop their skills in reading contemporary Chinese literature and writing essays at an intermediate level. This course places a particular emphasis on effectively listening and speaking, and also be confident presenting information to the class in Chinese. An increased amount of authentic materials in the target language, such as newscasts, movies, newspapers, and magazines, will be used to help students practice listening, reading, and speaking skills. The objectives are to continue strengthening the students' language skills, and to encourage students to express their own opinions through group discussions, presentations and writing. This advanced class is in support of the Common Core State Standards for literacy, and reinforce college and career readiness. Students are expected to show ability of perseverance in order to attain higher level of language proficiency throughout the course. Honors Chinese 3 is a college prep course that satisfies the "e" requirement for admission to a UC/CSU school.

**Skills and Assessment: Upon completion of the course, students in Chinese 3 will...**

- Master Chinese word processing computer skills
- Integrate interpersonal, presentational, and interpretive language skills through interactive activities
- Understand a variety of oral presentations at normal speaking speed
- Read authentic materials such as letters, newspaper articles, advertisements and books intended for young adult readers
- Understand essential Chinese heritage culture

## 2521 AP CHINESE LANGUAGE AND CULTURE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of C (74% or above) in Chinese 3 Honors or teacher recommendation. This course is intended for non-heritage speakers, or native speakers who came to the U.S. prior to sixth grade.

The AP Chinese Language and Culture is an advanced level course equivalent to a regular fourth-semester college level of study. Topics mainly focus on the culture and social aspects of study such as the Chinese festivals, education, gender equality, environmental protection, etc. At this level, the students are immersed in Chinese language and culture studies that further develop the proficiency levels of listening, speaking, reading and writing. The course focuses on practicing the three modes of communication (interpersonal, interpretative, and presentational) across the five content goal areas of the National Standards (Communication, Culture, Connections, Comparisons and Communities) as outlined in the *National Standards for Foreign Language Education*. The students are to engage in meaningful learning activities to enhance their learning strategies and problem-solving skills. A wide range of authentic materials will be introduced to maximize the students' exposure to the language and culture. The AP course also prepares students for the National Advanced Placement (AP) Exam offered at the end of the academic year.

**Skills and Assessment: Upon completion of the course, students in AP Chinese will...**

- Solidify important linguistic structures to build and refine their understanding of Chinese grammar and syntax
- Communicate in linguistically and culturally-appropriate manners in a wide range of situations
- Read authentic short compositions, and write with accuracy and sophistication on topics pertaining to daily life, social events, and cultural studies
- Review and practice different sections of the AP Chinese exam





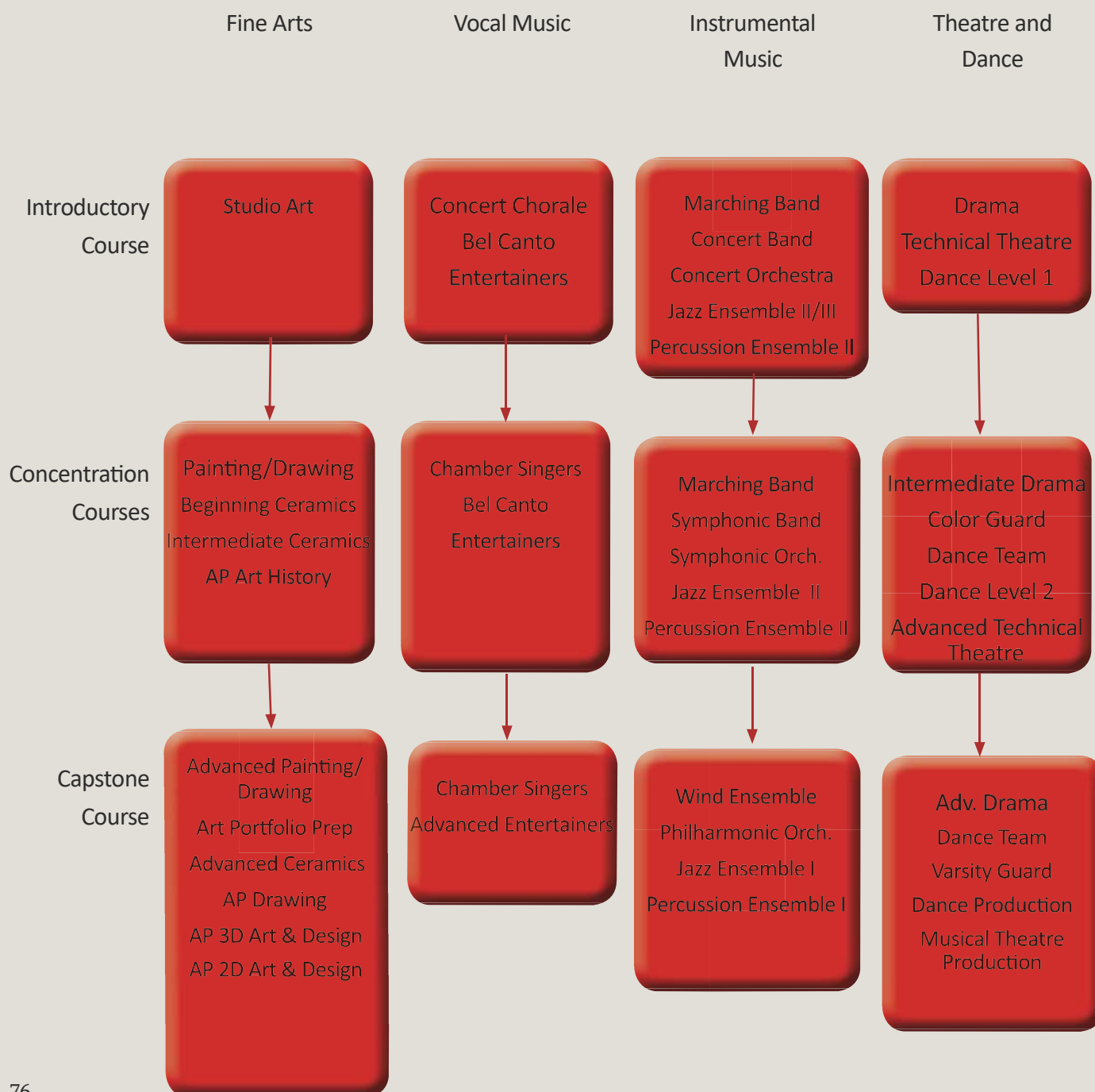
# 9

VISUAL AND PERFORMING ARTS  
CAREER AND TECHNICAL EDUCATION

*unity and diversity*

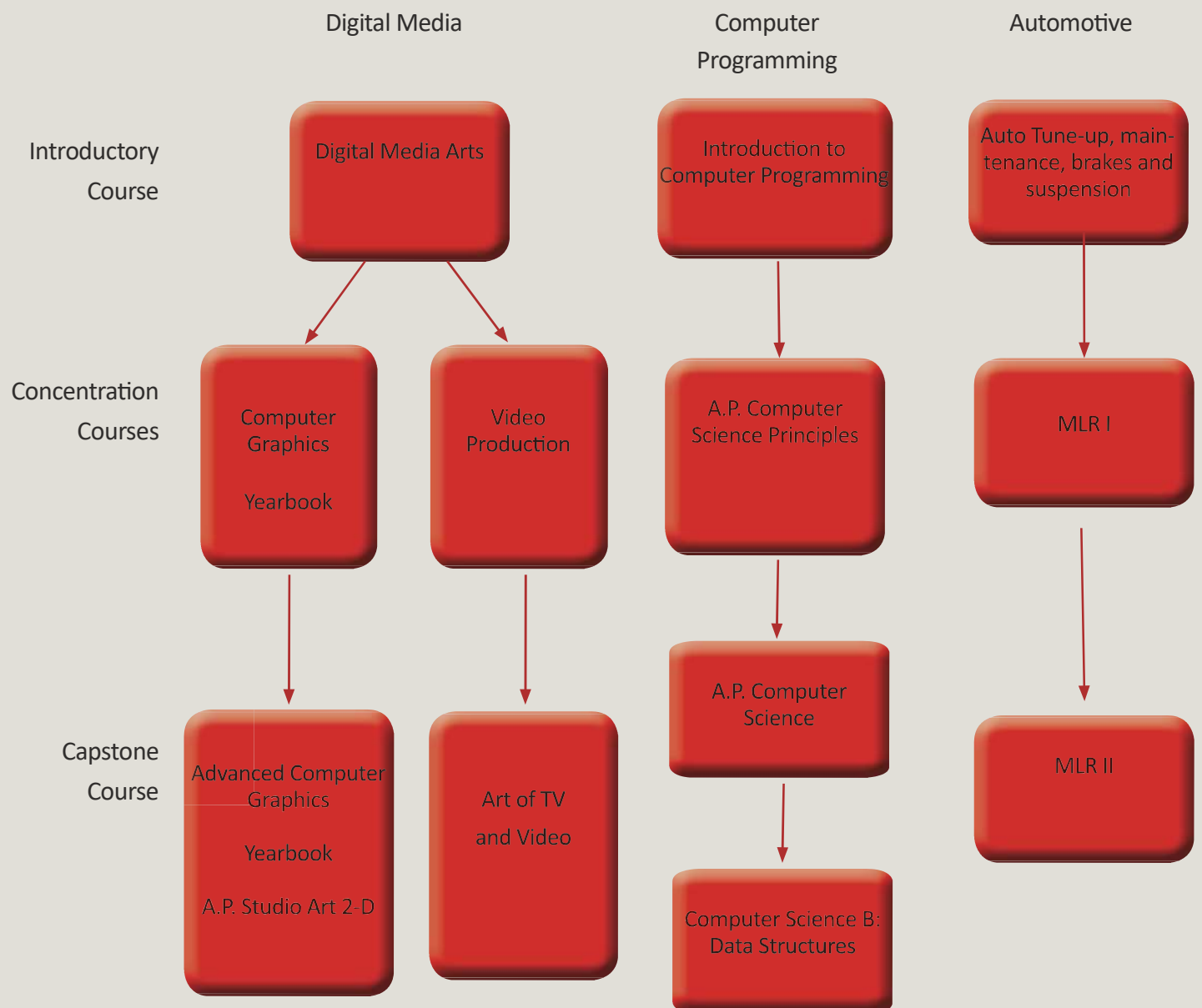
## Visual and Performing Arts Pathway

The Woodbridge High School Visual and Performing Arts Department offers a wide variety of interest pathways and course offerings. 10 credits of Visual and Performing Arts or Foreign Language or CTE are required for graduation. A full year of one course is required for admission into a UC/CSU school.



