

**West Park High School  
Course Catalog and Planning Guide  
2024-2025**



**ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT**

The West Park High School Course Catalog is provided as an educational tool to assist students and parents in making informed decisions about a comprehensive educational plan.

We encourage students and parents to make thoughtful and informed decisions during the course selection process. School counselors are available to advise both parents and students regarding course selection and college/career preparation.

Please contact your counselor at any time throughout the registration process for assistance. It is, also, highly recommended that each student complete and update his/her Personal Educational Plan throughout his/her four years of high school.

## **Contents**

<b><u>Course Selection Process</u></b>	<b>4</b>
<b><u>Academic Planning/Graduation Requirements</u></b>	<b>5</b>
<b><u>Sample 4 Year Plans</u></b>	<b>6</b>
<b><u>Counseling Policies and Procedures</u></b>	<b>8</b>
<b><u>Special Programs</u></b>	<b>9</b>
<b><u>Advanced Placement Courses</u></b>	<b>11</b>
<b><u>English Department</u></b>	<b>12</b>
<b><u>English Language Development (ELD)</u></b>	<b>16</b>
<b><u>Health Department</u></b>	<b>17</b>
<b><u>Mathematics Department</u></b>	<b>18</b>
<b><u>Performing Arts Department</u></b>	<b>22</b>
<b><u>Physical Education Department</u></b>	<b>27</b>
<b><u>Science Department</u></b>	<b>29</b>
<b><u>Social Science Department</u></b>	<b>31</b>
<b><u>Special Education Department</u></b>	<b>35</b>
<b><u>Visual Art Department</u></b>	<b>36</b>
<b><u>CTE-Graphic Design</u></b>	<b>38</b>
<b><u>CTE- Media Arts</u></b>	<b>39</b>
<b><u>CTE-Professional Photography</u></b>	<b>40</b>
<b><u>CTE- PLTW Engineering</u></b>	<b>41</b>

<b><u>CTE-PLTW Bio Medical</u></b>	<b><u>42</u></b>
<b><u>CTE-Game Development</u></b>	<b><u>43</u></b>
<b><u>CTE-Computer Science</u></b>	<b><u>44</u></b>
<b><u>World Languages Department</u></b>	<b><u>45</u></b>
<b><u>Non-Departmental Electives</u></b>	<b><u>47</u></b>
<b><u>Medical Assisting-Clinical</u></b>	<b><u>48</u></b>
<b><u>District Information</u></b>	<b><u>50</u></b>

# Course Selection at West Park High School

---

The West Park High School Course Planning Guide is provided as an educational tool to assist students and parents in making informed decisions about a rigorous educational plan that will guide students toward successful academic achievement as well as post-secondary and future employment. Our staff encourages students and parents to make thoughtful and informed decisions during the course selection process. School counselors are available to advise both parents and students regarding course selection and college/career preparation.

Please contact your counselor at any time throughout the registration process for assistance. It is, also, highly recommended that each student complete and update his/her 4 year plan throughout his/her high school years.

## **Course Selection Process**

It is very important that students follow the course selection requirements and/or recommendations listed below to ensure proper enrollment for the school year. We ask that students:

1. Read course selection forms carefully and adhere to all instructions listed before selecting any new courses.
2. Review transcript and complete or revise their four-year educational plan. Students must complete all graduation and enrollment requirements. In addition, they should select courses that support their plans for college and other training.
3. Be certain they meet the prerequisite for the courses selected. If a course requires teacher permission, they must obtain the proper signature on the course selection form and must follow the application, try-out, or placement procedures designated for the course.
4. Students **MUST** register on-line within the time frame allotted for all courses requested for the school year.
5. Submit completed course selection form with a parent's or guardian's signature on or before the designated deadline.

The course descriptions contained in this catalog will provide clarification of courses offered at WPHS as well as provide students with assistance in making their final selections for registration.

*Teaching staff needs for the upcoming school year will be based upon the data gathered from course selection. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students should plan and select their courses carefully. It will be extremely difficult to change a course once a selection is made.*

## **4 x 4 Block Schedule**

West Park High School is on 4 x 4 Block schedule that has students taking up to four courses over an 18-week period. Students meet in four classes for 85-minute periods each school day with the exception of special schedule days such as rallies, collaboration days, and assemblies. In December of every year, students complete their fall courses and begin up to four new courses for the spring term in January. All freshmen and sophomores are required to be enrolled in four courses each term. Juniors are permitted one off-campus per year while seniors are permitted one off-campus each term, pending being on target to complete a -g requirements, meeting a minimum GPA of 3.0, and meeting proficient status on state testing.

# Academic Planning & Graduation Requirements

---

**To graduate from West Park High School, students must:**

- Pass all courses required for graduation (see below District Graduation Requirements)
- Earn a minimum of 260 total credits (credits earned for courses passed)
- Personal Finance Class completed

**To best prepare for community colleges and to qualify for UC/CSU/4 year colleges and universities:**

- Complete at least the minimum college preparatory 'a – g' courses with grades of "C" or better
- Complete the SAT I or ACT (plus Writing)

<i>a – g</i>	Subject	UC/CSU Entrance Requirements	District Graduation Requirements
<i>a.</i>	History/Social Science	<b>2 YEARS</b> World Studies or AP World Studies US History or AP US History	<b>3 YEARS</b> World Studies (10th), US History (11th), Government & Economics (Econ is G credit) (12th)
<i>b.</i>	English	<b>4 YEARS</b>	<b>4 YEARS</b>
<i>c.</i>	Mathematics	<b>3 years</b> (4 recommended) (IM 1, IM 2, IM 3)	<b>2 YEARS</b> (at and above IM 1)
<i>d.</i>	Laboratory Science	<b>2 YEARS</b> (3 recommended) (1 year Life & 1 year Physical)	<b>2 YEARS</b> (Biology, Chem/Physics)
<i>e.</i>	Language other than English	<b>2 YEARS</b> (3 recommended) (of the same language)	<b>1 YEAR</b> (or 1 year Visual / Performing Art)
<i>f.</i>	Visual and Performing Arts	<b>1 YEAR</b>	<b>1 YEAR</b> (or 1 year Language other than English)
<i>g.</i>	Electives	<b>1 YEAR</b> (see 'a – g' Certified Course List)	<b>11 total additional courses</b>
	Physical Education	N/A	<b>2 YEARS</b> (9th & 10th grades)
	Health	N/A	<b>1 YEAR</b>
	Personal Finance Class		All students must pass

## UC/CSU a-g plan – Sample Schedule

9th Grade	10th Grade	11th Grade	12th Grade
CP English 9	CP English 10	CP English 11 (AP Lang)	CP English 12 (AP Lit)
Health & Safety	World Studies (or AP World)	US History (AP US Hist)	Govt & Econ (or AP equivalent)
Integrated Math I	Integrated Math II	Integrated Math III/Data Science	4th Math Class
PE 9	PE 10	Elective	Elective
World Language 1	World Language 2	World Language 3	Elective
NGSS Biology	NGSS Physics	Additional Science	Elective
VAPA	Elective	Elective	Elective
Elective	Elective	Elective	Elective
	PSAT – October	SAT I/ACT – May or June SAT Subject Tests – May or June	SAT / ACT & Subject Tests – no later than December

## AP Course of Study – Sample Schedule

9th Grade	10th Grade	11th Grade	12th Grade
CP English 9	CP English 10	AP Language	AP Literature
Health & Safety	AP World Studies	AP US History	AP Econ/AP Govt
Integrated Math I	Integrated Math II	Integrated Math III	AP Calculus AB
PE 9	PE 10	Pre-Calculus	AP Calculus BC
World Language 1	World Language 2	World Language 3	World Language 4
NGSS Biology	NGSS Physics	Additional Science	AP Science
VAPA	Elective	Elective	Elective
Elective	Elective	Elective	Elective

## Career and Technical Education Course of Study – Sample Schedule

9th Grade	10th Grade	11th Grade	12th Grade
CP English 9	CP English 10	CP English 11 (AP Lang)	CP English 12 (AP Lit)
Health & Safety	World Studies (AP World)	US History (AP US Hist)	Govt & Econ (or AP level)
Integrated Math I	Integrated Math II	Integrated Math III/Data Science	Elective
PE 9	PE 10	Elective	Elective
NGSS Biology	NGSS Physics	Additional Science	Elective
World Language 1	World Language 2		Elective
Elective	Introductory CTE Course	Concentrator CTE Course	Capstone CTE Course
VAPA	Elective	Elective	Elective

# WPHS Counseling Department Policies & Procedures

## CLASS CHANGES

The Counseling Department will make class changes based on the following reasons: **obvious errors, courses taken in credit recovery, wrong level, inappropriate placement, or incomplete prerequisite.** Dates for the window that students can make requests to change their schedules will be sent to families via email and posted to the West Park website.

## CLASS CHANGE PROCESS

**Per District Policy,** if a student/parent has a concern about a class/teacher, the counseling and administration teams ask families to follow this procedure:

1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.
2. If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments can be scheduled by phone or email for a parent/teacher/student conference.
3. If both student and teacher have tried to improve the student's progress in the class, the parents can appeal for administrative action with an assistant principal. The assistant principal will then meet with the parent, student, teacher and counselor to determine if there is anything else that can be done to resolve the conflict in the class.

This process is designed with the intent of placing effort and responsibility on the student. We hope that the parent and teacher conferences will improve communication and promote a more positive learning environment for all students.

## COURSE WITHDRAWAL POLICY

**Course Withdrawal (Drop) Policy** - Students will receive a withdrawal (drop) "F" grade if any class is dropped after the first full week of the quarter. Students will not be allowed to drop required classes (English, PE, Social Studies, etc.)

Only appropriate level changes will be considered following the first full week of each quarter. Math, Science, or World Language level changes will be considered with a teacher, parent, and student approval only. If no apparent level change can be made, the only way a student can exit the class is with a withdrawal "F" grade.

Special Education changes will be reviewed on an individual basis.



# Special Programs

---

West Park High School offers a variety of academic programs to meet the needs of our student body. Our programs offer the appropriate level of academic rigor to challenge each student as well as to provide preparation for postsecondary opportunities regarding two and four year college/university options, selected career fields, the military and technical programs. West Park High School offers personalized educational paths to all students. Students are encouraged to select a path at the time of enrollment. The path should be chosen based on the individual's needs, talents, and post high school plans. All paths will satisfy the minimum high-school graduation requirements. Students have the opportunity to change and update paths.

