

Williams Junior Senior High School



2023-2024 Course Description Catalog

Welcome Message

We are very excited about the upcoming school year. The 2023-2024 Williams Junior Senior High School Course Catalog will help you to plan a rewarding course of study and enjoy a fulfilling experience at our school. Inside the catalog you will find our graduation requirements, college preparation requirements, Career Technical Education (CTE) options, information about a broad range of electives, and much more. Be aware that although we plan to offer the courses included in 2023-2024, budget constraints and enrollment numbers may impact course availability. The staff at Williams Junior Senior High School is eager to assist you with your course and program selection questions, and we look forward to helping you achieve your personal and academic goals.

This course description of classes is published for informational purposes. Every effort is made to ensure its accuracy; however, the contents should not be regarded as permanent. The district reserves the right to correct, modify, or change this document without notice. Please direct questions to appropriate school personnel.

Courses/Schedule Change Requests

Class changes must be done within the first 10 days after being assigned to that class unless the request is made by the teacher or administrator. Changes involving required classes or UC/CSU A-G requirements must have parent approval. Changes are made for academic necessity only.

Students may request a change according to the following guidelines:

- Level change request (AP to general, and vice versa) based on availability
- Medical/Health issue require adjustment in schedule
- Course needed for graduation requirements to meet minimum A-G requirements
- Spring Semester Changes: Yearlong courses will only be dropped for extenuating circumstances with administrative approval
- Core classes may not be changed
- Request for teacher change will not be honored

***Students may sign up in our 'Counselors Corner' through our school website. Counselor will contact you to discuss your change request. Appointments with the Counselor may also be made before school, at lunch, or after school.**

High School Office Hours Principal/Attendance/Secretary

Monday – Friday 8:00 am – 3:30 pm following the regular school calendar

Registration/Counseling Office Hours

Monday – Friday: 8:00 am – 3:30 pm following the regular school calendar

Williams High School Website Address
<http://whs.williamsusd.net>



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Superintendent
Dr. Sandra Ayón, Ed.D.

Principal
Tyler Rutledge

Assistant Principal
Yesenia Leon

School Counselors
Veronica Solis Natalie Herrejon



WJSHS STAFF

Certificated Staff

Tyler Rutledge
Yesenia Leon
Veronica Solis
Natalie Herrejon
 Shelby Adams
 Mingy Altamirano
 Kevin Askeland
 Forrest Bateman
 Vernon Bledsoe
 David Boswell
 Morgan Brock
 Jennifer Carter
 Carrie Clark
 Genia Colsa-Friel
 Brian Darden
 Nicole Day
 David Garcia
 Kearra Gurule
 Sally Hedley
 Tony Hermann
 Yareli Jauregui
 Rodney Johnston
 Jeffery Lemus
 Daniel McDonald
 Kinsey McDonald
 Brian Parker
 Ken Rensink
 Ken Roberts
 Darren Robinson
 Patricia Sims
 Scott Stephens
 Natalie Sturdivant
 Robert Tamayo
 James Welcome
 Nikolas Willis
 Regan Withrow

Principal
Assistant Principal
School Counselor
School Counselor
 Ag Education/Leadership
 Physical Education/Career Seminar
 Mathematics
 English/ELD
 Social Science
 English
 Ag Education/Science
 Special Education
 Music
 Special Education
 English
 Mathematics
 Social Science/AVID
 English
 Art
 Physical Education
 Spanish
 Mid Valley
 Social Science/AVID
 Athletic Director/Physical Education
 Science/Leadership
 Ag Education/FFA
 Special Education
 Spanish
 Mathematics
 Science
 Science
 Mathematics
 Mathematics/AVID
 Digital Arts
 Social Science
 English

Support Staff

Lucila Mendez
 Alicia Suarez
 Lizbeth Jaime
 Mariela Cruz

School Secretary
 Counseling Secretary
 Attendance Secretary
 Bilingual-Biliterate Clerk



REGISTRATION PROCESS

Continuing Students: Students who were enrolled in the last semester with Williams Jr Sr High School or graduating Sixth Graders from Williams Upper Elementary School, classes are pre-selected for you according to prerequisite and graduation requirements.

New, Returning and Transfer Students:

1. Complete:

- a. Registration packet
- b. Birth Certificate
- c. Immunization record
- d. Previous school records
- e. Orientation/Counseling

Concurrent Enrollment:

Student selecting to enroll in college classes concurrent with high school classes must:

1. Complete:

- a. College application online at cccapply.org
- b. Placement Exam (required for core academic courses)
- c. Online registration and "High School Recommendation Form"
- d. The High School Recommendation Form **MUST** be signed by the school principal, vice principal, or counselor and parent.



WJSHS GRADUATION REQUIREMENTS

Graduation requirements may change within the course of a student's high school career. It is vital that students (and their parents) continually verify that they are on course for graduation; a simple call to the Academic Counselor, should do. In addition to coursework and credits required, students must also complete **20 hours of community service**.

Remember that these graduation requirements are only the minimum requirements to achieve a high school diploma; they will not qualify a student for admission to a four-year college. Students who wish to gain employment or admission to a college or technical school must take the most rigorous courses available in order to qualify. In addition, these students must gain the best grades possible in order to compete.

Williams High School

History/Social Science (World, US, Gov/Econ)	30
English (English 9-12)	40
Math (3yrs, 3 different classes with a C or better; must pass Alg. 1)	30
Science (1yr physical, 1 yr life)	20
Visual/Performing Arts Or Foreign Language	10 10
Freshman Requirements (Career Seminar, Geography)	10
Physical Education	20
Vocational Education (CTE)	10
Electives	<u>90*</u> 260

CSU/UC

History/Social Science	20
English	40
Math	30
Lab Science (1yr physical, 1yr life)	20
Visual/Performing Arts	10
Foreign Language	20
Elective	<u>10</u> 150

*Any course can fulfill graduation requirement electives once the subject requirement is met.

* Teacher Aide/Office Aide positions will generate credits but not grade points.



WJSHS GRADUATION REQUIREMENTS

<u>REQUIREMENT</u>	<u>UNITS</u>	<u>COURSES</u>
Freshman State Requirements	10	PE Standards, Careers, Geography
Social Studies	30	
World History (10)		World History
U.S. History (10)		U.S. History, Hist 17B, AP US History
American Government/Economics (10)		American Government/Economics
Language Arts	40	English 9, 9H, 10, 10H, 11, 12, AP Literature and Composition, AP Language and Composition, Write, Camera, Action, ELD 1, ELD 2
Mathematics	30	Algebra 1, Integrated Math 1, Geometry, Algebra 2, Pre Calculus, AP Calculus, Personal Finance, Statistics
Science	20	
Physical (10)		Chemistry, Physics, AG and Soil Chemistry,
Life (10)		Biology, Anatomy and Physiology, Agricultural Biology, Forensics Science, Zoology and Botany, Earth Science
Physical Education	20	Physical Education, Weight Training, Movement
Vocational Education	10	Ag. Construction, ROP Graphic Communications, Agricultural Science, Practical Ag Mechanics, Advanced Ag. Mechanics, Intro to Photo/Web, Digital Journalism, Ag Systems Management, Ag Floral, Advanced Ag Floral, Yearbook
Fine Arts/Foreign Language	10	Beginning Band, Band, Guitar, Art 1, Art 2, Art 3, Ceramics, Ceramics 2, Mariachi Band, Adv. Mariachi, Music Technology, Spanish 1, 2, 3, 4, Spanish for Native Speakers 1, 2, Advanced Placement Spanish, Advanced Translator/Interpreter, Piano/Keyboard, Pep Band
Additional Electives	90	Office Aide, Study Skills, TA, AVID 9, 10, 11, 12, AVID Tutor, Leadership, Dual Enrollment Classes, ELD 3, ELD 4, ELD Adv. Writing, ELD Lang. Support, Military Science
TOTAL UNITS	260	

ADDITIONAL REQUIREMENTS

Service Learning/Community Service

20 hours

Exhibit

version: March 14, 2013

revised: February 15, 2018

revised: January 16, 2020

revised: February 16, 2023

WILLIAMS UNIFIED SCHOOL DISTRICT

Williams, California



A-G College Requirements

California State University (CSU) & University of California (UC) A-G Entrance Requirements

Any student who plans to attend a university upon graduation from high school should at least meet the minimum requirements for the California State University System.