## Career and Technical Education Pathway

The Woodbridge High School Computer and Technical Education Department offers numerous interest pathways and course offerings. These courses offer a variety of credit options including elective and art. Please note: the computer programming and automotive pathways do not meet the UC/CSU A-G requirement for fine/performing art, but may meet the "g" elective for UC/CSU admissions.



# Visual and Performing Arts Department

## 7014 ART STUDIO

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Studio Art (formerly Fundamentals of Art) is a prerequisite for all other art courses. Elements of art and principles of design will be introduced in this course. Students will explore and apply fundamental design concepts using a variety of materials including graphite pencils, marker, colored pencils, oil pastels, tempera paint, watercolor paint, collage, scratch board and paper mache. Students will combine, evaluate and apply new knowledge and life experiences to create original works that demonstrates newly acquired skills, information and insights. This course contains brief elements of art history as it applies to the curriculum. Students will be introduced to creative thinking and critical problem solving skills.

### Skills and Assessment: Students will be able to...

- Understand the principles of design (balance, proportion, rhythm, emphasis and unity) as well as art elements (line, shape, form, color, texture, space, and value).
- Create original works of art using a variety of media.
- Justify their creative decisions both verbally as well as written using appropriate terminology.
- Demonstrate a basic understanding of composition.
- Utilize problem solving skills related to artistic creations.

## 7037 PAINTING/DRAWING

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Studio Art or teacher approval.

Painting/Drawing is an intermediate level course intended to give students a variety of art experiences. This course will also give students the opportunity to develop personal expression and creativity. Emphasis is placed on building artistic skills and knowledge of the art elements and principles of design. Students will work toward improving their use of a variety of media that may include graphite, colored pencils, marker, scratch board, pen and ink, watercolor pencils, charcoal, mix media, watercolor, pastels and acrylics. Throughout this class, students will be introduced to professional practices such as, collaboration, deadlines, and presentations. Students will build on their creative thinking and critical problem solving skills.

### Skills and Assessment: Students will be able to...

- Apply the principles of design and art elements to create original works.
- Demonstrate a basic knowledge of a variety of media.
- Justify their creative decisions both verbally as well as written.
- Demonstrate a basic level composition in their work.
- Identify, compare and contrast multiple styles and genres of art.

## 7043 ADVANCED PAINTING

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Painting/Drawing or teacher approval.

Advanced Painting/Drawing is a continuation of Painting/Drawing. Art elements and principles of design will continue to be emphasized while students work independently on higher level and more conceptual projects. Students will continue to be introduced to professional practices. Improving skills, and building a portfolio for future art study will be additional challenges for students. Students will expand their creative thinking and critical problem solving skills. Instruction will focus on composition and professional practices.

### Skills and Assessment: Students will be able to...

- Apply the principles of design and art elements to create original works.
- Demonstrate an advanced knowledge of variety of media.
- Justify their creative decisions both verbally as well as written.
- Demonstrate an advanced level composition.

## 7049 A.P. DRAWING

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion Advanced Painting/Drawing and teacher approval.

Advanced Placement Studio Art is a very rigorous course that will enable students to develop a portfolio of college level work. Participating students will exhibit high level of art skills, a working understanding of the art elements and principles of design, personal depth, time management skills and great organizational skills. Students will be required to spend at least 1-2 hours working outside of class every day to fulfill the College Board's portfolio requirements. This work will be submitted to the College Board in early May and requires that an exam fee be paid in early spring. Students who pass the exam (have their artwork scored as passing) will receive college credit from participating colleges.

This course will focus on professional practices such as deadlines and preparation and presentation of a portfolio. Students will demonstrate a high level of creative thinking and critical problem solving skills.

### Skills and Assessment: Students will be able to...

- Apply the principles of design and art elements to create original works.
- Demonstrate an advanced knowledge of variety of media.
- Justify their creative decisions both verbally as well as written.
- Demonstrate an advanced level composition.
- Demonstrate effective time management skills.
- Prepare an original body of work showing breadth in material and content.
- Prepare and additional original body of work that focuses on one area of concentration.
- Participate in whole class critiques.
- Utilize problem solving skills related to artistic creations.

## 7056 A.P. 2-D ART & DESIGN

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Advanced Graphic Design Studio and teacher recommendation.

AP Studio Arts 2D is a rigorous course that will enable students to create a portfolio of college level work. Students will be asked to create original images based on prompts provided by the instructor. Students will be required to spend 3-5 hours a week working outside of class to fulfill the College Board's portfolio requirements. Students that pass the exam will receive college credit from participating colleges.

### Skills and Assessment: Students will be able to...

- Exhibit a high level of digital art skills and a working knowledge of art elements and principles of design.
- Demonstrate effective time management skills.
- Prepare an original body of work showing breadth in skills and content.
- Participate in whole class critiques.
- Demonstrate an advanced level of composition.

## 7107 BEGINNING CERAMICS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Beginning Ceramics is an introductory studio course, consisting of both hand-building and potter's wheel methods. The course includes an examination of clay, glaze, decoration methods, and firing processes. Hand-building methods will include pinch, coil, and slab. Students will create both functional and sculptural works of art. Students will participate in individual and group critiques of student projects. Elements of three-dimensional design will be introduced; including volume, mass, light, shadow, and texture.

### Skills and Assessment: Students will be able to...

- Demonstrate proper mechanics working with the medium of clay.
- Demonstrate proper practice strategies and techniques.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through small group and individual critiques.

# Visual and Performing Arts Department

## 7119 INTERMEDIATE CERAMICS

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: Completion of Beginning Ceramics or teacher recommendation.

Students in Intermediate Ceramics will build on concepts and skills acquired in Beginning Ceramics, and demonstrate an intermediate skill level and individual style. Students in Intermediate Ceramics will expand upon the hand-building techniques, such as pinch, coil, and slab learned in Beginning Ceramics, and continue to develop more technical skill on the potter's wheel. This class emphasizes creating both sculptural and functional works with clay, while also including art criticism and art history.

### Skills and Assessment: Students will be able to...

- Demonstrate creativity and individual style.
- Demonstrate and master skills working with clay.
- Assess strengths and weaknesses through small group critiques.

## 7134 ADVANCED CERAMICS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Intermediate Ceramics or teacher recommendation.

This class is intended to prepare students for the development of a college-ready portfolio. Students will work on developing more technical skills and aesthetic sensibilities. This includes the use of historic and contemporary references in ceramics and other arts, criticism, and expression of personal concepts in works. Students will investigate choices in materials to express a personal direction. A research concept will be identified by the student for each semester's investigation. Students are expected to participate in critiques to identify strengths and weaknesses and promote the growth and exchange of ideas.

### Skills and Assessment: Students will be able to...

- Demonstrate proper mechanics working with the medium of clay.
- Demonstrate and master skills working with the medium of clay.
- Assess strengths and weaknesses through small group and critiques.

## 7058 A.P. 3-D DESIGN PORTFOLIO

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Permission from the Instructor.

The AP Studio Art (3-D Design Portfolio) is designed for students who are seriously interested in the practical experience of art. This course is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP 3-D Design Portfolio course is intended to address sculptural ceramics involving purposeful decision-making, using the elements and principles of art in an integrative way. Students are asked to demonstrate understanding of design principles as they relate to the integration of depth and space as well as volume and surface. For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited, figurative or non-figurative sculpture, architectural models, metalwork, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts.

### Skills and Assessment: Students will be able to...

- Recognize quality in his or her work.
- Concentrate on a sustained investigation of a particular visual interest or problem.
- Master a range of approaches to the formal, technical, and expressive means of the artist.
- Think independently about art and design, and contribute inventively and critically to their culture through art making.

## 7054 A.P. ART HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Success in art and/or social science classes. Open to 10th-12th grade.

The AP Art History course explores topics such as the nature of art, its uses and meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, this course develops an in depth and holistic understanding of the history of art. Students will learn and apply skills of visual, contextual, and comparative analysis, as they investigate works of art and architecture from around the globe.



## **Skills and Assessment: Students will be able to...**

- Analyze and answer questions such as: What is art and how is it made? Why and how does art change? How do we describe our thinking about art?
- Investigate how humans respond to the world and communicate their experiences through art making.
- Develop an understanding of the functions and effects of art, while considering the influential forces of belief, class, gender, ethnicity, patronage, and politics.
- Identify works of art and architecture, spanning prehistory to the present.

## **7710 BEGINNING DRAMA**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

This is a primary course designed to introduce students to the many aspects of Theatre Arts: play analysis, scene preparation, improvisation, acting, directing, and theater styles. Upon completion of this course students will be able to demonstrate an understanding of movement on stage, terminology of the stage, and performance techniques.

