



Woodside High School Homework and Rigor Matrix



English

Course	Emphasis of the rigor (majority of work)	Homework class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
English I	Reading and analyzing literature Writing analytical paragraphs and essays.	15-30 minutes	Students often are given directions, instructions in-class, and time to complete work. Homework is often completing classwork.	20-30 minutes
English II	Reading- short stories, novels, non-fiction) Study vocabulary, Socratic Seminars Writing-thesis paragraphs, multi-paragraph responses to literature	20-45 minutes	Outside reading Research paper New unit in <i>Sing Unburied Sing</i> (to be developed)	30-40 minutes
English III	-Reading and analyzing literature -Writing expository, argument, and narrative compositions	20-45 minutes	Students are expected to read 3-4 books independently over the course of the year. Students are expected to outline, organize, and write within a specific time period on a specific topic.	30-35 minutes
English IV	-Research for Senior Thesis. -Reading novels to prepare for quizzes, analytical and narrative writing. -Completion and revision of writing assignments	30-60 minutes	Senior Thesis assignments are part of this course Students will read four novels during the course.	30-55 minutes
AS English II	Reading and analyzing literature. Essays/Projects Heavy reading load Socratic seminars Timed in-class essays	30-90 minutes	4-5 page research paper Students should enjoy reading, writing, and discussion. The course is fast-paced and expects deep thinking about mature topics.	50-60 minutes
AP English Language and Composition	Annotation of 7-8 books Essays/writing Timed in-class essays Rhetorical and literary analysis, argument, synthesis, and creative nonfiction; independent research. Development of language and vocabulary	90-120 minutes	7 page research paper weekly research assignments during the first semester 2 formal presentations periodic "fishbowl" discussions	55-65 minutes
AP English Literature	Careful reading and critical analysis of literature (short-story, novel, poetry and drama). Writing expository analysis. The course is designed to cover the equivalent of English IA and IB, or freshman reading and composition, as taught at most colleges and universities.	90-120 minutes	Senior Thesis assignments are part of this course Students will be prepared to take the AP examination in May. 1500 word literary research paper Regular Socratic seminars Presentations as assigned	60-75 minutes



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Math

Course	Emphasis of the rigor (majority of work)	Homework class meeting (teacher reported)	Additional important notes or requirements	Homework per Class meeting (Student Input)
Algebra I	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation in the context of the problem.	15 - 30 minutes	Students should feel comfortable with concepts from middle school or review mathematics taught in previous grades.	25-35 minutes
Algebra 1 w/ Computation	Complete Openers, Lecture Notes, Classwork in class. Start Homework assignments in class, and complete it at home.	15-30 minutes	Students should feel comfortable with concepts from middle school or review mathematics taught in previous grades.	Not available
Geometry	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation and perseverance in solving mathematical problems.	15-30 minutes	None	25-30 minutes
Algebra II	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation in the context of the problem.	15 - 30 minutes	Strong grasp of Algebra 1 concepts recommended. Students should review material covered in Algebra 1.	25-30 minutes
Pre Calculus	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation in the context of the problem.	45 - 60 minutes	Strong grasp of Algebra 2 concepts recommended. Students should review Algebra 2 material.	50-70 minutes
Statistics	Emphasis on construction of arguments, evaluating evidence, and communicating reasoning within a context; Interpretation of results of computation, charts, and data distributions.	15 - 30 minutes	Students should expect to complete writing assignments. Students should review writing mechanics from English courses.	25-35 minutes



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Math Course continued	Emphasis of the rigor (majority of work)	Homework class meeting (teacher reported)	Additional important notes or requirements	Homework per Class meeting (Student Input)
Algebra II / Trig	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation in the context of the problem.	45 - 60 minutes	Strong Algebra skills recommended, course moves quickly	60-70 minutes
AP Statistics	Emphasis on construction of arguments, evaluating evidence, and communicating reasoning within a context; Interpretation of results of computation, charts, and data distributions.	30 - 60 minutes	None	65-90 minutes
AP Calculus AB	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process verbally and in written form; interpretation in the context of the problem.	105 - 150 minutes	Strong Algebra 2 and Pre-Calculus skills recommended. Students are recommended to take Summer Boot Camp	100-115 minutes
AP Calculus BC	Critical thinking and problem solving; algebraic symbol manipulation and attending to precision; abstraction and making connections; effective communication of thought process; interpretation in the context of the problem.	30 - 90 minutes	Mastery of AP Calculus AB material recommended	35-60 minutes