Subject	Years
A. History/Social Science	2
B. English	4
C. Mathematics	3-4
D. Laboratory Science (1 Life & 1 Physical)	2-3
E. Foreign Language	2-3
F. Visual & Performing Arts	1
G. Elective	1

CSU/UC

Students must challenge themselves by taking advanced classes and getting good grades in order to compete for the spaces available at the freshman level. The increasing number of students applying for admissions to both the University of California and California State University systems has allowed the colleges to be more selective.

Private & Out of State Universities

Students who plan to attend a private university or university outside of California should consult the school website or catalog for entrance requirements.

Community Colleges

Community college students do not need to meet course requirements for entrance. However, students are sometimes placed into courses based on high school transcripts and only a rigorous course schedule will prepare you for the challenges that college will present. Williams High School has partnership programs with both Woodland Community College and Butte Community Colleges.

SAT/ACT

- CSU's & UC's: No longer use SAT/ACT scores to determine admissions
- Community Colleges: Do not require SAT/ACT
- Private/Out of State Schools: admissions requirements vary.



2023-2024 WILLIAMS JUNIOR/SENIOR HIGH SCHOOL Student Academic Courses for CSU/UC Admission

MUST PASS CLASSES WITH A "C" OR BETTER

 = Course is A-G approved

A HISTORY/

SOCIAL SCIENCE (2 YRS REQ)

US History
World History
American Government
Geography

B ENGLISH (4 YRS REQ)

English 9, 10, 11, 12
AP English Lang & Comp (11th)
AP English Lit & Comp (12th)
English 9H & 10H
Changing Hearts & Minds
Communication by Design

C MATHEMATICS (2 YRS REQ, 3 YRS REC)

Algebra I, II
Integrated Math I (pending)
Geometry
Pre-Calculus
AP Calculus AB
Statistics (pending)
Computer Science Explorations

D LAB SCIENCE (2 YRS REQ, 3 YRS REC)

Biology--life
Ag Systems Management- physical
Anatomy/Physiology--life
ROP Ag Biology--life
Chemistry--physical
Physics--physical
Chem & Agri Science-physical
Zoology and Botany-life
Earth Science - physical

E FOREIGN

LANGUAGE (2 YRS REQ, 3 YRS REC)

Spanish I, II, III
Spanish 1 & 2 Native Speakers
AP Spanish Language and Culture
Adv Translating/Interpreting

F VISUAL & PERFORMING ARTS (1 YR REQ)

Art 1, 2, 3
3D Art & Design
Ag Floral Design
Advanced Ag Floral Design
Beginning & Advanced Band
Ceramics 1, 2, 3
Mariachi & Advanced Mariachi Band
Drama
Guitar
Music Appreciation
Music Technology

G ELECTIVES (1 YR REQ)

Ag Mechanics
Advanced Ag Mechanics
American Economics
Forensic Science
AVID 9, 10, 11, 12
Leadership
Personal Finance
Speech and Debate
Write, Camera, Action
Yearbook
Military Science
Career Paths



As you plan your classes over four years consider your goals for after high school



JUNIOR HIGH (7TH/8TH GRADE) COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

1130 English 7

Prerequisite: 7th grader

English 7 is a required course for all 7th graders. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing their vocabulary and study skills.

1140 English 8

Prerequisite: 8th grader

English 8 is a required course for all 8th graders. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing their vocabulary and study skills.

ENGLISH LANG DEVELOPMENT (Courses for Students Learning English)

1163 ELD 1 Lit 7/8

Prerequisite: ELPAC level 1

This course profiles a comprehensive curriculum for newcomers. It also provides accelerated support in foundational literacy skills. This course uses communication-based, content-based and literature-based lessons in a balanced approach. Reading, writing, listening, and speaking activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of Proficiency. These strategies, as well as shared and modeled reading and writing and encouraging student's use of primary language, are used to develop literacy skills. Daily practice through collaborative interaction is a necessary component of this course. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1167 ELD 2 Lit 7/8

Prerequisite: ELPAC level 1-2

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. Students begin to understand information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expended. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the emerging/ low expanding proficiency level.



1169 ELD 3 Lit 7/8

Prerequisite: *ELPAC level 2-3*

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course supports student success in mainstream English courses by helping students develop appropriate academic language and content knowledge. Course content is based on the state adopted ELD Standards at the expanding proficiency level in tandem with the ELA/ELD Framework. Information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the mid expanding/ upper expanding proficiency level.

1171 ELD 4 Lit 7/8

Prerequisite: *ELPAC level 3-4 some LTEL levels might vary*

This course is designed for students at the advanced stages of English proficiency (Summative ELPAC well developed). This course is also designed for students who are At-Risk or Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards in order to reclassify. Course content is based on the state-adopted ELD Standards at the lower bridging/ upper bridging proficiency level. The predominant focus being on academic oral language development, accelerated academic vocabulary acquisition, expository writing and reading comprehension.

MATHEMATICS

2053 Math 7

Prerequisite: *7th Grade*

Students will focus on developing an understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

2007 Math 8

Prerequisites: *8th Grade*

Students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.



2000 Integrated Math 1

Corequisite: 8th grade. *Students in this course must also take Integrated Math 1 Lab.*

Math 1 is the first of a three course sequence in an integrated pathway (Math 1, Math 2, Math 3). Math 1 is a one year course which satisfies the Common Core Standards and will strengthen and build on students' previous knowledge of middle school mathematics. Math 1 will focus on algebraic expressions, linear functions, basic exponential functions, geometric proof and construction methods, and descriptive statistics. The purpose of Integrated Math 1 is to strengthen students' ability to think mathematically and deepen their conceptual understanding of mathematics through a balance of procedural fluency and application. Integrated Math 1 will build upon the mathematics content students learned in prior grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed to be successful in higher level mathematics courses.

Integrated Math 1 Lab

Prerequisite: 8th grade. *Must be taking Integrated Math 1.*

Integrated Math 1 Lab is a year long course designed specifically for 8th graders who are also enrolled in Integrated Math 1. This course will support students with content in Integrated Math 1 and fill the needed gaps that may be present from skipping a year of math content. This is a required course for any 8th grader in Integrated Math 1.

SOCIAL SCIENCE

1507 World History and Geography

Prerequisite: 7th grade

This is a yearlong course that follows a chronological study of the development of the world during medieval and early modern times with an examination of social, cultural, and technological change. The sequence of these units is historical, advancing across the years A.D. 500-1789, and geographic, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years.

1508 United States History and Geography

Prerequisite: 8th grade

This is a yearlong course that follows a chronological study of the development of the United States. The course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events, from the framing of the Constitution to World War I.

SCIENCE

3007 Science 7

Prerequisite: 7th grade

This course is a core science course designed to prepare students for 8th grade and high school level science courses. Included in this course is the scientific method and basic laboratory procedures.



3008 Science 8

Prerequisite: 8th grade

This course is a core science course designed to prepare students for high school level science courses. Included in this course is the scientific method and basic laboratory procedures. This course leads to either earth science or biology in the 9th grade year.

PHYSICAL EDUCATION

2517 Physical Education K-8

Prerequisites: 7th/8th graders

In this course students are expected to pass the California PE Standards. Students will also be tested in the state mandated Fitness gram Test, including flexibility, upper body strength, curl ups, aerobic capacity and body mass index. Additionally, students will participate in Football, Volleyball, Soccer, Lacrosse, Badminton, Basketball, Pickle Ball, Dance, and Softball.

FOREIGN LANGUAGE

All language classes will utilize a placement exam.

4002 Spanish A

This introductory course covers language content and culture. This class focuses on the structural understanding of the language and its practical applications.

4003 Spanish B

Prerequisite: C or better in Spanish A or placement

This is a follow-up course to Spanish A where language content and culture are studied more in depth. This course covers all ten simple tenses and their applications within the language.