## **Skills and Assessment: Students will be able to...**

- Perform pantomime.
- Produce and perform scenes and monologues.
- Participate in various exercises essential to acting.
- Participate in improvisation performances and exercises.
- Connect the importance of history and culture in their performance.
- Prepare, dissect and analyze a script for presentation.
- Identify various theater styles and movements.
- Connect the importance of history and culture in their performance. Prepare, dissect and analyze a script for presentation.
- Identify various theater styles and movements.

## **7755 INTERMEDIATE DRAMA**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition and teacher recommendation.  
Recommended to take Beginning Drama.

Students will continue to explore the world of theater through the eyes of the playwright, actor, designer and director. Through active participation in theater, students learn to make artistic choices and critique dramatic works. Students will present a one-act play showcase and produce the full production. Intermediate students will study significant acting teachers and acting styles to formulate the best techniques for them. Intermediate students are expected to attend all rehearsals and performances of the Intermediate Drama class.

## **Skills and Assessment: Students will be able to...**

- Character study
- Audition techniques
- Demonstrate acting techniques in class and performances.
- Create and sustain characters that communicate with an audience.
- Construct imaginative scripts.
- Collaborate with actors to refine scripts so that they convey a meaningful story to an audience.
- Develop criteria for evaluating basic playwriting techniques, such as character, structure and style.

## **7771 ADVANCED DRAMA**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition and teacher recommendation.

This class is offered for the dedicated theatre student. These students will be required to be leaders and directors of their own projects, as well as those assigned by the instructor. Students will have the opportunity to perform for various events such as campus events and California Theatre competitions. Students will be able to display advanced level skills relating to particular styles of world theatre and modern contemporary drama.

## **Skills and Assessment: Students will be able to...**

- Take charge and be a leader of a group.
- Organize productions and shows.
- Exhibit mastery of vocabulary.
- Display directorial skills and rehearsal technique.
- Illustrate an understanding of aesthetic principles inherent to a theatre production.
- Confidently put together theatre audition pieces to be used at the college level.

## 7765 TECHNICAL THEATER

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

This course is designed to provide knowledge of the basic aspects of technical theater production. Students will study the theory of scenery design, and basic use and design of theatrical lighting and sound equipment. Performance and rehearsals outside the regular hours of a school day are an integral co-curricular part of the course, and participation in them is required for a successful completion of the course. This course is part of the arts, media, and entertainment industry sector pathway.

### Skills and Assessment: Students will be able to...

- Identify and use basic levels in set construction.
- Identify, place and operate stage lighting instruments.
- Select sound effects for theatrical performance.
- Construct, assemble and paint scenery for plays, concerts and special events at WHS.
- Basic stage makeup application techniques.
- Study different time periods of costume design.
- Identify stage vocabulary.

## 7777 ADVANCED TECHNICAL THEATER

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Technical Theatre and teacher recommendation.

This course is designed to provide a working knowledge of the advanced aspects of technical theatre production. Technical theatre is a hands on course in which students are creating all technical aspects of all Woodbridge productions. Technical Theatre are required to provide back stage assistance for WHS play productions, musical theatre productions, and vocal, instrumental, and dance stage productions. Students will accomplish levels of certification to qualify the student for different jobs/duties for school productions. Performance and rehearsals outside the regular hours of a school day are an integral co-curricular part of the course, and participation in them is required for a successful completion of the course. This course is part of the arts, media, and entertainment industry sector pathway.

### Skills and Assessment: Students will be able to...

- Be crew leaders for all technical areas of a production.
- Practice the various stage manager skills.
- Use advanced level scenery construction techniques.
- Design scenery, lighting and sound for productions.
- Compete at local theatre competitions with their designs.
- Use computer aided drafting techniques for the theatre.
- Operate moving light programming.

## 7603 CONCERT CHORALE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Concert Chorale is a performing ensemble that studies music written and arranged for mixed voices. Students will study beginning theory, vocabulary, styles, techniques and historical concepts used in performing literature from a wide array of musical periods and styles. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write basic music notation.

## 7653 BEL CANTO

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only - For female singers of intermediate to advanced ability.

Bel Canto is a performing ensemble that studies music written and arranged for advanced female voices. Students will study intermediate theory, vocabulary, styles, techniques and historical concepts used in performing literature from a wide array of musical periods and styles. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

## 7628 CHAMBER SINGERS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only – For singers of intermediate to advanced ability.

Chamber Singers is a performing ensemble that studies music written and arranged for advanced mixed voices. Students will study advanced theory, vocabulary, styles, techniques and historical concepts used in performing literature from a wide array of musical periods and styles. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write advanced level music notation.

## 7639 ENTERTAINERS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Entertainers is a performing ensemble that studies music written and arranged for advanced mixed voices. Students will study advanced theory, vocabulary, styles, techniques and historical concepts used in performing literature from the genres of pop, roc, and musical theatre. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

## **Skills and Assessment: Students will be able to...**

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

## **76000 ADVANCED ENTERTAINERS**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

A highly advanced performing ensemble consisting of 16-18 members that study music written and arranged for advanced mixed voices. Students will study advanced theory, vocabulary, styles, techniques and historical concepts used in performing literature from the genres of pop, rock, and musical theatre. Performances and rehearsals outside the regular hours of a normal school day are integral, co-curricular part of this course and participation in them is required for successful completion of the course.

## **Skills and Assessment: Students will be able to...**

- Demonstrate appropriate vocal, rehearsal and performance techniques.
- Demonstrate appropriate practice strategies and techniques.
- Analyze vocal and music terminology through written and oral tests.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through self-evaluation.
- Evaluate class work and public performance through the use of video and audio recordings.
- Show aesthetic valuing through live music performance critiques.
- Write advanced level music notation.

## **7651 MUSICAL THEATRE PRODUCTION**

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

This course is designed for actors, musicians, and stage crew, who have auditioned, and have been cast for a play or a musical at Woodbridge High School. Theatre is a highly collaborative art that requires effort by an ensemble, a group whose individuals function together to create a whole. This is a "hands on" approach to learning about theatre. It is practical and performance based. Rehearsals are held after school in addition to evening weekday and weekend performances. Technical work hours for the backstage crew coincide with the production's rehearsal and performance schedule. Attendance and participation is mandatory for all scheduled rehearsals, performances and production work sessions.

## **Skills and Assessment: Students will be able to...**

- Basic-proficient aspects in producing a theatre production or show.
- Theatre etiquette and rehearsal practices.
- Proper use of basic tools, equipment and techniques used in production.
- Proper safety procedures in production for both actors and stage crew.
- Produce a play or musical for public performance.
- Identify and discuss genre and artistic style from both acting and technical standpoint.
- Analyze the different production elements that contribute to the overall production concept.
- Work collaboratively with the actor's ensemble, the design team and the director(s).
- Demonstrate proper safety procedures in theatre production.

## 7551 MARCHING BAND

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: None required.

Marching Band is a performance course in which students perform at football games, pep rallies, community events and compete in marching band competitions. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course. Marching Band is a 0 Period course that offers 1 semester of P.E. credit. (Students enrolled in Marching Band must also take a Concert Band, Orchestra or Percussion class).

### Skills and Assessment: Students will be able to...

- Demonstrate proper marching, rehearsal and performance techniques.
- Demonstrate proper practice strategies and techniques.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Promote school spirit and camaraderie.

## 7508 CONCERT BAND

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Concert Band is a performing ensemble that studies class II and III music literature. Students will study beginning theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course. (Students enrolled in Concert Band must also take Marching Band 1st semester).

### Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze basic music terminology and music theory through written and oral tests.

- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write basic music notation.

## 7510 SYMPHONIC BAND

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Symphonic Band is a performing ensemble that studies class III and IV music literature. Students will study intermediate theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course. (Students enrolled in Symphonic Band must also take Marching Band 1st semester).

### Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze intermediate level music terminology and music theory through written and oral tests.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

## 7517 WIND ENSEMBLE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Wind Ensemble is a performing ensemble that studies class IV and V music literature. Students will study advanced theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course. (Students enrolled in Wind Ensemble must also take Marching Band 1st semester).



## Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze advanced level music terminology and music theory through written and oral tests.
- Read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write advanced level music notation.

## 7533 PERCUSSION ENSEMBLE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Percussion Ensemble is a performing ensemble that studies advanced level literature with an emphasis on the development of proper percussion technique and skills. Fall semester activities include Marching Band half-time shows, parades, community events and field show competitions. Spring semester activities include performances at Percussion competitions and festivals. Performances and practices outside the regular school day are an integral, co-curricular part of this course and participation in them is required for successful completion of this course. (Students enrolled in Percussion Ensemble must also take Marching Band 1st semester and a concert ensemble 2nd semester.)

## Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze advanced level music terminology and music theory through written and oral tests.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through music performance critiques.
- Read advanced level music notation.

## 7538

## ADVANCED JAZZ ENSEMBLE (I)

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: Audition only.

Advanced Jazz Ensemble (I) is a performing ensemble that studies class AA and A music literature in the jazz idiom. Students will study advanced theory, music improvisation and musical vocabulary used in preparation and performance of jazz literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

## Skills and Assessment: Students will be able to...

- Improvise solos on their instrument.
- Identify various styles and genres of jazz music.
- Play independently and expressively with appropriate dynamics, phrasing, technique and interpretation.
- Assess strengths and weaknesses through small ensemble and individual assessments.

## 7531

## JAZZ ENSEMBLE (II)

Length/Credit: 1 semester - 5.0 per semester

Prerequisite: Audition only.

Jazz Ensemble (II) is a performing ensemble that studies class B and C music literature in the jazz idiom. Students will study basic theory, music improvisation and musical vocabulary used in preparation and performance of jazz literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

## Skills and Assessment: Students will be able to...

- Improvise solos on their instrument.
- Identify basic styles and genres of jazz music.
- Play independently and expressively with appropriate dynamics, phrasing, technique and interpretation.
- Assess strengths and weaknesses through small ensemble and individual assessments.



