

# Woodside High School

## COURSE CATALOG

### 2022-2023





# Course Catalog

The **WHS Course Catalog** is published to assist parents and their high school students in educational planning and course selection. Guidance is given for course selection, for grading interpretation, for meeting college admission requirements, and for completing graduation requirements. Special education is described. Schooling alternatives are listed. Guidance services are outlined.

In the spring of each year, packets of high school enrollment information are sent to parents of eighth-grade students via their middle school. The **WHS Course Catalog** is available on the WHS website. Please use this catalog as a reference as you and your student select courses.

The **WHS Course Catalog** can assist in making decisions about course selection throughout the high school years. **SAVE IT.** Use the student's transcript as a means to keep track of your student's progress through high school.

WOODSIDE HIGH SCHOOL FOSTERS THE "8 CONDITIONS OF STUDENT SUCCESS":

Belonging

Feeling like you are part of a group, while knowing you are special for who you are.

Heroes

Having someone who believes in you and who is there when you need them.

Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.

Fun and Excitement

Enjoying what you are doing, whether at work, school, or play

Curiosity & Creativity

Asking "Why?" and "Why not?" about the world around you.

Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.

Leadership & Responsibility

Making your own decisions and accepting responsibility for those choices.

Confidence to Take Action

Setting goals and taking the steps you need to reach them.

All Students will complete a 4 year plan electronically through Naviance.  
The Plan will show your student's current courses and projected path to graduation.  
Below is a general example of what a 4 year plan looks like.

# WOODSIDE HIGH SCHOOL



## Course Planner: Student Course Plans

### Student:

### Plan of Study:

Woodside High School (Four Year Plan)

### ALERTS:

This area will identify any conflicts in graduation requirements.

### Grade 9

Requirements	Credits Planned
English I	10
Math	10
Physics/ Biology	10
Physical Education	10
Life Skills	2.5
Ethnic Studies	7.5
Elective	10

### Grade 10

Requirements	Credits Planned
English II/AS English II	10
Math	10
Science	10
Physical Education	10
World History/AP (MEH)	10
Elective	10

### Grade 11

Requirements	Credits Planned
English III/AP Language	10
Math	10
Science	10
U. S History/AP U.S.	10
Elective	10
Elective	10

### Grade 12

Requirements	Credits Planned
English IV/AP Literature	10
Math	10
Science	10
Econ/Government	10
Elective	10
Elective	10

Within elective selections one year must be a VPA and one year must be a CTE or level III of a world language to meet the SUHSD graduation requirements.

# Woodside High School

## 9<sup>th</sup> Grade ELECTIVE CLASSES/ Grado 9 - CLASES ELECTIVAS 2022-2023

Ninth-grade students must be enrolled in 6 classes, which will include English, Life Skills/Social Studies, Math, Science, and PE. Students will be placed in core classes based on the SUHSD Placement Chart.



**Student and parent should select electives from those listed below.  
Please mark your top three choices 1, 2, 3.**

Students may be eligible to take a **seventh class** if they are required to take a support class or if they select one of the following approved electives: **Asterisk below\***

Estudiantes del grado Nueve necesitan matricularse en seis clases que incluyen Ingles, Matemáticas, Habilidades para la Vida/Estudios Sociales, Ciencia, y Educación Física. Estudiantes serán asignados a clases basado en la Tabla de Colocación de SUHSD.



**Padres e estudiantes deberán elegir sus clases electivas de la lista de abajo.  
Identifiquen sus tres opciones 1,2, 3.**

Estudiantes serán elegibles a tener **siete clases** si se les requiere tomar clases de apoyo o elijan tener una de las electivas aprobadas: **Asterisco abajo \***

<b>Visual &amp; Performing Arts/Artes Visuales y de Escénicas</b> ___ <b>Art I-P/ Artes I-P</b> ___ <b>Ceramics I-P/Cerámica I-P</b> ___ <b>Drama I-P/Drama I-P *</b>  <b>Music/Musica</b> ___ <b>Choral I/Coro I *</b> ___ <b>Guitar I-P/Guitara I-P</b> ___ <b>Band II-P/Banda II-P *</b> ___ <b>Jazz Ensemble-P/Conjunto de Jazz-P *</b> ___ <b>Orchestra-P/Orquesta-P *</b>  <b>Arts &amp; Media/Artes y Media</b> ___ <b>Digital Music Production I-P/Producción de música Digital-P</b> ___ <b>Digital Journalism I-P/Periodismo Digital I-P *</b> ___ <b>Digital Filmmaking-P/Cinematografía Digital-P</b>  <b>Information Technology/Información Tecnológica</b> ___ <b>Digital Art-P/Arte Digital -P</b> ___ <b>Computer Science-P/ Ciencias de la Computación – P *</b> ___ <b>Graphic Design &amp; Production-P/Diseño Gráfico y Producción-P</b>  <b>Engineering/Ingeniería</b> ___ <b>Intro to Engineering-P/ Introducción a la Ingeniería *</b>  <b>Hospitality/Hospitalidad</b> ___ <b>Foods and Nutrition I/Alimentos y Nutrición I</b>	<b>World Language/Idiomas del Mundo</b> ___ <b>Spanish I-P/Español I-P</b> ___ <b>Spanish II-P/Español II-P</b> ___ <b>Spanish III-P/Español III-P</b> ___ <b>Spanish IV-P/Español IV-P</b> ___ <b>Spanish for Native Speakers II/Español para Alumnos Hispanoparlantes II-P</b> ___ <b>Spanish for Native Speakers III-P/Español para Alumnos Hispanoparlantes III-P</b> ___ <b>Spanish for Native Speakers IV-P/Español para Alumnos Hispanoparlantes IV-P</b> ___ <b>AP Spanish-P/Español de Posición Avanzada-P</b>  ___ <b>French I-P/Frances I-P</b> ___ <b>French II-P/Frances II-P</b> ___ <b>French III-P/Frances III-P</b> ___ <b>French IV-P/Frances IV-P</b> ___ <b>AP French-P/Frances de Posición Avanzada-P</b>  ___ <b>Latin I-P/Latin I-P</b> ___ <b>Latin II-P/Latin II-P</b> ___ <b>Latin III-P/Latin III-P</b> ___ <b>Latin IV-P/Latin IV-P</b> ___ <b>AP Latin-P/Latin de Posición Avanzada-P</b>  ___ <b>Mandarin I-P/Mandarin I-P *</b> ___ <b>Mandarin II-P/Mandarin II-P *</b> ___ <b>Mandarin III-P/Mandarin III-P *</b> ___ <b>Mandarin IV-P/Mandarin IV-P *</b> ___ <b>AP Mandarin-P/Mandarin de Posición Avanzada-P *</b>  <b>OTHER</b> ___ <b>AVID *</b> ___ <b>BUILD *</b>
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# Woodside High School

## 2022-2023 Course Offerings

Please confer with your Guidance Counselor and the College Advisor for more information. \*Meets the Visual & Performing Arts (VPA) requirement for UC/CSU. P = Course meets UC/CSU entrance requirements. HP = Honors course earns the extra grade point for grade of C or better. LEP = Limited English Proficient. (Cañada) = Community College Courses

### VISUAL & PERFORMING ARTS

#### (VPA)

##### Visual Arts

Digital Photo-P  
Digital Music Production – P  
Digital Filmmaking – P  
Digital Art - P  
Advanced Animation-P  
Ceramics I & II – P  
AP Studio Art – HP  
Arts I, II – P

##### Performing Arts

Drama I, II, III, IV – P  
Guitar I & II – P  
Choral I & II - P  
Advanced Choral – P  
Band II/Advanced Band – P  
Jazz Ensemble – P  
Orchestra – P

### CAREER TECHNICAL

#### EDUCATION (CTE)

Digital Communications & Streaming- P  
Advanced Digital Filmmaking- P  
Digital Photo & Design-P  
Advanced Digital Photo Design- P  
Audio Production – P  
Advanced Audio Production-P  
Graphic Design & Production-P  
Digital Journalism I, II, & III-P  
Engineering Essentials – P  
Intro to Engineering-P  
Engineering Design & Development – P  
Computer Science – P  
AP Computer Science A – HP  
AP Computer Science Principles - HP  
Foods & Nutrition – P  
Culinary Arts-P  
Hospitality Management – P

### ENGLISH

English I, II, III & IV – P  
English I, II Intensive  
AS English II – P  
AP English Language – HP  
AP English Literature – HP

### ENGLISH LANGUAGE

#### DEVELOPMENT

ELA I  
ELA II  
ELA III –P

### ENGLISH ELECTIVES

Intervention ELA (Elective Credit)  
English Intensive Support I, II  
English Support I, II  
Academic Literacy

### SOCIAL STUDIES

Ethnic Studies – P  
World History/LEP – P  
AP European History – HP  
U.S. History/LEP – P  
AP U.S. History – HP  
Economics/LEP – P  
Amer. Government/LEP – P  
Psychology – P  
Anthropology – P

### MATHEMATICS

Algebra I/LEP – P  
Geometry/LEP – P  
Algebra II – P  
Exploration in Data Science - P  
Algebra II/Trigonometry - P  
Pre-Calculus – P  
AP Calculus A/B – HP  
AP Calculus B/C – HP  
Statistics - P  
AP Statistics – HP  
Multivariable Calculus(Cañada)  
Linear Algebra (Cañada)

### SCIENCE

Biology/LEP – P  
AP Biology – HP  
Chemistry/LEP – P  
AS Chemistry – HP  
Physics/LEP – P  
Astronomy & Space Science - P  
AP Physics C – HP  
Human Biology – P  
Environmental Science – P  
AP Environmental Science – HP

### SPECIAL EDUCATION

Specialized Academic Instruction  
(Study Skills)  
Independent Living Skills (ILS)  
Therapeutic Day Class (STARS)  
Social Academic Communications  
(SAC)

### WORLD LANGUAGES

French I, II, III & IV – P  
AP French – HP  
Latin I, II, III & IV – P  
AP Latin – HP  
Spanish I, II, III & IV – P  
Spanish NS II, III, & IV - P  
AP Spanish Language – HP  
AP Spanish Literature – HP  
Mandarin I, II, III & IV – P  
AP Mandarin – HP

### PHYSICAL EDUCATION

PE I – 9<sup>th</sup> grade  
PE I Dance – 9<sup>th</sup> grade  
PE II – 10<sup>th</sup> – 12<sup>th</sup> grade  
PE II WeightTrain– 10<sup>th</sup> – 12<sup>th</sup> grade  
PE Intro to Dance – 10<sup>th</sup> – 12<sup>th</sup> grade

### GREEN ACADEMY

Plant & Soil Science-P  
Water: CA Liquid Gold – P  
Sustainable Design – P  
Academy English II, III, IV – P  
Academy World History –P  
Academy US History – P  
Academy Gov/Econ. – P  
Academy Physics – P  
Envir. Analysis through Chemistry–P

### GRAPHIC TECHNOLOGY

#### ACADEMY

Multimedia Design  
Multimedia Design II –P  
Animation & Game Design-P  
Academy English II, III & IV – P  
Academy World History– P  
Academy Geometry – P  
Academy Algebra II – P  
Academy U.S. History – P  
Academy Gov/Econ. – P

### NON-DEPARTMENTAL COURSES

Life Skills  
Student Leadership – P  
AVID I, II, III, IV - P  
AVID Senior Seminar-P  
BUILD – P (Businesses United in  
Investing, Lending & Development)  
Work Experience  
Technical Assistant/Student Clerk  
Peer Tutor/Peer Counselor

# Woodside High School Electives

2022-2023

Elective courses are "student driven" and are subject to change from year to year