ELECTIVES

9053 AVID 8

Prerequisite: Maintain a 2.25 GPA and 8th Grade

Students will build and refine essential AVID skills, accelerate in honors classes and become models students within the classroom as well as school wide. The focus of AVID is college. Students examine the process of choosing a college, the application process, financing college, scholarships and deciding on an area of focus. AVID provides students with exposure to actual college campuses.

6025 Speech/Debate

Prerequisite: 7th or 8th grader

Speech and Debate is a class where students will learn to more effectively communicate and advocate in today's world. Students will learn audience analysis as they prepare and deliver speeches in a number of formats. Whether or not you are already comfortable speaking in front of an



audience, this class will help you develop and hone the skills you need to effectively advocate, persuade and entertain through speech.

6022 Drama

Prerequisite: 7th or 8th grader

Drama is an elective class that will help you to develop skills that will be useful to you throughout your life. During this course, you will learn about the origins of storytelling in society, be able to perform a dramatic monologue, and be able to analyze historical sources. You will also become a better writer and more adept at close reading. Be prepared to participate every day! This class requires enthusiasm and a willingness to participate.

4807 Beginning Small Business Enterprise

Prerequisite: 7th or 8th grade

Students learn the foundations of running a business, as well as build career-readiness skills and attitudes by running a school store / small business, getting direct, first hand experience in business functions that include: research, planning, staffing, management, marketing, promotion, accounting, operations, and sales (among others). Students develop their financial literacy and money management skills.

6503 Exploratory Ag 7/8

Prerequisite: 7th or 8th grade

Agricultural education is a semester-long introduction to FFA, leadership skills, basic animal science, basic plant science, and the CTE pathways available in 9-12th grade.

5016 Art Exploration 7/8

Prerequisite: 7th grader

Art Exploration is the general exploration of art. No prior art experience is necessary. Experience is gained in areas of color theory, composition, perspective (use of space), design, drawing, painting, and sculpture. Projects are designed to emphasize the development of a positive, personal attitude toward art and creative individual expression through art.

1053 Music Exploration 7th/8th Grade

Prerequisite: 7th or 8th grader

Exploratory Music is a general introductory music course that incorporates the various aspects of music. Students will be introduced to elements of music, music history and its great composers, styles and cultures of music, the development of music listening skills, music appreciation, music performance, and elementary music theory.

6003 Beginning Band 7/8

Prerequisite: None

The beginning band is an introductory instrumental music course. Instruments in the band include Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, Horn and Percussion (Xylophone, concert drums, and auxiliary percussion). Performances include two yearly concerts plus a festival. Students are expected to practice, at home, at least one hour per week and attend all performances.



6004 Adv. Band 7/8

Prerequisite: *C or better in Beg. Band; Requirements-2 years on instrument or permission from director.*

The advanced band is the premiere-performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year.

6016 Mariachi Band

Prerequisite: *None*

Students learn the basics of one of the instruments of the mariachi (violin, guitar, vihuela or guitarron) from the beginning stages. All students will also learn the fundamentals of singing. **Prerequisite:** *Desire to learn mariachi music and ability to hear pitches.*

Advanced Mariachi

Prerequisite: *Beginning mariachi*

This class is designed for students who have completed at least one year of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and huapangos. Students must be prepared to sing.

6106 Keyboard/Piano

Prerequisite: *None*

This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. The class will have both a theory and lab component. For the theory component, students will learn the basics of diatonic harmonizing and musicianship. They will apply this knowledge during the lab component, where they will spend time at their own keyboard or piano. There is one fall and one spring performance requirement, during which the students will demonstrate their learning through a small group.

6111 Guitar 7/8

Prerequisite: *None*

Designed for the beginning guitar student, this course includes fundamentals of playing the guitar, including chord structure, basic notation, and strumming techniques. Students provide an acoustic guitar as specified by the teacher and purchase the text.

Military Science (California CADET program/7-12th)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and



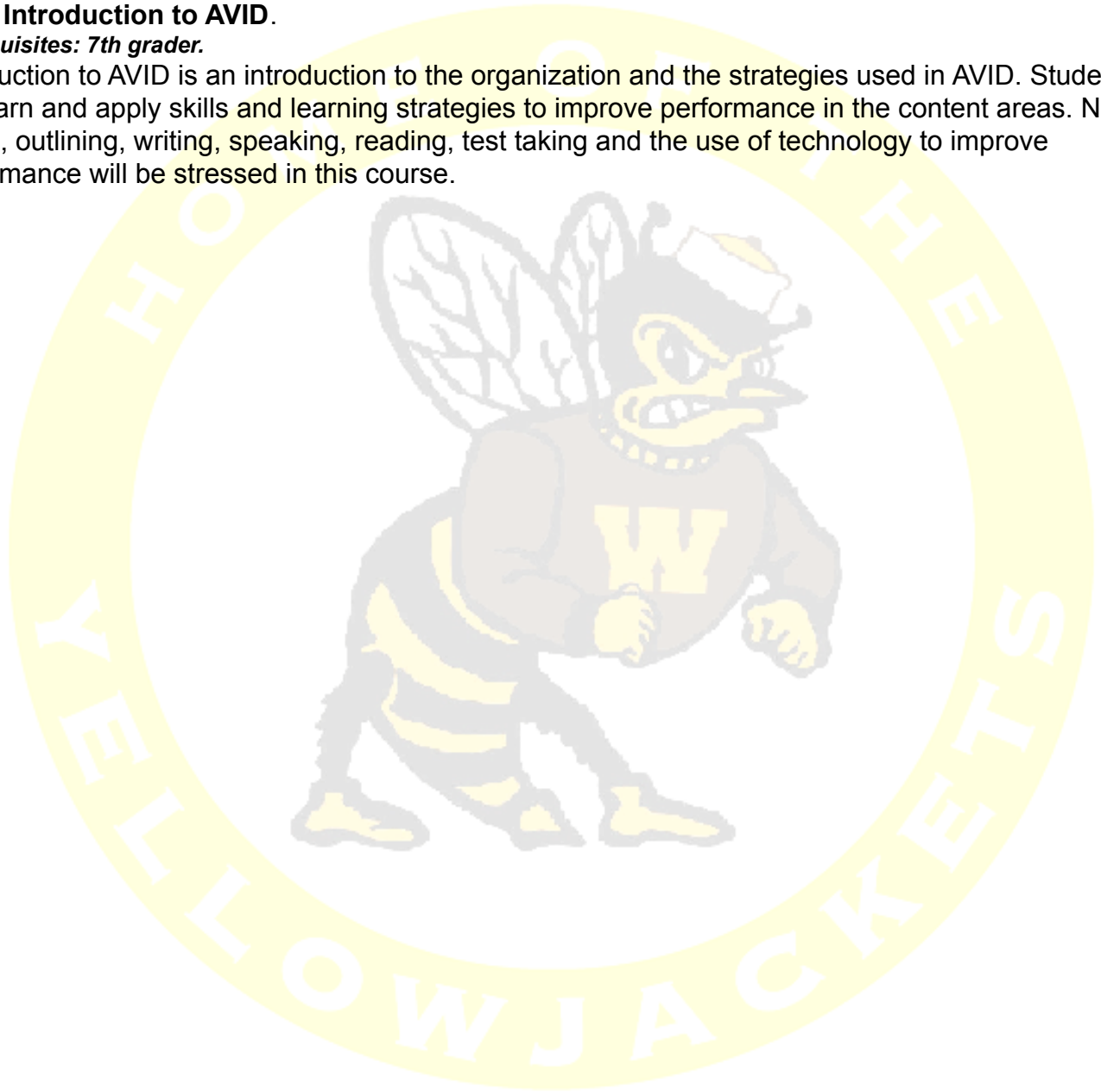
develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

7TH GRADE REQUIREMENT

9052 Introduction to AVID.

Prerequisites: 7th grader.

Introduction to AVID is an introduction to the organization and the strategies used in AVID. Students will learn and apply skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test taking and the use of technology to improve performance will be stressed in this course.