## **College Preparatory Courses**

A College Preparatory Course is a means by which college bound high school students may better meet the more stringent scholastic requirements for entry into colleges and universities as well as entry-level work in selected career fields. Students taking college-preparatory courses may have an increased quantity of class work, and expectations to achieve are at a higher level. The GPA (grade point average) weight for college-preparatory courses may have more value for college entry programs than regular courses. College prep courses are particularly appropriate for providing the academic background needed to succeed in a degree program at a college or university.

## **Advanced Placement Courses**

Advanced Placement (AP) courses® are College Board certified high school courses that give college-bound students the chance to earn college credit while still in high school. Students who pass an AP course are eligible to take the AP exam for that subject in the Spring, and by earning a score of 3 or higher (out of 5) the student may be eligible for college credit at most colleges and universities

## **Dual Enrollment Courses**

Dual Enrollment is a joint program with Sierra College. RJUHSD schools offer a college course on the high school campus. At West Park, these courses are taught by a West Park High School teacher that has aligned the course content and assessments with the equivalent Sierra College course.

Please review the following information prior to enrolling in a Dual Enrollment Course:

- There is an enrollment procedure that students must complete with Sierra College - students will be given this information when they enroll with West Park for the Dual Enrollment Course.
- Given that this is a college course, students will be earning college credit (if the course is passed) and this course will be recorded with Sierra College on the student's permanent college transcript.
- WPHS will be recording these classes and grades earned on the West Park HS transcript as these classes will be counted towards graduation requirements and/or credits. Please read the individual course descriptions for this information.
- These classes will not be considered honors credit (weighted GPA) on the WPHS transcript but many colleges (including the UC system) will consider these honors levels classes when applying to college.
- Since these classes are college classes, the UC system does not have high schools put these courses on their a-g lists. Students applying for college will disclose to the colleges they are taking college courses. The Dual Enrollment class will be listed under the college courses.

If the Sierra College course is UC transferable and falls within the a-g subjects, it will be counted as meeting a requirement in the a-g list.

- Students should research the colleges/universities they are applying for to see if the Dual Enrollment class from Sierra College is accepted as transferable credit.
- When applying to a college, students will need to follow the individual college instructions about submitting a transcript from Sierra College as well as their West Park HS transcript.
- In the semester that you are enrolled in DE, you will need to be enrolled in three on-ground West Park classes plus the DE class (meaning you cannot have OC in the same semester as DE).

### **Career Technical Education (CTE) Pathways at West Park High School**

The mission of California CTE Pathways is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

CTE Pathways will engage every student in high-quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity, innovation, leadership, community service, and lifelong learning, and allowing students to turn their "passions into paychecks" - their dreams into careers.

#### *Career and Technical Education Facts*

1. Learn real-world 21st century skills that make students career and college ready.
2. Courses meet a-g requirements for entrance into the UC college system.
3. Students learn skills like: critical thinking; communication; teamwork; leadership; research tools; creativity; and innovation.
4. Students who complete a rigorous academic core with a career concentration are more likely to pursue postsecondary education; have a higher GPA in college; and are less likely to drop out the first year of college.
5. CTE courses increase engagement in school by involving students as decision-makers and "owners" of their education process.

Source: <http://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp>

It is highly recommended that students enroll in the first course of the pathway in grade 10, the second course in grade 11, and the third course in grade 12. Students must complete the third course in grade 12. Please read the course catalog for specific descriptions about each course and pathway.

### **Elective Pathways**

West Park High School provides students opportunities to explore "specialized" areas of study that are intended to give students further insight into potential careers. The sequence of courses is designed to overlap and complement existing requirements for graduation and college admission.

### **Special Education**

Special education services (including Academic Lab classes) are available only to students who **demonstrate a disability** and **require** special education and related services. These services are identified through an Individualized Education Program (IEP). Specialized Academic Instruction opportunities seen below are determined

through the students identified needs outlined in the IEP. For more information please visit the district website <http://rjuhsd.us>.

# Advanced Placement Program

---

Our Advanced Placement (AP) program offers rigorous college level courses that have been approved by the College Board and prepares students for success in their academic futures. Under this accelerated learning program, students will sharpen their analytical and writing skills, and hone their study habits in preparation for a demanding college curriculum. If a student successfully passes the AP exam administered in May, college credit and/or advanced placement can be earned (depending on the student's test score and the college policies.) Please refer to the WPHS course catalog for a detailed description of the AP courses and prerequisites for these courses.

Since the rigor of a student's curriculum is often a crucial factor in the college admissions process, students taking AP courses are more competitive (as the demands and strengths of AP classes are widely recognized and are rewarded with a weighted grade.) Many colleges will consider whether the student has taken enough AP courses to pursue a challenging curriculum. While West Park offers an IB program (which offers a global perspective on learning and is also rigorous in coursework,) the AP program can offer more flexibility while still providing an advanced level of education. The program allows students to choose which AP courses to pursue and the option to participate in the rich offering of extracurricular activities at West Park. (However, AP courses are demanding and parents should carefully assess whether the student can keep up with an accelerated pace of learning together with the extracurricular activity under consideration.)

AP students are strongly urged to take May exams. Passing scores are 3 or higher out of a possible 5.

## **AP Courses currently offered at WPHS**

- AP Calculus AB
- AP Calculus BC
- AP English Language
- AP English Literature
- AP World History
- AP Psychology
- AP Statistics
- AP Studio Art Drawing
- AP US Government
- AP Microeconomics
- AP Environmental Science
- AP Chemistry
- AP Physics 1
- AP Biology
- AP Spanish Language
- AP Computer Science

# English Department

---

## **CP English 9**

Course ID: 201113

Open to Grades: 9

UC/CSU a-g: B

Prerequisite: None

English 9 is a foundational course for all English pathways. English 9 emphasizes sentence, paragraph, and essay development with an intensive study of literature and expository texts. Literary elements will be taught and applied to short stories, poetry, novels and drama. A variety of writing modes, autobiographical, analytical, and expository, will be taught with an emphasis on the Methods of Development. Vocabulary is taught with an emphasis on contextual vocabulary. Writing conventions are taught with a focus on grammar, usage and mechanics. Students can expect a variety of oral and listening activities.

## **CP English 10**

Course ID: 202213

Open to Grades: 10

UC/CSU a-g: B

Prerequisite: None

This course is designed for college preparatory students emphasizing paragraph and composition development combined with an intensive study of literature and expository texts. A variety of writing modes – expressive, analytical, and expository – will be taught with an emphasis on the Methods of Development. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college-level entry tests. Vocabulary, spelling, and research skills are developed in context with the writing process and literary analysis. Students can also expect a variety of oral and listening activities.

## **CP English 11**

Course ID: 203313

Open to Grade: 11

UC a-g: b

Prerequisite: None

This course emphasizes composition development combined with an intensive study of American literature. There will be a strong emphasis on reading critically, conducting rhetorical analysis, synthesizing multiple texts, and establishing voice as a writer. Writing conventions such as usage and mechanics may be directly taught in conjunction with the study of additional grammar skills needed to prepare for college-level entry tests. Vocabulary, spelling, and research skills are developed in context with the writing process and literary analysis. Students can also expect a variety of oral and listening activities including oral presentations.

## **AP English Language and Composition**

Course ID: 207423

Open to Grade: 11-12

UC a-g: B

Recommended: It is highly recommended that students earn a B or better in CP English 10

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS, students are expected to take the AP Exam offered in May.

Students in this course study the fundamentals of rhetoric, which can be applied to academic writing at the college level. Students will read and analyze a variety of texts. Students participate in writing seminars that use student writing as the focus for analysis. Emphasis will be placed on acquiring the skills necessary to pass the *AP Language and Composition* exam. This college level course requires a high level of motivation and commitment due to extensive reading and writing requirements.

## **CP English 12**

Course ID: (204413)

UC/CSU b-English

*Prerequisite: Grade of C or better in CP English 11*

These college preparatory courses emphasize all aspects of language arts: listening, reading, speaking, and writing. The English curriculum is designed to prepare students for Advanced Placement courses and college level work. Writing conventions, such as usage, mechanics and grammar, will be taught. Students will conduct formal research and prepare and deliver oral presentations.

## **AP English Literature and Composition**

Course ID: 207433

Open to Grade: 12

UC a-g: B

Recommended: Grade of C or better in AP Language and Composition or B or better in CP English 11 or teacher recommendation.

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS HS, students are expected to take the AP Exam offered in May.

This course focuses on enabling students to improve their reading analysis and writing skills. Emphasis is placed on the skills necessary to pass the AP Examination, including style analysis writing and close textual reading. The class is open enrollment; however, only students with a strong interest in high-level analysis of literary texts should register. Students in this class will read and analyze short stories, novels, drama, and poetry. They will interpret, analyze, and evaluate these works through discussion and written composition. Several works will be required reading over the summer in preparation for the course

## **Yearbook**

Course ID: 212653

Open to Grades: 9-10

UC/CSU a-g: G

Prerequisite: Freshmen students who want to take yearbook need a recommendation from their English teacher in writing and/or prior experience in yearbook, graphic design, or photography.

For grades 10-12, instructor approval and successful completion of English classes with a grade of "C" or better, or a B or better in graphic design and/or photography.

Designed for general or college preparatory students to produce a high-quality school yearbook. Students will learn to use computers to write copy, design layouts, and create graphics. Students will also conduct interviews, take and crop photographs, and sell ads. Communication skills and professional conduct are emphasized through extensive contact with staff and students, as well as business people and parents. The class is also open to students who are interested in the business end of yearbook production: raising money, advertising, issuing receipts, bookkeeping, etc. Leadership opportunities are also available to interested students. Enrollment is limited. Students new to the Yearbook class must enroll in the Fall Term. Students are strongly encouraged to register for both terms.

## **Advanced Yearbook**

Course ID: 212673

Open to Grade: 10-12

UC/CSU a-g: G

Prerequisite: Successful completion of yearbook with grade C or better and a C or better in English classes

Designed for general or college preparatory students who are continuing their training and work from Yearbook. Students will continue to develop their skills in more advanced work, which focuses on the editorship functions of yearbook production. Advanced Yearbook students are encouraged to take on leadership roles within the yearbook staff. Students are strongly encouraged to register for both terms. Students entrusted with Editorship roles are required to register for both terms.

## **Speech and Debate**

Course ID: 211303

Open to Grade: All

UC/CSU a-g: G

Designed for college preparatory students or students with an interest in public speaking, this course includes training in public speaking and emphasizes an understanding of the elements of debate, the process of communicating effectively, the techniques involved in critical analysis, and constructive evaluation of one's own communications.