## 7521 CONCERT ORCHESTRA

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Concert Orchestra is a performing ensemble that studies class II and III music literature. Students will study beginning theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze basic music terminology and music theory through written and oral tests.
- Demonstrate basic fundamental bowing techniques.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write basic music notation.

## 7525 SYMPHONIC ORCHESTRA

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Symphonic Orchestra is a performing ensemble that studies class III and IV music literature. Students will study intermediate theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze intermediate level music terminology and music theory through written and oral tests.
- Demonstrate fundamental bowing techniques.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write intermediate level music notation.

## 7529 PHILHARMONIC ORCHESTRA

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Philharmonic Orchestra is a performing ensemble that studies class IV and V music literature. Students will study advanced theory, vocabulary, styles, techniques and historical concepts used in performing concert literature. Performances and rehearsals outside the regular hours of a normal school day are an integral, co-curricular part of this course and participation in them is required for successful completion of the course.

### Skills and Assessment: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively with appropriate dynamics, phrasing and interpretation.
- Analyze advanced level music terminology and music theory through written and oral tests.
- Read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Demonstrate advanced fundamental bowing techniques.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Show aesthetic valuing through live music performance critiques.
- Write advanced level music notation.

# Visual and Performing Arts Department

## 4060 COLOR GUARD

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Color Guard is a performance course open to all students through competitive tryouts. Fall semester performance activities include Marching Band half-time shows, parades, community events and field show competitions. Color Guard also includes the JV and Varsity Guard, which is auditioned for placement during the winter quarter. Spring semester performance activities include performances at Color Guard Competitions, Solo & Ensemble Festivals and School Productions. Performances and practices outside the regular school day are an integral, co-curricular part of this course and participation in them is required for successful completion of this course. Color Guard is a 0 Period course that offers P.E. credit. (Students enrolled in Color Guard must also take Dance Production.)

### Skills and Assessment: Students will be able to...

- Demonstrate proper dance, rehearsal and performance techniques.
- Demonstrate proper flag, rifle and sabre techniques.
- Develop cooperative work habits and leadership skills.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Promote school spirit and camaraderie.

## 4441 DANCE TECH 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

This is a beginning level dance course that introduces and reviews the basic techniques and principles of Jazz, Lyrical/Contemporary, and Hip-Hop. Students will be given the opportunities to develop creative expression through studies in Improvisation, Choreography, Performance, Dance History, and Fitness. Students will learn basic dance steps, development of isolation techniques, dance vocabulary and music awareness. Dance steps will be combined to form small combinations and students will perform the combinations for evaluation. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness.

### Skills and Assessment: Students will be able to...

- Demonstrate personal growth in Jazz, Lyrical/Contemporary and Hip Hop.
- Gain self-discipline and self-confidence.
- Develop the ability to perform a dance sequence with a sense of style and quality of movement.
- Apply the knowledge to create an individualized dance.
- Communicate with group members and student leaders to understand dance moves.
- Develop strategies to master isolated dance moves

## 4443 DANCE TECH 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

- This is an intermediate level dance course that reviews the basic techniques and principles of Jazz, Lyrical/Contemporary, and Hip-Hop. Students will be given the opportunities to expand creative expression through further studies in Improvisation, Choreography, Performance, Dance History, and Fitness. Students will learn intermediate dance steps, development of isolation techniques, dance vocabulary and music awareness. Dance steps will be combined into small combinations and students will perform the combinations for evaluation. They will also be able to recognize the importance of a healthy lifestyle through lessons and activities in physical fitness.

### Skills and Assessment: Students will be able to...

- Demonstrate personal growth in Jazz, Lyrical/Contemporary and Hip Hop.
- Gain self-discipline and self-confidence.
- Develop the ability to perform a dance sequence with a sense of style and quality of movement.
- Apply the knowledge to create an individualized dance.
- Communicate with group members and student leaders to understand dance moves.
- Develop strategies to master isolated dance moves

## 7820 DANCE PRODUCTION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Audition only.

Dance Production is the study of dance as an art form. Students will learn advanced dance techniques and vocabulary used in jazz, ballet, world dance, modern dance and choreography. Performances and practices outside the regular school day are an integral, co-curricular part of this course and participation in them is required for successful completion of this course.

### Skills and Assessment: Students will be able to...

- Demonstrate proper dance, rehearsal and performance techniques.
- Execute advanced technical skills in different dance genres including ballet, jazz, contemporary and modern.
- Perform complete dance combinations with a sense of theme and style.
- Create and teach dance choreography in different dance styles.
- Establish and use rigorous standards of quality through written and oral critiques of professional dance concerts.
- Develop cooperative work habits and leadership skills.
- Demonstrate knowledge, understanding, and execution of dance terminology.
- Develop an appreciation and knowledge of dance history and choreographic principles through written, oral, and performance assessments.
- Assess strengths and weaknesses through small ensemble and individual assessments.

## 4064 DANCE TEAM

Length/Credit: 2 semesters - 10.0 credits per year

Prerequisite: Audition only.

Dance Team is a performance course open to all students through competitive tryouts. Fall semester performance activities include Marching Band half-time shows, parades, community events and field show competitions. Spring semester performance activities include performances at Dance Competitions and school Dance Productions.

Performances and practices outside the regular school day are an integral, co-curricular part of this course and participation in them is required for successful completion of this course. Dance Team is a 0 Period course that offers P.E. credit. (Students enrolled in Dance Team must also take Dance Production). Dance Team also includes the All-Male Hip Hop Crew, which is a Spring semester class only. Auditions for groups take place in May of the preceding year.

### Skills and Assessment: Students will be able to...

- Demonstrate proper dance, rehearsal and performance techniques.
- Execute advanced technical skills in a variety of dance genres including ballet, jazz, contemporary and modern.
- Develop cooperative work habits and leadership skills.
- Demonstrate self-discipline through daily assessments of effort and participation.
- Assess strengths and weaknesses through small ensemble and individual assessments.
- Promote school spirit and camaraderie.

## 7036 DIGITAL MEDIA ARTS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

Digital Media Arts (formerly Visual Imagery) is a prerequisite for all other digital art courses. This course will introduce students to art elements and principles of design. Students will explore and apply fundamental design concepts using programs such as Illustrator, Premiere, and Photoshop. Students will spend equal amounts of time creating print and motion materials. Students will be encouraged to explore the role and function of imagery, language and presentation using digital media. This course is part of the Arts, Media, and Entertainment industry sector pathway.

### Skills and Assessment: Students will be able to...

- Identify the principles of design (balance, proportion, rhythm, emphasis and unity) as well as art elements (line, shape, form, color, texture, space and value).
- Create original works of art using a variety of programs (Illustrator, Photoshop, Premiere).
- Discuss and defend their choices using appropriate terminology.
- Demonstrate a basic understanding of composition.

## Career and Technical Education

### 9110 COMPUTER GRAPHICS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Digital Media Art.

Computer Graphics is an intermediate level course intended to expand on the skills and concepts learned in Digital Media Arts. Students will use Illustrator and Photoshop to create original pieces of art that demonstrate their knowledge of art elements and principles of design. Students will be introduced to professional practices such as presentations and critiques. Students will also be introduced to careers in marketing, production and packaging. Emphasis is placed on problem solving and the creative process. Students will also be introduced to screen printing as it applies to the design process and will explore professional concepts such as marketing, advertising and product branding. This course is part of the Arts, Media, and Entertainment industry sector pathway.

#### **Skills and Assessment: Students will be able to...**

- Create original works of art using Illustrator and Photoshop.
- Demonstrate a basic knowledge of the Adobe work environment as well as the screen printing process.
- Justify their creative decisions both verbally and in written form.
- Apply their knowledge of art elements and design principles to digital media.
- Demonstrate basic understanding of typography.

### 7222 ADVANCED COMPUTER GRAPHICS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Passing of Computer Graphics with C or higher or teacher recommendation.

Advanced Computer Graphics is an advanced level class. Students will apply their knowledge of art elements and design principles in real world design scenarios. Projects will include projects in the fields of: packaging, marketing, branding, advertising set design and apparel design. This course is part of the Arts, Media, and Entertainment industry sector pathway.

#### **Skills and Assessment: Students will be able to...**

- Complete and present projects in a professional and timely manner.
- Identify emerging technologies such as, vinyl plotters, large format printers and screenprinting.
- Demonstrate a proficient knowledge of typography.
- Participation in group design projects.

### 7082 VIDEO PRODUCTION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher approval required.

This course is designed to give students an introduction into the field of video production. Students will receive training in the operation of a digital video camera and a non-linear video editor. In addition the student will write scripts for video production projects utilizing standard script formats. Storyboard techniques will be used for preplanning video projects. Students will produce a minimum of four video projects in the semester. Students will also analyze critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness. This course is part of the Arts, Media, and Entertainment industry sector pathway.

#### **Skills and Assessment: Students will be able to...**

- Basic use of digital video camera equipment to record and playback images.
- Basic use of non-linear digital editing equipment to arrange video images and sound. Script writing formats.
- Write a script for video production.
- Develop a pre-production storyboard using both line drawing and digital camera images.
- Create a production shooting schedule.
- Collaborate with other students in the completion of a video project.
- Operate a video camera.
- Use the Casablanca editing system.
- Select music and sound effects for video project.
- Critique film, television and electronic media for content, camera and editing techniques.
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess an ongoing video project portfolio.



### 7784 ART OF TV AND VIDEO PRODUCTION

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher approval required.

This course is designed to give students an opportunity to continue their study of video production. Students will receive advanced training in operating a digital video camera, the non-linear video editor, and studio lighting techniques. In addition the student will create dramatic scripts for video production projects utilizing standard script formats. Students will produce a minimum of four video projects in the semester. Students will continue to analyze critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness. This course is part of the Arts, Media, and Entertainment industry sector pathway.