HIGH SCHOOL (9TH-12TH) COURSE OFFERINGS

9TH GRADE REQUIREMENTS

9th graders are required to complete and pass two courses during 9th grade. The two semester classes are worth 5.0 credits each for a total of 10 credits. The semester classes are the following:

1. **5800 Career Paths:** (semester) 🎓 (G)

This course is designed to help students learn and practice essential skills to become college and career ready. Students will demonstrate understanding of career pathways through a variety of assessments, projects, speeches and research assignments. Students will identify academic interests, skills, values, and personality types, research employers and industries, and gain experience with public speaking and interview skills. Students will become proficient with college and job search tools, learn goal setting, and strengthen research and writing skills. Students will develop an online portfolio and will complete a 10-year plan that includes not only graduation from high school but also completion of post-secondary education or career training.

2. **1600 Geography:** (semester) 🎓 (A)

This course introduces students to the world's geographic regions and allows them to relate that knowledge to events in today's rapidly changing world. Contemporary issues confronting the world today, such as world trade, problems of developing nations, urbanization, environmental pollution, and conservation of the world's resources are addressed. Students develop certain basic geography skills. These include map reading and place name identification along with the interpretation of charts and diagrams. As students gain a global perspective of geography, they become increasingly aware of their role as a global citizen today.

SOCIAL SCIENCE

1601 World History 🎓 (A)

Prerequisite: 10th grade

Students will examine major turning points in the shaping of the modern world, from the late 17th century to the present. This course follows the content standards and prepares students to study US History. This is a required course for all 10th grade students.



1700 US History 🎓(A)

Prerequisite: 11th grade

This course covers America from post-Civil War to the present and focuses on continuity and change. Students will focus on technological changes, the Industrial Revolution and its impact upon American society. Course material will also focus on the major wars and their post war periods with special interest to societal problems and the Civil Rights Movement.

9110 HIST 17B United States History(3 units)- Dual Enrollment Class CSU/UC

Prerequisite: 11th grade; may count as US History credit and college credit

Political, social, economic, and cultural history of the United States from the Industrial Revolution to the present. Focuses on the ideals, decisions, forces, institutions, individuals, events, and processes that affected the continuity and change during this time. Satisfies CSU Title V, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 17B and POLSCI 1 or HIST 17A are completed.

1800 American Government (Semester) 🎓(A)

Prerequisite: 12th grade

In the government course students apply knowledge gained in previous years of study in order to pursue a deeper understanding of the principles of American civics and the standards and objectives that go into the making of our *Republic*, our Constitution, and develop an understanding of democracy.

1801 Economics (Semester) 🎓(G)

Prerequisite: 12th grade

In the economics course students draw on previous coursework, especially math, to grasp the concepts of microeconomics and macroeconomics, to find a deeper understanding of the nation's fiscal and monetary policies and the Federal Reserve System.

ENGLISH LANGUAGE ARTS

1000 English 9 🎓(B)

Prerequisite: 9th grade

English 9 is a required course for all freshmen. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing vocabulary and study skills.

1015 English 9 Honors 🎓(B)

Prerequisite: 9th grade

This course is designed to offer an approach to learning that is challenging, interesting and fast-paced for strong, capable readers who are also proficient writers. There is supplemental reading that requires students to exhibit high levels of comprehension, enjoy working at an accelerated pace,



and desire a deeper analysis of the reading. Writing assignments will focus on analysis, development, organization, and language. Assignments encourage creativity, abstract thinking, and consistent goal-directed behavior.

1451 Write Camera Action: Storytelling through Your Lens 🎓(B)

Prerequisite: 9th-12th grade (Priority 9th Grade)

Write, Camera, Action is an English based course integrated with the Design, Visual and Media Arts CTE sector and is designed to enrich the freshman English course. In this project-based-learning course, students research and analyze a variety of visual media and written texts (including literature, film, advertising, and social media) to understand the components of a well written or well produced visual story. The reading, writing, and media-based assignments throughout the course prepare students to complete their capstone project in which they work collaboratively as a media production team, to produce a short film and host a screening event. The stories featured in the final production will be developed from student's own stories and reflections on their communities.

1100 English 10 🎓(B)

Prerequisite: 10th grade

English 10 is a required course for all sophomores. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres, focusing on non-fiction, as well as increasing their vocabulary and study skills.

1016 English 10 Honors 🎓(B)

Prerequisite: 10th grade

Honors English 10 is a world literature course that highlights both early and modern works from around the globe. We will study fiction, nonfiction, drama, poetry, myths, and legends as well as ancient sources of wisdom. Writing and class discussion will be the primary methods used for response to literature. Students will also learn a variety of literary terms that will help them analyze literature and prepare them for success in Advanced Placement English courses in the coming years.

1200 English 11 🎓(B)

Prerequisite: 11th grade

English 11 is a required course for all juniors. It is a standards based class developing literature comprehension and writing skills. Students will read and write in a variety of genres, focusing on literature and their impact on different time periods, as well as increasing their vocabulary and study skills.

1306 Advanced Placement (AP) English Language and Composition 🎓(B)

Prerequisite: AP Contract, C or better in English 10

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students will learn about the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP English Language and Composition course is to successfully pass the AP test for English Language and Composition.



1300 English 12 (B)

Prerequisite: 12th grade

English 12 is a required course for all seniors. It is a standards-based literature and writing class clustered around the following genres, fiction, and nonfiction writing, functional documents, poetry, expository writing and author study.

1207 Advanced Placement (AP) English Literature and Composition (B)

Prerequisite: AP Contract, C or better in English 11 or successful completion of AP Language and Composition

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Students will learn a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The purpose of this course is to successfully pass the AP test for English Literature and Composition.

1452 Changing Hearts

Prerequisite: 10th-12th grade

Changing Hearts and Minds is a year-long course that teaches students to act as purveyors of change in the world-at-large. Throughout the course students will analyze a variety of print and digital texts in order to identify and interpret an author's, artist's, and/or designer's message, and to determine how a specific audience drives a creator's decision-making process. Students will evaluate and successfully use visual design principles and elements to enhance, distribute and increase visibility of a message or cause. This process will lead students to use writing and the principles of design to create texts and visuals that tell stories and convey effective messages for the purposes of effecting change; this also leads students to be critical thinkers and active receivers of messages. Students will read fiction and nonfiction as sources of inspiration and discovery and then write to learn with an emphasis on how choices of diction and syntax shape a message. Throughout the course, students will use collaboration processes, oral communication, presentation and creative problem solving to strengthen and apply their knowledge of written and visual messaging.

1453 Communication by Design

Prerequisite: 11th-12th grade

Communication by Design integrates English with Visual Design and Media Arts by giving students the ability to communicate to different audiences in a variety of text formats as it applies to analog media, digital media, and real-world digital representations. Through repeated assignments and strategies, students develop and reinforce academic and industry-related foundational concepts and skills such as website construction, document specific formatting, career connections, analytical and informative writing and collaboration. Using effective speaking and listening skills, students convey a variety of messages both informative and persuasive, demonstrate mastery of visual representation of information, and conduct interviews with community and industry professionals as well as prepare for career based interviews. Analytical essays incorporate rhetorical strategies to develop persuasive/arguments and claims in both written and visual representations. Students deliver clear, organized presentation specific to the concept of each unit and leading to the Culminating Project at the end of the year. Students end the course with a choice of projects which expand on the performance task of one of the units. They begin with the basic product of the unit performance task; increase its sophistication, depth, and professionalism.



English Language Development (Courses for Students Learning English)

1164 ELD 1 Lit 9-12

Prerequisite: *ELPAC level 1*

This course profiles a comprehensive curriculum for newcomers. It also provides accelerated support in foundational literacy skills. This course uses communication-based, content-based and literature-based lessons in a balanced approach. Reading, writing, listening, and speaking activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of Proficiency. These strategies, as well as shared and modeled reading and writing and encouraging student's use of primary language, are used to develop literacy skills. Daily practice through collaborative interaction is a necessary component of this course. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1168 ELD 2 Lit 9-12

Prerequisite: *ELPAC level 1-2*

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. Students begin to understand information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expended. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the emerging/ low expanding proficiency level.