## **Creative Writing**

Course ID: 211453

Open to Grade: 9-12

UC a-g: G

Prerequisite: C or better in English 9

A course designed for general-level or college prep students who are interested in writing poetry, short fiction, autobiography and drama. Students will be engaged in an intense study of these literary genres and will explore their creativity through the medium of written language. Students will write, select and edit manuscripts and graphics, will discuss design and layout, and will process copy for the production of the school literary magazine. Students will work in a “writer’s workshop” setting with many opportunities to discover their writing talents and to enjoy the thrill of seeing their published works.

## **DE English 1A**

Course ID: DE1008

Open to Grade: 12

Develops and refines students' writing, reading, and critical thinking skills by introducing the conventions of academic conversations and arguments in an academic community. Students read and discuss a variety of works from different literary genres, focusing on non-fiction and expository texts, reading 20 or more pages per week. The course also emphasizes research skills, including accessing college library databases, evaluating and documenting sources, using MLA style, and practicing academic integrity. Students write essays in expository and argumentative prose, including at least one research paper, in response to class reading and outside research, for a total of at least 6500 words.



# English Language Development (ELD) Support

---

## **ELD 1**

Course ID: 205517  
Open to Grade: 9-12  
UC a-g: None  
Prerequisite: ELPAC Level 1 and 2

Students in ELD 1 learn to use English for immediate needs and begin to understand and use academic vocabulary and other features of academic language. Students enter this class with limited English skills and exit with basic communication skills in social and academic content.

## **ELD 2**

Course ID: 205617  
Open to Grade: 9-12  
UC a-g: None  
Prerequisite: ELPAC Level 3

Students in the ELD 2 course language abilities represent the category of expanding. Students work on developing a greater variety of vocabulary and linguistic structures. A large focus pertains to engagement and production of the English language in complex, academic situations. Students' complete the course when they represent bridging English language abilities, as displayed in the California State standards.

## **ELD English 3**

Course ID: 205717  
Open to Grade: 9-12  
UC a-g: B (students receive CP Eng 9 credit)  
Prerequisite: ELPAC Level 4 and 5

ELD English 3 is a college preparatory English language arts course designed to successfully transition English learner students into grade level English language arts. Throughout the term, students will improve their understanding of the English language with a specific focus on reading, writing, listening, and speaking. Students will interact in meaningful ways to learn how language works so they are able to demonstrate language proficiency at the mainstream level, based on the district's CP English 9 Standards and the Common Core College and Career Readiness Standards.

## **EL Intervention**

Course ID: 204593  
Open to Grade: 9-12  
UC a-g: None  
Prerequisite: none

This course provides academic intervention and support to English Language Learners. The course previews and reviews content and skills taught in the college-prep English curriculum and across all content areas. Students will experience Specially Designed Academic Instruction in English (SDAIE) to improve listening, speaking, reading, and writing skills. In addition, students will learn time management, outlining, note taking, organization, active listening, research methods and test-taking strategies.

# Health Department

---

## **Health and Wellness**

Course ID: 521053

Open to Grade: 9

UC/CSU a-g: None

Prerequisite: None

A semester long course that gives students knowledge, attitudes, and decision-making skills to develop and maintain their own healthy lifestyles. This course includes instruction in decision-making, the human life cycle, mental and physical wellness, nutrition, and substance abuse education.

# Mathematics Department

---

It is recommended that students take one math course per year for four years. Students may take 2 math courses in a year by taking one in the fall and one in the spring, however students should be reviewing their four year plan to ensure that they have one math class a year and are able to balance their classes with the rest of their academic plan. The minimum high school graduation math requirement is IM1, IM2. The minimum UC-CSU math requirement is IM3 or Data Science.

The following tables show possible math course pathways based on student interest and future college major / career. These are some sample schedules to consider with their planning. Other options are possible.

***The majority of these students will be expecting to include Statistics in their university studies for majors such as Psychology, Social Work, Pre-Law. All AP college level courses have weighted grades.***

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course
CCIM1	CCIM2	Data Science	AP Statistics or CCIM3	
CCIM1	CCIM2	CCIM3	Data Science	AP Statistics

***The majority of these students will be expecting to include Statistics and/or Non-Trigonometry Calculus in their university studies for majors such as Business, Nursing, Biology, and Elementary Education. All AP level courses have weighted grades.***

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course
CCIM1	CCIM2	CCIM3	Data Science or Pre-Calculus	AP Statistics
CCIM1	CCIM2	CCIM3	AP Statistics or Pre-Calculus	Pre-Calculus or AP Statistics

***The majority of these students will be expecting to include mathematics as a major component of their university studies, such as Physics, Engineering, Pre-Med, Mathematics, Computer Science. All AP college level courses have weighted grades.***

1st Math Course	2nd Math Course	3rd Math Course	4th Math Course	*Optional 5th Math Course	*Optional 6th Math course
CCIM1	CCIM2	CCIM3	Pre-Calculus Pre-Calculus must be completed in junior year (fall or spring).	AP Calculus AB Calculus AB/BC are taken in the same school year. It is recommended these classes be taken during the senior year.	AP Calculus BC Calculus AB/BC are taken in the same school year. It is recommended these classes be taken during the senior year.

### **Common Core Integrated Math 1 (CCIM1)**

Course ID: 402343

UC/CSU a-g: C

Prerequisite: Freshmen should consult their 8<sup>th</sup> grade math teacher for proper placement.

Recommendation: Students in this course should have a solid foundation in common core grade 8 standards.

This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: writing expressions and equations to describe numbers and relationships; solve and graph linear and exponential functions; model linear functions; solve, graph and model systems of equations; summarize, represent and interpret data; use transformations to understand congruence.

### **Common Core Integrated Math 2 (CCIM2)**

Course ID: 402353

UC/CSU a-g: C

Prerequisite: Grade of C or better in CCIM1. Freshmen should consult their 8<sup>th</sup> grade math teacher for proper placement.

Recommendation: Students in this course should have a solid foundation in Common Core Integrated Math I

This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: laws of exponents; key characteristics of quadratic functions compared with those of linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and quadratic expressions; probability; and similarity of triangles based on dilations and proportional reasoning.

### **Common Core Integrated Math 3 (CCIM3)**

Course ID: 402363

UC/CSU a-g: C

Prerequisite: Grade of C or better in CCIM2

Recommendation: Students in this course should have a solid foundation in Common Core Integrated Math II

This course includes the standards from the Common Core State Standards. Included are the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Topics of study include: statistics involving data distributions, connecting characteristics and behaviors of polynomial functions; analyze, graph, and transform rational functions, radical functions, and with and without technology; build an understanding and fluency with exponential and logarithmic functions; and composition of functions.

### **Data Science**

Course ID: 000300

Prerequisite: Grade of C or better in CCIM2

UC/CSU a-g: C

This brand new course will teach students how to understand and represent data through project-based units. Students will become data explorers through active engagement in projects that grow your understanding of data sampling, analysis, correlation, causation, bias and uncertainty in data, and in

making data-based arguments. In a world that is increasingly data-driven, this course will also show how data affects real world challenges and situations. Students will develop a portfolio of their data science work so that they can showcase their knowledge and skills to both colleges and to prospective employers. Students need to have passed Integrated Math 2 in order to take this course, but students can also take this class after passing Integrated Math 3 if they choose. The University of California has approved Data Science courses to satisfy both 3rd and 4th year math requirements.

### **AP Pre Calculus**

Course ID: 407502

Prerequisite: Grade of C or better in CCIM3

UC/CSU a-g: C

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

### **Pre-Calculus**

Course ID: 404483

Open to Grades: all

UC/CSU a-g: C

Prerequisite: Grade of C or better in CCIM3.

Recommendation:

Pre-Calculus is a one-term course designed for college prep students who will learn the knowledge and skills necessary to take a first-year college course. Students will work on becoming proficient in the following areas: the fundamentals of college-level algebra, geometric and algebraic interpretations of functions, inverse functions, linear and quadratic inequalities, rational functions, conic sections, exponential and logarithmic functions/applications, probability and basic statistics.

### **AP Calculus AB**

Course ID: 407503

Open to Grade: 11-12

UC a-g: C

Prerequisite: Grade of C or better in Pre-Calculus or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course.

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS, students are expected to take the AP Exam offered in May.

An advanced placement course designed for university preparatory students. This course provides instruction in the concepts of limits, continuity, derivatives, and anti-derivatives of algebraic functions. The basic concepts in algebra set theory and trigonometry are reviewed briefly before they are used to study limits.

### **AP Calculus BC**

Course ID: 407513

Open to Grade: 11-12

UC a-g: C

Recommended: It is highly recommended that students earn a B or better in the prerequisite course.

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS, students are expected to take the AP Exam offered in May.

The second course of Calculus includes the study of definite integrals, differentiation and integration of trigonometric, logarithmic, and inverse functions. A score of 3, 4, or 5 on the AP Exam enables students to receive college credit in calculus at selected colleges or universities.

### **AP Statistics**

Course ID: 407523

Open to Grade: 11-12

UC a-g: C

Prerequisite: Grade of C or better in CCIM3, Data Science or Pre-Calculus.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course.

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS, students are expected to take the AP Exam offered in May.

The course is designed 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: exploring data, planning a study, probability and statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

### **Introduction to Personal Finance**

Course ID: 151313

Open to grade: 11-12

This is a one-semester personal finance course designed to provide 11th and 12th graders with in-depth knowledge and skills related to budgeting, investing, credit, and taxes. Students will engage with a real-world, hands-on curriculum -- interacting with financial professionals (guest speakers), preparing and filing taxes, opening investment accounts, etc. Students will finish the course having built a personalized financial plan, including an analysis of the costs and benefits of college (including financial aid). This course emphasizes the importance of financial health and independence, based on each individual's goals and risk tolerance.

# Performing Arts Department

---

## **Dance 1**

Course ID: 101405

UC/CSU a-g: F

Prerequisite: None

This class is an introduction to dance, dance history, and technique. This is a performance based class designed for those who want to experience a dance environment. Students will gain knowledge of dance terminology and basic dance styles; including but not limited to jazz, modern, lyrical, character, cultural, and hip-hop. It will give students the opportunity to enhance their technical skills, learn and engage in historical contributions to dance, its style and evolution as well as opportunities for group choreography and performance. Students will be required to attend all scheduled after school rehearsals. Students are required to perform in at least one piece at the end of the semester dance show.