Science

Course	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per Class Meeting (Student Input)
Physics	Perform experiments, analyze data and graphs, construct explanations of scientific phenomena, and engage in argument from evidence.	20-30 minutes per week (students are given time to work on assignments in class as well)	Students are free to retake any quiz.	20-30 minutes



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Science Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Physics-9	Perform experiments, analyze data and graphs, construct explanations of scientific phenomena, and engage in argument from evidence.	When assigned, a typical homework involves roughly 20 minutes of work at home problem solving	None	20-30 minutes
Chemistry	Problem solving, experimental analysis, analytic reasoning	20-30 minutes/ block. If assigned, homework consists of the completion or continuation of class work.	None	20-25 minutes
Biology	Reading textbook, news articles, and other teacher selected readings. Answering questions about readings, talking to the text, or outlining readings. Completing analysis questions for labs.	15 - 30 min per block period.	None	30-35 minutes
Human Biology	The majority of homework assigned is review of previous class material via work from textbook, coloring anatomy and physiology handouts, finishing incomplete classwork.	30-60 min per block period.	Course has a great deal of vocabulary to use and understand.	30-40 minutes
Plant and Soil Science	1/3 Outdoor work in the garden/where your food comes from via video and Omnivore's Dilemma 1/3 lab based unit on soils 1/3 Energy production and usage: notes, videos, projects	Intermittently assigned; 20-30 minutes when assigned. Often the only HW is to finish classwork if you did not finish.	6 hours of environmentally based service learning are required per semester. Both on and off campus opportunities available	Not available



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Astronomy	Emphasis on vocabulary and development of astronomical concepts. Starry Night High School simulation is used in class, some night labs expected.	When assigned, a typical homework involves roughly 20 minutes of work at home. Students are also expected to complete sky observations at night roughly once every other week.	Night labs require transportation to and from school outside of school hours.	15-30 minutes
CTE Introduction to Engineering Design	Learning a CAD program, sketching, individual activities and group projects	Usually none.	None	Not available
CTE Principles of Engineering	Physics of machinery, circuits, control systems, CAD	none daily, several long term projects	Students are given time in class for the long-term assignments, but may need to work at home to meet due dates.	Not available
CTE Computer Integrated Manufacturing	Control systems, CSD, CNC programming, 3D printing, robotics	none daily, several long term projects	Students are given time in class for the long-term assignments, but may need to work at home to meet due dates.	Not available
Environmental Analysis through Chemistry	Problem solving Reading to understand/review concepts covered in class Analysis/summarizing of lab results	30 minutes - 60 minutes	None	Not available
Environmental science	Course topics include ecology, Earth systems, resource use, population growth, global climate change, pollution, and related environmental issues. Both laboratory and fieldwork are important components of this course.	Intermittently assigned homework; 30-45 minutes when assigned. Homework includes readings, graphing and data analysis as well as standard HW problems.	None	75-100 minutes



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AS Chemistry	Lab reports, problem solving, experimental analysis, reading the chapter and two additional books with projects.	60 minutes per block, completing lab reports, problem solving, and prepping for assessments.	Students are preparing for freshman college chemistry	40-50 minutes
AP Biology	Reading, workbook questions, lab write-ups and presentations	5-6 hours per week. Typically involves reading, case studies, practice AP questions and lab analysis. Students will need to study and review topics in preparation for tests	None	55-75 minutes
AP Environmental Science	Heavy reading load and reflective note-taking is required (double entry journals) On line videos and quizzes over reading. Problem sets, Practice FRQs. Selection and summaries of current event articles.	Several hours per week (the exact amount varies greatly among students).	Homework takes various forms but always includes note-taking/study on text or videos, also concept mapping, data collection, surveys, work on projects, problem sets, FRQ practice and online exercises	75-100 minutes
AP Physics	Solving new problems independently	A typical homework consists of 7-15 physics problems that cover the topics presented in lecture but are different from the examples given in lecture. Students may need to make several attempts and/or seek help in order to solve them	Daily quizzes must be done at the time of the quiz regardless of homework extensions. (Students who are absent can be exempted from quizzes on material they missed.)	45-60 minutes