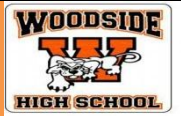


<b>CAREER TECHNICAL EDUCATION (CTE)</b> (10 credits of either CTE or World Language level III or above required for graduation)	<b>VISUAL &amp; PERFORMING ARTS</b> (10 credits required for graduation and UC/CSU entrance)	<b>ADDITIONAL ELECTIVE COURSES</b>
<p><i>Course Titles &amp; Pathways</i></p> <p><b>Arts &amp; Media</b>                      Digital Communications &amp; Streaming-P                      Advanced Digital Filmmaking-P                      Digital Photo &amp; Design-P                      Advanced Digital Photo &amp; Design-P                      Audio Production –P                      Advanced Audio Production-P                      Graphic Design &amp; Publishing I, II, III-P                      Digital Journalism I, II, &amp; III-P</p> <p><b>Culinary Arts &amp; Hospitality</b>                      Foods &amp; Nutrition-P                      Culinary Arts-P                      Hospitality Management-P</p> <p><b>Engineering &amp; Information Technology</b>                      Engineering Essentials-P                      Intro to Engineering-P                      Engineering Design &amp; Development-P                      Computer Science-P                      AP Computer Science A-HP                      AP Computer Science Principles-HP</p> <p><b>Graphic &amp; Technology Academy</b>                      Multimedia Design                      Multimedia Design II-P                      Animation &amp; Game Design-P (VPA)</p> <p><b>Green Academy</b>  <b>Agriculture &amp; Natural Resources</b>                      Plant &amp; Soil Science-P</p> <p><b>Energy, Environment &amp; Utilities</b>                      Water: California Liquid Gold-P                      Sustainable Design-P</p>	<p><i>Course Titles</i></p> <p><b>Visual Arts</b>                      Digital Photo-P                      Digital Music Production – P                      Digital Filmmaking. – P                      Digital Art - P                      Advanced Animation-P                      Ceramics I &amp; II – P                      AP Studio Art – HP                      Arts I, II – P</p> <p><b>Performing Arts</b>                      Drama I,II, III and IV-P                      Guitar I &amp; II-P                      Choral I &amp; II-P                      Advanced Choral-P                      Band II/ Advanced Band-P                      Jazz Ensemble-P                      Orchestra-P</p> <p><b>Off-Campus Alternatives</b>                      Community College Art Courses (11<sup>th</sup>-12<sup>th</sup> grade)</p> <div data-bbox="678 1289 967 1541" data-label="Image"> </div>	<p><b>One-Semester Electives</b>                      Psychology-P                      Anthropology-P</p> <p><b>Additional Electives</b>                      Student Leadership-P</p> <p><b>College Prep Programs</b>                      AVID I, II, III, IV - P                      AVID Senior Seminar-P                      BUILD-P (<i>Businesses United in Investing, Lending &amp; Development</i>)                      Technical Assistant/Student Clerk                      Peer Tutor/Peer Counselor</p> <p><b>World Languages</b>                      Spanish I, II, III &amp; IV-P                      Spanish for NS II, III, IV-P                      AP Spanish-HP                      AP Spanish Lit.-HP                      Latin I, II, III &amp; IV-P                      AP Latin-HP                      French I, II, III &amp; IV-P                      AP French-HP                      Mandarin I, II, III &amp; IV-P                      AP Mandarin-HP</p> <p><b>Work Experience</b>                      36 hrs. = 1 credit                      (10 credit per semester max)</p> <p><b>Community Service</b>                      15 hours = 1 credit                      (10 credit per semester max)</p>

P= College Prep HP= Honors both meet UC/CSU entrance requirements

# WOODSIDE HIGH SCHOOL

## Graduation & Minimum A-G College Requirements

The following chart explains both the A-G requirements and Woodside's graduation requirements.

<b>Curriculum Areas (A-G)</b>	 <b>Graduation Requirements</b>	 <b>California State University (CSU)</b>	 <b>University of California (UC)</b>
<b>A</b> History and Social Studies	<b>3 1/2 YEARS (35 Credits):</b> Ethnic Studies and World History/ Modern European History (15 credits) U S History (10 credits) Government (5 credits) Economics (5 credits)	<b>2 YEARS (20 Credits):</b> World History (10 credits) U S History and/or Government (10 credits)	<b>2 YEARS (20 Credits):</b> World History (10 credits) U S History and/or Government (10 credits)
<b>B</b> English	<b>4 YEARS (40 Credits)</b>	<b>4 YEARS (40 Credits):</b> no more than 1 year ELD	<b>4 YEARS (40 Credits):</b> no more than 1 year ELD
<b>C</b> Math	<b>2 YEARS (20 Credits):</b> Algebra required	<b>3 YEARS (30 Credits):</b> Algebra I, Geometry Algebra II/Algebra II-Trig - 4 yrs recommended	<b>3 YEARS (30 Credits):</b> Algebra I Geometry Algebra II/Algebra II-Trig - 4 yrs recommended
<b>D</b> Science	<b>2 YEARS (20 Credits):</b> • 1 year Life Science • 1 year Physical Science	<b>2 YEARS (20 Credits):</b> • 1 year Life Science • 1 year Physical Science - 3 yrs recommended	<b>2 YEARS (20 Credits)</b> - 4 yrs recommended
<b>E</b> World Language (LOTE) Language Other Than English	<b>EITHER 1 YEAR(10 Credits)</b> Level 3(or higher) of LOTE or any CTE course	<b>2 YEARS (20 Credits)</b> - 3 yrs recommended	<b>2 YEARS (20 Credits)</b> - 4 yrs recommended
<b>F</b> Visual Performing Arts	<b>1 YEAR (10 Credits)</b>	<b>1 YEAR (10 Credits)</b>	<b>1 YEAR (10 Credits)</b>
<b>G</b> College Prep Elective	<b>62.5 CREDITS</b>	<b>1 YEAR (10 Credits)</b>	<b>1 YEAR (10 Credits)</b>
Career Technical Education (CTE)	<b>EITHER 1 YEAR(10 Credits)</b> Level 3(or higher) of LOTE or any CTE course	None	None
Physical Education*	<b>2 YEARS (20 Credits)</b>	None	None
Life Skills	<b>1 Quarter (2.5 Credits)</b>	None	None
Other Requirements	None	Minimum 2.5 GPA (weighted 10-12 A-G); grade of C or higher in required courses	Minimum 3.0 GPA (weighted 10-12 A-G); grade of C (B recommended) or higher in required courses
Total Number of Credits Required	220 Credits	15 year-long courses 150 Credits	15 year-long courses 150 Credits

\*It is expected that students will pass the Physical Fitness Test while enrolled in PE-1. Students who do not pass the Physical Fitness Test in the 9th grade must take P.E. in the 10th grade regardless of their participation in sports. For students who pass the Physical Fitness Test, enrollment in P.E. may be delayed until the 11th/12th grade to give more options in the 10th grade. Each season of a WHS sport complete after 9th grade waives 3.5 P.E. credits.

For detailed information about Woodside's A-G approved courses, please visit [hs-articulation.ucop.edu/agcourselist](https://hs-articulation.ucop.edu/agcourselist)

# WHS COURSES DESCRIPTIONS

All courses required for graduation are listed. Of all the other courses listed on this and the following pages, only those meeting minimum guidelines will actually be scheduled.

## ENGLISH DEPARTMENT

**NOTE:** # – course meets the fine arts graduation requirement  
P – course is sufficiently rigorous to meet University of California “a-g” requirement  
HP – advanced placement/honors course with weighted grade point

The Sequoia Union High School District English course of study is based on the Common Core ELA standards. The standards consist of objectives for each grade level in the areas of language, critical thinking, speaking, writing, listening, and reading, all based on the study of literature from various cultures and focus on contemporary issues in non-fiction. Our English departments are committed to teaching the standards. Students must pass four years of English to graduate. All courses are two semesters in duration.

### **ENGLISH I - P - Grade 9**

English I is a college-prep program that prepares all Woodside freshmen in the California Common Core standards of reading, writing, and speaking & listening. It will prepare students for pathways to college prep, AS English II, and our two AP English courses. The curriculum will be heavily differentiated to provide a level of challenge appropriate to every student. The class follows culturally-responsive teaching practices and aims to build a sense of community within the freshman class.

### **ENGLISH I INTENSIVE & ENGLISH I INTENSIVE SUPPORT – Grades 9**

This double period of English is designed for 9<sup>th</sup>-grade students who are reading below the 6<sup>th</sup>-grade level. The course exposes students to some grade-level texts and uses Scholastic’s Read 180 curriculum, which focuses on reading comprehension skills, fluency, vocabulary, and writing.

Note: Students in this course earn five units of English credit toward graduation and five units of elective credit per semester.

### **INTERVENTION ELA & INTERVENTION ELA SUPPORT – Grades 9, 10**

This double period of Reading Intervention is designed for 9<sup>th</sup> and 10<sup>th</sup>-grade students who are reading below the 4<sup>th</sup>-grade level and who score Pre-Decoder, Beginning Decoder, or Developing Decoder on the Scholastic Phonics Inventory, administered in the spring of the 8<sup>th</sup>-grade year in the summer before the 9<sup>th</sup>-grade year or at the start of the 9<sup>th</sup>-grade year. The course uses Scholastic’s System 44 curriculum, which focuses on phonics, decoding, sight words, and fluency.

Note: Students in this course earn ten units of elective credit per semester.

### **ENGLISH I SUPPORT – Grade 9**

This course is designed for 9<sup>th</sup>-grade students who are enrolled in English I-P and are reading at or above the 6<sup>th</sup> grade level but not yet at grade level. The course uses a language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life. The course also directly supports students in their English I classes.

Note: Students in this course earn five units of elective credit per semester.

### **ENGLISH II – P – Grade 10**

English II is a standards-based course of study for students who are reading and writing at grade-level as determined by a variety of measures. The objectives of this course include the continuation of the study of written communication, continued emphasis on logical organization and effective sentence structure, vocabulary building, and the development and deepening of literary analysis.

### **ADVANCED STANDING ENGLISH II – P – Grade 10**

AS English II is designed for students who are performing above grade level. The objectives of this standards-based course include the continued study of written communication with an emphasis on the logical organization of writing; and the development and deepening of literary analysis. The curriculum covers the skills necessary to succeed not only in college but also in the 11<sup>th</sup> and 12<sup>th</sup> grade AP exams. Study consists of intensive work in composition established in classical literature, in-class projects and discussions, and close reading of texts.



### **ENGLISH II INTENSIVE & ENGLISH II INTENSIVE SUPPORT – Grade 10**

This double period of English is designed for 10<sup>th</sup>-grade students who are reading below the 7<sup>th</sup>-grade level. The course exposes students to some grade-level text and uses Scholastic's Read 180 curriculum, which focuses on reading comprehension skills, fluency, vocabulary, and writing.

Note: Students in this course earn five units of English credit toward graduation and five units of elective credit per semester.

### **ENGLISH II SUPPORT – Grade 10**

This course is designed for 10<sup>th</sup>-grade students who are enrolled in English II-P and are reading at or above the 7<sup>th</sup> grade level but not yet at grade level. The course uses a language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life. The course also directly supports students in their English II classes.

Note: Students in this course earn five units of elective credit per semester.

### **ENGLISH III –P – Grade 11**

This is a standards-based course of study designed for students who are reading and writing at grade-level. The objectives of this course include the continuation of the study of written communication; organization of sentence, paragraph, and composition patterns; vocabulary building; and the study of various text types. Study of this curriculum continues in the English IV course.

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – HP – Grade 11**

Advanced Placement Language & Composition is designed for juniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. This is a college-level course.

This course is organized under the guidelines established by the College Board. Students will read widely in many genres of literature, write frequent impromptu essays, as well as sophisticated rhetorical analysis of complex texts. All students in this class are encouraged to take the national Advanced Placement Language and Composition test (fee required) in May.

### **ACADEMIC LITERACY – Grade 11**

This course pre-teaches and supports the skills and texts taught in English III and U.S. History classes in order to provide students with better access and opportunities for success in these college prep courses. Students receive elective credit for this course. Placement is based on the DORA and Reading Inventory tests. It is for 1) rising 11th graders who were enrolled in English II Intensive or Intervention ELA as 10th graders and did not exit by the end of 10th grade, and 2) rising 11th graders exiting ELD III.

### **ENGLISH IV -P - Grades 12**

English IV is a standards-based course of study designed for students who are reading and writing at grade level. The objectives of this course include the continuation of the study of written communication with an emphasis on composition writing; vocabulary building; and the study of various text types. This course prepares students for life after high school.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION – HP – Grade 12**

AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course is designed to cover the equivalent of English IA and IB, or freshman reading and composition, as taught at most colleges and universities. Students will be prepared to take the AP examination in May. All students in this class are encouraged to take the national Advanced Placement Language and Composition test (fee required) in May.

# ENGLISH LANGUAGE DEVELOPMENT

**NOTE: P** – course is sufficiently rigorous to meet University of California “a-g” requirement

## **ENGLISH LANGUAGE ARTS (ELA) I & ENGLISH LANGUAGE DEVELOPMENT (ELD) I** – Grades 9, 10, 11, 12

This level is for beginning English learners (EL) as determined by ELPAC. These courses follow the state and district ELD standards for beginning English learners. They prepare the EL student to follow oral directions, to understand common vocabulary and basic academic language, to develop beginning English reading skills and to write complete sentences and paragraphs. ELA I fulfills one year of the Sequoia District’s English graduation requirement. Students receive elective credit for ELD I.