## **Dance 2**

Course ID: 102415

UC/CSU a-g: F

Prerequisite: Grade of C or better in Dance 1 or students with 3 years of outside experience

Dance 2 is a performance based class, designed for those students who want to continue and further their knowledge and skills in dance. This class will review and enhance existing dance skills and techniques. Students will be given the opportunity to experiment with choreographic studies as well as create their own choreography. Creation and composition of movement will be required throughout the class. Choreography assignments may be given as homework. Students are required to attend all scheduled after school rehearsals as well as perform in the end of the semester dance show.

## **Dance 3**

Course ID: 101425

UC/CSU a-g: F

Prerequisite: Grade of C or better in Dance 2 or students with 4 years of outside experience may take this class with instructor approval.

Dance 3 is a performance based class, designed for those students who want to build upon Dance 2 skills and technique while increasing rigor. This class will learn elements of safety and injury, health and fitness as well as anatomy. Students will be given the opportunity to experiment with choreographic studies as well as create their own choreography. Creation and composition of movement will be required throughout the class. Choreography assignments may be given as homework. Students are required to attend all scheduled after school rehearsals as well as perform in the end of the semester dance show.

## **Dance 4**

Course ID: 101445

UC a-g: F

Prerequisite: Completion of Dance 3 with a C or better or students with 5 years of outside experience

may take this class with instructor approval.

This is a performance based class and is designed to expand student knowledge and skills in dance. This class will review and enhance existing dance skills and technique. Students will be introduced to famous choreographers and choreography analysis. Creation and composition of movement will be required. The students in this course will be given the opportunity to perform for the purpose of showcasing the Dance Department at local venues as they are presented. Students in this class will be required to attend all scheduled after school rehearsals as well as perform in the end of the semester show.

### **Drama**

Course ID: 101583

UC/CSU a-g: F

Prerequisite: None

This performance-based course will include a study of theater with a primary emphasis on the development of acting skills and confidence. Instruction will be given in playwriting, pantomime, improvisation, character development, script interpretation, and scene study. Fulfills section F of a-g Requirements.

### **Intermediate Theatre Arts**

Course ID: 102603

UC/CSU a-g: F

Prerequisite: Grade of C or better in Drama.

This intermediate-level acting course will include instruction in acting techniques and styles, playwriting, work-shopping scenes, and directing. Students will be required to attend all scheduled performances presented on nights and weekends. May be repeated for credit.

### **Advanced Drama**

Course ID: 102593

Open to Grades: 9-10

UC/CSU a-g: F

Prerequisite: Grade of C or better in Drama and/or instructor approval

This course provides serious acting students the opportunity to continue their training in characterization, advanced improvisation, movement, auditioning, scene work, script analysis and interpretation and appreciation.

### **Musical Theater**

Course ID: 103613

Open to Grade: 10-12

UC/CSU a-g: F

Prerequisite: C or better in Drama and/or Advanced Drama and/or Professional Drama; or instructor approval.

This production class is designed for students who desire to further develop their acting, dancing, singing, character development, and technical theater skills in a real world application. The class will work together to define, promote, produce, research, and perform a musical during the term and will support the drama company with the student (winter) production. Enrollment in the class does not



guarantee a role in the chosen musical, but provides each student with a production job. Additionally, all students will be individually responsible for one or more technical (non-acting) aspect of the production process. Students will be required to attend all scheduled before and after school rehearsals as well as performances presented on nights and weekends. May be repeated for credit.

### **Marching Band (Fall)**

Course ID: 101253

Open to Grades: 9-12

UC/CSU a-g: F

Prerequisite: Approval of instructor based on audition or previous teacher recommendation. All students in the band program must take BOTH fall term Marching Band and spring term Symphonic Band (with the exception of Colorguard, which is Fall only).

Marching Band is designed for the advanced instrumental musician or performer at any grade level. All students must have previous experience in winds, percussion, or guard prior to taking this class. This fall term class will emphasize marching techniques to prepare for performances on campus and at competitive band reviews. Students will be required to attend all scheduled after school and weekend rehearsals as well as performances on nights and weekends. May be repeated for credit.

### **Symphonic Band (Spring)**

Course ID: 101263

Open to Grades: 9-12

UC/CSU a-g: F

Prerequisite: Approval of instructor based on audition or previous teacher recommendation. All students in the band program must take BOTH fall term Marching Band and spring term Symphonic Band.

Symphonic Band is designed for the advanced instrumental musician of any grade level. All students must have previous experience in winds or percussion prior to taking this class. This spring term class will emphasize concert techniques to prepare for festival, concert, and tour performances. Students will be required to attend all scheduled performances on nights and weekends. May be repeated for credit.

### **Jazz Band**

Course ID: 101241

Open to Grades: 9-12

UC/CSU a-g: F

Prerequisite: Approval of instructor based on audition or previous teacher recommendation. All Jazz Band students must be co-enrolled in BOTH fall term Marching Band and spring term Symphonic Band.

Jazz Band is designed for the advanced instrumental musician of any grade level interested in jazz. This class will emphasize jazz techniques in a traditional big band setting to prepare for festival, concert, and tour performances. Styles include swing, blues, Latin, funk, and more. Students will be required to attend all scheduled performances on nights and weekends. May be repeated for credit.

### **Beginning Piano**

Course ID: 101293

UC/CSU a-g: F

Prerequisite: None

Piano Lab is designed to teach the concepts and techniques needed to play the piano. Students will learn how to perform on the piano, read music notation, and develop a foundational understanding of music theory. No prior musical experience is required. Offered in both fall and spring term.

### **Intermediate Piano**

Course ID: 102273

UC/CSU a-g : f

Prerequisite: Grade of C or better in Beginning Piano.

Designed for students who are interested in further developing their piano skills. Students will continue their study of music history through research of composers and performers from the Baroque era through the 20th century. Students will also prepare and perform piano works by these composers. Students will continue their music education with a more advanced study of music theory.

### **Advanced Piano**

Course ID: 102263

UC/CSU a-g: F

Prerequisite: None

In this course, students acquire the skills required to create, produce, perform advanced musical pieces and develop a deeper understanding of the multiple cultural and social meanings inherent in these creative works through the study and research of music theory and history. Students will continue to develop ear training skills through performance and rhythmic dictation and sight reading skills at an advanced level. Students will be given regular playing tests that assess progress in technique and style. Students will begin a much more in depth study of music theory including the study of Major and minor scale degrees. Students will continue the study of chord structure by using music of the Baroque Period and will come to understand the use of Alberti Bass, Major and minor triads, and diminished seventh Chords. Students will use the music of the Classical Period to study the circle of fifths and Major scales and analyze and perform music from the Romantic Period and the 20th Century. Students will analyze and perform music of each period to develop a better understanding of music theory. Students will further continue their aesthetic appreciation of music, thus becoming lifelong appreciators of music.

\*\*Course may be repeated for additional credit.

### **Professional Drama**

Course ID: 103603

UC/CSU a-g :F

Prerequisite: Instructor Approval

This course will focus on putting on live stage productions continuously throughout the year. Advanced and college level acting and technical skills will be required and practiced, while experience in directing and backstage production will be focused on throughout the class. Students are required to attend practices and rehearsals after school as well as performances held at night and on the weekends.

\*\*Course may be repeated for credit.

### **Music Appreciation**

Course ID: 101433

UC/CSU a-g :F

Grades: 9-12

Music Appreciation is an elective course for 10th, 11th, and 12th grade students who desire a more in-depth understanding of music. This course will engage students in the study of music theory, history, instrumentation, and ethnomusicology. The course is designed for all students, those who play a musical instrument and those who do not. It will include all different forms of music, from America and from other cultures. If you love music and want to have lots of fun, Music Appreciation is the course for you!

### **Concert Choir**

Course ID: 101353

UC/CSU a-g :F

Grades: 9-12

This entry level course is designed for the beginning singer who is interested in being part of a group. Have you ever said, "I don't know how to sing?" In this class, you will learn how! Contemporary and pop selections will be rehearsed and performed, as well as standard choral repertoire. You will learn singing technique and voice placement, the correct way to breathe while singing, performance techniques and the fundamentals of music theory. All in a fun and low-pressure group environment. There will be two or three concerts per semester where the choir will perform. Songs will include popular music and concert repertoire. This course may be taken both fall and spring terms \*\*Course may be repeated for additional credit.

### **AP Music Theory**

Course ID: 101455

UC/CSU a-g :F

Grades: 10-12

Prerequisites: Prerequisites: Any of the following courses – Band, Jazz Band, Concert Choir, Beginning/Int Piano

This class will study four-part writing and ear training. This class is an excellent preparation for students interested in learning how to read and write music. Subjects to be covered in the course include major scales, key signatures, intervals, triads, four-part writing, and ear training. This is an excellent preparation for college music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Credits may be used toward Fine Arts graduation requirements. Please note: This class is a course that studies analytical techniques and procedures that are used in the composing of music.

# Physical Education Department

*Students and parents of 9th and 10th graders taking PE9 and PE10 need to be aware that in the semester they do not have PE9 or PE10, students are required to fill out a weekly log of their physical activities. This process is required by the state of California to ensure that students remain physically active throughout the entire school year, not just in the semester in which they have a PE course. This requirement is described on the CA Department of Education webpage at: <https://www.cde.ca.gov/pd/ca/pe/pewaiverguide.asp> If you still have questions, please contact your school's PE department or the administration office if you have questions.*

## **PE 9**

Course ID: 501013

UC/CSU a-g: None

Prerequisite: None

The WPHS Physical Education program has been designed to focus on three key areas of student learning: (1) **Movement** that includes Health-Related Fitness, Sport/Activity skills and Tactical Skills. (2) **Strategy** that includes Health-Related Concepts, Sport Rules, History and Strategy. (3) **Character** that includes Responsibility, Respect, Integrity, Active Engagement, Fairness and Caring. Each of these areas will be addressed through various dual/individual sport units of instruction: Badminton, Recreation Games, Health-Related Fitness, Pickle-Ball, Social Dance, Disc Golf, Water Safety, Combatives, Tennis, Archery and Yoga.

## **PE 10**

Course ID: 502023

UC/CSU a-g: None

Prerequisite: None

The WPHS Physical Education program has been designed to focus on three key areas of student learning: (1) **Movement** that includes Health-Related Fitness, Sport/Activity skills and Tactical Skills. (2) **Strategy** that includes Health-Related Concepts, Sport Rules, History and Strategy. (3) **Character** that includes Responsibility, Respect, Integrity, Active Engagement, Fairness and Caring. Each of these areas will be addressed through various Team Sport units of instruction: Skill-Related Fitness, Basketball, Football, Team Handball, Volleyball, Ultimate, Soccer, Australian Rules Football, Lacrosse, Hockey and Recreational Games.