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Social Studies

Course	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Ethnic Studies	Analyzing primary and secondary sources Develop analytical writing and speaking skills Writing analytical paragraphs and essays. Developing basic study skills.	15-45 minutes	Per English & Social Studies agreement: Min. 3 page double spaced paper (5 paragraph essay) w/works cited included	15-25 minutes
Life Skills	Developing basic study skills. Topics include planning for your future, digital literacy, and health (mental, emotional, social, personal, and community health, as well as substance abuse).	15-45 minutes	Neuroscience of Addiction (district approved)	Not available
US History	Analyzing primary and secondary sources Writing analytical paragraphs and essays.	30-45 minutes	Per English and Social Studies agreement: 4-5 page research paper.	20-25 minutes
Government/ Economics	-Reading and analyzing primary and secondary sources. -Writing analytical paragraphs. -Analyzing and presenting current event articles.	15-20 minutes	Senior Thesis assignments are part of this course	35-50 minutes
Anthropology	Anthropology is a project based course in which students learn about culture and change in the modern world. Students develop their ability to analyze 'cultural texts' such as film, literature, and art to explore the major elements of culture and social institutions in the modern world.	30-40 minutes	None	Not available
Psychology	This elective course is a two semester survey that explores the field of psychology including: History, Approaches, and Research; Biological Basis of Behavior; Motivation and Emotion; Consciousness; Human Development; Learning, Memory, and Intelligence; Personality Theory; Abnormal Psychology and Therapy; and Social Psychology.	occasionally assigned	None	15-30 minutes



Woodside High School Homework and Rigor Matrix



Social Studies Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
AP United States History	Reading and analyzing primary/secondary sources Document- Based Questions Evidence-based expository writing (Long Essay Questions) Writing analytical paragraphs based on a prompt	Up 60 minutes	Summer assignment includes notes from chapters 1 and 2. Due the first day of class.	55-80 minutes
AP European History	Reading and analyzing primary/secondary sources Document- Based Questions Evidence-based expository writing (Long Essay Questions) Writing analytical paragraphs based on a free response prompt, or prompt based on a stimulus (excerpt, graph, map, political cartoon, etc.).	Up 60 minutes	Summer assignment consists of a textbook Chapter 11 outline	45-55 minutes

World Languages

Course	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
French 1	Practice, re-enforce, and review materials covered in class. Varied assignments (Quizlet, worksheets, note-card preparation) cover grammar and vocabulary.	15- 30 minutes	Attendance in class is vital for acquisition of new material. Retake for quizzes or tests possible	25-40 minutes
French 2	Practice activities for grammar and vocabulary.	20-40 minutes	None	15-25 minutes
French 3	Vocabulary memorization Use of vocabulary in activities (written) Grammar concepts used in activities (written) Reading	30-40 minutes	Major test after the end of each unit. This involves a more intensive study expectation. Regular quizzes. Active participation required and regular practice. Retake for quizzes or tests possible	30-40 minutes
French 4	Continued mastery of vocabulary - meanings and uses. Grammar mastery of discrete concepts, as well as synthesis. Writing includes sentences, paragraphs, full essays and letters. Reading and comprehension activities.	30 - 45 minutes	French 4 is often a smaller part of French AP - AP level homework is abbreviated or changed for level 4 Active participation required and regular practice. Retake for quizzes or tests possible	30-35 minutes