## **ENGLISH LANGUAGE ARTS (ELA) II & ENGLISH LANGUAGE DEVELOPMENT (ELD) II** – Grades 9, 10, 11, 12

This level is for early intermediate English learners as determined by ELPAC. These courses follow the state and district ELD standards for early intermediate English learners (EL). The courses prepare the EL student to decode and comprehend high school material, to identify main ideas from class discussion, to demonstrate knowledge and understanding of varied reading genres, to demonstrate basic conversational skills, and the ability to write a short essay. ELA II fulfills one year of the Sequoia District’s English graduation requirement. Students receive elective credit for ELD II.

## **ENGLISH LANGUAGE ARTS (ELA) III - P & ENGLISH LANGUAGE DEVELOPMENT (ELD) III** – Grades 9, 10, 11, 12

This level is for intermediate English learners as determined by ELPAC. These courses follow the state and district ELD standards for intermediate English learners (EL). They prepare the EL student to understand main ideas and details of a variety of topics, to comprehend rigorous high school content, to discuss/describe in increasingly fluent conversation, to write essays, and to demonstrate literary analysis. ELA III fulfills one year of the Sequoia District’s English graduation requirements and fulfills one year of the ‘b’ requirement for the University of California and California State University systems. Students receive elective credit for ELD III.

# MATH DEPARTMENT

**NOTE:** # – course meets the fine arts graduation requirement  
P – course is sufficiently rigorous to meet University of California “a-g” requirement  
HP – advanced placement/honors course with weighted grade point

**NOTE:** SUHSD policy states that all students must complete and pass Algebra I as part of the graduation requirements. Students in ESL 1, ESL 2, or ESL 3 take LEP math classes.

## **ALGEBRA I – P** - Grades 9, 10, 11

This course covers elementary algebra topics such as order of operations, rational number operations, solving linear equations and inequalities, polynomials and specifically linear, quadratic, and exponential functions. Students will explore applications of the mathematics they learn. This course lays the foundation for students’ secondary mathematics success.

## **INTEGRATED MATH – P** - Grades 11, 12

Suggested Prerequisite: Passing Algebra I with D- or better

This course focuses on strengthening Algebra I skills while introducing students to many important geometry topics. This course gives students an alternative to meeting district graduation requirements. (*This does not help students meet the UC A-G requirements for college admission*).

## **GEOMETRY – P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Algebra I

A rigorous, college-prep course required by all 4-year colleges. Geometrical concepts are discovered by students through guided lessons. Topics covered include inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and right-triangle trigonometry.

## **ALGEBRA II – P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Algebra I and Geometry with a C or better.

Algebra 2 is a college-prep course required for admission to almost all four-year colleges. Students review and expand upon concepts learned in Algebra I. The topics include linear, quadratic, exponential, and logarithmic functions, systems of equations, sequences, series, polynomials, rational expressions, complex numbers, and probability. Real-world applications of each topic are explored throughout the course.

## **ALGEBRA II/TRIGONOMETRY – P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Enriched Geometry or Geometry with a B or better. Students should be aware that this course combines Algebra II with Pre-Calculus and is a very demanding course. Strong Algebra 1 skills are recommended.

This course is an acceleration of Algebra II and a bridge to Pre-Calculus. The topics covered include those covered in Algebra II plus trigonometry unit including the Laws of Sines and Cosines, graphing trigonometric functions, solving trigonometric equations, and verifying trigonometric identities.

## **PRE-CALCULUS – P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Algebra II or Algebra II/Trig with a grade of C or better.

Pre-Calculus is a challenging elective course whose purpose is to prepare students to take AP Calculus. It includes trigonometry, including circular trig, right triangle trig, angular velocity and real-world modeling with sinusoidal functions. Other content includes logarithms, function theory, rational functions, polar functions, conic sections, probability and statistics.

## **STATISTICS – P** - Grades 12

Suggested Prerequisite: Completion of Algebra II or Algebra II/Trig with a grade of C or better.

The purpose of Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Course work will include exploring data, planning a study, anticipating patterns, and statistical inference. There is an emphasis on technical writing. Students are expected to explain their reasoning and will complete original research papers focusing on the topics covered.

### **ADVANCED PLACEMENT CALCULUS (AB) - HP** - Grades 10, 11, 12

Suggested Prerequisite: Completion with C or better in Pre Calculus or B+ in Alg II/Trig

AP Calculus AB focuses on differential calculus, which examines rates of change and slope, and integral calculus, which investigates the accumulation of data and area under curves. Other topics include distance, velocity, and acceleration, the volume of solids and integration of exponential and logarithmic functions. Students are prepared for the AP Calculus AB Exam taken in May. As an Advanced Placement course, the workload expectations are high. Consult the Homework Rigor Matrix to better understand the amount of work expected from AB students.

### **ADVANCED PLACEMENT CALCULUS (BC) - HP** Grades 10, 11, 12

Suggested Prerequisite: Completion of AP Calculus AB with a grade of B or better.

AP Calculus BC focuses on differential calculus, which examines rates of change and slope, and integral calculus, which investigates the accumulation of data and area under curves. Students are prepared for the AP Calculus BC Exam taken in May. Topics offered in BC Calculus that are not in AB Calculus include: Integration by Parts, Series and Sequences, l'Hospital's Rule, and Parametric and Polar Relations.

### **ADVANCED PLACEMENT STATISTICS - HP** Grades 10, 11, 12

Suggested Prerequisite: Completion of Pre-Calculus, Algebra II/ Trigonometry, or Algebra 2 with a grade of C or better.

This course is based on the College Board Advanced Placement Statistics course. The students study four broad conceptual themes: 1. Exploring data: Observing patterns and departures from patterns 2. Planning a study: Deciding what and how to measure 3. Anticipating patterns: Producing models using probability and simulation 4. Statistical inference: Confirming models. Students will prepare to take the Advanced Placement examination in statistics.

### **DISCRETE MATHEMATICS –MATH 268, CAÑADA COLLEGE** Grades 10, 11, 12

Suggested Prerequisites: AP Calculus AB or BC or College Calculus (Cañada Program through Math 252) with B or better & Cañada College Math Placement Test

This one-semester course is an in-depth-study of finite discrete mathematics with particular emphasis on computer science applications. Topics include logic, sets, functions, and relations, mathematical induction, recursion, Boolean algebra, elementary number theory, probability, algebraic structures, statistics, graphs, counting, and combinatorics. The concept of mathematical proofs will also be introduced and illustrated with examples from number theory. This Cañada College class is offered on the Woodside campus through the concurrent enrollment program. Students must complete the concurrent enrollment process including the community college math placement exam.

### **MULTIVARIABLE CALCULUS – MATH 253, CAÑADA COLLEGE (Cañada Title: ANALYTICAL GEOMETRY AND CALCULUS III)** Grades 10, 11, 12

Suggested Prerequisites: AP Calculus BC or College Calculus (Cañada Program through Math 252) with B or better & Cañada College Math Placement Test

This one-semester course is the third in a series of calculus and analytic geometry. This is the calculus of multivariable functions. The course covers topics in vectors, partial derivatives, double and triple integrals, line integrals and vector analysis theory such as Green's, Stokes', and Gauss' Theorems. This Cañada College class is offered on the Woodside campus through the concurrent enrollment program. Students must complete the concurrent enrollment process including the community college math placement exam.

### **LINEAR ALGEBRA – MATH 270, CAÑADA COLLEGE** - Grades 10, 11, 12

Suggested Prerequisites: AP Calculus BC or College Calculus (Cañada Program through Math 252) with a B or better & Cañada College Math Placement Test

This one-semester course covers applications of vectors and matrices to systems of linear equations, linear transformations, eigenvectors and eigenvalues, vector spaces and inner products. This Cañada College class is offered on the Woodside campus through the concurrent enrollment program. Students must complete the concurrent enrollment process including the community college math placement exam.

### **ORDINARY DIFFERENTIAL EQUATIONS – MATH 275, CAÑADA COLLEGE** - Grades 10, 11, 12

Suggested Prerequisites: AP Calculus BC or College Calculus (Cañada Program through Math 252) with a B or better & Cañada College Math Placement Test

This one-semester course covers applications involving differential equations and analytical, graphical and numerical solutions of linear differential equations and systems of linear differential equations, power series solutions of nonlinear differential equations, and solution of linear differential equations with constant coefficients by Laplace Transforms. This Cañada College class is offered on the Woodside campus through the concurrent enrollment program. Students must complete the concurrent enrollment process including the community college math placement exam.

**\*Note:** The Cañada College math course offerings (Math 270, Math 253, and Math 275) will depend on enrollment and student interest. It is anticipated that in any given year, two of the three one-semester courses will be offered.



# SCIENCE DEPARTMENT

**NOTE: P** – course is sufficiently rigorous to meet University of California “a-g” requirement

**HP** – advanced placement/honors course with weighted grade point

## **BIOLOGY – P, BIOLOGY LEP – P NGSS (Next Generation Science Standards)** – Grades 9, 10, 11, 12

This course is intended to provide a strong background/underpinning for other advanced science courses (ex: AP Biology, AP Environmental Science, etc.) or as a rigorous stand alone college prep biology course. In this Biology course, students build upon concepts learned in previous science courses to develop an in-depth understanding of the living world by studying structure, function, and processes. Students recognize and understand the interactions of chemistry, physics, and earth sciences in the study of biology. Laboratory investigations incorporate advanced procedures and develop the ability to analyze complex information.

## **CHEMISTRY – P** - Grades 10, 11, 12

This course follows a logical, sequential development of the basic principles of Chemistry through extensive laboratory-centered experiences that emphasize analysis and computational skills. There is a strong focus on the direct application of Chemistry and the world around us. Students build models of the atom and explore how our understanding has changed with new discoveries. The scientific method is followed to design experiments for different reactions and explain the observed phenomena with appropriate models.

## **ADVANCED STANDING CHEMISTRY- HP** – Grades 10, 11, 12

A rigorous one-year college preparatory lab course designed to provide a strong Chemistry foundation in theory and mathematical applications. Focus will include experimental data analysis, problem-solving, scientific literacy, and the application of Chemistry in the world around us. This course is designed for students anticipating careers in science, engineering, and medicine. AS Chemistry is the only AS class with an extra grade point bump.

## **ENVIRONMENTAL ANALYSIS THROUGH CHEMISTRY - P** - Grade 10

This introductory chemistry course is intended for students in Woodside’s Green Academy. This course includes content typical of any introductory chemistry course with particular emphasis placed on environmental connections. Students taking this class will be taking Horticulture concurrently; some projects relating to plant growth and soil chemistry may be integrated across both classes.

## **PHYSICS – P** – Grade 9

Suggested Prerequisite: Successful completion of Algebra 1 with a C or better preferred.

This is a one-year survey course addressing the fundamental principles of physics including the study of time, space, matter, and energy. Specific topics include mechanics, waves, thermodynamics, and electromagnetic forces. The inquiry-based approach used in this course offers hands-on laboratory experience. This course is for ninth grade.

## **PHYSICS – P** - Grades 10, 11, 12

This is a one-year survey course addressing the fundamental principles of physics including the study of time, motion, space, matter, energy, earth systems all by using a variety of models. Specific topics include types of motion, mechanics, waves, thermodynamics, and electromagnetic forces. The inquiry-based approach used in this course offers hands-on laboratory experience. Appropriate technology is used to design experiments, capture data, help discover trends and expand on laboratory skills in measurement precision and calculation accuracy. Claims evidence and reasoning laboratory reports are written to further develop the critical thinking skills needed in the modern workplace.

## **HUMAN BIOLOGY - P** - Grades 11, 12

Human Biology is for students who are interested in learning in-depth about how the body systems function beyond what they have previously learned in other life science courses. Systems studied may include the skeletal, muscular, cardiovascular, respiratory, nervous, integumentary, digestive and reproductive systems. Students build the human anatomy out of clay onto a Manikin form and dissect various specimens including preserved cats, during each unit of study. In addition, students are encouraged to ask and answer questions based on their personal interests, and common disorders or diseases associated with each unit of study.

### **ENVIRONMENTAL SCIENCE - P** - Grades 10, 11, 12

Environmental science is a field that draws upon different science disciplines, including biology, chemistry, earth science and physics, to understand natural ecosystems and the impact that humans have on them. 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.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – HP** - Grades 11, 12

Suggested Prerequisite: Successful completion of Biology and Chemistry with a B or better preferred.

This is an introductory college-level environmental course. Environmental science draws upon different disciplines; including biology, chemistry, earth science, and physics; to understand natural ecosystems and the impacts that humans have on them. 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. The class prepares students for the AP Environmental Science examination.