1170 ELD 3 Lit 9-12

Prerequisite: *ELPAC level 2-3*

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course supports student success in mainstream English courses by helping students develop appropriate academic language and content knowledge. Course content is based on the state adopted ELD Standards at the expanding proficiency level in tandem with the ELA/ELD Framework. information in a wide range of speech situations. Reading, writing , and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expended. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the mid expanding/ upper expanding proficiency level.



1172 ELD 4 Lit 9-12

Prerequisite: *ELPAC level 3-4 some LTEL levels might vary*

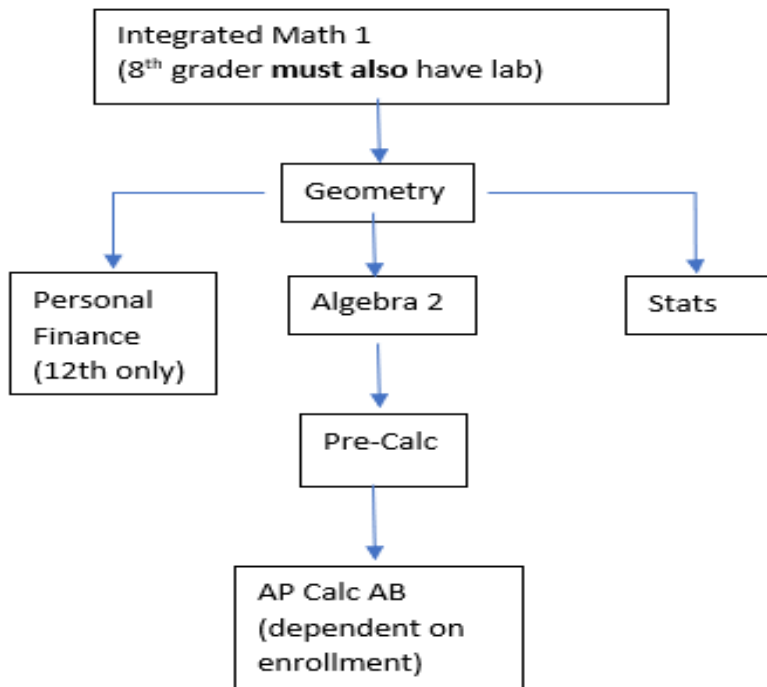
This course is designed for students at the advanced stages of English proficiency (Summative ELPAC well developed). This course is also designed for students who are At-Risk or Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards in order to reclassify. Course content is based on the state-adopted ELD Standards at the lower bridging/ upper bridging proficiency level. The predominant focus being on academic oral language development, accelerated academic vocabulary acquisition, expository writing and reading comprehension.

MATHEMATICS

Mathematical Course Sequencing

Three years of (3) different math classes are required for High School Graduation.

Students wishing to apply to a CSU/UC must take Integrated Math 1 (Algebra 1), Geometry & Algebra 2 and pass classes with a "C" or higher to be considered for admission. Four years are recommended.



2000 Integrated Math 1 🎓 (C) *pending*

Math 1 is the first of a three course sequence in an integrated pathway (Math 1, Math 2, Math 3). Math 1 is a one year course which satisfies the Common Core Standards and will strengthen and build on students' previous knowledge of middle school mathematics. Math 1 will focus on algebraic expressions, linear functions, basic exponential functions, geometric proof and construction methods, and descriptive statistics. The purpose of Integrated Math 1 is to strengthen students' ability to think mathematically and deepen their conceptual understanding of mathematics through a balance of



procedural fluency and application. Integrated Math 1 will build upon the mathematics content students learned in prior grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed to be successful in higher level mathematics courses.

2100 Geometry 🎓(C)

Prerequisite: *passing grade in Algebra 1*

This is a one year course and is the second course in the A-G Mathematics sequence. At the successful completion of the course, students will have demonstrated an understanding of Reasoning and Proof, Parallel and Perpendicular Lines, Congruent Triangles, Similarity, Right Triangle Trigonometry, and Surface Area and Volume.

Statistics 🎓(C pending)

Prerequisite: *Grade “C” or better in Geometry*

This course introduces students to the same major concepts and themes as the AP Statistics course, but with less breadth of coverage. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes: exploring patterns and departures from patterns in data, sampling and experimental design, using probability to explore random phenomena, statistical inference. Much of the content studied is in the context of applications in the social and behavioral sciences, business and medicine. Students will develop college and career readiness skills such as collaborating, conducting research and making presentations as they demonstrate their mathematical content knowledge.

2200 Algebra 2 🎓(C)

Prerequisites: *passing grade in Geometry*

This is a one year course and is the third course in the A-G Mathematics sequence. Algebra 2 is required for CSU/ UC admissions. Further, this course prepares students for coursework in advanced mathematics courses. At the successful completion of the course, students will have demonstrated an understanding of Functions, Equations, and Graphs, Linear Systems, Matrices, and Quadratic Equations and Functions.

2375 Pre-Calculus 🎓(C)

Prerequisite: *passing grade in Algebra 2 and/or admin/teacher recommendation*

This is a one year college prep course. The purpose of this course is to prepare students for coursework in Calculus. At the successful completion of the course, students will have demonstrated an understanding of Functions and Graphs, Polynomial, Power, and Rational Functions, Exponential, Logistic, and Logarithmic Functions, Trigonometric Functions, Vectors, Parametric Equations, and Polar Equations, and Systems and Matrices.

2400 Advanced Placement (AP) Calculus AB 🎓(C)

Prerequisite: *C– or better in Precalculus*

This is a one year college prep course. The purpose of this course is to prepare students to



successfully pass the AP Exam in Calculus AB. At the successful completion of the course, students will have demonstrated an understanding of Limits and Continuity, Derivatives, the Definite Integral, Differential Equations and Mathematical Modeling, Applications of Definite Integrals, L'Hopital's Rule, Improper Integrals, and Partial Fractions.

4750 Personal Finance 🎓 (G)

Prerequisite: 12th grade

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

SCIENCE

3100 Biology (Life Science) 🎓 (D)

Prerequisite: 9th grade

Biology is a two-semester college preparatory lab science class that is aligned to the California State Content Standards and covers topics related to cells, DNA/RNA synthesis, genetics, ecology, evolution, classification, photosynthesis/respiration, and anatomy/physiology. This course satisfies the life science requirement for graduation. This is the first recommended course in the UC/CSU science pathway.

3700 Chemistry (Physical Science) 🎓 (D)

Prerequisite: passing grade in Biology

This is a standards-based course which includes an overview of atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gasses and their behaviors, acids and bases, solutions, chemical equilibrium, and periodic law. This course satisfies the physical science requirement for graduation. This is the second recommended course in the UC/CSU science pathway.

3950 Anatomy and Physiology (Life Science) 🎓 (D)

Prerequisite: C or better in Biology or teacher recommendation, 11th-12th grade

In this conceptual survey of anatomy and physiology, students will cover standards-based information about: Anatomy and Physiology in the following systems: directional terminology, integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, lymphatic, digestive and reproductive systems. This course satisfies the life science requirement for graduation. This is a recommended course in the UC/CSU science pathway.



3800 Physics (Physical Science) 🎓(D)

Prerequisite: *passing previous science courses*

In this conceptual survey of physics, students will cover standards-based information about: Mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. This course satisfies the physical science requirement for graduation. This is the third recommended course in the UC/CSU science pathway.

6604 Forensic Science (Life Science) 🎓(G)

Prerequisite: *C or better in Biology or Ag Biology*

Forensic Biology applies the knowledge and technology of science to criminal laws. Science occupies an important role in the criminal justice system. The scientific community supplies accurate and objective information that reflects the events that occur at a crime. This class focuses on various aspects of forensic science and analysis. We will focus on laboratory investigation, reporting, and research to provide students with scientific reasoning and writing tools. This is a laboratory-based science class.

3150/3160 Zoology & Botany (Life Science) 🎓(D)

Prerequisite: *C or better in Biology*

The course is designed to introduce students to the fundamental concepts and principles of zoology and botany. This course surveys the major animal groups and familiarizes students with the diversity of the plant kingdom.