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World Language Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Spanish 1	Students use formulaic structures to communicate basic information. Practice and review activities for vocabulary and grammar.	20-45 minutes	Students are required to speak and listen in Spanish.	20-25 minutes
Spanish 2	Focus and learning and using verb tenses and increasing vocabulary. Practice spoken and written language and includes reading short texts.	20-45 minutes	Active participation in class and regular practice outside of class are key to success.	25-30 minutes
Spanish 3	Thorough review and expansion of the present and past tenses leading to mastery; working knowledge of subjunctive and perfect tenses. Introduction to future and conditional tenses in context. Broaden basic vocabulary. Introduce new themes in Spanish. Geography and culture of several major countries. Further develop listening, reading, writing, and speaking skills to an intermediate level.	15-30 minutes	Active participation in class and regular practice outside of class are key to success.	20-30 minutes
Spanish 4	Extensive review of all major tenses from Spanish 3, expand upon the perfect tenses and present subjunctive to include imperfect subjunctive. Spanish 4 takes a deep dive into all of the grammar learned previously. Broaden vocabulary and introduce thematic cultural units in Spanish. Further develop listening, reading, writing, and speaking skills to an intermediate-advanced level.	15-40 minutes	Participation in class and regular practice outside of class are key to success.	15-20 minutes
Mandarin 1-2	1. Interpretive listening 2. Interpersonal speaking 3. Cultural connection and comparison	5-15 min	Retakes are available for all quizzes	10-20 minutes
Mandarin 3	1. Interpretive listening and reading 2. Interpersonal speaking and writing 3. Cultural connection and comparison	10-20 min	Retakes are available for all quizzes	15-25 minutes



Woodside High School Homework and Rigor Matrix



World Language Course Continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Latin-I	Vocabulary, grammar, and general linguistic training by way of note-taking and collective, collaborative learning practices; reading and basic writing in Latin emphasized with one process paragraph of writing for the year (in English) and one post card writing (in Latin)	10-20 minutes	One construction project of a Roman building	15-20 minutes
Latin-II	The passage of time continues the practices of Latin-I (notes, vocabulary, grammar, memory, participation are assets); there are some collective readings in class (in English and Latin); as well as four or five writings that range from 1-2 pages on topics historical, rhetorical, personal, and imaginative; the accumulation of verb endings and tenses dominates the fourth quarter	20 minutes	5 essays and one Roman sculpture project	20-30 minutes
Latin-III	Reading (in English (two novels) and Latin (significant portions of verse and prose); learning of sophisticated syntactical constructions as well as the completion of the Latin grammar in advance of Latin-IV and AP Latin-V; vocabulary development continues, interpretive skills develop for poetry and prose; reading of poetry and understanding of ancient philosophical cultures is also a part of this class	30 minutes	Students should take this course if they like Latin or Roman literature as well as their peer group and teacher; this is the most challenging of all levels of Latin. Students write three or four (English) essays of interpretation of Latin writings.	15-30 minutes
Latin-IV	Reading Latin poetry and prose, reviewing Latin grammar from levels I-III, introduction to outside readings for enhanced interpretations and exposure to antiquity in film, opera, graphic novel, and other media	30 minutes	Essay writing, literary criticism reading, two operas, and several Latin prose composition	15-30 minutes



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World Language Course Continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
AP Spanish Language and Culture	Written and oral analysis of a variety of written text on culture, history, language, literature, science, technology, society. Grammar mastery of discrete concepts Vocabulary mastery/synthesis demonstrated by writing sentences, paragraphs, emails, essays. Reading and comprehension activities. Cultural comparison (speaking)	20-30 minutes	All speaking samples and major writing assignments are usually done during class. Active participation required and regular practice/reading/ listening to Spanish outside of class is highly recommended	25-40 minutes
AP Spanish Literature and Culture	Written and oral literary analysis of literature in Spanish from the Middle Ages to the 21st Century. In addition, students will study historical, political, artistic, and cultural elements relevant to the piece of literature studied.	45-60 minutes	All speaking samples and major writing assignments are usually done during class. Active participation required. It is necessary that students keep up with the reading assignments and come to class ready for discussions/analysis.	45-80 minutes
AP French	Grammar mastery of discrete concepts Vocabulary mastery/synthesis demonstrated by writing sentences, paragraphs, emails, essays. Reading and comprehension activities. Cultural comparison (speaking)	45-60 minutes	All speaking samples and major writing assignments are usually done during class. Active participation required and regular practice / reading / listening to French outside of class is greatly recommended	25-50 minutes
AP Latin-V	Reading in English and Latin, prose and poetry; analysis in essays and in homework on these passages, frequent quizzes, and an exam every fifth class	45-50 minutes	Requires consistent homework and ability to read Latin, the stronger the Latin vocabulary and grammar of the student enrolling, the greater the success, the stronger the memory of the student, the better chance at the AP exam the student will have.	
AP Mandarin	1. Interpretive listening and reading 2. Interpersonal speaking and writing 3. Presentational speaking and writing 4. Cultural connection and comparison	15-30 min	Retakes are available for all quizzes	15-25 minutes