### **ADVANCED PLACEMENT BIOLOGY- HP** - Grades 11, 12

This course is equivalent to an introductory college Biology course. Emphasis is on developing students' ability to express and inter-relate biological concepts. The College Board AP labs further develop analytical and critical thinking skills. Extensive laboratory activities, reviews, essays, and multiple choice-type examinations prepare students for the national AP Biology examination, which all students are expected to take.

### **ADVANCED PLACEMENT PHYSICS C Mechanics - HP** - Grades 11, 12

An introductory college course in mechanics. The Mechanics curriculum covers kinematics, Newton's Laws, energy, momentum, rotational kinematics, angular momentum, gravitation, and oscillations. Entering students will have seen many of these concepts before but will now be applying calculus to them in the context of increasing overall problem complexity.

### **CTE ENGINEERING ESSENTIALS** – Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course

**Engineering Essentials (EE)** is the first course in the three-course engineering sequence. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic, information systems (GIS), 3-D solid modeling software, electronics, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electrical, software, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

### **CTE INTRODUCTION TO ENGINEERING** – Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course, Engineering Essentials

**Introduction to Engineering Design, (IED)** focuses on the design process, professional communication, and collaboration. Computer-Aided Design, (CAD) and Manufacturing skills are developed by students working in project-based teams throughout the year. Students develop skills in research and analysis, teamwork, technical writing, engineering design, and problem-solving. Students expand on their electronics and programming skills developed in Engineering Essentials and begin learning project management skills. IED challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions.

### **CTE ENGINEERING DESIGN & DEVELOPMENT** – Grades 11, 12

Suggested Prerequisite: Successful completion of both Introduction to Engineering Design and Principles of Engineering

**Engineering Design & Development** is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. Students enhance their skills in 3D computer-aided design (CAD) applications to analyze, design and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students develop an understanding of the increasing use of automation and robotics in many aspects of life. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system.

# SOCIAL STUDIES DEPARTMENT

**NOTE: P** – course is sufficiently rigorous to meet University of California “a-g” requirement

**HP** – advanced placement/honors course with weighted grade point

The Sequoia Union High School District social science course of study is based on the California History-Social Science Framework.

Students will analyze culture, understand the concepts of continuity and change, interpret historical information, use historical research, and document evidence. The curriculum emphasizes point of view, as well as causes and consequences of major historical and political incidents. The historical thinking skills practice throughout the years will enhance their ability to make informed decisions, especially while participating in our democratic system of government. Students must pass three and a half years of required social science courses to graduate.

## **LIFE SKILLS** - Grade 9

Life Skills is an introductory, quarter-long course that covers mental, emotional, social, personal, and community health, as well as substance abuse. The course also covers discussions on how to succeed in high school, and goal setting, while addressing state- and district-approved Health Education Standards.

## **ETHIC STUDIES - P** - Grade 9

A new, district-wide graduation requirement offered to all 9<sup>th</sup>- graders beginning in 21-22. In this interdisciplinary course, which is still being developed, students will develop the skills to critically examine local, national, and global histories thought the lens of race, gender and class. This course is designed to build a foundation for the rest of students’ high school social studies courses, where these lenses and critical analyses will be further honed and utilized in a variety of historical contexts (e.g. World Studies, U.S. History, Gov’t/Econ, AP European History, AP U.S. History, etc.). This course is pending approval for the UC “a” requirement.

## **WORLD HISTORY / WORLD HISTORY LEP -P** - Grade 10

The tenth-grade course covers a period of more than 500 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins by understanding indigenous cultures around the world before European colonization. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. Throughout the year, the course will incorporate stories of joy, celebration, and success in the various identities studied in the course. As students explore the geography, history, and present day events and connections of the world, they consider the relationships and power dynamics between civilizations across the Americas, Africa, Asia, Europe, the Middle East and Oceania. They explore and analyze the exchanges of people, goods, ideas, and capital, such as imperialism, social and cultural interactions, and trade throughout and between regions of the world.. The ability to see connections between events and larger social, economic, and political trends will be developed by having students consider the most fundamental changes of the era.

## **ADVANCED PLACEMENT EUROPEAN HISTORY - HP** - Grade 10

AP European History is intended for highly motivated students who wish to pursue college-level studies while in high school. Students will study the cultural, economic, political, and social changes that have shaped Europe from 1450 to post WWII. Analysis of texts, visual sources, the practice of historical thinking skills, and writing essays to express historical arguments are all a part of the course. This course prepares students to pass the national AP European History examination.

## **U. S. HISTORY / U.S. HISTORY LEP - P** - Grade 11

US History students will study the development of American political, economic and social institutions from pre-colonialism to the present with an emphasis on the twentieth century. The course further prepares students to be informed citizens in a democratic society through an understanding of democratic tradition.

## **ADVANCED PLACEMENT U. S. HISTORY - HP** - Grade 11

AP US History is intended for highly motivated students who wish to pursue college-level studies while in high school. Students will study the development of American political, economic, and social institutions from pre-colonialism to the present through analyzing historical sources, and writing essays to craft and express historical arguments. This course prepares students to pass the national AP US History exam.

## **ECONOMICS / ECONOMICS LEP - P** - Grade 12

This is a one-semester course of study that is designed to allow students to master fundamental economic concepts, the basic economic principles of micro and macroeconomics, international economics, and comparative economic systems.

**AMERICAN GOVERNMENT / AMERICAN GOVERNMENT LEP – P** - Grade 12

A one-semester course that studies political issues, the legislative process, political parties, voting, state and federal constitutions, the Bill of Rights, court and justices systems, and state and local governments. Related matters, such as foreign policy, mass media, public opinion and citizen responsibilities are also included.

**PSYCHOLOGY - P** - Grades 11, 12

This introductory survey course will provide students with a general understanding of human psychology. Short descriptions of the three units are: Unit 1- Self-exploration: understanding oneself through a series of tests & surveys (such as Myers-Briggs); Unit 2- Behavioral Psychology: Understanding human nature through an examination of famous psychological experiments (such as Milgram); and Unit 3- Abnormal Psychology: Brief study of several mental disorders including anxiety, mood & personality disorders and schizophrenia.

**ANTHROPOLOGY – P** - Grades 11, 12

Anthropology is a project-based, one-semester 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. They also learn and apply social research skills, such as surveys, participant observation, and in-depth interviews to explore culture within their own society.



# WORLD LANGUAGE DEPARTMENT

**NOTE:** **P** – course is sufficiently rigorous to meet University of California “a-g” requirement

**HP** – advanced placement/honors course with weighted grade point

World Language can satisfy a total of 10 units of any of the requirements, but not both requirements. Only courses taken a third-year or more in high school can be applied toward career technical education or fine arts requirements.

## **FRENCH/ SPANISH/ MANDARIN PATHWAYS:**

### **FRENCH, SPANISH OR MANDARIN I - P** Grades 9, 10, 11, 12

Practical mastery of skills necessary for understanding, speaking, reading, and writing the language; appreciation of the culture and heritage of the countries in which the language is spoken.

### **FRENCH II, SPANISH II or MANDARIN II - P** Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of French I, Spanish I, Mandarin I or teacher evaluation

Intensified study in the four basic skills: listening, reading, speaking, and writing; emphasis on vocabulary enrichment; introduction to literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted mostly in the target language.

### **FRENCH III or SPANISH III or MANDARIN III- P-** Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of French II or Spanish II or department recommendation.

Continuation of French II or Spanish II; refinement of the four basic skills; development of composition skills; additional reading in the literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted principally in the target language. The course meets the fine art/CTE graduation requirement if it is the third year of the language taken in high school.

### **FRENCH IV OR SPANISH IV - P** -Grade 9, 10, 11, 12

Suggested Prerequisite: Completion of French III or Spanish III

Appreciation of the culture and heritage of the countries in which the language is spoken; class conducted in the target language; emphasis on literature and culture with vocabulary building, composition, and oral competency. Development of thematic elements to support AP curriculum. Seal of Biliteracy eligible.

### **MANDARIN IV - P** -Grade 9, 10, 11, 12

Suggested Prerequisite: Completion of Mandarin III

Mandarin IV builds on the foundation of 3 years of study. Students continue to read and write in Chinese characters using a broader vocabulary (including proverbs, idioms) and more complex grammatical structures. Students write short essays, narrate stories, and listen and speak about a variety of complex topics in social, natural, environmental and art areas. Seal of Biliteracy eligible.

### **ADVANCED PLACEMENT FRENCH LANGUAGE- HP** - Grade 9, 10, 11, 12

Suggested Prerequisite: Completion of French IV with a C or better or teacher recommendation.

Class conducted in French; emphasis on composition, oral proficiency, and vocabulary building; review of grammar. Follows College Entrance Examination Board curriculum which prepares students to take the national Advanced Placement French Examination. Seal of Biliteracy eligible.

### **ADVANCED PLACEMENT SPANISH LANGUAGE- HP** - Grade 9, 10, 11, 12

Suggested Prerequisite: Completion of Spanish IV (with a C or better) or teacher recommendation

Class conducted in Spanish; emphasis on composition, oral proficiency, and vocabulary building; review of grammar. Follows College Entrance Examination Board curriculum which prepares students to take the national Advanced Placement Spanish Examination. Seal of Biliteracy eligible.

### **ADVANCED PLACEMENT SPANISH LITERATURE – HP** - Grades 11, 12

Suggested Prerequisite: Completion of AP Spanish Language with a C or better and/ or teacher recommendation.

AP Spanish Literature is equivalent to third-year college Introduction to Literature in Spanish with close reading of literary text of all genres as well as critical analysis of form and content. It follows college entrance examination board curriculum which prepares students to take the National Advanced Placement Spanish Literature examination. Seal of Biliteracy eligible.

### **ADVANCED PLACEMENT MANDARIN- HP** - Grade 11, 12

Suggested Prerequisite: Completion of Mandarin IV with a C or better and/ or teacher recommendation.

Students continue with contemporary and ancient Chinese literature. SAT II, AP, and other advanced listening and reading material will be used for additional skill training. Students actively participate in class through group discussions, cultural presentations, debate, and team projects. The course continuously offers an insight into Chinese culture, tradition, and business etiquette to help students learn and understand the language's social and cultural circumstances. Seal of Biliteracy eligible.

### **LATIN PATHWAY:**

#### **LATIN I - P** - Grades 9, 10, 11, 12

Practical mastery of skills necessary for understanding, reading, and writing of Latin; improvement of communication skills through the study of English words derived from Latin; appreciation of the great contribution of ancient Rome to western civilization; understanding the contribution made by Latin to the modern romance languages.

#### **LATIN II - P** - Grades 10, 11, 12

Suggested Prerequisite: Completion of Latin I or teacher recommendation.

Continuation of Latin I; introduction to more complex grammatical constructions; study of Latin literature.

#### **LATIN III - P** - Grades 9, 10 11, 12

Suggested Prerequisite: Completion of Latin II or teacher recommendation.

Continuation of Latin II; study of the contribution of Roman culture through reading the literary efforts of Rome's greatest writers (Cicero, Pliny, Ovid, and others).

#### **LATIN IV - P** - Grade 10, 11, 12

Suggested Prerequisite: Completion of Latin III or teacher recommendation.

Continuation of Latin III; study of the most important aspects of Roman culture; introduction to the literature of Virgil, Ovid, Livy, and Cicero. Seal of Biliteracy eligible.

### **ADVANCED PLACEMENT LATIN - HP- 10, 11, 12**

Prerequisite: Completion of Latin IV or teacher recommendation.

Intensive study of Vergil's *Aeneid* in preparation for AP exam. Seal of Biliteracy eligible.

### **SPANISH FOR NATIVE SPEAKERS:**

#### **SPANISH II-NS - P** (*for native speakers*) - Grades 9, 10, 11, 12

Suggested Prerequisite: Ability to understand spoken Spanish 65-70%, or better.

Beginning course designed for students who can speak Spanish but wish to improve their reading, writing, speaking, and vocabulary skills. This literature-based course includes basic principles of composition, grammar, spelling, sentence structure, punctuation, accents and paragraph organization. Class conducted primarily in Spanish.

#### **SPANISH III-NS - P** (*for native speakers*) - Grades 9, 10, 11, 12

Suggested Prerequisite: Ability to understand and communicate verbally and be able to write simple basic sentences in Spanish. Results of the placement test.

Intermediate course designed for students who can speak Spanish but wish to improve their reading, writing, speaking, and vocabulary skills. This literature-based course includes basic principles of composition, grammar, spelling, sentence structure, punctuation, accents and paragraph organization. Class conducted in Spanish.