## **Football Athletic PE: Weight Training and Conditioning /Adv Weight Conditioning**

Course ID: 512173

UC a-g: None

Prerequisite: Grade of C or better in PE 9

Note: Does not replace PE 9 and 10.

This course is for WPHS Football Players. Designed to provide an opportunity to develop basic proficiency and skill in the core lifts. Weight room safety and function, form running, speed, agility, and conditioning will be emphasized.

## **Outdoor Adventure**

Course ID

UC a-g: None

Grades: 11-12

Prerequisite: Completion of PE 9 and **10**

This course will follow the guidelines set forth in the CA PE Standards, course 3A. This course is designed to focus on the development of skills needed to explore and enjoy the outdoors. Students will engage in experiences that will prepare them for lifelong participation in the following outdoor pursuits: Hiking, Backpacking, Camping, Angling, and Archery. Students will become proficient in basic survival skills, orienteering and outdoor cooking as enhancement to these pursuits.

## **Outdoor Adventure II**

Course ID

UC a-g: None

Grades: 11-12

Prerequisite: Completion of PE 9 and 10. Completion of Outdoor Adventure I

This course will follow the guidelines set forth in the CA PE Standards, course 4A. This course is designed to focus on the development of skills needed to further explore and enjoy the outdoors. Students will engage in experiences that will prepare them for lifelong participation in the following outdoor pursuits: Kayaking, Fly Fishing, Survival Skills, and Bush Craft.

## **Weight Conditioning**

Course ID: 512153

UC/CSU a-g: None

Prerequisite: Completion of PE 9 and PE 10

Designed to provide the opportunity to develop high levels of fitness through involvement in weight training, running, calisthenics, and swimming. This course does not fulfill the PE 9 and 10 requirement.

## **Athletic PE**

Course ID: 513263

UC/CSU a-g: None

Prerequisite: None

Designed to assist today's student athletes in balancing the demands of athletics and academics. Areas of emphasis will be on learning styles, conditioning, endurance training, sports psychology, tutoring, sports theories, injury prevention, nutrition, self analysis, history of sports and application of sports knowledge to lifelong learning. This course may not be used to fulfill the PE 9 or PE 10 graduation requirement. For varsity athletes only. \*\*Course may be repeated for additional credit.

## **PE 9-10**

Course ID: 501033

UC/CSU a-g: None

Prerequisite: None

Required for all students who have not successfully completed PE 9 and/or PE 10. Designed to reinforce the importance of physical health and fitness. Emphasis will be placed on sportsmanship in recreational activities. \*\*Course may be repeated for credit.

## **Unified Sports**

Course ID: 513263

UC/CSU a-g: None

Prerequisite: None

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified Physical Education courses can be a gateway for further participation in Special Olympics programs and events.

# Science Department

---

## **NGSS Biology**

Course ID: 551415

UC/CSU a-g: D

Prerequisite: None

NGSS Biology is the first course aligned with California's Framework for the Next Generation Science Standards and will fulfill the RJUHSD life science graduation requirement. All 9th graders will be enrolling in NGSS Biology. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas include energy and matter flow in ecosystems, history of the Earth, human impacts on ecosystems, inheritance and variation in life, natural selection, evolution, and biotechnology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios.

## **NGSS Physics**

Course ID: 551423

UC/CSU a-g: D

Recommended: Highly recommended a C or better in NGSS Biology and C or better in CCIM1

NGSS Physics is aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended for all 10th grade students and meets the UC/CSU "d" laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of physics in the Earth and Universe. This focus includes forces, motion, energy conversion, nuclear process, waves, communication technology and their application toward understanding the Universe including planetary motion, star and galaxy formation, and Earth's structure and geology. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios.

## **NGSS Chemistry**

Course ID: 551433

Open to Grade: 11-12

UC a-g: d

Recommended: Recommended a C or better in NGSS Physics and C or better in CCIM2

NGSS Chemistry is our third course aligned with California's Framework for the Next Generation Science Standards and will fulfill the physical science graduation requirement. It is recommended as the third NGSS course for students who have taken NGSS Biology and NGSS Physics. It is recommended for 10th or 11th grade students and meets the UC/CSU "d" laboratory requirement. Students will integrate the science and engineering practices, crosscutting concepts, and disciplinary core ideas. These core ideas revolve around the application of Chemistry and how it interacts with systems on Earth. There will be multiple opportunities for students to model and develop solutions to authentic problem-based scenarios. Students will also develop laboratory skills, engage in data analysis, and exercise critical thinking to explain chemical phenomena

## **AP Physics 1**

Course ID: 606353

UC/CSU a-g: d

Prerequisite: Grade of B or better in both IM2 and IM3. Academic GPA of 3.0 or higher recommended.

AP Physics 1 addresses the concepts and skills students will need to demonstrate in order to earn college credit by taking and passing the AP Physics 1 Exam in May. The course covers the classic physics topics of motion (including rotation), forces, momentum, work, energy and power. Waves and sound are also covered and electric circuits are introduced. Students will also experience hands-on, computer-based labs using “live” sensors to collect and analyze data to gather evidence to support specific claims. Students will also design, build, use and evaluate projects to solve real-life problems.

## **AP Biology**

Open to grade: 11

CSU/UC a-g : D

Prerequisite: Grade of B or better in NGSS Biology and NGSS Physics

An advanced level biology course designed to be equivalent to a college introductory biology course. This course differs from CP Biology in the depth of study and amount of quantitative analysis in the laboratory work. The course is intended to prepare students to pass the AP exam in May although participation in the exam is optional.

## **AP Chemistry**

Open to Grades 11-12

CSU/UC a-g : D

Prerequisite: Completion of NGSS Chemistry

A second-year chemistry course designed to be equivalent to general college chemistry. The emphasis here is the frequency and individual design of quantitative and qualitative lab work to complement a more in-depth discussion of topics not covered in CP or Honors Chemistry in order to prepare students for the AP Chemistry exam in May which may entitle them to college credit

## **AP Environmental Science**

Course ID: 607603

Open to Grades 11-12

CSU/UC a-g : D

Prerequisite: Completion of NGSS Biology and Physics with a C or better

AP Environmental Science is designed for highly motivated college-bound students. This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to engage in the study and monitoring of our local community both in the laboratory and in the field. These studies will include population studies of local ecosystems and air, water and soil analysis.



### **Advanced Systems of Physiology**

Open to Grades 11-12

CSU/UC a-g : D

Prerequisite: Completion of NGSS Chemistry

This is an advanced course that explores the body systems through numerous labs and dissections. This is an ideal course for college preparatory students who are interested in a career in the health care profession or any life or environmental science.

# Social Science Department

---

## **World Studies**

Course ID: 652103  
Open to Grade: 10  
UC/CSU a-g: A  
Prerequisite: None

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## **United States History**

Course ID: 653203  
Open to Grade: 11  
UC a-g: A  
Prerequisite: None

Students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power by focusing on key events and figures of the 20<sup>th</sup> century. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

## **Dual Enrollment United States History**

Course ID: DE1007  
Open to Grade: 11-12  
CSU/UC a-g: A

Designed for general-level and college-level preparatory students. In this one-term course students examine major turning points and the cause-and-effect flow of the forces that have shaped the United States in the 20th century. Curricular units are thematically and chronologically based on state standards and include The Foundation of the American Nation (review unit), Industrialization and Immigration, Religion's Role in America, America's Rise to World Power, The 1920s, The Great Depression and New Deal, World War II, Domestic changes in Postwar America, Foreign Policy in the Cold War, The Civil Rights Movement, and Contemporary American Society.  
Course alignment with Sierra College HIST 0017B

## **AP United States History**

Course ID: 657253

Open to Grade: 11-12

CSU/UC a-g: A

**Requirement:** As a condition of enrollment in an Advanced Placement course at WPHS, students are expected to take the AP Exam offered in May.

This course satisfies the US History graduation requirement, but can also be taken as an elective after having completed US History with a B or better. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

## **AP Psychology**

Course ID: 654133

Open to Grades 11 and 12

CSU/UC a-g: G

Advanced Placement Psychology is designed to prepare students for the AP Psychology test. More importantly, AP Psychology, the scientific study of the individual, attempts to answer questions about who we are, where our thoughts, feelings and actions come from, and how we understand the world around us. In this course students will have the opportunity to study human development, brain function, levels of consciousness, learning and memory, personality theory and development, mental disorders and many other topics. This course offers scientifically researched explanations to commonly asked questions; it also offers the students an opportunity to connect the information from those findings to themselves, their relationships, and the world around them. Students will form a deeper sense of how the human mind works and come to understand themselves better.

## **Ethnic Studies**

Course ID : 654113

Open to all grade levels

CSU/UC a-g: G

Ethnic Studies interdisciplinary transformational program will examine the concepts of race, ethnicity, and intersectionality emphasizing interpersonal communication, cultural competency, and equity-driven skills in an authentic environment that will empower scholars to develop a critical lens in order to make a meaningful impact in their communities and engage in/transform the world at large.

## **DE Sociology**

Course ID : DE1018

Open to: 10-12

CSU/UC a-g: G

Sociological analysis of social institutions, social interaction and behavior, collective behavior, social change, deviance, conformity, and social stratification. Sierra College course equivalent: SOC 0001

## **Government**

Course ID: 654304

Open to Grade 12

CSU/UC : A

Students in grade twelve pursue a deeper understanding of the institutions of American government. They 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. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship

## **AP Government**

Course ID: 657354

Open to Grade 12

CSU/UC : A

This course is designed for the advanced student who desires to continue studying at the college level. It provides students an opportunity to gain a critical perspective on government and politics in the United States. It involves the study of general concepts used to interpret American politics and the analysis of specific case studies. The Advanced Placement examination will be offered in May. A successful performance on the Advanced Placement exam will enable students to obtain college credit in Political Science at selected colleges and universities.

## **Economics**

Course ID: 654401

Open to Grade 12

UC/CSU: G

A one-semester course. Economics focuses on basic economic principles, the American business structure, economic performance, gross national product and fiscal policy, banking and monetary policy. Economic problems in the US and overseas and personal economics are also stressed. The course emphasizes the active role of the individual and provides practical strategies for students to use in making personal economic decisions.

### **AP Microeconomics**

Course ID: 657462

Open to Grade 12

UC/CSU: G

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy

### **AP Human Geography**

Course ID: 654123

Open to Grades: 9-12

The purpose of AP Human Geography 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 examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

### **AP World Studies**

Course ID

Open to Grades: 10-12

UC/CSU: c

Students study the cultural, economic, political and social development that have shaped the world from c.1200 CE to the present. Students analyze texts, visual sources and other historical evidence and write essays expressing historical arguments

### **Mock Trial**

Course ID: TBA

Open to Grades: 9-12

UC/CSU: c

Criminal Law / Mock Trial is a class for students interested in the legal system, court procedures, and understanding law in everyday life, as well as developing public speaking and critical thinking skills necessary for conducting a Mock Trial.