6601 Agricultural Biology (Life Science) 🎓(D)

This course is intended for agriculture students as a two-semester college preparatory lab science class that is aligned to the California State Content Standards and focuses on particular sections of the Agricultural Industry. Students spend additional time setting up and improving their supervised agricultural experience projects as well as compete in several project competitions. Their coursework focuses mainly on production agriculture and strives to send students down one of two paths: either mechanical or scientific-based agricultural careers. This course, as well as one year of physical lab science, meets UC/CSU admissions requirements for area “D”, laboratory sciences.

6609 Agriculture Soil Chemistry (Physical Science) 🎓(D)

Prerequisite: *Biology or Ag Biology*

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research program to be conducted throughout the first semester of the course. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.



3500 Earth Science (Physical Science) 🎓(D)

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for the Earth and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend the Earth's complexities, including how it is being affected by human activities. It brings together the interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them.

PHYSICAL EDUCATION

2500 Physical Education

In this course students are expected to pass the California PE Standards. Students will also be tested in the state mandated Fitness gram Test, including flexibility, upper body strength, curl ups, aerobic capacity and body mass index. Additionally, students will participate in Football, Volleyball, Soccer, Lacrosse, Badminton, Basketball, Pickle Ball, Dance, and Softball.

2510 Weight Training

Prerequisite: C or better in PE and 10th grade

This is a course designed to educate people on how to train with free weights, their body weight, and leverage weight. The class explains how to get results through specific training regimes. Basic nutritional guidelines are also covered.

2556 Movement/Walk

Prerequisite: 10th-12th grade

This course is designed to focus on walking/jogging techniques, physiological effects of cardiovascular activity, important equipment, motivational techniques and emotional benefits of exercise. Students will develop a fitness workout plan through activities of walking and aerobic exercise. The walking routes are off campus and the routes vary in distance and range from 1-5 miles.

VOCATIONAL EDUCATION

6625 Practical Ag Mechanics 🎓(G)

This introductory course covers Arc welding, gas welding, plumbing, 110V electric circuits and 12V electric circuits. Equipment generation and service is also covered. Student and shop safety is emphasized.



6635 Advanced Ag Mechanics 🎓(G)

Prerequisite: C or better Ag Mechanics 1/Prac Ag Mechanics

Advanced Ag Mechanics is a project based class using the skills learned in Ag Mech I which are; gas welding, electric arc welding, shielded wire welding. Plasma and oxy/acetylene welding. Also; Oxy/acetylene cutting and plasma cutting of mild steel will be covered. Students are asked to provide an Ag related project to be restored and could be shown at the county fair. Safe shop practices are emphasized throughout the class.

5036 Ag Construction 🎓(G)

Prerequisite: 11th grade or higher and C or better in Pract Ag Mechanics and Adv Ag Mechanics

Agriculture Construction is a capstone course in the Ag Mechanics pathway. Students will focus on building and maintenance of school farm facilities. In addition certificates in welding, safety, and machine operation may be available depending on facilities.

6691 Ag Systems Management 🎓(D)

Prerequisite: 9th grade or higher

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events.

6665 Agriculture Floral Design 🎓(F)

Prerequisite: 10th-12th grade, C or better in an Ag class

Throughout this course, students will demonstrate an understanding of the principles and elements of floral design. Students will prepare flowers and plants for floral arrangements. In addition, students will prepare floral arrangements for special occasions using the principles and elements of design, such as designing single flower boutonnieres to multiple flower arrangements. It will also give students a hands-on opportunity to use their own creativity and artistic abilities in preparing their principles and elements of design. In addition, students will become more familiar with the different aspects in the floral design industry.

Advanced Ag Floral Design 🎓(F)

Prerequisite: 11th-12th grade, C or better in Ag Floral Design

Throughout this course, students will demonstrate an understanding of the principles and elements of floral design. Students will prepare flowers and plants for floral arrangements. In addition, students will prepare floral arrangements for special occasions using the principles and elements of design, such as designing single flower boutonnieres to multiple flower arrangements. It will also give students a hands-on opportunity to use their own creativity and artistic abilities in preparing their principles and elements of design. In addition, students will become more familiar with the different aspects in the floral design industry.



7902 Yearbook 🎓 (G)

Prerequisite: 10th grade or higher

This course provides instruction and guidance in the development of the school newspaper and the annual yearbook. Students must be “self-starters,” able to meet deadlines, able to write effectively and be available to cover school events such as sports, assemblies, rallies, music concerts, and award ceremonies outside of class on occasion. Instruction will include use of an on-line website for yearbook development, Photoshop, photography, and Canva for newspaper creation.

CAREER TECHNICAL EDUCATION PATHWAYS

In order to be considered a CTE Pathway completer in any area, you must complete a class from each level in the pathway. Your pathway class must start with a Level 1 and be completed in order.

Agricultural Mechanics Pathway

Introduction-Practical Agricultural Mechanics **Course 6625**

Concentrator-Advanced Agricultural Mechanics **Course 6635**

Capstone- Ag. Construction **Course 5036**

Agriscience Pathway

Introduction-Agriculture Biology **Course 6602**

Concentrator-Agriculture & Soil Chemistry **Course 6603**

Capstone (complete one of the following)

PLSCI-20L **Course 9107**

EnvrHr 20 **Course 9103**

Ag 45 **Course 9113**

FINE ARTS

6017 Ceramics 🎓 (F)

A course for general and college prep students in grades 9, 10, 11, 12. This course will engage students in learning the fundamental principles, processes, and techniques of hand building while making functional and sculptural works using a variety of decorative techniques. Students will design, develop, and produce their own projects such as masks, mugs, dishes, etc. and will learn design, sculpting techniques, and hand building with various clay bodies as well as other 3D materials. Students will learn ceramics skills that they will use and enjoy the rest of their lives.



6018 Ceramics 2 -Advanced Ceramics 🎓(F)

Prerequisite: *Ceramics 1*

This course will engage students in learning the advanced principles, and techniques of ceramic and 3D design and production which they will use to create their own 3D portfolio of work. Students will design, develop, and produce their own projects and will learn design, clay sculpting techniques, the use of pottery wheels, glazing, firing, and advanced hand building with clay.

6023 Ceramics 3 🎓(F)

Prerequisite: *Ceramics 1 and 2 or teacher's recommendation*

In Ceramics 3, students will explore 3D design with greater detail using a range of techniques and creative problem solving. Students will explore functional and nonfunctional art as well as study the historical and cultural context. In this course, students will be learning the advanced principles, and techniques of ceramic to create a 3D portfolio of work. Students will design, develop, and produce their own projects and will learn design, clay and 3D sculpting techniques, the use of pottery wheels, glazing, and advanced hand building with clay.

5000 Studio Art 1 🎓(F)

Beginning Art is intended to help students learn how to investigate the principals and elements of art and apply these principles to their own artwork. The course includes observation and critique of their own and masterworks art, and the public display of their works at school and locally. In addition, the student will be able to, use art elements realistically and expressively, combine the art principles of emphasis, movement, balance, proportion, repetition, harmony, and a variety and medium to create compositions, explore artists and their styles, and learn the history of art and it evolution through time.

5015 Art 2 🎓(F)

Prerequisite: *C or better in Art 1*

Art 2 is a course for general and college prep students in grades 10, 11, 12. Students will become proficient in a variety of media (drawing, painting, charcoal, oil pastels, etc) by creating artworks that are about personal and artistic concepts. Students will become more visually articulate, more verbally articulate, and more proficient at writing about artistic issues. Refine and apply creative thinking skills to demonstrate ways artists and cultural images may be combined to produce works of art. Select appropriate tools and techniques to develop sophisticated and personal responses to art projects. In this course, students will be learning the advanced principles, and techniques of drawing, painting, and 3D art that incorporates the elements of art and principles of design.

5017 Art 3 🎓(F)

Prerequisite: *Art 1 and Art 2 or teacher recommendation*

Art 3 is a course for general and college prep students in grades 10, 11, 12. In Art 3, students will explore 2D and 3D design with greater detail using a range of techniques and creative problem solving. Students will explore different media as well as study the historical and cultural context. In this course, students will be learning the advanced principles, and techniques of drawing, painting, and 3D art that incorporates the elements of art and principles of design.