#### **SPANISH IV-NS - P** (*for native speakers*) - Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Spanish III or department recommendation.

Further instruction in reading, writing, speaking, and listening; vocabulary building; preparation in basic principles of composition and grammar, spelling, sentence structure, punctuation, accents and paragraph organization; study of Latin American and Spanish literature and culture, with selections from novels, myths, short stories, plays and poetry; dictionary and library skills. Class conducted in Spanish. Students who pass the course with a "C" are eligible to sign up for AP Spanish Language. Seal of Biliteracy eligible.

**ADVANCED PLACEMENT SPANISH LANGUAGE- HP** - Grade 9, 10, 11, 12

Suggested Prerequisite: Completion of Spanish IV (with a C or better) or teacher recommendation

Class conducted in Spanish; emphasis on composition, oral proficiency, and vocabulary building; review of grammar. Follows College Entrance Examination Board curriculum which prepares students to take the national Advanced Placement Spanish Examination. Seal of Biliteracy eligible.

**ADVANCED PLACEMENT SPANISH LITERATURE – HP-** Grades 10, 11, 12

Suggested Prerequisite: Completion of AP Spanish Language with a C or better and/or teacher recommendation.

AP Spanish Literature is equivalent to third-year college Introduction to Literature in Spanish with close reading of literary text of all genres as well as critical analysis of form and content. It follows college entrance examination board curriculum which prepares students to take the National Advanced Placement Spanish Literature examination. Seal of Biliteracy eligible.

# PHYSICAL EDUCATION DEPARTMENT

**NOTE:** P – course is sufficiently rigorous to meet University of California “a-g” Visual and Performing Arts requirement

## **PE - 1**– Grade 9

This course is designed for introducing and developing student fitness and recreation, including individual (Swimming, Weight Training, Golf, Track and Field, step aerobics, yoga, line dancing and) dual (Tennis, Badminton). Students will also participate in team sports such as hockey, soccer, and basketball. Students will develop flexibility, muscular strength and endurance, cardio-respiratory endurance, and proficiency in appropriate sport skills. They will understand the history, rules, and strategies of sports, and many of the aspects for developing a positive self-image and healthy body. All freshmen will also go through CPR training.

## **PE - 2** – Grades 10, 11, 12

This course is designed to increase the skill levels in individual and team sports emphasizing the importance of life long activities and fitness. PE elective adds self-defense, tumbling, and an exercise science lab to its list of activities.

## **PE – 1 DANCE - P** – Grade 9

This course is designed to be a fun and active class dedicated to empower students to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

## **PE – 2 DANCE - P** – Grades 9, 10, 11, 12

This course is designed to be a fun and active class dedicated to empowering students to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. PE 2 Dance adds self-defense, tumbling, and an exercise science lab to its list of activities.

## **PE – 2 WEIGHT TRAINING** – Grades 9, 10, 11, 12

Students have more time to develop physical strength and balance and greater proficiency in their movement skills. Emphasis is placed on body awareness, optimum fitness and the importance of physical fitness. This course is designed to be a fun and active conditioning class dedicated to empower students to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

## **ATHLETICS** – Grades 9, 10, 11, 12

<b><i>FALL SPORTS:</i></b>	<u>Girls</u>	<u>Boys</u>	<u>Co-Ed</u>
	Volleyball	Football	Cheer
	Tennis	Cross Country	Dance Team
	Golf	Water Polo	
	Cross Country		
	Water Polo		
<b><i>WINTER SPORTS:</i></b>	Basketball	Basketball	Wrestling
	Soccer	Soccer	
<b><i>SPRING SPORTS:</i></b>	Softball	Baseball	Badminton
	Swimming	Tennis	
	Track	Swimming	
	Lacrosse	Golf	
		Track	
		Lacrosse	

### **Students:**

- Must be prepared to commit to at least two-hours of daily practices after school throughout the season.
- Must be cleared by a physician
- Must be enrolled in at least five classes
- Must be passing a minimum of four 5-unit classes at the end of the previous grading period with a grade point average (GPA) of 2.0 or better (meets California Interscholastic Federation requirements).
- Cannot fall behind more than 20 units in the student classification system (i.e., 40 units = 10<sup>th</sup> grade or sophomore, 100 units = 11<sup>th</sup> grade or junior, and 160 units = 12<sup>th</sup> grade or senior).

Students may substitute this course for required PE credit only if they are in grades 10, 11, or 12; and have passed the fitness tests in 9<sup>th</sup> grade; otherwise, credit counts as PE Elective credit.



# DIGITAL VISUAL PERFORMING ARTS DEPARTMENT

**NOTE:** # – course meets the fine arts graduation requirement  
P – course is sufficiently rigorous to meet University of California “a-g” Visual and Performing Arts requirement  
HP – advanced placement/honors course with weighted grade point  
+ – course satisfies career technical education graduation requirement

## **# CERAMICS I - P** - Grades 9, 10, 11, 12

The course covers the fundamental concept of 3-D design; clay construction, including pinch, coil, and slab; basic decorative techniques, glazing, and firing; beginning work on potter’s wheel; introduction to sculpture.

## **# CERAMICS II - P** - Grades 10, 11, 12

Suggested Prerequisite: Ceramics I or department recommendation

Advanced studies in hand-building and wheel-throwing techniques; further exploration of glaze and firing techniques; projects designed to foster development and a personal style.

## **# ART I - P** - Grades 9, 10, 11, 12

Beginning Fine Arts class that walks through the fundamentals of composition through a variety of media, including pencils, ink, watercolor, pastels, collage, plaster, charcoal, block-printing, acrylic paint, and mixed media. The class is project-based and is develops both technical skill and individual style.

## **# ART II - P** - Grades 10, 11, 12

Suggested Prerequisite: Fine Arts I or department recommendation

Advanced individual Fine Arts projects in a range of mediums. Students develop advanced skills and techniques which they apply to highly individualized projects.

## **# ART STUDIO I - P** - Grades 11, 12

Suggested Prerequisite: A two-year sequence in art and department approval.

Advanced offering for students beyond second-year art courses; problems and projects in art structured to extend to the maximum individual student’s specific interests and abilities.

## **# ART STUDIO II - P** – Grades 11, 12

Suggested Prerequisite: Art Studio I and department approval. May be repeated for credit.

Continuation of Art Studio I. Advanced course for fourth-year art students.

## **# ADVANCED PLACEMENT ART & DESIGN DRAWING - HP**

The course follows the guidelines outlined in the College Board AP Studio Art course description. The class includes but is not limited to the following: The course emphasizes quality, concentration (a sustained development of an individual theme), and breadth (experience in a range of approaches to art-making) of the student's work. The course includes multiple opportunities for formative and summative assessment that encourage growth and discovery including class critique, instructional conversation, and apprenticeship. Students submit the Drawing Portfolio.

## **# ADVANCED PLACEMENT 3-D ART & DESIGN - HP** - Grades 11, 12

Suggested Prerequisite: Ceramics II and/or department approval.

The course is designed around the development of an art portfolio which allows flexibility of coursework while guiding students to produce college-level amounts and quality of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual using clay or other materials. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The course follows the guidelines outlined in the College Board AP Art & Design course description.

### **# DIGITAL PHOTOGRAPHY - P** - Grades 9, 10, 11, 12

This class is an introductory class for students interested in learning the art of photography. The course involves the study of the principles of composition and design, then applying learned principles to photographic expression. The course also involves the technical side of digital cameras so students can control exposure, depth of field, and shutter speed to overcome the challenges of low light settings, sports photography, and portraiture. Students use Adobe Photoshop to do color correction, improve skin tones, sharpen images, and crop images as needed. Students will be able to evaluate and critique works of art and understand important photographic techniques and photographers.

### **# DIGITAL FILMMAKING – P** - Grades 9, 10, 11, 12

Introduction to film history and moviemaking. The course covers the use of video camcorder and non-linear computer editing equipment. Students learn shot composition, film and editing techniques, and storytelling. Projects include making documentary, narrative, music, and instructional videos. Artistic development and appreciation are emphasized.

### **# DIGITAL MUSIC PRODUCTION- P** - Grades 9, 10, 11, 12

The Digital Music Production course is designed to expose students to the basic principles of MIDI Programming and digital audio workstations, signal flow, multi-track recording, microphone placement and more. It will focus primarily on learning Pro Tools, the industry standard for digital recording. The course will begin with an overview of basic musical concepts and a detailed introduction to Pro Tools. We will apply what we learn in a sequential way, using both prepared sessions as well as student-created projects.

### **+ CTE MULTIMEDIA I - P** - Grade 10

CTE Digital Arts I is a year-long foundation course in digital art that provides Woodside High School students an introduction to the principles of graphic design, visual literacy, and image manipulation with Adobe Creative Cloud applications. This course is the first of a three-course CTE Art, & Media Entertainment Pathway with a Design, Visual and Media Arts focus, and employs project-based learning and interdisciplinary themes to encourage active learning and student engagement through the arts. Students are encouraged to complete the three-course Art, & Media Entertainment (AME) Pathway sequence in order to qualify for dual enrollment credit.

Coursework is designed to foster creativity, critical thinking, and collaboration skills while students produce media for a variety of professional scenarios that simulate industry practice. Small group projects allow students to explore various roles within digital arts industries and enable student experimentation with digital tools resulting in the design of posters, stickers and other industry-related marketing materials. Digital Arts projects challenge students to produce creative solutions to visual challenges that increase in complexity over the duration of the course. In addition to learning technical and presentation skills, students will expand creative confidence, design thinking, the ability to give and receive constructive criticism and utilize project management tools to increase teamwork and productivity.

Course learning outcomes include beginning-level digital arts production, knowledge of file management protocols, and image manipulation skills. Individuals completing the first semester of this course develop familiarity with digital cameras, drawing tablets and a variety of Adobe Creative Cloud software applications. The second semester of this course provides opportunities to further develop digital arts projects as well as an overview of video and audio production and editing with Adobe Rush, iMovie and GarageBand. Students learn how to conduct artistic research and produce a digital art portfolio as their final project.

This course meets the CTE graduation requirement at Woodside High School as well as the University of California, A-G requirements.

### **+ MULTIMEDIA II– P** - Grade 11

This course will empower students to gain knowledge and skills in a variety of digital applications within the Adobe Creative Cloud suite of applications including Illustrator, and Photoshop, Animate, Premiere Pro, Audacity and After Effects. Using projects as a means for developing creativity, collaboration and critical thinking, students will analyze and produce media using digital photography, video, and audio recordings. Group projects and individual, in-class assignments will challenge students to apply visual concepts such as the principles of graphic design, the elements of visual art, as well as audio/video design theory. Students will work in design teams to apply their skills to develop a marketing plan, and targeted advertising to promote school events and local business. Design briefs will be assigned throughout the course, requiring students to increase proficiency with the software while gaining practical experience producing work for clients. Students will also acquire skills in critiquing work and thinking critically about contemporary visual culture as they deconstruct media art, advertisements, propaganda and the complexities of social media. Students in this program will have an opportunity to partner with mentors from local businesses and develop soft skills such as effective communication techniques, presentation skills, teamwork, project management that will help them succeed in academics as well as in their future chosen profession. Over the course of the year, students will add a body of design projects to a digital design portfolio, showcasing their best work and work overtime within the Business Technology Academy. Students will develop strong internet research skills, become familiar with proper file management techniques, and write reflections on what they have learned via discussion forums within Woodside High School's learning management system, Canvas.

### **# DRAMA I - P** - Grades 9, 10, 11, 12

May be used to satisfy fine art requirement or for elective credit. Basic elements of pantomime, acting, voice and diction, makeup, and interpretation; special emphasis on the structure of play, types of drama, dramatic criticism, and history of the theatre.

### **# DRAMA II, III - P** - Grades 10, 11, 12

Suggested Prerequisite: Drama II: Completion of Drama I or department recommendation.

Drama III: Completion of Drama II or department recommendation.

Refinement of acting, pantomime, and solo performance techniques; play production; analysis of important theatre eras; study of renowned playwrights and their works; and, a survey of modern theatrical innovations.

### **+ DIGITAL ART – P** – Grades 9, 10, 11, 12

This course integrates Photoshop, Illustrator, Flash and Dreamweaver, using Adobe CS6, for the purpose of creating and enhancing interactive websites. Students will learn Photoshop which will include learning various drawing and text tools, changing and enhancing their drawings, creating & editing graphics, creating & enhancing text layers, layering and saving in various formats for different uses; Illustrator which will include how to use various drawing and writing tools to create attractive flyers, book jackets, posters; Flash which will include learning how to use various drawing and animation tools and techniques in Flash, how to use layers and timelines, and how to insert sound into their animation; and Dreamweaver which will include students learning how to create various web pages, add background color, insert and manipulate graphics, insert and change text fonts, sizes, colors, etc., create tables, and incorporate their Photoshop, Illustrator and Flash designs into their website. Students will then learn how to link their web pages together, as well as linking to other websites and YouTube, to create attractive and interesting websites. Additionally, presentation skills will be taught. This course is approved for UC (a-g) requirements.