## **AP African American Studies**

Course ID:

Open to Grades: 11-12

UC/CSU: c

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, emphasizing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This is a modified version of the course and may be repeated for credit.

# Special Education Department

---

Special education services (including Academic Lab classes) are available only to students who **demonstrate a disability** and **require** special education and related services. These services are identified through an Individualized Education Program (IEP). Specialized Academic Instruction opportunities seen below are determined through the students identified needs outlined in the IEP. For more information please visit the district website <http://rjuhsd.us>.

## **Academic Lab A – English Language Arts**

Course ID: 211243 (Fall) 211245 (Spring)

Open to Grades: 9-10

UC/CSU a-g: None

Prerequisite: For students with an IEP. Placement based on measurement of reading and writing level and teacher.

Course is primarily designed to support IEP goals in the area of Language Arts. These goals are addressed through direct instruction language arts curriculum. Recommendation from the Special Services Coordinator is required for enrollment.

## **Academic Lab B – Math Skill Development (Levels 1-2-3)**

Course ID: 403303 (Fall) 403305 (Spring)

Open to Grades: 9-10

UC/CSU a-g: None

Prerequisite: For students with an IEP. Students are placed through assessment and teacher recommendation. Each level is designed to encompass one school year.

Course is primarily designed to support IEP goals in the area of Math. These goals are addressed through direct instruction math curriculum. Recommendation from the Special Services Coordinator is required for enrollment.

## **Functional Academics**

Course ID: 808913 (Fall) 808915 (Spring)

Open to Grade: 9-12

UC a-g: None

Prerequisite: Placement determined through individual assessment

Functional Academics is designed to build independence in real world applications working towards a student's transition plan and includes instruction in core academics as applied to life. Recommendation from the Program Specialist is required for enrollment.

## **Independent Living Skills**

Course ID: 851853 (Fall) 851855 (Spring)

Open to Grade: 9-12

UC a-g: None

Prerequisite: For students with an IEP

Independent Living Skills will focus on skills for students to live independently through applying real life applications. Instruction may include domestic, vocational and community based hands-on learning. Recommendation from the Program Specialist is required for enrollment.

# Visual Arts Department

---

## **Art 1**

Course ID: 101013

UC/CSU a-g: F

Prerequisite: None

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size. Student may be charged a \$25.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

In this introductory course, students express their creativity and develop their artistic perception while exploring the elements of art. Students will develop their technical skills and vocabulary as they work with a variety of art tools and materials and cover foundational skills in drawing, painting, and printmaking. They will exhibit work and participate in group critiques as they develop a working portfolio and a sketchbook. Through reading, writing and oral assignments, students will make aesthetic evaluations of works of art from a variety of cultures and reflect on their own artistic development.

## **Art 2**

Course ID: 102023

UC/CSU a-g: F

Prerequisite: Grade of C or better in Art 1 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendation.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size. Student may be charged a \$25.00 fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

In this intermediate course, students further express their creativity and further develop their artistic perception while exploring the principles of art. Students will enhance their technical skills and vocabulary as they work with a variety of art tools and materials and cover intermediate skills in drawing, painting, and printmaking. They will exhibit work and participate in group critiques as they develop a working portfolio and a sketchbook. Through reading, writing and oral assignments, students will make aesthetic evaluations of works of art from a variety of cultures and reflect on their own artistic development.

## **Art 3**

Course ID: 103033

UC a-g: F

Prerequisite: Grade of C or better in Art 2 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendation.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size. Student may be charged a fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.



Students will learn a variety of new mediums, cover portfolio development, and research aspects of the visual arts. They will further delve into art analysis and work toward making independent choices with the directions of their own works.

### **Art 4**

Course ID: 103043

UC a-g: F

Prerequisite: Grade of C or better in Art 3 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendation.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size. Student may be charged a fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

Students will develop an independent curriculum and work toward a final exhibit and portfolio. Course includes art analysis, and research and development of ideas for personal work.

### **AP Drawing**

Course ID: 107113

UC a-g: F

Prerequisite: Grade of C or better in Art 4 or teacher recommendation.

Recommended: It is highly recommended that students earn a B or better in the prerequisite course. Students should consult their current teacher for placement recommendation.

**Supplies:** A sketchbook about 8 x 10 inches, 100 pages, a paper portfolio that is 18 x 24 inches in size. Student may be charged a fabrication cost for any consumable item(s). These items or projects are taken home and kept by the student.

An advanced performance based course emphasizing development of a portfolio of work which will be graded by secondary and college teachers. The portfolio will be graded on quality, concentration, and breadth of formal, technical and expressive means. Students must be self-motivated and able to work independently. Lab Fee.

# World Languages Department

---

## **Spanish 1**

Course ID: 251313

UC/CSU a-g: E

Prerequisite: None

The major emphasis of these courses is to develop personal communication skills in the target language. The students have opportunities to listen and read for comprehension, and to speak and to write in basic patterned and planned responses with some spontaneous conversations. The curriculum includes the following: vocabulary development, pronunciation practice, development of listening and reading comprehension skills, short writing assignments, and reading authentic materials as well as grammar skills as they relate to topics studied. Emphasis is placed on listening, reading and writing. These are the first skills acquired by novice learners. Students will be introduced to culture appropriate to the level of the language they are studying.

## **Spanish 2**

Course ID: 252323

UC/CSU a-g: E

Prerequisite: Grade of C or better in Spanish 1.

The major emphasis of these courses is to continue to develop personal communication skills in the target language. Students will have additional opportunities to increase their abilities in the areas of: listening comprehension, reading, writing and speaking. Curriculum includes: continued emphasis on listening, reading and writing and speaking the language, the study of expanded thematic vocabulary, expressing simple past actions, short writing assignments, and reading authentic materials. Students will increase their cross-cultural understanding.

## **Spanish 3**

Course ID: 253333

UC/CSU a-g: E

Prerequisite: Grade of C or better in Spanish 2.

Recommendation: Strongly recommended for college preparatory students.

Designed for students who desire to learn to communicate in the target language with a greater degree of fluency and accuracy. The major emphasis of these courses is placed on oral and written communication in the target language. The curriculum includes: class discussions, interviews, short essays, authentic literature and reading materials from the cultures where the languages are spoken, and more advanced cultural readings. Also included is the application of expanded thematic vocabulary (including idiomatic expressions), practical use of various verb tenses and moods, as well as complex grammar structures as they relate to the topics studied.

## **Spanish 4**

Course ID: 254343

UC a-g: E

Prerequisite: Grade of C or better in Spanish 3.

This course will continue to develop within the students the skills which they have already acquired in the language. Emphasis is placed on communication skills including class discussion, interviews, and

spontaneous conversations and literature readings.

### **AP Spanish Language**

Course ID: 257363

UC/CSU a-g: e

Prerequisite: Grade of C or better in Spanish 4. An academic GPA of 3.0 or greater is recommended

AP Spanish Language and Culture will provide advanced high school students with rich and rigorous opportunities to study the language and cultures of the Spanish-speaking world. All instruction takes place in Spanish. This course takes a holistic approach to language proficiency. Students will learn language structures in context and use them to convey meaning. Emphasis is placed on the interpersonal, interpretive, and presentational modes of communication.

### **DE Spanish 1**

Course ID: DE1026

UC/CSU a-g: e

Course Alignment with Sierra College SPAN 0001. Elementary Spanish-Level1

First of two semesters of Elementary Spanish. A beginning course which offers students practice in speaking, understanding, reading and writing Spanish, along with exploration of cultural aspects of the Spanish-speaking world. Corresponds to two years of high school study.

# CTE—Graphic Design

---

The Graphic Design pathway combines project-based work that requires both independent work and interdependent management skills for career success. Students will learn the skills and knowledge for creating, refining, and share work in the industry. Traits that are necessary to function successfully in the graphic design industry – such as teamwork, communication, creative thinking, and decision-making abilities are emphasized. Students will develop visual arts concepts through digital media and web-based tools.

## **Graphic Design 1**

Course ID: 101733

UC/CSU a-g: F

Prerequisite: none

Digital Illustration introduces students to the fundamental concepts of effective graphic communication with an emphasis on Adobe Illustrator as a primary design tool. Students will participate in the full design process, including brainstorming, conceptualizing, communicating with the client, pre-press production, and collaborative critiquing. Students will explore the fundamentals of graphic design theory, layout design, typography, and the career potential within the design field. Emphasis is on giving students real world experiences in creative problem-solving in the design environment.

## **Graphic Design 2**

Course ID: 101743

UC/CSU:: F

Prerequisite: Grade of C or better in Graphic Design 1 or teacher recommendation.

This course introduces students to the fundamental concepts of effective graphic communication with an emphasis on Adobe Photoshop as a primary design tool. Students will participate in the full design process, including brainstorming, conceptualizing, communicating with the client, pre-press production, and collaborative critiquing. Students will explore the fundamentals of graphic design theory and the career potential within the design field. Emphasis is on giving students real world experiences in creative problem-solving in the design environment through both drawing and photo manipulation within the Photoshop environment.

## **Graphic Design 3**

Course ID: 1101753

UC/CSU: F

Prerequisite: Grade of C or better in Graphic Design 2 or teacher recommendation.

This CTE Graphic Design Program of Study capstone course provides students with an in-depth understanding of digital design tools, processes, and systems common to careers in graphic arts and digital production. Strong emphasis is given to the development of proactive visual judgment. Specific focus will be on the process of design from initial client interview to final client-ready project. Specific focus will be on design and gestalt principles, integration of text and image, and intentional visual decisions for the purposes of communication in a two-dimensional environment. And finally, special emphasis will be given to career exploration and planning, understanding a day in the life of a creative and what it takes to become a successful graphic designer.

# CTE—Media Arts

---

## **Media Production**

Course ID: 101653

UC a-g: G

Prerequisite: None

Recommendation: Basic Computer skills or instructor's approval. Juniors and seniors may be admitted only with instructor's approval.

This is an entry level course designed for students interested in careers in the Media and Design Arts Pathway, in the Arts, Media and Entertainment industry sector. Students will be introduced to industry-standard tools, skills, and materials that they can manipulate as the primary means of creative expression. Students will explore basic applications of various multimedia tools to create visual, aural, and written projects in both digital and print format. Technically, students will learn to manage different file formats, use a variety of image capturing devices, and combine different types of media into effective and entertaining images and presentations. Programs used range from Photoshop, Flash, Premiere, After Effects, Audition, and Encore.