6005 Beginning Band 🎓(F)

The beginning band is an introductory instrumental music course. Instruments in the band include Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, Horn and Percussion (Xylophone, concert drums, and auxiliary percussion). Performances include two yearly concerts plus a festival. Students are expected to practice, at home, at least one hour per week and attend all performances.

6006 Adv. Band 🎓(F)

Prerequisite: C or better in Beg. Band

The advanced band is the premiere-performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year. **Requirements-2 years on your instrument or permission from the director.**

6011 Guitar 🎓(F)

Prerequisite: None

Designed for the beginning guitar student, this course includes fundamentals of playing the guitar, including chord structure, basic notation, and strumming techniques. Students are provided an acoustic guitar and are expected to practice daily.

6016 Mariachi Band 🎓(F)

Students learn the basics of one of the instruments of the mariachi (violin, guitar, vihuela or guitarron) from the beginning stages. All students will also learn the fundamentals of singing. **Prerequisite:** *Desire to learn mariachi music and ability to hear pitches.*

6019 Advanced Mariachi 🎓(F)

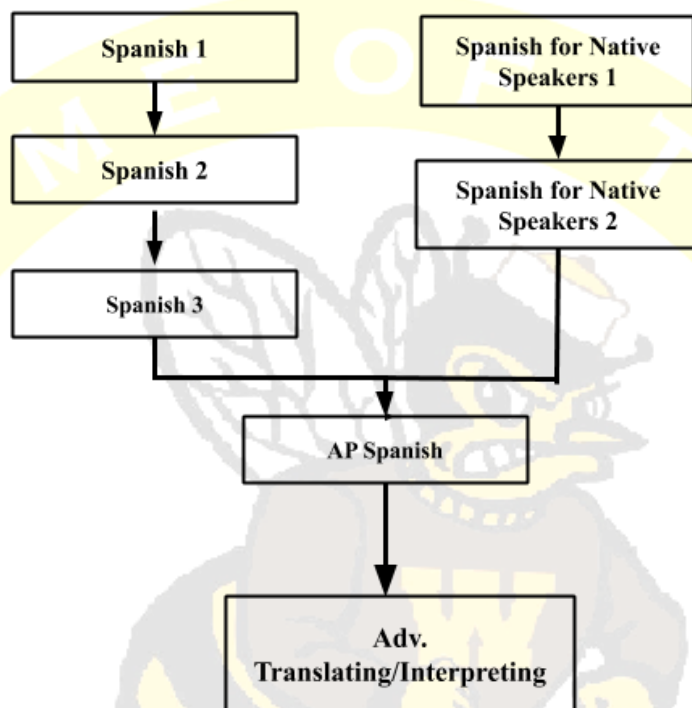
Prerequisite: *Beginning mariachi*

This class is designed for students who have completed at least one year of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and huapangos. Students must be prepared to sing.



FOREIGN LANGUAGE

All language classes may require a placement exam. The following is a diagram of the possible pathways.



4000 Spanish

1 🎓 (E)

Introductory course that covers language content and culture. This class focuses on the structural understanding of the language and its practical applications.

4100 Spanish 2 🎓 (E)

Prerequisite: C or better in Spanish 1 or placement exam or teacher/admin approval

A follow up course to Spanish 1 where language content and culture are studied more in depth. This course covers all ten simple tenses and their applications within the Language

4200 Spanish 3 🎓 (E)

Prerequisite: C or better in Spanish 2 or placement exam or teacher/admin approval

A grammatical and cultural awareness course designed for a broader understanding of the Spanish language and culture. This course builds on the foundation learned in Spanish 2 and is preparing students for AP Spanish Language or Spanish 4.

4350 Advanced Placement (AP) Spanish Language and Composition 🎓 (E)

Prerequisite: C or better in Span 2 NS or Span 3 or placement exam or teacher/admin approval

The AP Spanish Language Course, which is conducted completely in Spanish, is designed to help



students become proficient in the Spanish language and to successfully complete the AP Spanish Language Exam. Students are encouraged to practice Spanish with their peers and keep a log of time spent practicing the four skills of language learning: speaking, listening, writing, and reading.

4050 Spanish for Native Speakers 1 🎓 (E)

Prerequisite: *Placement by Diagnostic exam or teacher/admin approval*

Students will develop strong literacy skills and develop reading skills through the use of texts, magazines, and newspapers. Writing skills through essays which address students' life experiences. Grammar terms and structures will be introduced. Latino and American cultures will be explored. The class will be conducted entirely in Spanish.

4055 Spanish for Native Speakers 2 🎓 (E)

Prerequisite: *Placement by Diagnostic exam or teacher/admin approval*

Course builds upon the knowledge gained in Spanish for Native Speakers 1. Students will also reinforce the skills learned in Spanish 1. This course continues the development of reading, writing, speaking, listening and critical thinking skills in Spanish through the study of relevant literature, magazines and authentic resources. Students are empowered through self-expression in writing and speaking, and self-esteem is enhanced through appreciation of Latin American literature and culture. This class will be conducted entirely in Spanish.

4056 Adv. Translating/Interpreting 🎓 (E)

Prerequisite: *AP Spanish*

Advanced level course where students will learn how to do translation as a career, as a business, and get real application of translation. Students will take this course as well as a certification test. Upon completion, students will have passed the AP Spanish course, earned the Seal of Biliteracy and be ready to start post-secondary education in translation.

State Seal of Biliteracy

To qualify for the Seal, high school graduates must meet all of the following criteria:

1. Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
2. Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts, administered in grade eleven, at or above the "standard met" achievement level.
3. Proficiency in one or more languages, other than English, demonstrated through **one** of the following methods:
 - a. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher. **OR**
 - b. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination



NON-DEPARTMENTAL ELECTIVES

9056 AVID 9 🎓(G)

Prerequisite: Maintain a 2.25 GPA.

Students learn how to ensure competitiveness for college and scholarships, AVID students must progress on a four-year plan to meet their A-G requirements for UCs/CSUs, build a portfolio, concurrently enroll in at least one Honors or AP class, participate in extra-curricular and community volunteer opportunities, and demonstrate very high work ethic. Students are expected to register and take college entrance exams and college entrance prep exams such as PSAT , ACT-ASPIRE, SAT , and/or ACT.

9056 AVID 10 🎓(G)

Prerequisite: Maintain a 2.25 GPA.

Students learn how to ensure competitiveness for college and scholarships, AVID students must progress on a four-year plan to meet their A-G requirements for UCs/CSUs, build a portfolio, concurrently enroll in at least one Honors or AP class, participate in extra-curricular and community volunteer opportunities, and demonstrate very high work ethic. Students are expected to register and take college entrance exams and college entrance prep exams such as PSAT , ACT-ASPIRE, SAT , and/or ACT.

9057 AVID 11 🎓(G)

Prerequisite: Maintain a 2.25 GPA.

Students continue mastery of AVID practices. The focus is the successful completion of high school and a successful transition into college. Students prepare for and finalize all applicable tests requirements, complete college applications, write a personal statement, apply for financial aid (CAL Grants, FAFSA, scholarships) and prepare for adulthood/independence.

9058 AVID 12 🎓(G)

Prerequisite: Maintain a 2.25 GPA., 12th grade

Students continue mastery of AVID practices. The focus is the successful completion of high school and a successful transition into college. Students prepare for and finalize all applicable tests requirements, complete college applications, write a personal statement, apply for financial aid (CAL Grants, FAFSA, scholarships) and prepare for adulthood/independence. Seniors complete a research project and present a final portfolio.

9054 AVID Tutor 🎓(G)

Prerequisite: 10th grade

AVID tutors will receive training in AVID tutorial strategies and use these skills to participate as facilitators of AVID tutorials in various AVID classrooms. In addition, they will partner with other educators to extend their knowledge and training by sharing these skills with non-AVID students as they conduct tutorials and collaborative study groups in various core-curricular classrooms.