### **P\*+ ADVANCED ANIMATION** – Grades 10, 11, 12

Prerequisite: Animation 1-2 / Web Design. A two-semester course

In this course, students will develop and combine art and computer programming skills to create market-ready games for desktop computers. Students will develop digital drawing and animation skills using Adobe Flash, Adobe Photoshop, and Blender. Using Adobe Animate, Photoshop, and blender, students will create game splash screens, game characters, game assets and more. In addition, students will code computer games in various genres using JavaScript and HTML 5.

### **+@ ANIMATION AND GAME DESIGN – P** - Grade 12

Suggested Prerequisite: Completion of Multimedia II

In this course, students will develop and combine art and computer programming skills to create market-ready games for desktop computers. Students will develop digital drawing and animation skills using Adobe Flash, Adobe Photoshop, and Blender. Using Adobe Animate, Photoshop, and blender, students will create game splash screens, game characters, game assets and more. In addition, students will code computer games in various genres using JavaScript and HTML 5.

### **# GUITAR I - P** - Grades 9, 10, 11, 12

Students will explore the basic techniques of classical guitar and understanding music symbols while being expected to perform with rhythmic and tonal accuracy during regular testing of required method exercises.

### **# GUITAR II - P** - Grades 9, 10, 11, 12

Suggested Prerequisite: successfully passing Guitar I or demonstrate by audition proficiency beyond Guitar I skills

Students will continue to develop technical skills beyond Guitar I proficiency covering methods that will challenge rhythmic reading, chords study, and scale application. Students will be expected to perform with rhythmic, tonal and musical accuracy during regular testing of required method exercises, etudes and scale/chord studies.

### **# ADVANCED BAND - P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Department **or** previous teacher's recommendation (May be repeated for credit). Must read music and must have two years of experience on an instrument.

Performing group study of standard and current band literature; participation in musical activities of school and community is required.

**# JAZZ ENSEMBLE - P** - Grades 9, 10, 11, 12 (Requirements are for all levels of Jazz Band)

Suggested Prerequisite: Department recommendation (May be repeated for credit). Must read music. and must have two years of experience on an instrument.

Intensive study of standard and currently popular jazz music; elementary study of the structure and arrangement of jazz band music.

**# ORCHESTRA - P** - Grades 9, 10, 11, 12 (all levels)

Suggested Prerequisite: Must be able to read music; must have one year's experience on an instrument; may be repeated for credit.

A performance class; students study standard and current orchestra literature: composition of classic strings; violin, viola, cello, and string bass.

**# CHORAL I** - Grades 9, 10, 11, 12

Understanding of music through the study of voice, music fundamentals, good choral literature, and choir citizenship; possible growth to advanced vocal programs; performance opportunities are required and included in the instruction of the group.

**# ADVANCED CHORAL - P** - Grades 9, 10, 11, 12

Suggested Prerequisite: Audition; department recommendation. (May be repeated for credit.)

Limited to experienced vocal students of exceptional talent; emphasis is placed on performance. Designed toward a total performance experience, it combines Choral I and Choral II with the added dimension of movement and choreography for a more diverse, less traditional choir experience. In addition to proper vocal techniques, students will learn and apply more advanced theatrical skills over a broad range of musical styles.

# CAREER TECHNICAL EDUCATION (CTE)

**NOTE:** # – course meets the fine arts graduation requirement

P – course is sufficiently rigorous to meet University of California “a-g” Visual and Performing Arts requirement

HP – advanced placement/honors course with weighted grade point

+ – course satisfies career technical education graduation requirement

## **+CTE AUDIO PRODUCTION – P** – Grades 10, 11, 12

Suggested Prerequisite: Completion of Digital Music Production

CTE Audio Production focuses on the more technical functionality within Digital Audio Workstations, including mix automation, punching in, bus routing, VCA grouping, & effect automation. In addition, students will be exposed to scientific concepts related to audio production & capture such as the physics of sound (wavelength, amplitude, frequency, pitch, etc.), analog to digital conversion, sample rate, bit depth, and quantization. Additionally, a more in-depth study of the aesthetic aspects of sound such as equalization, compression, and other signal processing will be practiced. Students will research current technological advancements and map how these technologies have impacted production aesthetics & accessibility, as well as distribution and monetization methods in today’s audio production/music industry.

Class projects mimic complex “real-world” scenarios, as well as the learning and practice of production procedures from pre-production planning, microphone selection and set-up, headphone mixing, using multi-channel recording consoles, and setting up & running live PA systems.

## **+CTE ADVANCED AUDIO PRODUCTION – P** – Grades 10, 11, 12

Suggested Prerequisite: Completion of Audio Production

This course builds upon and expands the advanced use of recording and editing technologies to expose students to what it takes to be an audio professional. Students use many of the concepts learned in the previous Audio courses to complete real-world applications. Lessons & projects were created to have students consider the wide-ranging opportunities within the audio field and the skills needed to attain them. Advanced Audio Production continues to allow students to explore their personal interests (making music, scoring film, sound design), while being challenged to go beyond what they know and learn a host of skills they might use as a professional audio engineer/producer.

## **+CTE COMPUTER SCIENCE - P** – Grades 9 10, 11, 12

The Beauty and Joy of Computing is an exciting course offering at WHS. Computing has changed the world in profound ways. It has opened up wonderful new ways for people to connect, design, research, play, create and express themselves. However, just using a computer is only a small part of the picture. The real transformative and empowering experience comes when one learns how to program the computer and translate ideas into code. This course will teach students how to do exactly that, using Snap! and processing languages. Snap! Is purely graphical. Processing is a language designed to teach artists how to code. In addition, we will learn about and discuss other areas of computing and ways computers will affect our lives: social media, privacy, identity and security the future of computing, technology in the workplace and more.

## **+CTE ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES - HP** – Grades 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in Algebra I

Creative Thinkers Wanted! This course can help students prepare for success in all STEM majors and careers. What is the difference between the NEW AP Computer Science Principles and AP Computer Science A? AP Computer Science A is a problem-solving and programming-focused course using Java. This course includes coding in JavaScript. We learn how the internet works, how computing fosters innovation in all fields of study, how messages are encrypted, what artificial intelligence is and much more. This is a college-level course that prepares students to take the APCS Principles exam.

## **+CTE ADVANCED PLACEMENT COMPUTER SCIENCE A - HP** – Grades 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in Algebra II/Trig or higher math

This is a college-level course that prepares students to pass the AP Computer Science A (APCS-A) exam. We learn a style of coding called Object-Oriented Coding. Content includes classes and data abstraction, conditional and logical expressions, recursion, data structures, string class, exception handling, inheritance, sorting algorithms and searches, and class relationships.



### **# CTE DIGITAL PHOTO AND DESIGN- P -** Grades 9, 10, 11, 12

Suggested Prerequisite: A grade of “B” or better in Photo I or Journalism or Audio or Video. Or proving similar skills to teacher

Digital Photo and Design or Intermediate Photography applies the technical skills of using a digital single-lens reflex (DSLR) camera to an industry task or setting. Students learn professional workflow as they apply it on-demand to meet needs on campus and in the community. Students learn how to brand and market their skills as a photo editor, retoucher, digital artist and illustrator, and creative professional. Students analyze published work from art installations, published photo essays and web presences before creating their own.

This is a yearlong course, so projects in Semester 2 are more advanced /challenging as they build on prior knowledge learned in Semester 1.

### **#+ CTE ADVANCED DIGITAL PHOTO AND DESIGN- P -** Grades 10, 11, 12

Suggested Prerequisite: A grade of “B” or better in Digital Photo and Design.

In Advanced Digital Photo & Design or Adv Photo students will take their current digital single-lens reflex (DSLR) skill to a higher level and be held to industry level standards. Students will learn professional workflow as they apply it on demand to meet needs on campus and in the community. Students will gain inspiration from current professional photographers as well as historical influential photographers to fine-tune their artistic style. Students will also take on the daunting task of securing a location (like a café), setting up (print, mat, and frame their work), promoting, and installing (hanging their artwork) for a community art exhibit.

This is a yearlong course, so projects in Semester 2 are more advanced /challenging as they build on prior knowledge learned in Semester 1

### **+CTE DIGITAL JOURNALISM I - P -** Grades 9, 10, 11, 12

Digital Journalism I is a foundational, comprehensive approach to news writing for the web, audio, broadcast, and photojournalism basics, the foundations of social media news production, digital citizenship, ethics, and media law. The classroom is run like a fast-paced newsroom and students are treated like working journalists. Students should be prepared to meet fast-paced deadlines and write frequently. It is highly suggested that students are strong writers and have previously done well in English classes in order to be successful in Digital Journalism I. Student work will be published in the Paw Print, the school’s digital newspaper.

### **+CTE DIGITAL JOURNALISM II - P -** Grades 9, 10, 11, 12

Digital Journalism II is a concentrator course, which exposes students to intermediate topics of digital journalism, such as media law and ethics, online multimedia package design, video and broadcast production, and advanced topics in photojournalism. Students take on leadership positions as they become beat editors in the fast-paced newsroom setting. Students are treated like working journalists and held to industry standards. It is suggested that students take this course if they were successful in Digital Journalism I and are strong writers and editors. Student work will be published in the Paw Print, the school’s digital newspaper.

### **+ CTE DIGITAL JOURNALISM III - P -** Grades 11, 12

Suggested Prerequisites: Digital Journalism I and II

Digital Journalism III is a capstone course, which exposes students to advanced topics of digital journalism, such as making ethical decisions in leadership roles, planning and managing an online news site, online layout, the business of journalism, long-form storytelling and enterprise reporting. Students take on leadership positions as they become editors-in-chief and managing editors in the fast-paced newsroom setting. Students are treated like working journalists and held to industry standards. Student work will be published in the Paw Print, the school’s digital newspaper.

### **CTE GRAPHIC DESIGN & PRODUCTION YEARBOOK -** Grades 9, 10, 11, 12

Production of school annual; practical experiences in journalist methods, art, business, magazine format, and style; key positions filled by advanced students.

### **#+CTE DIGITAL COMMUNICATIONS AND VIDEO STREAMING** - Grades 10, 11, 12

Suggested Prerequisite: A grade of “B” or better in visual performing art course such as Journalism, Drama, Audio Production or Photography

This course is a continuation of Digital Filmmaking with an emphasis on broadcast journalism. The students will learn to write and videotape news stories, conduct interviews, cover events at Woodside High School, and prepare the morning announcements in a visual and informative manner. They will expand their knowledge of non-linear editing and other advanced computer graphics applications. They will learn to serve clients and produce daily live TV broadcasts.

### **#+ CTE ADVANCED DIGITAL FILMMAKING III-** Grades 10, 11, 12

Advanced Filmmaking is the capstone course in the Filmmaking pathway following the Design, Visual and Media Arts Standards in the Arts, Media and Entertainment Sector of the California CTE standards. This class will build on industry competencies students have developed in Film Critique and Digital Video II. Students will further their understanding of state of the art video software, creating original art, understanding film genres, and using emerging technologies. Students in this class will have to be highly motivated to produce quality digital films, work well independently and with groups, and have successful time management and project management skills. The goal of the class to have students walk away with highly proficient skills to produce industry-standard, creative videos and the ability to serve clients.

### **+ @ CTE FOODS AND NUTRITION** - Grades 9, 10, 11, 12

Students enrolled in Foods & Nutrition will have an introduction to basic food preparation as well as an introduction to a career path in Foodservice and Hospitality or Food Science, Dietetics and Nutrition. Topics include nutrition, health and fitness, food safety and sanitation; facilities and equipment; meal management; food preparation techniques; meal service and etiquette; food and culture. Based on California’s Career Technical Education industry-based standards, this course provides rigorous standards-driven instruction and assessment, integrates academic and career- technical concepts and students will meet the “G” requirement for the University of California A-G Graduation requirements.

### **+@ CTE CULINARY ARTS-** Grades 10, 11, 12

Suggested Prerequisite: Completion of Foods and Nutrition or teacher recommendation.