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Digital Visual Performing Arts

Course	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
CTE Foods and Nutrition (level I)	<p><i>NOT just a cooking class.</i> Directed at career readiness, professionalism, collaboration. Safety and Sanitation formal state recognized assessment - scientific terminology. Creation of professional portfolio - resume, cover letter, mock job interview questions. Formal lab reports due weekly. Food Science concepts - scientific terminology. Facilities maintenance.</p>	Overall none. Only if there is make-up work or work not finished in class.	This is a level 1 course in the Food Science/Foodservice and Hospitality pathway. It is recommended for 10, 11, 12 grades. Cooking does not occur every class period.	5-10 minutes
CTE Culinary Arts (level II)	<p>NOT just a cooking class. Directed at career readiness, professionalism, collaboration. Safety and Sanitation formal state recognized certification- scientific terminology. Creation of professional portfolio - resume, cover letter, mock job interview questions. Formal lab reports due weekly. Industry standards enforced. Food Science concepts - scientific terminology. Facilities maintenance . Formal Catering activities and volunteer hours built into the course.</p>	Overall none. Only if there is make-up work or work not finished in class.	This is a level II course in the Food Science/Foodservice and Hospitality pathway. Required prerequisite: Foods and Nutrition. Recommended for 11, 12 grades. Cooking does not occur every class period.	5-20 minutes
Digital Art I	Project based. Learn how to use Adobe Photoshop, Illustrator, InDesign, and potentially html. Learn Design Principles and Elements of Art. Learn how to draw by hand and transfer it digitally, learn how to use a drawing tablet, learn how to create vector graphics, and photo editing. Create a variety of print and digital media both in the form of self expression and graphic design/visual communication.	Dependent on work unfinished during class time or tutorial.	Tutorial and video lessons made by the instructor.	10-30 minutes



Woodside High School Homework and Rigor Matrix



Digital, Visual, Performing Arts Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Digital Photography	Project based. (1/2 Camera, 1/2 computer/Photoshop)	2 hours per semester	Once a semester: 1 hr. commitment (ex: sports event) after school and 1 hr. of research/writing	10-20 minutes
CTE Digital Photo/Adv Digital Photo	Project based. (1/2 Camera, 1/2 computer/Photoshop)	4 hours per semester	Three times a semester: 1 hr. commitment (ex: sports event) after school Once per semester about 1 hour of research/writing.	5-20 minutes
Digital Filmmaking	Planning, shooting, and editing videos. Watching and writing about films.	60-120 minutes per quarter	Tutorials every day at lunch.	10-15 minutes
Digital Comm. and Streaming	Producing the daily announcements and journalistic videos to air on closed circuit TV.	15 minutes and one brunch per week	Tutorials every day at lunch.	10-30 minutes
Art 1	Learn the basics elements of art and art and composition through a variety of mediums and projects.	4 hours per semester	Office hours during lunch and brunch	5-15 minutes
Art 2	Learn the basics elements of art and art and composition through a variety of mediums and projects. There will be a special focus on painting skills, working in the series, and conceptual work.	4 hours per semester	Office hours during lunch and brunch	0-10 minutes
Advanced Animation	Students can choose to work in 2D (Flash) and 3D (Blender) animation software. Development of computer games and learning to write computer code in various languages.	30-60 minutes each week	Tutorials before and after school. Online support.	0-25 minutes
Web Design and Animation	Learn the basics of Designing web pages (HTML and CSS) as well as 2D animation in Flash and 3D animation in Blender.	30 to 60 minutes each week	Tutorials before and after school.	0-25 minutes
CTE Intro to Computer Science	Write computer code as well as learn about computers in society, the history of computing, the future of computing, computer ethics and more.	30 to 60 minutes	Tutorials before and after school.	Not available