#### Skills and Assessment: Students will be able to...

- Advanced techniques using the digital video camera to record and playback images.
- Advanced techniques using non-linear digital editor to arrange video images, soundtracks and special effects.
- Studio lighting techniques.
- Script writing formats.
- Create imaginative scripts through collaboration.
- Create a preproduction storyboard and produce a production-shooting schedule.
- Collaborate with other students in the completion of a team video project.
- Operate a video camera.

### 7251 YEARBOOK

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Teacher approval required

This class produces the WHS school yearbook. Students will be working online to design, edit and produce pages for the yearbook. Students will learn elements of digital photography in this course.

Grades 9 through 12 are allowed to participate with teacher approval.

#### Skills and Assessment: Students will be able to...

- Learn to use the elements of Art and Design in page design.
- Work in a web-based program to upload and edit images to be used in the book.
- Specific students will shoot and contribute photos to be used in the yearbook as well as select specific fonts to use in specific sections of the book.
- Specific students will function as editors of yearbook sections and be responsible for art and design, as well as edit those sections.
- All students will participate in setting up and editing class sections of their own grade level.

### 8211 AUTO TUNE UP, MAINTENANCE, BRAKES AND SUPENSIONS

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: None required.

This course is recommended for students with a deep interest in the operation of the automobile or for those who wish to pursue an automotive field as a career. The student will be introduced to the design, function, and operation of the various systems within the automobile. The systems may include (but not limited to) the electrical system, cooling system, fuel system, braking system, and lubrication system. The course will be about 40% lecture- demonstration and 60% practical lab experience. This course is part of the transportation industry sector pathway.

#### Skills and Assessment: Students will be able to...

- Demonstrate how to use safe shop practices.
- Demonstrate cooperative and leadership skills within a group interaction.
- Develop the necessary skills to maintain, fix or repair a vehicle back into daily service.
- Know the basic purpose and operational functions of the various systems of a vehicle.

## Career and Technical Education

### 8209 AUTO MLR I

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Auto Tune Up, Maintenance, Brakes & Suspension.

Auto MLR I is the next level of auto courses (following Tune Up, Brakes & Suspension) designed to enhance and specialize the students' knowledge in the automotive field. This course will be lecture-demonstration and provide equal practical lab experience. This course will include more on the brake system, suspension and steering, tires and wheels, starting and charging system and additional maintenance. This course is part of the transportation industry sector pathway.

#### Skills and Assessment: Students will be able to...

- Further develop and hone their safe shop practices and skills.
- Continue to develop cooperative and leadership skills within a group interaction.
- To learn the newest technology in the modern brake and suspension and applications within the automotive industry.
- To develop the proper techniques and practices in servicing the battery and electrical system of the automobile.

### 8213 AUTO MLR II

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of Auto MLR I.

This course is designed to further expand the serious advanced auto student's knowledge, talent, and interest through refinement of engine and transmission service, chassis service and repair, emissions service, engine diagnostics and performance. Students will be given opportunity to use more sophisticated computer Scan tools and electronic diagnostic equipment. This course is part of the transportation industry sector pathway.

#### Skills and Assessment: Students will be able to...

- Continue to Further develop and hone their safe shop practices and skills.
- Continue to develop cooperative and leadership skills within a group interaction.
- To develop higher level thinking skills to safely diagnosis and repair various electrical and computer operated systems of a modern car.
- To learn and develop new higher level skills using the newest electronic inspection and detection devices in the industry.

### 8236 R.O.P. ADVANCED AUTO

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Completion of R.O.P. Mechanics 2.

This course will continue to build the student's interest, their skills and increase their knowledge base in the automotive industry. Students may be involved with major engine, transmission, chassis repair or replacement. Continual use & practice with computer diagnostics and electronics. Career opportunities and choices may be provided through guest speakers or other outside sponsored events.

#### Skills and Assessment: Students will be able to...

- Continue to Further develop and hone their safe shop practices and skills.
- Continue to develop cooperative and leadership skills within a group interaction.
- Continue to build and develop higher level thinking skills and safe practices to correctly diagnosis and repair the various Electrical and computer related systems in the modern car of today.

### 3805 INTRODUCTION TO COMPUTER PROGRAMMING

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Recommended Math I with a C+ or higher.

Introduction to Computer Programming is an elective course that introduces students to a diverse variety of programming languages such as Visual Basic, HTML, C++, and Java. The course will address the basic elements of programming, including control flow, object-orientation, introductory robotics and the use of algorithms for various tasks. Students will be working independently with teacher support, and must be motivated to work when unsupervised. This course will prepare students for a more rigorous course in programming, such as AP Computer Science. This course fulfills the "G" requirement in the A-G UC admissions. This course is part of the information and communication technologies industry sector pathway.

#### Skills and Assessment: Students will be able to...

- Write programs using the correct language syntax.
- Develop algorithms to accomplish tasks and problem solve.
- Create programs that demonstrate understanding of the curriculum.
- Control and operate robots using code.



## 7122 AP COMPUTER SCIENCE PRINCIPLES

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: B+ or higher in Introduction to Computer Programming and/or teacher recommendation OR B- or higher in Math II.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. This course fulfills the “g” requirement in the a-g UC admissions. This course is part of the information and communication technologies industry sector pathway.

### Skills and Assessment: Students will be able to...

- Use computing tools and techniques to create artifacts.
- Develop multiple levels of abstraction for computation.
- Develop, express, and evaluate algorithms
- Analyze computing in the context of impact and problem solving
- Communicate, collaborate, and connect computing within economic, social, and cultural contexts.

## 3821 A.P. COMPUTER SCIENCE A

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: Math II or higher with a grade of B+ or better and or B+ or higher in AP Computer Science Principles

AP Computer Science is a college-level course that covers the design, development, testing, and debugging of computer programs using the Java programming language. The course is designed to serve as a first course in computer science for students with no prior computing experience. Emphasis will be placed on the study of Java syntax, object-oriented programming, problem solving, and algorithmic development. This course will prepare students for the College Board’s Advanced Placement Computer Science A examination. This course fulfills the “g” requirement in the UC a-g admissions. This course is part of the information and communication technologies industry sector pathway.

### Skills and Assessment: Students will be able to...

- Apply programming tools.
- Solve complex problems through programming.
- Understand core aspects of computer science.
- Create solutions that are understandable, adaptable, and appropriately reusable.
- Design and implement computer programs.
- Develop and analyze algorithms and fundamental data structures.

## 7089 COMPUTER SCIENCE: DATA STRUCTURES

Length/Credit: 2 semesters - 5.0 credits per semester

Prerequisite: AP Computer Science A; a 3 or higher score on the AP Computer Science A exam; or teacher recommendation.

Computer Science B: Data Structures is a college level course that covers the design, development, testing, and debugging of computer programs using abstract data types in the Java programming language. The course is designed to serve students who have prior computing experience equivalent to AP Computer Science A. Emphasis will be placed on the study of following abstract data types: lists, stacks, queues, linked structures, binary search trees, graphs, searching and sorting using recursive algorithms. UC approved “g” elective. This course is part of the information and communication technologies industry sector pathway.

### Skills and Assessment: Students will be able to...

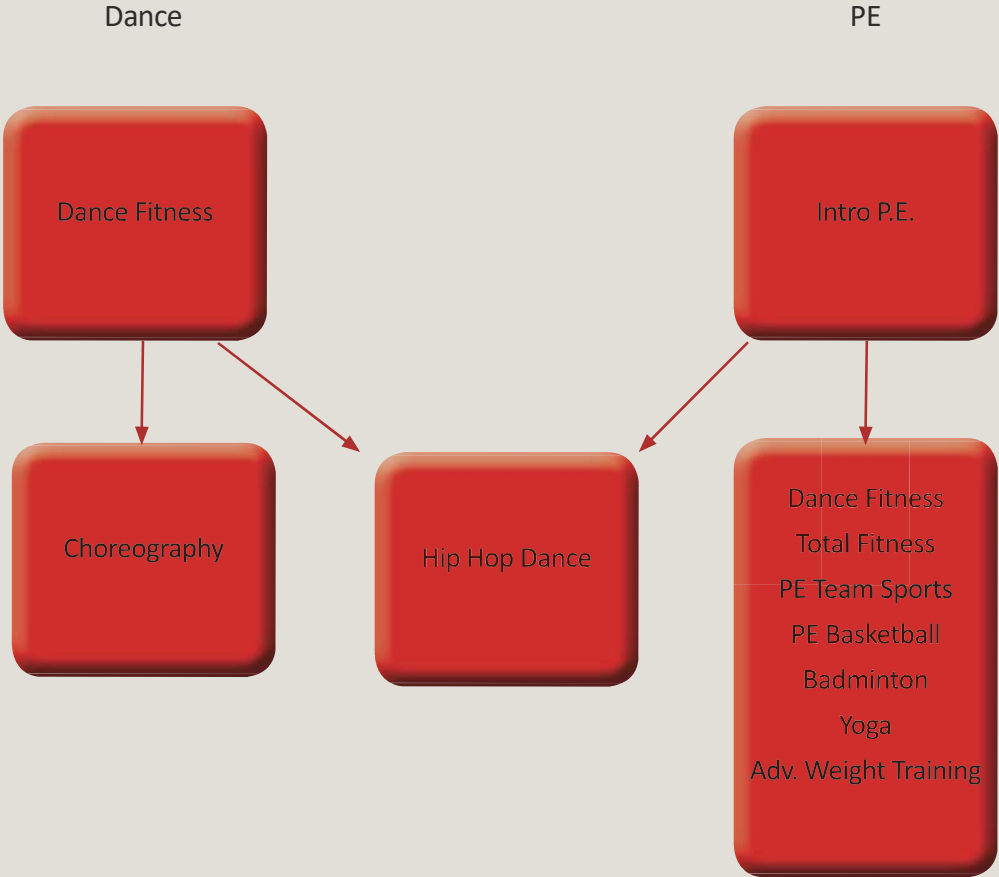
- Apply programming tools.
- Program in Java.
- Understand concepts and theory of data structures.
- Design and implement programs that use data structures.
- Develop and analyze algorithms using data structures.