Culinary Arts provides advanced experiences in food production, management, and service. Students interested in the fields of foodservice & hospitality will study all aspects of the industry, including laws and regulations; safety and emergency procedures; sanitation and food handling; tools, appliances, and equipment; facilities management; customer service and guest relations; food and beverage production, and preparation and service. Other topics include food service operations, catering and career path research. Laboratory experiences will be conducted in a commercial foodservice kitchen with a food- serving and dining area. This course greatly expands on skills gained in Foods and Nutrition.

### **+CTE HOSPITALITY MANAGEMENT-** Grades 11, 12

Suggested Prerequisite: Completion of Culinary Arts

Hospitality Management covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice, and clubs. Meeting, event planning, customer service, marketing, and human resources will also be covered topics. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry.

### **CTE ENGINEERING ESSENTIALS –** Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course

**Engineering Essentials (EE)** is the first course in the three-course engineering sequence. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic, information systems (GIS), 3-D solid modeling software, electronics, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electrical, software, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

## **CTE INTRODUCTION TO ENGINEERING** – Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course, Engineering Essentials

**Introduction to Engineering Design, (IED)** focuses on the design process, professional communication, and collaboration. Computer-Aided Design, (CAD) and Manufacturing skills are developed by students working in project-based teams throughout the year. Students develop skills in research and analysis, teamwork, technical writing, engineering design, and problem-solving. Students expand on their electronics and programming skills developed in Engineering Essentials and begin learning project management skills. IED challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions.

## **CTE ENGINEERING DESIGN & DEVELOPMENT** – Grades 11, 12

Suggested Prerequisite: Successful completion of both Introduction to Engineering Design and Principles of Engineering

**Engineering Design & Development** is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. Students enhance their skills in 3D computer-aided design (CAD) applications to analyze, design and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students develop an understanding of the increasing use of automation and robotics in many aspects of life. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system.

## **+ CTE PLANT AND SOIL SCIENCE – P** – Grade 10

This course serves as the first-year elective/CTE course for students enrolled in the Green Academy. It addresses sustainability and the use of natural resources in the context of agriculture, biology and horticulture. It offers a course of study focused on aspects integral to the study of environmental science, including energy and alternative energy sources, use of natural resources, soil science, food production and distribution, plant identification and topics related to climate. As part of the curriculum students maintain a large on-site organic garden, complete with dozens of fruit trees, nine raised bed gardens, two greenhouses, a composting system, three beehives, 4 chickens and an outdoor classroom. Additionally, students travel off site on curriculum-related study trips twice per semester.

## **+ CTE WATER: CA LIQUID GOLD – P** – Grade 11

Water: CA Liquid Gold is the second class in the Career and Technical Education (CTE) series within the Green Academy. Students will go in-depth with the skills necessary for wide-scale energy efficiency and water conservation. Though social, economic, and environmental lenses, students will study water use and policy in local, state, national, and international contexts. They will engage with tools for studying water use, including mapping tools and water quality instruments. Field experiences and community partnerships are integral parts of this course. Students will explore career options by working with professionals in the career field of their choice through a mentorship program.

## **+CTE SUSTAINABLE DESIGN – P** – Grade 12

Sustainable Design is the third class in the Career and Technical Education (CTE) series within the Green Academy. The intent of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Sustainable Design gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

# SPECIAL EDUCATION DEPARTMENT

Woodside High School's Special Education Department has a continuum of service options to support students with disabilities. We serve students with a variety of disabilities that range from mild learning disabilities to severe learning and physical disabilities. Our department consists of three basic supports for students with IEPs: Specialized Academic Instruction (Study Skills), Independent Living Skills (ILS), Therapeutic Day Class (STARS). The department works closely with School Psychologist, Speech and Language Therapist, and the Adaptive Physical Education Program. It is our goal to offer each of our students the very best opportunities available at a comprehensive high school to advance personally, academically, and vocationally.

## **SPECIALIZED ACADEMIC INSTRUCTION (STUDY SKILLS)** – Grades 9, 10, 11, 12

Study Skills is a course that only students with Special Education services are eligible to take. The curriculum of a given Study Skills class depends upon the needs of the students within the class, but typically instruction in a Study Skills includes fostering students' organizational skills, assignment and test completion, and time management. Study Skills is also typically where students build skills corresponding to their individual IEP and post-secondary transition goals, preparing for schooling, career, and independent living after high school. Study Skills can have benefits for students with a broad range of needs, including difficulties with assignment completion, poor performance on tests, and anxiety about performance at school.

## **INDEPENDENT LIVING SKILLS (ILS)** – Grades 9, 10, 11, 12

Students with orthopedic impairments, or disabilities significantly affecting a student's ability to move, communicate and/or walk; students on the autism spectrum with social, emotional, and academic needs; and students with intellectual disabilities are provided support in the Independent Living Skills program. The program provides a highly structured, highly modified functional academic and life skills curriculum to meet the individual needs of students as outlined on their IEP's. Academic instruction, independence training, social skills, and transition services are integral components of the program.

## **THERAPEUTIC DAY CLASS (STARS)** – Grades 9, 10, 11, 12

Students who require a small setting with mental health counseling support to access the curriculum attend classes in the STARS program. The IEP team agrees to the periods and subjects that students in STARS require in this therapeutic setting. STARS stands for Successful Transition Achieved with Responsive Support. Mental Health Case Workers support students by offering counseling services that are determined by the IEP team.

## **SOCIAL ACADEMIC COMMUNICATION (SAC)** – Grades 9, 10, 11, 12

Students who require assistance in the areas of social thinking and/or social communication can participate in one class period of SAC based on the IEP team decision. The curriculum on this class comes from research-based concepts about social cognition that have developed over the past thirty-five years. These include Theory of Mind, Executive Function, Cognitive Behavior Therapy, and Social Emotional Learning. The Social Thinking framework used in SAC class includes teaching specific strategies for initiating communication, listening with your whole body, abstract/inferential thinking, understanding perspective taking, seeing the gestalt/big picture, and humor/human relatedness. The course varies in level based on student need and academic support provided is similar to a study skills class.

# GRAPHIC & TECHNOLOGY ACADEMY

**NOTE:**    **P** – course is sufficiently rigorous to meet University of California (A-G) Visual and Performing Arts requirement  
              + – course satisfies career technical education graduation requirement  
              @ – course qualifies for the Tech Prep Program

## **+ (GTA) CTE MULTIMEDIA I - P** - Grade 10

CTE Digital Arts I is a year-long foundation course in digital art that provides Woodside High School students an introduction to the principles of graphic design, visual literacy, and image manipulation with Adobe Creative Cloud applications. This course is the first of a three-course CTE Art, & Media Entertainment Pathway with a Design, Visual and Media Arts focus, and employs project-based learning and interdisciplinary themes to encourage active learning and student engagement through the arts. Students are encouraged to complete the three-course Art, & Media Entertainment (AME) Pathway sequence in order to qualify for dual enrollment credit.

Coursework is designed to foster creativity, critical thinking, and collaboration skills while students produce media for a variety of professional scenarios that simulate industry practice. Small group projects allow students to explore various roles within digital arts industries and enable student experimentation with digital tools resulting in the design of posters, stickers and other industry-related marketing materials. Digital Arts projects challenge students to produce creative solutions to visual challenges that increase in complexity over the duration of the course. In addition to learning technical and presentation skills, students will expand creative confidence, design thinking, the ability to give and receive constructive criticism and utilize project management tools to increase teamwork and productivity.

Course learning outcomes include beginning-level digital art production, knowledge of file management protocols, and image manipulation skills. Individuals completing the first semester of this course develop familiarity with digital cameras, drawing tablets and a variety of Adobe Creative Cloud software applications. The second semester of this course provides opportunities to further develop digital art projects as well as an overview of video and audio production and editing with Adobe Rush, iMovie and GarageBand. Students learn how to conduct artistic research and produce a digital art portfolio as their final project.

This course meets the fine arts graduation requirement at Woodside High School as well as the University of California Visual and Performing Arts, A-G requirements.

## **+ (GTA) MULTIMEDIA II– P** - Grade 11

This course will empower students to gain knowledge and skills in a variety of digital applications within the Adobe Creative Cloud suite of applications including Illustrator, and Photoshop, Animate, Premier Pro, Audacity and After Effects. Using projects as a means for developing creativity, collaboration, and critical thinking, students will analyze and produce media using digital photography, video, and audio recordings. Group projects and individual, in-class assignments will challenge students to apply visual concepts such as the principles of graphic design, the elements of visual art, as well as audio/video design theory.

Students will work in design teams to apply their skills to develop a marketing plan, and targeted advertising to promote school events and local business. Design briefs will be assigned throughout the course, requiring students to increase proficiency with software while gaining practical experience producing work for clients. Students will also acquire skills in critiquing work and thinking critically about contemporary visual culture as they deconstruct media art, advertisements, propaganda and the complexities of social media. Students in this program will have an opportunity to partner with mentors from local businesses and develop soft skills such as effective communication techniques, presentation skills, teamwork, project management that will help them succeed in academics as well as in their future chosen profession.

Over the course of the year, students will add a body of design projects to a digital design portfolio, showcasing their best work and work overtime within the Business Technology Academy. Students will develop strong internet research skills, become familiar with proper file management techniques, and write reflections on what they have learned via discussion forums within Woodside High School's learning management system, Canvas.

## **+@ (GTA) ANIMATION AND GAME DESIGN – P** - Grade 12

Suggested Prerequisite: Completion of Multimedia II

In this course, students will develop and combine art and computer programming skills to create market-ready games for desktop computers. Students will develop digital drawing and animation skills using Adobe Flash, Adobe Photoshop, and Blender. Using Adobe Animate, Photoshop, and blender, students will create game splash screens, game characters, game assets and more. In addition, students will code computer games in various genres using JavaScript and HTML 5.

**(GTA) ENGLISH II, III, IV - P** - Grades 10, 11, 12

This course is designed to foster an appreciation and understanding of the English language, and it is aligned with the Common Core Standards at each grade level. Together we further develop and refine the reading, writing, speaking, and listening skills that students have acquired in your previous classes, giving ample opportunities to practice and improve.

**(GTA) GEOMETRY - P** - Grades 10, 11, 12

Prerequisite: Completion of Algebra I with a grade of “C-” or better.

Topics covered include inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and introductory trigonometry.

**(GTA) ALGEBRA II - P** - Grades 10, 11, 12

Prerequisite: Completion of Algebra I and Geometry with a C or better.

A math elective, Algebra II is a college-prep class. Algebra I concepts are reviewed and are taken to a more sophisticated level. New topics include the applications of linear, quadratic, exponential and logarithmic equations, determinants, systems of equations, exponential and logarithmic functions, conic sections, sequences, series, and probability.

*NOTE:* Most four-year colleges require Algebra II for admissions.

**(GTA) WORLD HISTORY - P** - Grade 10

The tenth-grade course covers a period of more than 500 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins by understanding indigenous cultures around the world before European colonization. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. Throughout the year, the course will incorporate stories of joy, celebration, and success in the various identities studied in the course. As students explore the geography, history, and present day events and connections of the world, they consider the relationships and power dynamics between civilizations across the Americas, Africa, Asia, Europe, the Middle East and Oceania. They explore and analyze the exchanges of people, goods, ideas, and capital, such as imperialism, social and cultural interactions, and trade throughout and between regions of the world.. The ability to see connections between events and larger social, economic, and political trends will be developed by having students consider the most fundamental changes of the era.

**(GTA) U.S. HISTORY - P** - Grade 11

In-depth study of the development of American political, economic, and social institutions; includes selected interpretative study of ideas, issues, analytical materials, and biographical information. Follows California state standards for 11<sup>th</sup> grade.

**(GTA) ECONOMICS - P** - Grade 12

A one-semester course. Provides a background to existing economic systems; covers basic economic theories and principles; examines current national and world economic problems and attempts to make projections for the future. Students participate in experiential project and assignments

**(GTA) AMERICAN GOVERNMENT - P** - Grade 12

A one-semester course. Study of the problems of politics, the legislative process, political parties, voting, state and federal constitutions, the Bill of Rights, court and justice systems, and state and local government; and related matters, such as foreign policy, mass media, public opinion, and citizen responsibilities.



# GREEN ACADEMY

**NOTE:**    **P** – course is sufficiently rigorous to meet University of California (A-G) Visual and Performing Arts requirement  
              + – course satisfies career technical education graduation requirement

## **(GA) PHYSICS – P** - Grade 11

This is a general physics course aligned to the CA State Standards. Particular emphasis is given to topics that relate to the energy efficiency/water conservation focus of the Green Academy.