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Digital, Visual, Performing Arts Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Jazz Ensemble	Music performance	None	Student led section help after school organized by student leaders.	0-10 minutes
Orchestra	Music performance	None	Student leaders and guest clinicians offer support for student with weak basic skills.	0-15 minutes
Advanced Band/ Band 2	Music performance	None	Student tutoring provided by student leaders for students with weak basic skills.	0-10 minutes
Choral 1, 2, & Adv. Choral	Music performance	None	Students leaders provide assistance during class time in help other students learn their music.	Not available
Guitar 1 & Guitar 2	Basic guitar technique and reading music are the main emphasis.	None	Daily individual help from instructor during class time along with buddy system for learning musical assignments encouraged.	0-10 minutes
Ceramics 1	Learning basic hand-building techniques	None	Almost all work is done in class due to the equipment requirements.	5-15 minutes
Ceramics 2	Sketching, independent internet research	None 1st semester. 10 minutes 2nd semester	Almost all work is done in class due to the equipment requirements.	5-20 minutes
Digital Music Production	Learning software to produce music and sound for film.	0-10 minutes	Audio lab is generally open at lunch and after school until 4:30.	0-10 minutes
CTE Audio Music Production/ Adv. Audio Music Prod	Using skills developed in Audio Production I to create a portfolio of work, learning live sound (P/A) set up for DJs and events.	0-10 minutes	None	0-10 minutes
Drama I/II	Theatre terminology and processes. Performance of Scenes and Monologues. In class reading and writing.	20 minutes	Teacher available after school.	0-5 minutes
Drama II/IV	Performance of Scenes and Monologues. Written response and reading assignments in class. Theatre Terminology and Processes.	20-30 minutes	Teacher available after school.	0-15 minutes



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Digital, Visual, Performing Arts Course continued	Emphasis of the rigor (majority of work)	Homework expectations per class meeting (teacher reported)	Additional important notes or requirements	Homework per class meeting (Student Input)
Academy CTE Multimedia	Business focus and cross-curricular assignments with English, Social Studies and Math: Technical knowledge of various software suites (Office 2013 and Adobe CS6) using menus, tools, etc. to produce a variety of business documents, creating animations and websites. Mentor program that explores and researches various careers with an emphasis on interacting with a business mentor.	Collab with Academy classes.	Weekly after school tutorials and at lunch.	15-35 minutes
AP Studio Art	Producing the work needed to fulfill the AP studio art portfolio requirements in the following areas: Range of Approaches, Sustained Investigation, and Selected Works.	30 minutes	Individualized and independent learning. Development of an extensive portfolio for the College Boards including written statement	15-30 minutes
AP Computer Science A	Basics of Object Oriented Programming (OOP) with the Java programming language. Emphasis on problem solving, program structure, algorithms, best practices for writing computer programs.	30 minutes	Students work alone and in groups. Much of the course/homework is done at the computer. Saturday tutorials available	5-25 minutes
CTE AP Computer Science Principles	Along with the fundamentals of computing, students will: Problem solve, analyze large sets of data, program, use the computer to address real-world issues.	20-40 minutes	Humanities majors	10-20 minutes



Woodside High School Homework and Rigor Matrix



Physical Education

Course	Emphasis of the rigor (majority of work)	Homework expectations per class meeting	Additional important notes or requirements	Student Input Homework per class
PE 1 & 2	Preparation for passing the fitness tests and participating in physical education for fitness for life and sport	Review sheets, practice fitness tests at home	After school fitness center Friday 3:30-5, also tutorial	0-10 minutes
PE Dance 1 & 2	Preparation for passing the fitness tests and participating in physical education for fitness for life. Emphasis is placed on dancing.	None	After school fitness center Friday 3:30-5, also tutorial	0-5 minutes
PE 2: Weight Training	Active stretching warm up routine, core workout, anatomy/physiology of the muscular system, and individual muscle group workouts	None	After school fitness center Friday 3:30-5, also tutorial	5-15 minutes