8040 Leadership 🎓(G)

This course is designed to give students a competitive advantage in the working world. This course will provide the student with valuable leadership and communication skills that a person will use in their everyday lives. During this course, a student will develop their own personal leadership portfolio



(resume), learn to develop their speaking skills, develop team-building skills and plan school and community activities. This course is recommended for students involved in student organizations in and out of school.

Military Science (California CADET program/7-12th) 🎓(G)-pending

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

8060 Unscheduled

Prerequisite: 12th Grade

If a senior is on track to graduate and achieve A-G ready status upon graduation and still have an extra class period, they may choose to have an unscheduled period either at the start or end of the day with administrative approval.



WCC/WHHS DUAL ENROLLMENT INFORMATION/CLASSES

Dual Enrollment:

Williams Jr Sr High School is an Early College High School. ECHS is a unique opportunity for students to earn college credits from Woodland Community College (WCC) while working towards their high school diploma. Students enroll in a class that counts for credit towards graduation from WJSHS as well as towards a college degree. Students are able to enroll for free in these courses. Classes are on the WJSHS campus and during the regularly scheduled school day. All students from 9th to 12th grade are able to enroll in the Dual Enrollment courses. For students who would like to make the most of this program, they can also enroll in tuition-free summer offerings. If a student maximizes the number of courses taken, they can complete the requirements for IGETC. IGETC is the Intersegmental General Education Transfer Curriculum. IGETC is a series of courses that California community college students can complete to satisfy all freshman and sophomore level general education requirements before transferring to most colleges and majors at UC campuses. Essentially, students can transfer after high school graduation into a UC campus as a Junior in college, saving 2 years of tuition! For more information, please visit/contact the counseling department. Students should begin this process as early as summer following 8th grade and no later than first semester 9th grade year to ensure they can complete all the requirements.

9103 ENVHR 20- Fundamentals of Environmental Horticulture (3 units) CSU/UC

Introduction to the principles of environmental horticulture with emphasis on garden practices, environment and plant growth, pruning, propagation, soils, fertilizers, and greenhouse techniques.

9107 PLSCI-20L- Principles of Plant science (4 units) CSU/UC

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. Laboratory topics include microscope use, plant structures internal and external, photosynthesis, respiration and other aspects of plant growth and development.

9111 EDUC 15- Educational Inequalities in the U.S. School System (3 units) CSU/UC

This course examines the social, political, economic, and historical context of inequities in the U.S. education system, from preschool to higher education. Students will be introduced to a set of concepts and theories from which to better understand the educational experiences and realities of historically underrepresented students. This course will also challenge students to be more reflective about their educational experiences, and to apply the concepts introduced in class to an analysis of their own educational and service learning experiences.

9113 AG 45- Principles of Animal Science (3 units) CSU/UC

Prerequisite: Biology

An overview of the principles of animal science and the interrelationship of domestic animals and humankind. This course will investigate animal anatomy, physiology, reproduction, nutrition, health, products and by-products as well as behavior and genetics from a scientific perspective. Current topics on influences of humans on genetic potential and productivity will be addressed. Experimental design and reporting, animal dissections, basic animal handling and husbandry practices, recognition of animal health, and use of biotechnology in animal science.



9110 HIST 17B United States History- Dual Enrollment Class

CSU/UC

Prerequisite: 11th grade

Political, social, economic, and cultural history of the United States from the Industrial Revolution to the present. Focuses on the ideals, decisions, forces, institutions, individuals, events, and processes that affected the continuity and change during this time. Satisfies CSU Title V, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 17B and POLSCI 1 or HIST 17A are completed.

9108 Philosophy 20-Introduction to World Religion. (3 Units) Dual Enrollment

CSU/UC

A survey of the beliefs and practices of Eastern and Western religious traditions. Emphasis will be given to the origin and development of each tradition, its major forms of expression, and the various ways in which each tradition addresses the most fundamental questions of human existence.

Geology 8 (3 Units) Dual Enrollment Class

CSU/UC

Survey course with topics chosen principally from oceanography, geology, physical geography, meteorology, and astronomy. Topics are presented within a theme of understanding the earth.

STUDENT CLUBS

*Clubs are dependent on Teacher interest and student enrollment. Clubs will vary from year to year.

***Pep Band:**

A club that band students can be involved in to encourage students to perform in challenging environments and events.

***ASB Leadership:**

The Student Activities program is generally the major means of fulfilling those objectives which are not adequately served by regular classroom instruction. Typically, student activities are characterized by extensive participation in both the planning and executing of said activities. Experiences in the Student Activities Program are designed to help meet the leisure, recreational, social and emotional interests and needs of the students.

***Art:**

Art club meets throughout the year in order to explore different media and art experiences. All students (7th to 12th grade) are welcome to join the art club. The art club supports the art show, music classes, and any other club that joins in their events and activities.

***CSF:**

The California Scholarship Federation is a club whose admission is based on a point system. Eligibility is determined by grades and classes taken. This is a prestigious organization that allows limited membership.

***FFA:**

The Future Farmers of America is a club that is obviously tied to agriculture and is a fun group to be a part of. From Greenhand ceremonies to community service FFA is a great club to keep you in touch with the agricultural industry. The only requirement is that the student be enrolled in an Ag class.



***MEChA:**

Movimiento Estudiantil Chican@ de Aztlán (MEChA) club's mission is to instill and promote higher education, leadership skills, the betterment of our community, and the cultural and historical awareness of the Latino culture. MEChA students support each other academically, and help guide each other through challenges they may face as high school students. MEChA students will participate in fundraising activities to raise funds for field trips to colleges and other cultural/community events.

***Pride Club**

LGBT alliance or "pride club" is a nationally certified GSA or gay-straight alliance that serves 7th to 12th graders of the whole gender spectrum. It has been an institution since 2015. It is open to all students. The club members have frank discussions about bullying on campus, how to increase acceptance, and how to support each other. The club enjoys playing games, tie dying t-shirts, creating posters, and hanging out

***Anime:**

The purpose of the WJSHS Anime Club is to advance the study of Japanese culture through the art forms of anime (Japanese animation) and manga (Japanese comics), as well as providing a safe meeting place to promote, explore, and experience anime and manga. WJSHS Anime Club will further this goal through anime-oriented public events, such as field trips to the Sac Anime Convention.

***Drone Club**

***Sundial Yearbook Club**

PARENT CLUBS/ORGANIZATIONS

Brown and Gold:

The purpose of the Foundation shall be to encourage community support in financing athletic programs In the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and students.

School Site Council:

The purpose of this Council shall be to:

1. Develop and recommend the School Improvement Plan;
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and assess periodically the effectiveness of the program;
3. Annually review the school improvement plan, establish a budget consistent with the Education Code, and; if necessary, make modifications.

District English Learner Advisory Committee (D.E.L.A.C.): is an elected group of parents who advise the district, English Learner Advisory committee, principals, and staff in the development of the bilingual education portion of the district school plan, district wide needs assessment; and district goals for ELD students.

English Learner Advisory Committee (E.L.A.C.):

Is an elected group of parents who advise the principal and staff in the development of the bilingual education portion of the school plan. The E.L.A.C. also acts as a liaison between parents and the school. The E.L.A.C. meets every month as needed.



The Williams Unified School District (WUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The WUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively

COUNSELING SERVICES

The WJSHS Counselors follow the American School Counseling Association National Model in providing a comprehensive counseling program. The counseling team provides services in the following three domains:

ACADEMIC- Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. B. Students will complete school with the academic preparations essential to choose from a wide range of substantial post -secondary options, including college. C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER- Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions. B. Students will employ strategies to achieve future career goals with success and satisfaction. C. Students will understand the relationship between personal qualities, education, training, and the world of work.

PERSONAL/SOCIAL- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.



Alternative Programs

Mid Valley Alternative High School- Provides opportunities for students not succeeding in the traditional classroom setting to obtain academic credit and extended teacher/peer support in an alternative setting where the ultimate goal is that of achieving a high school diploma. Students are placed in this program by the recommendation of counselors and/or administrators.

Independent Study - This program is designed for students who may not be able to attend a traditional classroom setting for various reasons. Students in this program meet with their teacher once a week to ensure their academic plan is being followed. Students are placed in this program through evaluation by a counselor and/or administrator.