# 10

PHYSICAL EDUCATION  
DEPARTMENT AND HEALTH

# Physical Education Department

The Woodbridge High School Physical Education Department offers a wide variety of interest pathways and course offerings. 20 credits of Physical Education are required for graduation. All 9th grade students must be enrolled in an introductory level of PE or athletics.



## NOTE: PE CREDIT GUIDELINE

As noted in the Academic Guidelines, all PE classes are issued credit on a variable basis by quarter.

Each quarter is approximately 42 days. In order for students to earn full credit for the quarter, students must be dressed and prepared at the beginning of each class.

For more information on this policy, please review the course guidelines distributed at the beginning of each quarter in each PE class. Students with excessive absences, or non-dressouts, will earn less than the standard 2.5 credits issued per quarter.

### 4020 INTRO P.E.

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: None required; 9th grade only

The Introduction to Physical Education course is a study of an exploration of the value and need for life-long involvement in exercise and related activities promoting physical fitness.

#### Skills and Assessment: Students will be able to...

- Improve their skills and fitness levels while participating in flexibility exercises, abdominal work, upper body strengthening, and cardio fitness.
- Experience a variety of team and individual sport activities with emphasis on rules while improving their basic motor skill development.
- Set Fitness Goals and monitor progress.
- Develop an individualized work-out in the Fitness Center.
- Discuss nutrition with friends and family becoming more aware of their decisions.

### 4026 TOTAL FITNESS

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: None required; 10th - 12th grade only.

This course is designed for students who want to improve their fitness level, total health and wellness. Students will participate in a five day a week fitness program which will include cardiovascular training, weight training, flexibility, strength and endurance. Students will learn the 5 components of health related fitness. They will do a wide range of activities such as P90x workouts, speed and agility, plyometric, proper stretching, HITT exercises, kickboxing class, and nutrition.

#### Skills and Assessment: Students will be able to...

- Develop personal growth in the knowledge of proper weight training.
- Gain self-discipline and self-confidence.
- Apply verbal and visual understanding of specific fitness activities and techniques.
- Use appropriate equipment to enhance learning, understanding and applying course content.

### 4261 P.E. TEAM SPORTS

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: 10th - 12th grade only

The Sport Activities course is designed to be an advanced level of our Introduction to Physical Education class. This class will include study of the value and need for life-long involvement in exercise and related activities promoting physical fitness. Students will participate in a variety of team sports, such as tennis, badminton, handball, pickle ball, kick ball, soccer, volleyball, hockey, and dodgeball.

#### Skills and Assessment: Students will be able to...

- Improve their skills and fitness levels.
- Make a personal choice of participating in lifelong fitness activities to include jogging, weight training, racquetball, badminton, volleyball, basketball and soccer.
- Communicate with others during team play.
- Develop strategies to be competitive in team play.

### 4447 P.E. BASKETBALL

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: 10th - 12th grade only

In this course, students will be learning the basic rules of basketball and doing specific drills and activities to enhance their fundamental skills. Students will also learn the importance of teamwork and giving your very best effort in class. Knowing the basic rules and the fundamentals that are included in basketball will directly benefit them within the game and will aid in their success for other team sports. By the end of this course students will generate an interest in basketball outside of the physical education realm by watching and/or attending basketball games at any level.

## Skills and Assessment: Students will be able to...

- Demonstrate the basic skills of dribbling, passing, and shooting.
- Demonstrate the basic skills of performing a lay-up.
- Demonstrate the basic skills of individual and team defense.
- Demonstrate the basic skills of offensive plays.
- Identify rules of basketball.
- Identify beginning terms and concepts.
- Demonstrate the ability to play with others in 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 organized games.
- Demonstrate team work.

## 40013 ADV WEIGHT TRAINING

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: 10th - 12th grade only. Teacher approval required.

Teaching students the core concepts to the maintenance of a healthy lifestyle is an essential goal of a physical education program. When properly performed, strength training and conditioning can provide significant functional benefits and improvement in overall health and well-being. As the students gain strength, the joints and muscles work more efficiently together to increase functionality, all round including balance, flexibility, and stamina and injury prevention. The essential skills and knowledge gained from this program will continue to support the student's effort to maintain a healthy life style long after their high school experience. This class is an advance class and you need a signature from the teacher to be enrolled in this class.

## Skills and Assessment: Students will be able to...

- Differentiate among various advanced weight training methods (tri-setting, weight stripping, light to heavy, pyramiding, split, routines, negatives, blitz, super overload, and super sets).
- Demonstrate competence in performing advanced weight training exercises, plyometric exercises and manual resistance exercises.
- Perform advanced weight training exercises with proper alignment, form, and techniques.
- Demonstrate proper spotting techniques for both safety and a partner's workout enhancement.
- Maintain daily records including long and short term goals, work out logs, and fitness testing results.
- Design and implement an individual weight training program based on personal long and short term goals and fitness assessment results.
- Initiate responsible personal and social behavior in the weight room and conditioning lab.
- Accept responsibility for taking leadership roles to accomplish group and individual goals.

## 4401 DANCE FITNESS

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: None required.

Dance fitness is a cardio work out class for building strength and stamina. Students will participate in cardio kick boxing, Zumba, aerobics, Pilates, and yoga as well as introduce students to beginning levels of Jazz, Lyrical, and Hip Hop dance. Students will learn basic dance steps, development of isolation techniques, dance vocabulary and music awareness. Dance steps will be combined to form small combinations and students will perform the combinations for evaluation.

## Skills and Assessment: Students will be able to...

- Demonstrate personal growth in Jazz, Lyrical and Hip Hop.
- Gain self-discipline and self-confidence.
- Develop the ability to perform a dance sequence with a sense of style and quality of movement.
- Apply the knowledge to create an individualized dance.
- Communicate with group members and student leaders to understand dance moves.
- Develop strategies to master isolated dance moves.

# Physical Education Department

## 4418 CHOREOGRAPHY

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: Completion of Dance Fitness or previous dance experience.

This course is the continued study of dance as an art form. Students will study dance techniques and vocabulary using jazz, ballet, world dance, modern dance, and practice choreography. Students will understand, appreciate, and demonstrate dance as a way to create and communicate meaning and emotion. Students will identify and demonstrate movement elements and skills, and the understanding of choreographic principles, processes, and structures. The theory of choreography will be taught through the use of theme and variation, unity and rhythmic organization. The elements of choreography using critical thinking and problem solving will be used in group projects and improvisation. Students will use communication and interpretation skills in a recital, which will include choreography, costuming, and music in a public performance.

### **Skills and Assessment: Students will be able to...**

- Execute proper warm up exercises for jazz, ballet, and modern dance.
- Demonstrate complete dance combinations, center work and across the floor, using techniques in jazz, ballet, and modern dance.
- Critique self, peer, and professional performances.
- Choreograph dances solving problems involving set parameters within set parameters in rhythmic organization, unity, and space.
- Demonstrate knowledge performing ballet, modern, jazz, and world dance in a theatrical setting.

## 40029 HIP HOP

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: Grades 10-12 only.

This class introduces students to Hip Hop through Hip Hop aesthetics. In addition, this class includes lecture sessions and discussion about hip hop culture. This course seeks to introduce students to a culturally significant art form and provide practical opportunities for students to apply skills learned in class via collaborative creations, text, and performance. Students will be evaluated on their attendance, participation in class, willingness to learn, and the effort put forth in class. No previous experience required.

### **Skills and Assessment: Students will be able to...**

- General physical conditioning--endurance, cardio, and flexibility.
- Application of basic footwork.
- Collaborative group dances.
- Practice and perform combinations.
- Dance to contemporary hip-hop, rhythm and blues, and pop music.
- Develop individual skill, musicality, and artistic expression.
- Use of music accents and musical phrasing to demonstrate originality, unity, and clarity of intent in choreography.

## 4030 PE YOGA

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: Grades 10-12 only.

This class will combine the power of the mind, body, and spirit in yoga. Students will participate in strength building and core building exercises, as well as breathing techniques. Student will practice a variety of techniques from yoga, pilates, as well as teach students meditation and concentration. Student will see improved skeletal alignments as well as increased muscular strength and increased flexibility.

### **Skills and Assessment: Students will be able to execute...**

- A series of physical postures.
- Strong body alignment.
- Proper breathing methods.
- A strong core.



## 40025 PE BADMINTON

Length/Credit: 4 quarters - 2.5 per quarter

Prerequisite: Grades 10-12 only.

This course is an introduction study of the rules, techniques, physical skills, and strategies of the game of badminton. Students will be introduced to the game from historical and technical perspectives; learning its origins and rules, then developing individual skills through a series of demonstrations, drills and individual performance tasks and reinforcing their skill through competitive games. This course is intended to get students exercising and to understand the values of badminton and exercise in terms of overall health, fitness and wellness.