## **Advanced Media Production**

Course ID: 102683

UC a-g: F

Prerequisite: This course requires an application. Please see the West Park website or instructor for the application. Students must pass Media Production with a C or better.

This course provides students with more application and training in the use of television/computer equipment and production techniques. Students will produce programs for the school, other students, and for the internet. Extensive use of computers in video will be part of the class. There is significant time commitment that may extend before and after school hours. Students will often work independently, and all students are expected to maintain a serious work environment with professional behavior. Students must be highly self-motivated.

## **Media Management**

Course ID: 102703

UC a-g: f

Prerequisite: Please see the West Park website or instructor for the application. Students must pass Media Production with a C or better

This Capstone course for the Multimedia Production pathway and is designed to provide students with training in the principles and practices of high quality business leadership and management. Students will demonstrate advanced knowledge and skills in pre-production, production, and post-production practices in an educational and work based environment. Students will create film and/or video and sound products that demonstrate comprehensive knowledge of professional film and video and sound production. Students will learn and apply knowledge and skills in planning and time management, team building, communications, motivating people, decision-making and problem-solving, ethics and integrity, resource management, conflict resolution, labor/government/business relations, workplace diversity, leadership qualities, and management styles – while serving in leadership positions in Media Productions classes.

# CTE-Professional Photography

## **Pro Photo 1**

Course ID: 103313

UC a-g: F

Pro Photo 1 is the introductory course in the Professional Photography sequence. Students will learn the workings of digital cameras and how to create compelling compositions while exploring the photography profession. Students will use digital editing to enhance their photographs' technical qualities and to help emphasize mood and impact

## **Pro Photo 2**

Course ID: 103323

UC a-g: F

PP2 is the second course in the Professional Photography sequence. Students will learn how to solve visual problems while diving deeper into their understanding of exposure and quality lighting. Students will gain more experience digitally manipulating their images. The photography profession and best business practices will also be explored.

## **Pro Photo 3**

Course ID: 103313

UC a-g: F

PP3 is the capstone course in the Profession Photography sequence. Students will end the course with a developed business plan, real work experience and a portfolio of images. Not only will they develop more as an artist they will know where to find their next client.

# CTE—PLTW Engineering

---

## **PLTW: Introduction to Engineering and Design**

Course ID: 356313

UC/CSU a-g: G

Introduction to Engineering and Design (IED) exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

## **PLTW: Principles of Engineering**

Course ID: 356133

UC/CSU a-g: G

Prerequisite: C- or better Introduction to Engineering and Design

Principles of Engineering (POE) exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

## **PLTW: Aerospace Engineering**

Course ID: 356343

Prerequisite: C- or better in Introduction to Engineering and Design and Principles of Engineering

UC/CSU a-g: G

In Aerospace Engineering (AE), students explore the fundamentals of flight in air and space by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

## **PLTW: Engineering Design & Development**

Course ID: 356163

Open to Grades 11 & 12

Prerequisite: C- or better in Introduction to Engineering and Design, Principles of Engineering, and Aerospace Engineering

UC/CSU a-g: G

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

# CTE—PLTW Bio Medical

---

## **PLTW: Principles of Biomedical Science**

Course ID: 356103

UC/CSU: D

Prerequisite: C or better in NGSS Biology

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

## **PLTW: Human Body Systems**

Course ID: 356023

UC/CSU: D

Prerequisite: C or better in Principles of Biomedical Science

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

## **PLTW Medical Interventions**

Course ID: 356033

UC/CSU: D

Prerequisite: C or better in Human Body Systems

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

## **PLTW Biomedical Innovation**

Course ID: 356043

UC/CSU: D



Prerequisite: C or better in Medical Interventions

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

# CTE- Game Development

---

## **Game Development 1**

Course ID: 302443

UC/CSU: G

Grades: All

This course is the first in a three course CTE pathway. This course is an introduction to the fundamental principles of Game Design which will provide the foundational skills for students as they progress to further courses in the pathway. Students in this pathway will develop introductory skills in Game Development which students would be able to apply in post-secondary study or in industry.

## **Game Development 2**

Course ID: 302444

UC/CSU: G

Grades: All

This course is built around creating art assets for Video Games. This course begins with some fundamental skill building in digital art using industry standard software as deemed necessary, then the course works towards the creation of 2D art assets ranging from simple sprites to animated characters, environments and particle effects. These art assets are then animated both in the creation software itself and in a game engine as necessary. The Course then continues to create and animating 3D art assets ranging from simple low-poly solids, to 3D animated characters and environments.

## **Game Development 3**

Course ID: 302445

UC/CSU: G

Grades: All

This course is the culminating experience of the Game Development Pathway. In this course, students will utilize the skills developed in their previous courses and use them while learning to use an industry-standard game engine, a software framework used to develop digital video games. Students will learn to use the game engine while making a series of small prototype digital games before moving on to more challenging games that will require students to form development teams, manage workflow, and delegate tasks in order to make them in the time allotted.

# CTE- Computer Science

---

## **PLTW Computer Science Essentials**

Course ID: 356213

UC/CSU: D

Grades: All

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

## **AP Computer Science**

Course ID: 356175

UC/CSU: D

Grades: All

Students will follow UC Berkeley’s curriculum , “Beauty and Joy of Computing”. This course teaches programming through an engaging programming language called SNAP!. Upon successful completion of the course, students will be well-prepared to take College Board’s other AP course in computing: AP Computer Science A (Java).

## **AP Computer Science**

Course ID: 356175

UC/CSU: D

Prerequisite: PLTW Computer Science Essentials

Grades: 10-12

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. Students in Computer Science Principles will explore the seven big ideas of computing: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact of technology.

## **DUAL ENROLLMENT TECHNOLOGY FUNDAMENTALS (IT-90)**

**Open to grades:** 11-12

**Prerequisite:** Successful completion of AP Computer Science Principles with a C or better

Designed to prepare students to explain the basics of computing, IT infrastructure, software development, database use, installing software, establishing basic networking connectivity, and identifying/preventing basic security risks. This course is intended for students who are considering a career in IT and/or later considering the pursuit of completing the CompTIA Fundamentals+ (ITF+) certification exam.

## CTE—Commercial Music Project

---

### **Commercial Music Project 1**

Prerequisite: Previous Music/Instrument experience

Open to Grade: All

UC/CSU: f

For GUITAR, KEYBOARD, BASS, DRUM SET, and VOICE, other instruments welcome also!! Performance, composition and production of music. Emphasis on development of skill in performance practice for varying styles of popular music in ensembles, including arranging cover songs and performing improvisation. Introduction of music theory concepts to foster an ability to learn and perform popular music in a concert setting and facilitate song writing and composition of original music. Introduction to traditional song forms incorporating notation and orchestration of simple harmonic progression and melody. Music production/recording of original audio projects including working with MIDI in a DAW environment.

# Non-Departmental Electives

---

## **Leadership**

Course ID: 851403

Open to Grades: All

UC/CSU a-g: None

Learn the skills needed to be an effective leader, such as understanding personality and leadership styles, time/stress management, conflict resolution, group dynamics, and public speaking. Skills learned will be useful in Student Government, Athletics, and other co-curricular activities as well as work experiences and career preparation outside of school.

## **Student Government**

Course ID: 851353

Open to Grades: All

UC/CSU a-g: G

This course is for students elected or appointed to Student Government. Students develop leadership skills and an understanding of parliamentary procedure by planning, organizing, budgeting, and executing a variety of student activities throughout the year. Students have the opportunity to participate in retreats, meet with school and community leaders, and network with student leaders from other schools in California through conferences and trainings. Through these activities, members of Student Government directly impact the morale and spirit of all West Park students while building relationships and memories that will last a lifetime. Students enrolled in this course are required to attend a variety of activities outside of the regular school schedule. This course does not meet the district social science graduation requirement. This course may be repeated for credit.

## **Dual Enrollment Kinesiology**

Course ID:

Open to Grades 10-12

CSU/UC a-g:

Prerequisite: None

This course introduces the interdisciplinary approach to the study of human movement. Students will investigate the sub-disciplines in kinesiology (motor development, biomechanics, exercise physiology, sociology of sport, sports psychology, strength & conditioning, athletic training, history of sport & physical education, physical education pedagogy) along with exploring educational and career opportunities in teaching, coaching, performance, fitness, sport management, and allied health professions.

# DE—Medical Assisting, Clinical

---

The Medical Assisting program prepares students for employment as a clinical assistant in medical offices, urgent care facilities, clinics, and other ambulatory care centers. Instruction includes basic and advanced skills utilized when assisting the physician and performing direct patient care. The student will perform venipunctures, skin tests and administers intradermal, subcutaneous, and intramuscular injections. Successful students will be prepared to take the California Medical Assistant Certification Exam.

**Length of Program:** Full school year - student must commit to entire year, see below for more information

**Internship Included:** Yes

**Requirements:** DOJ background check, proof of immunizations and negative TB, drug screening.

**Recommended Preparation:** Biology or life science, computer literacy and applications and Algebra I/CCIM1

**College Articulation:** Sierra College

## **Medical Terminology**

Course ID: 522573

Credits: 5

Class Location: Adalante HS

Times: Quarter 1 Fall Term 1:30pm-3:00pm

Open to Grade: 12 (Students must be 18 by March 1st)

Medical Terminology is designed to prepare the student to analyze, define, pronounce, and comprehend the medical language. Upon completion of this course, the student will have a thorough understanding of the health care language through the study of anatomy and physiology. This course serves as a prerequisite for various Allied Health careers.

## **Health Careers**

Course ID: 522583

Credits: 5

Class Location: Adalante HS

Times: Quarter 2 Fall Term 1:30pm-3:00pm (Fall)

Open to Grade: 12 (Students must be 18 by March 1st)

This course offers rigorous and relevant instruction in applied anatomy and physiology, medical procedures, disease processes, medical terminology, vital signs, CPR, professional/ethical/legal responsibilities of medical professionals, medical measurements and mathematics. Emphasis is placed on the skills necessary to enter the healthcare field and exploration of the many different employment areas within healthcare.