### **Skills and Assessment: Students will be able to execute...**

- Demonstrate the basic skills used in the short serve.
- Demonstrate the basic skills used in the long serve.
- Demonstrate the basic skills used in the forehand clear.
- Demonstrate the basic skills used in the backhand clear.
- Demonstrate the basic skills of the smash.
- Identify beginning badminton terms and concepts.
- Identify proper badminton etiquette.
- Demonstrate the ability to play the game of singles.
- Demonstrate the ability to play the game of doubles.
- General physical conditioning – endurance, resistance training, flexibility, speed, power (in-court training).
- Application of basic footwork and strokes (intensively focused on application of skills).
- Full court game play (game strategies).
- Improve basic badminton techniques (high clear, drop shots, net, lift, smash, drive).
- Encourage students to participate in competitive club tournaments.

## 8005 HEALTH

Length/Credit: 1 semester -5 credits

Prerequisite: 11th and 12th grade students.

The Health course is a study of the physical, mental, emotional and social aspects of health. This study is based on the objectives outlined in the California State Standards. Guest speakers from community organizations are also invited to make classroom presentations. Health is an IUSD graduation requirement.

### **Skills and Assessment: Students will be able to...**

- Knowledge and understanding of nutrition, disease, mental health, drugs, injury prevention, growth and development and family living.
- Knowledge and understanding of dating, assertiveness and refusal skills
- Understanding of reproductive anatomy, the process of conception including risks and responsibilities, prevention of pregnancy, sexually transmitted diseases.
- Discuss and identify components of mental health including positive strategies to manage stress and emotions.
- Understand the social, physical, and psychological effect of drugs and alcohol.



# 11

## NON-DEPARTMENTAL COURSE OFFERINGS

## Non-Departmental Course Offerings

### 1610 BEGINNING JOURNALISM

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Grade of B or higher in previous year's English course or teacher recommendation.

This course offers an introduction to the field of print and web journalism with students starting as contributing writers to the Woodbridge High School quarterly student newsmagazine, the Golden Arrow. Students will have the opportunity to compete at local and national levels in write-off competitions and learn from professionals currently working in the field of journalism. This course gives students elective credit towards graduation.

#### Skills and Assessments: Students will be able to...

- Write professional news stories for print in journalistic style (using leads and the inverted pyramid format) and meet strict time deadlines.
- Adjust writing style for different sections of the newspaper, including: News, Features, Arts & Entertainment, In-Depth, Opinion and Sports, and make sure all stories adhere to AP style.
- Use techniques such as interviewing, note taking, photography and credible research to produce factually sound and interesting stories.
- Use appropriate technology to research, produce and edit stories.

### 1608 ADVANCED JOURNALISM

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Beginning Journalism and/or Journalism Adviser approval; portfolio and interview for photographers.

This course is for advanced writers with a strong grasp in journalistic writing from Beginning Journalism and advanced photographers who will be covering events on campus. The majority of the students in this course will hold leadership roles as Editors for the Woodbridge High School quarterly student newsmagazine, the Golden Arrow. Students will have the opportunity to compete in local and national levels in write-off competitions and learn from professionals currently working in the field of journalism. This course satisfies the "g" elective requirement for admission into a UC/CSU school.

#### Skills and Assessments: Students will be able to...

- Write articulately and independently revise and edit their own stories and the stories of others.

- Write professional news stories for print under strict time deadlines, conduct professional interviews, and proofread articles for mistakes in grammar, spelling and AP style.
- Use InDesign and/or Photoshop software (depending on leadership role) to layout and design pages or edit photos.
- Use appropriate technology to research and produce stories, as well as provide continuous feedback to beginning journalists and communicate professionally with others.
- Instruct beginning journalism students on best practices and guide them through the process of writing for each section of the paper and taking photographs.

### 8991 LEADERSHIP

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Election or appointment to Associated Student Body government, minimum 2.0 GPA, outstanding teacher recommendations, strong attendance record, exemplary citizenship.

The Leadership course is a study of the basic concepts of leadership skills. This course is required both semesters for any student holding an ASB position (elected positions or appointed positions).

#### Skills and Assessment: Students will be able to...

- Communicate and collaborate with other students, faculty, parents, and the community, through meetings, written communication, interviewing, and public speaking.
- Solve problems and issues through creative thinking, developing vision, and evaluation.
- Plan and implement a variety of programs and events that address school and community goals, utilizing business skills such as marketing, budgeting, and customer service.
- Demonstrate developing personal and social skills such as self-esteem, self-awareness, interpersonal skills, conflict resolution, and group dynamics.

## 9733 FALL COMMUNITY WORK EXPERIENCE

## 9735 SPRING COMMUNITY WORK EXPERIENCE

Length/Credit: 2 semesters- up to 10 credits per semester (Variable Credit)

Prerequisite: Student must be in 12th grade and at least 16 years of age.

Community Work Experience is a program combining a systematic plan of student part-time employment with school supervision and related instruction. The program has as its purpose the supervised part-time paid employment of students with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by the student need not be related to the occupational goal of the pupil. Community Experience is a district program, requiring independent, reliable work habits of the students. Students are allowed regular work permit hours, but not extended hours.

### Skills and Assessments: Students will be able to...

- Credits for the program are determined by completion of the related instruction and number of hours worked. Variable credit may be issued to students, with a maximum of ten credits per semester.
- Students in Community Experience are also required to do related instruction assignments.

**The maximum number of allowable credits is ten per semester. No more than 20 credits of either Community or Work Experience are allowed toward graduation.**

## 8825 PEER TUTOR

Length/Credit: 2 semesters - 5.0 per semester;

Prerequisite: Open to grades 10-12; A/B Average in courses or recommendation from counselor (advanced level courses recommended).

This course is designed to provide students with first hand tutor experience. This class includes tutor training and observation, and development of teaching skills. The training curriculum covers understanding and motivating students and strategies for the teaching-learning cycle. Tutors will work in the School Success class and other courses where requested.

### Skills: Students will be able to...

- Understand and motivate other students
- Assist students with organization, time management, and prioritizing
- Teach test preparation and test taking skills
- Explain/reteach new content in a new way
- Identify sources of difficulty in student learning
- Recognize complex tasks that can be broken into smaller steps
- Recognize roadblocks in learning and building detours around them
- Create mnemonics to improve automatic recall
- Evaluate students' understanding and provide supportive feedback

## 9721 STUDENT ASSISTANT

Length/Credit: 4 quarters/ 2.5 credits per quarter; variable credit

Prerequisite: WHS student assistant application required; student must obtain permission to aid for chosen certificated staff member during a teaching period; 2.0 GPA or higher; final approval from administrator.

This course is designed to provide students with the opportunity to assist administration, counseling, teaching, or other certificated staff during a period of the school day. The student will provide daily support required by staff, but will not be expected to complete curricular assignments. Students are limited in enrollment to one period of aiding at any one time.

The student will adhere to the following guidelines:

- Arrange his/her student assignment with a certificated staff member
- Complete WHS student assistant application
- Complete daily tasks as required
- Be prompt and attend daily

**Pursuant to Education Code Section 51228.1; 5 CCR section 1700, Peer Tutor and Student Assistant, in addition to other WHS courses, do not contain educational content required for graduation from a California High School. Student will receive elective credit that counts towards total credits required for graduation. Please consult individual information from teachers and courses regarding this policy.**





# 12

SUPPORT SERVICES



# English Language Learner Services

Woodbridge values its population of English Learner students and works hard to meet their unique set of social and academic needs. To determine accurate placement, students are tested by the Language Development Program upon entry to the district. The site also factors in student transcripts, grade level, and performance on additional assessments, when necessary.

Our English Learner population is extremely diverse. We have more than 30 first language groups, including Chinese, Japanese, Korean, Arabic, and Farsi. As of the 2018-2019 academic year, Woodbridge offers the following classes specifically designed for English Learners:

English

1. ELD 1: Beginning English Language Development

2. ELD 2: Intermediate English Language Development

3. ELD 3: Advanced English Language Development

Social Science

1. Sheltered World History

2. Sheltered U.S. History

Science

ELD Science (Part of the ELD 1 block)

The monitoring of student growth is accomplished by:

- 1. Annual administration of the English Language Assessment Program for California (ELPAC),
- 2. Regular monitoring of student grades and schedules, and
- 3. Regular communication between classroom teachers, counselors, and the ELD coordinator

Reclassification:

On the basis of several criteria, including language testing results and grades, students are being reclassified to R-FEP (Reclassified Fully English Proficient) status as they demonstrate their proficiency in English. Each winter, the district’s Language Development Program monitors the eligibility for reclassification for all EL students and sends a report of eligible students to the site EL Coordinator. The EL Coordinator seeks input from classroom teachers before recommending that a student be reclassified. After reclassification, student progress is monitored for 48 months, or until graduation, to ensure the maintenance of English proficiency.

For information on our ELD course offerings, please contact our EL Coordinator.

## 1038 ENGLISH LANGUAGE DEVELOPMENT 1

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommendation from IUSD Language Development Program based on initial ELPAC assessment.

The Newcomers course is for students whose language abilities in reading, writing, listening, and speaking are on the “emerging” zone of the English Language Level Continuum as measured by the California English Language Development Standards and the initial English Language Proficiency Assessment of California (ELPAC). The class uses specially designed instruction to provide a foundation in academic English for non-native speakers.

### Skills and Assessment: Students will be able to...

- Clearly communicate needs and questions to peers and to the teacher, advocating for themselves with confidence.
- Recognize the basic parts of speech (nouns, verbs, adjectives, and adverbs) and understand how different parts of speech have different functions which follow different patterns of usage.
- Expand in writing skills, moving from writing simple sentences to writing paragraphs following the pattern of topic sentence, detail sentences, and concluding sentences.
- Write effective summaries of materials they read or watched.
- Learn and use new vocabulary words (“tier two words” - high frequency academic language) effectively, understanding word roots and word partners.
- Speak with confidence in informal and formal situations, using proper presentation skills and incorporating technology (ie. Google Slides).

## 1865 ENGLISH LANGUAGE DEVELOPMENT 2

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Successful completion of ELD 1 in an IUSD newcomer program and/or recommendation from IUSD Language Development Program based on initial ELPAC assessment.

This English language development course is for students whose language abilities in reading, writing, listening, and speaking are transitioning from emerging to expanding as measured by the California English Language Development Standards and the IUSD Program Placement Assessment. The class uses specially designed instruction to provide a foundation in academic English for non-native speakers.

### Skills and Assessment: Students will be able to...

- Practice speaking and listening skills that will support them to effectively communicate in various social and academic settings.
- Describe, explain, and summarize a variety of texts in both spoken and written English.
- Learn and practice conventions and vocabulary skills that will support them in academic speaking and writing.
- Write informative, argumentative, and narrative texts collaboratively and independently.
- Use technology in practical and creative ways to monitor and accelerate language development.

## 1890 ENGLISH LANGUAGE DEVELOPMENT 3

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Successful completion of ELD 2, appropriate level on the ELPAC, and/or teacher recommendation.

This college preparatory English course is for students whose language abilities in reading, writing, listening, and speaking are transitioning from expanding to bridging as measured by the California English Language Development Standards and the IUSD Program Placement Assessment. The class is designed to provide continued development of the academic English skills necessary to be successful in content classes across the curriculum, with special attention given to collaboration, and interpreting and producing a variety of texts across a multitude of genres.

### Skills and Assessment: Students will be able to...

- Contribute to class, group, and partner discussions.
- Describe, explain, and summarize a variety of texts in both spoken and written English.
- Explain ideas and relationships within and across texts in both spoken and written English.
- Produce clear and coherent writing and speech in which development, organization, and style are appropriate to task, purpose, and audience.
- Write informative, argumentative, and narrative texts collaboratively and independently.
- Use technology in practical and creative ways to monitor and accelerate language development.

## 5067 ELD SCIENCE

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommendation from IUSD Language Development Program based on initial ELPAC assessment.

Newcomers Science provides students who already have a background knowledge of science with the English vocabulary and skills necessary to succeed in college-preparatory science classes. This is a survey course, broadly covering life science, chemistry, physics, and environmental science. There is an emphasis on interaction between the students to promote oral language development, and much of the course entails science experiments.

## 6243 SHELTERED WORLD HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommendation from ELD Coordinator and counselor

Sheltered World History uses specially designed academic instruction in English (SDAIE) to provide English Learners with additional support so that they can access the same content taught in our World History A & B classes. Students taking the course will study World History beginning with the birth of democratic ideas in ancient Greece and Rome and ending with the Cold War era. Students taking the course will explore the rise of nations, causes and effects of revolutions, and the impact of different historical events on the modern geopolitical landscape today.

### Skills and Assessment: Students will be able to...

- Understand and analyze primary and secondary source documents from different periods in history with appropriate staff support
- Cite historical evidence to support and develop arguments while completing a variety of written, spoken, and presentation tasks to demonstrate understanding of historical content while building on existing English-language skills
- Identify and explain events from different historical perspectives.
- Use technology in practical and creative ways to assist with and demonstrate understanding and knowledge of historical content

## 6304 SHELTERED U.S.HISTORY

Length/Credit: 2 semesters - 5.0 per semester

Prerequisite: Recommendation from ELD Coordinator and counselor

Sheltered United States History uses specially designed academic instruction in English (SDAIE) to provide English Learners with additional support so that they can access the same content taught in our U.S. History A & B course. Students taking the course will study U.S. History beginning with the colonial era of the 1500s and 1600s and ending with events in the 20th century. Students taking the course will trace the growth and changes experienced by the United States as well as their causes and effects.

### Skills and Assessment: Students will be able to...

- Understand and analyze primary and secondary source documents from different periods in history with appropriate staff support
- Cite historical evidence to support and develop arguments while completing a variety of written, spoken, and presentation tasks to demonstrate understanding of historical content while building on existing English-language skills
- Identify and explain events from different historical perspectives.
- Use technology in practical and creative ways to assist with and demonstrate understanding and knowledge of historical content

## 1056 READING TECHNIQUES

Length/Credit: 2 semesters - 5.0 per semester

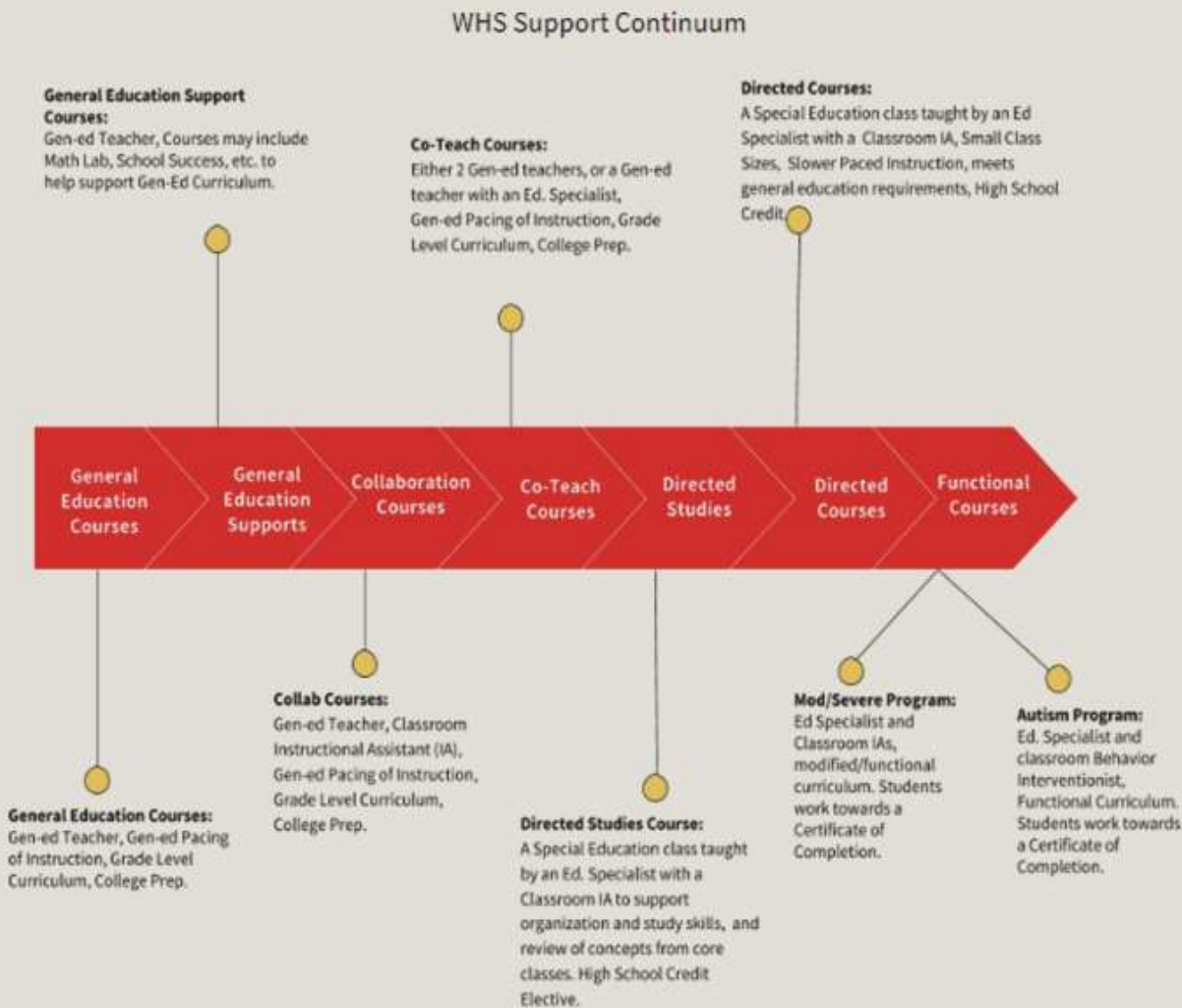
Prerequisite: Recommendation from IUSD Language Development Program based on initial ELPAC assessment.

ELD Reading Techniques is an elective course focused on helping students improve their acquisition of the English language through reading, writing, listening and speaking. Student efforts in this course will help support them in all of their other academic classes, as language skills are important for success in all courses. This course will be using the Read 180/System 44 computer-based curriculum, which has been proven to help students improve their reading skills at a pace specific to their needs. Unlike a typical English class, much of the material in this course will specifically target reading strategies, targeted phonics instruction, and vocabulary acquisition. Students will learn to build independence as readers, speak confidently and listen critically, write critically and effectively, and encounter a variety of world-views.

# WHS Continuum of Supports

Our school has a process to serve students who enter with an existing Individualized Education Plan (IEP) or identify students who continue to struggle in school despite intervention efforts. Struggling students will first be referred to the Student Intervention Team (SIT). Referrals may be made by the student, a parent, administrator, teacher, or counselor. After a review of student records and academic progress, and a period of time for implementation of interventions, the SIT may refer the student to the student study team (SST). The SST will recommend specific academic interventions/strategies for implementation within general education. Interventions will be monitored by the student study team. If a student does not respond to interventions and continues to demonstrate poor academic performance, the SST may refer the student to the Individualized Education Planning Team (IEP) for formal assessment which will be used to determine if a student does meet the necessary qualifications for special education services. Other supports for students with disabilities include speech services, adaptive PE, occupational therapy, and career link.

These teams are comprised of several members of the school’s educational staff. The teams may include an administrator, school psychologist, school counselors, education specialists, general education teachers, school nurse, intervention coordinator, and the student when appropriate. Placement into a program is determined after a series of diagnostic assessments have been completed and other pertinent information considered.



For specific information about Woodbridge High School courses offered within the special education department please contact your student’s IEP case carrier.