## **Medical Assisting**

Course ID: 522563

Credits: 10 or more, depending on internship hours

Class Location: Adalante HS

Times: Quarter 3 and 4 Spring 1:30pm-4:30pm

Open to Grade: 12 (Students must be 18 by March 1st)

The Medical Assisting program prepares students for employment as a clinical assistant in medical offices, urgent care facilities, clinics, and other ambulatory care centers. Instruction includes basic and advanced skills utilized when assisting the physician and performing direct patient care. The student will perform venipunctures, skin tests and administers intradermal, subcutaneous, and intramuscular injections. Successful students will be prepared to take the California Medical Assistant Certification Exam

# District Statements

---

## **Free Public Education**

The California Constitution requires that schools provide a free public education, unless a charge is specifically authorized by law. (California Constitution, Article IX-5) (Hartzell vs. Connel 1984)

Section 5 of Article IX of the State of California Constitution guarantees students a “free public education.” The State Supreme Court concluded in the 1984 case of Hartzell v. Connell (1984) (35 Cal. 3d 899) that “all educational activities carried on by public school districts, extra-curricular as well as curricular, must be without cost to the students who participate in such activities.” This same ruling found that “mandatory fees for participating in such extra-curricular activities as drama, music, and athletic competition” were illegal under the State Constitution. Furthermore, the Court also rejected the argument that “fees could be charged so long as the District waived fees for students who were financially unable to pay.”

## **Permissible Fees**

California public schools may charge fees as outlined in the Education Code. These permissible fees include:

- Transportation to and from school.
- Charges for food (limited by the free and reduced price meal program).
- Insurance for field trips (so long as there is a waiver for financial hardship).
- Fees for all community/adult classes.
- Lost or damaged books or district supplies.
- Direct cost of materials for property the student has made in class for his/her own use.
- Fees for school camp programs (i.e. outdoor science camp) – A permissible fee, but can't be mandatory.
- Actual cost of duplication of public records or student records.
- Charges for medical and accident insurance for athletic team members (so long as there is a waiver for financial hardship)

## **Education Code §17551**

Students may be charged a fabrication fee for the direct costs in purchasing a project/property fabricated in a class such as a bookcase in woodshop. The charge is limited to the direct costs for the project. Absent purchase of the project for its direct costs, the school site may keep the project as its own personal property.

## **Nondiscrimination Statement**

The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, parental status, pregnancy status, race, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, [rhasty@rjuhsd.us](mailto:rhasty@rjuhsd.us) and Title IX Coordinator: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, [rhasty@rjuhsd.us](mailto:rhasty@rjuhsd.us).

## **Title IX – Sex-based discrimination is prohibited**

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits sex-based discrimination in all educational programs and activities, including athletic programs, within educational



institutions receiving federal financial assistance. Sex-based discrimination includes sexual harassment and sexual violence. No person shall, on the basis of gender, gender identity, gender expression, or sexual orientation, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any educational program or activity operated by the Roseville Joint Union High School District ("District"). Title IX protects all participants in the District's educational programs and activities, including students, parents/guardians, employees, and job applicants.

In addition to Title IX, the California Education Code prohibits discrimination based on sex in education programs and activities in schools. (Education Code sections 220-221.1)

Other state and federal laws also prohibit discrimination and ensure equality in education. Title IX information provided here applies to every school site and to all District programs and activities.

### **What are my rights under Title IX?**

You have the following rights under Title IX, to the extent applicable at the District:

- You have the right to fair and equitable treatment and shall not be discriminated against based on your sex.
- You have the right to be provided with an equitable opportunity to participate in all extracurricular activities, including both academics and athletics.
- You have the right to inquire of the athletic director at your school or appropriate district personnel as to the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships if the District offers any.
- You have the right to receive equitable treatment and benefits in the provision of all the following related to athletics, if any are provided by the District:
  - Equipment and supplies;
  - Scheduling of games and practices;
  - Transportation and daily allowances;
  - Access to tutoring;
  - Coaching;
  - Locker rooms;
  - Practice and competitive facilities;
  - Medical and training facilities and services; and
  - Publicity.
- You have the right to have access to a sex/gender equity coordinator, referred to as the Title IX coordinator, to answer questions regarding sex/gender equity laws.
- You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on sex/gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Department of Education Office for Civil Rights or the California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected against retaliation if you file a discrimination complaint. (California Education Code section 221.8)

The District has the responsibility to respond promptly and effectively to sex-based discrimination complaints, including sexual harassment and sexual violence. If the District knows or reasonably should know about sex discrimination, it must take action to eliminate the sex discrimination, prevent its recurrence, and address its effects. The District must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is provided below.

- United States Department of Education Office for Civil Rights:

<http://www2.ed.gov/about/offices/list/ocr/index.html>  
<http://www2.ed.gov/policy/rights/guid/ocr/sex.html> (sex discrimination)  
<http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf> (prohibition against sexual harassment and sexual violence)  
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html>  
(addressing sexual violence)  
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.pdf> (pregnant or parenting individuals)

- California Department of Education Office of Equal Opportunity:  
<http://www.cde.ca.gov/re/di/eo>  
<http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp> (Gender Equity/Title IX)
- District nondiscrimination/harassment statements, policies and regulations:
  - Board Policy 4030 – Nondiscrimination in Employment
  - Administrative Regulation 4030 – Nondiscrimination in Employment
  - Board Policy 4119.11 – Sexual Harassment Prevention
  - Administrative Regulation 4119.11 – Sexual Harassment Prevention
  - Board Policy 5145.3 – Nondiscrimination/Harassment
  - Administrative Regulation 5145.3 – Nondiscrimination/Harassment
  - Board Policy 5145.7 – Sexual Harassment
  - Administrative Regulation 5145.7 – Sexual Harassment

### **The District Title IX Coordinator:**

Rob Hasty  
Executive Director, Human Resources  
Roseville Joint Union High School District  
1750 Cirby Way  
Roseville, CA 95661  
(916) 782-8663  
rhasty@rjuhsd.us

### **How do I file a complaint of sex discrimination?**

A student, parent, guardian, employee, individual, or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic with the District and/or the Office of Civil Rights (“OCR”). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement. A person may pursue one or all of these avenues at the same time. Below is a summary of each process:

#### **A. District Complaint**

Individuals may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District’s Uniform Complaint Procedure (“UCP”) process by sending a complaint to:

Brad Basham  
Assistant Superintendent, Human Resources  
Roseville Joint Union High School District

1750 Cirby Way  
Roseville, CA 95661  
(916) 782-8663  
bbasham@rjuhsd.us

To access the UCP information, click on one of the following links:

Board Policy 1312.3 – Uniform Complaint Procedures

<http://bit.ly/2xRBCHn>

Administrative Regulation 1312.3 – Uniform Complaint Procedures

<http://bit.ly/2xWvD5X>

Uniform Complaint Form

<http://bit.ly/2xW8iRD>

You may file a complaint anonymously, but the District's ability to investigate and respond may be limited by a lack of information.

### **1. Time Requirement**

A complaint alleging unlawful discrimination or retaliation must be filed no later than six (6) months from the date the discrimination or retaliation occurred, or six (6) months from when the complainant first learned of the unlawful discrimination. The Superintendent or designee may extend this timeline by up to ninety (90) days for good cause, upon written request by the complainant setting forth the reasons for the extension.

### **2. Investigation Procedure**

Complaints, related to a potential Title IX violation, filed under the District's UCP process, will be investigated and a written decision will be made within sixty (60) calendar days of the District's receipt of the complaint, unless the complainant agrees in writing to an extension. The District's compliance officer or designee may interview alleged victims, alleged offenders and relevant witnesses, as well as review available records, statements or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. The complainant will be notified in writing when the decision is made.

The District will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate.

### **3. Appeal Rights**

If the complainant or respondent is not satisfied with the decision, the complainant or respondent may, within five (5) business days, file an appeal in writing to the District's Board of Trustees. The Board of Trustees may consider the matter in closed session at a regularly scheduled board meeting.

The complainant or respondent also has the right to appeal the Board's decision to the State Superintendent of Public Instruction, California Department of Education ("CDE"), within fifteen (15) calendar days of receipt of the decision. When appealing to CDE, the complainant or respondent must specify the reason(s) for the appeal and whether the District's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and the District's decision. For more information, visit the CDE's webpage on Uniform Complaint Procedures at <http://www.cde.ca.gov/re/cp/uc/>.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers or public/private interest attorneys, sixty (60) days after filing an appeal with CDE (California Education Code section 262.3). The sixty (60) day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code section 262.3)

## **B. OCR Complaint**

You may also file a discrimination complaint with the United States Department of Education Office for Civil Rights ("OCR"). For more information, visit <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

The electronic complaint form for OCR is available online at <https://ocras.ed.gov>.

You may contact the OCR at:

San Francisco Office  
Office of Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Box 1200, Room 1545  
San Francisco, CA 94102  
(415) 486-5555  
Fax: (415) 486-5770; TDD: (800) 877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

### **1. Summary**

In summary, the OCR complaint form requires the name of the person subjected to the alleged Title IX violation, the name of the person filing the complaint, the name of the education institution, a description of the alleged Title IX violation, a report of any retaliation suffered by the person filing the complaint, the date of the last act that violated Title IX, and any attempt to address the alleged violation through another avenue, including the education institution's internal grievance procedure or a court filing. Note that anyone may file a complaint with OCR. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

### **2. Time Requirement**

OCR requires that the complaint be filed within 180 calendar days after the alleged violation. As set forth in OCR's complaint form, the reporter can request a waiver of this requirement by explaining why the complaint was delayed. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time

requirement.

### **3. Investigation Procedure**

Upon receipt of any complaint related to a potential Title IX violation, OCR first constitutes a violation of Title IX. OCR also assesses whether the complaint was filed within the 180 day requirement or provides a legitimate reason to waive this requirement. OCR may also seek more information from the person filing the complaint if needed to further assess the complaint.

If OCR determines that it will investigate the complaint, it will issue letters of notification to the complainant and the education institution. OCR may use a variety of fact-finding techniques in its investigation of a complaint. These techniques may include reviewing documentary evidence submitted by both parties, conducting interviews, and/or making site visits. At the conclusion of its investigation, OCR will determine with regard to each allegation whether the education institution failed to comply with Title IX. If the complainant disagrees with OCR's determination, he/she may submit a written appeal to OCR.

### **C. Police Report**

As discussed above, if a crime is involved, such as sexual assault or rape, individuals may also file a report with the local law enforcement at:

Roseville City Police Department  
1051 Junction Blvd., Roseville CA 95678  
Non-Emergency Phone: 916-774-5000

Placer County Sheriff's Office  
2929 Richardson Dr., Auburn, CA 95603  
Non-Emergency Phone: 530-889-7800

Sacramento County Sheriff's Department  
711 G Street, Sacramento, CA 95814  
Non-Emergency Phone: 916-874-5115