## **+ (GA) ENVIRONMENTAL ANALYSIS THROUGH CHEMISTRY-P** - Grades 10, 11

Environmental Analysis through Chemistry is an introduction to the field of chemistry and its applications in environmental science. Particular emphasis will be placed on the use of chemistry in understanding soils and soil fertility, water quality and climate change.

## **+ (GA) WORLD HISTORY – P** - Grade 10

The tenth-grade course covers a period of more than 500 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins by understanding indigenous cultures around the world before European colonization. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. Throughout the year, the course will incorporate stories of joy, celebration, and success in the various identities studied in the course. As students explore the geography, history, and present day events and connections of the world, they consider the relationships and power dynamics between civilizations across the Americas, Africa, Asia, Europe, the Middle East and Oceania. They explore and analyze the exchanges of people, goods, ideas, and capital, such as imperialism, social and cultural interactions, and trade throughout and between regions of the world.. The ability to see connections between events and larger social, economic, and political trends will be developed by having students consider the most fundamental changes of the era.

## **+ (GA) UNITED STATES HISTORY – P** - Grade 11

The focus of this course is 20<sup>th</sup> century United States History. Throughout the year, historic events will be used as a vehicle to improve critical thinking, reading, and writing skills. The curriculum will be coordinated with the American Literature course to provide students an opportunity to see connections across content areas. As part of the Green Academy goals, an environmental and conservation focus will be emphasized whenever possible within each time period.

## **+ (GA) GOVERNMENT– P** - Grade 12

This class covers principles of democracy, provides an in-depth study of the US Constitution, and gives students an introduction to the American political system through a combination of participatory projects and experiential learning experiences. As a Green Academy class, an environmental focus will be taken whenever possible within the course of study.

## **+ (GA) ECONOMICS – P** - Grade 12

Economics is a semester course required for graduation that covers basic economic principles, microeconomics and macroeconomics. Activities related to the stock market, globalization and other economic current events will play a central role in the course throughout the semester. The issue of water resource use will be a theme throughout all units of study, from personal usage to global water issues. Issues of personal finance will also be interwoven into the study of economics.

## **+ (GA) ENGLISH II, III, IV – P** - Grades 10, 11, 12

This course is designed to foster an appreciation and understanding of the English language, and it is aligned with the Common Core Standards at each grade level. Together we further develop and refine the reading, writing, speaking, and listening skills that students have acquired in your previous classes, giving ample opportunities to practice and improve.

## **+ (GA) CTE PLANT AND SOIL SCIENCE – P** – Grade 10

This course serves as the first-year elective/CTE course for students enrolled in the Green Academy. It addresses sustainability and the use of natural resources in the context of agriculture, biology and horticulture. It offers a course of study focused on aspects integral to the study of environmental science, including energy and alternative energy sources, use of natural resources, soil science, food production and distribution, plant identification and topics related to climate. As part of the curriculum students maintain a large on-site organic garden, complete with dozens of fruit trees, nine raised bed gardens, two greenhouses, a composting system, three beehives, 4 chickens and an outdoor classroom. Additionally, students travel off site on curriculum-related study trips twice per semester.

### **+ (GA) CTE WATER: CA LIQUID GOLD – P – Grade 11**

Water: CA Liquid Gold is the second class in the Career and Technical Education (CTE) series within the Green Academy. Students will go in-depth with the skills necessary for wide-scale energy efficiency and water conservation. Through social, economic, and environmental lenses, students will study water use and policy in local, state, national, and international contexts. They will engage with tools for studying water use, including mapping tools and water quality instruments. Field experiences and community partnerships are integral parts of this course. Students will explore career options by working with professionals in the career field of their choice through a mentorship program.

### **+ (GA) CTE SUSTAINABLE DESIGN – P – Grade 12**

Sustainable Design is the third class in the Career and Technical Education (CTE) series within the Green Academy. The intent of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Sustainable Design gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

## **CAREER TECHNICAL EDUCATION PATHWAYS**

### **PREPARING FOR COLLEGE AND CAREERS IN THE 21st CENTURY:**

Woodside High School has grouped courses into five career pathways, which are the following:

**INFORMATION TECHNOLOGY**

**ARTS AND MEDIA**

**FOOD SERVICE AND HOSPITALITY**

**ENGINEERING**

**ENERGY, ENVIRONMENT AND UTILITIES**

To help students find focus and direction in their learning, Woodside has aligned courses, extra-curricular activities, and off-campus programs with these areas of interest. When selecting courses, with the help of guidance counselors, students will follow pathway guidelines. During the freshman and sophomore years, students will become acquainted with the pathway options. In various activities with guidance counselors and teachers, students will work to identify their interests and will determine which pathway is most appropriate. At the end of the sophomore year, students will select a pathway. That decision will help them select future courses and add a degree of relevance to their continuing studies at Woodside. As juniors and seniors, guidance counselors will help students select courses within the chosen pathway that are most appropriate for that individual student's educational goals. For a full description of each individual pathway and the courses.

### **TECH PREP PROGRAM**

Through an articulation agreement with the San Mateo County Community College District and colleges, students successfully completing certain courses in the areas of Business Information Technology, Business Technology Academy and Foodservice & Hospitality at Woodside High School can earn college credit for their work. Requirements vary by course, as do the number of units, but these units will show on a student's college transcript once six college units have been completed. These units may then be used by a student transferring to a four-year institution.

### **BUSINESS TECHNOLOGY ACADEMY**

This three-year (10th, 11th, 12th grade), the school-within-a-school program is currently offered at Woodside High School. The program provides selected students with an integrated academic/vocational curriculum combined with career development and leadership skills, counseling, and work experience. Computers are used as the focus of training in business technology and as a learning tool in academic subjects. Academy students who wish to attend a four-year college may take a foreign language, advanced science, advanced math, etc. outside of the academy program. Our program is designed as a high-interest program for students who have not been motivated by the regular academic course of study. The Academy programs combine academic instruction in English, math, and social science with "hands-on" job training designed to prepare students for jobs in local companies. Students who wish more information about the Academy should contact the Business Technology Academy department chair or a guidance counselor.

## **GREEN ACADEMY**

The career focus of the WHS Green Academy is on post-secondary opportunities promoting the efficient use of energy and water. Our goal is to prepare students to work and/or pursue further studies in careers related to energy efficiency, new energy technologies, and water use/pollution control. There is a clear need for us to manage these natural resources in a manner different from the way we have in the past. Both energy and water have been historically cheap and abundant, and yet we have been ignorant of many of the environmental, social, and health consequences of their overexploitation. There is a clear need for us to manage these natural resources in a manner different from the way we have in the past. The process of working towards energy reduction, increasing energy efficiency, and developing renewable sources, is expected to create many new jobs in the state of California. As a result of water shortage prediction coupled with a growing demand, there is also a clear need to develop and implement practices to improve water use. Jobs related to water management and pollution prevention are abundant, and as our communities tighten treatment standards and increase the use of recycled water, employment in this area is expected to grow. Students in the Green Academy will graduate with a greater appreciation for our natural environment and the steps necessary towards creating a more sustainable future.

## **ENGINEERING ROBOTICS**

Engineering Robotics/ Team 100 is described as a “varsity sport for the mind”. It combines the excitement of sport with the rigors of science and technology. Founded in 1989 by renowned inventor Dean Kamen. FIRST (For Inspiration and Recognition of Science and Technology) has over 196,000 students, 85,000 mentors, coaches, and volunteers from 51 countries. The annual program culminates in an international competition and celebration. With strict rules, limited resources, and time limit students are challenged to raise funds, design, build and program a robot in six weeks that can perform tasks against a field of competitors. Team members gain recognition, self-confidence, people skills, life skills, new friends and a possible career path. There is also access to over ten million dollars in scholarships.

## **AVID - ADVANCEMENT VIA INDIVIDUAL DETERMINATION**

AVID is a program that helps underrepresented college-bound students maintain their goals for academic excellence.. Students of any grade level may apply to the AVID program, but most students are identified by their feeder-school teachers and are selected by the AVID staff through an application process. Classes are devoted to study skills, SAT preparation and tutoring. Students also enjoy motivational activities, speakers, and field trips. Students must maintain a 2.5 GPA and complete certain requirements to remain in this program.

## **LIBRARY MEDIA CENTER**

The Library provides resources that support the curriculum of the school as well as encourage the joy of reading. Books may be checked out for a period of three weeks. Back issue magazines may be checked out for one week. Computer resources may be used only if students have turned in their signed Acceptable Use Policy agreement. Computer resources include the Internet, Infotrac online databases, online encyclopedias, automated book catalog, and various software programs. The LMC is open from 7:45 am to 5:30 pm Monday-Thursday and until 3:10 pm on Fridays. After school tutoring/homework center takes place in the LMC from 3:30 pm to 5:30 pm Monday-Thursday.

## **TUTORING**

An array of tutoring services is available after school at Woodside and in the community. Lists are available in guidance.

## **STUDENTS OFFERING SUPPORT PROGRAM**

SOS is a service organization on campus dedicated to peers helping peers in a variety of ways. SOS helps students practice:

- proficiency in public and interpersonal communication skills, including speaking and listening
- acting honestly, ethically and responsibly toward themselves and others
- understanding many cultures and functioning effectively in a diverse society
- working effectively and collaboratively with other members of a team or group

## **FRESHMAN TRANSITION**

Freshman Transition focuses on building a welcoming, safe and caring community. Pairs of trained 10<sup>th</sup> – 12<sup>th</sup>-grade students meet once or twice a month with a small group of freshmen. Peer Leaders guide the new students through activities designed to help the freshmen develop the communication and listening skills needed to build cultural competencies and to succeed in school and within their families and communities.

**Orientation Day** is the kick-off of the Freshman Transition Program and the new school year. Freshmen and new students attend a “Welcome Assembly”, then tour the campus with a Peer Leader.

**Challenge Day** is one component of the Freshman Transition Program and teaches freshmen life-long skills. Students learn and practice personal responsibility, collaboration and communication through a series of low ropes events, guided by Peer Leaders. Peer Leaders meet with their freshman group on the football field for 90 minutes, breaking down age and cultural barriers and building a strong school community that in turn supports their academic success.

### **CONFLICT MEDIATION**

This program provides a safe and confidential environment for settling problems between students and/or teachers in a nonviolent manner. Two trained peer mediators sit down with the two disputants and help them solve the conflict.

### **KIDS LEARNING EMPATHY AND RESPECT - KLEAR**

The KLEAR program promotes empathy and respect among students, parents, and staff in the Woodside High School community. Its focus is on eradicating language and behavior that promotes hate. The goal is to teach students why this language and behavior are not acceptable. The school community works together to create a common language of respect and empathy for all people here at school and in the home. Initial interventions usually involve peer conflict mediation, warnings, meeting with the KLEAR coordinator, etc. Repeat offenders of the respect for all policy must attend our alternative to suspension program which meets on three successive Thursday evenings within a month's time for two and one-half hours each time. During these sessions, students and their parents learn experientially about the harmful impact of hate behavior and how to develop empathy and respect for others. The curriculum includes learning skills and tools for positive communication as well as anger and conflict management.

### **SAFE SCHOOL AMBASSADOR PROGRAM**

Safe School Ambassadors® is a national program that we have adopted. The program was created because schools have recognized that students are the most important group that influences the atmosphere of a school campus. We believe that a small group of positive, out-going students, working together, can make major improvements in the emotional climate of our campus. Students and ambassadors are trained how to notice and take action if they see trouble starting between people; they notice if people are being left out, or if somebody is emotionally upset. They quietly connect people in need with channels of help. They are not responsible for solving the problems of others, but simply offer support, care, and information.

## **NON-DEPARTMENTAL COURSES**

**NOTE:** # – course meets the fine arts graduation requirement  
P – course is sufficiently rigorous to meet University of California (A-G) Visual and Performing Arts requirement  
+ – course satisfies career technical education graduation requirement  
@ – course qualifies for the Tech Prep Program

### **WORK EXPERIENCE**

General Work Experience is an elective, variable-credit class combining paid employment experience with mandatory weekly classroom instruction. Students enter the program with jobs they have acquired themselves. In class, students discuss and develop work habits, attitudes, job-related skills, and create a personal employment portfolio, which can be used to locate, secure, and retain employment. Students benefit by learning valuable basic employability skills and by having the opportunity to discuss work-related issues with their peers and instructor in class away from the demands of the work environment. The program is a partnership of employers, the WE teacher-coordinator, students, and parents. The final link is made as the Work Experience teacher-coordinator visits the worksites on a quarterly basis to monitor student progress and then provides students with individual feedback, recognition, and guidance. Students receive academic credit for the course according to the number of hours they work on the job site (36 hours = 1 school credit); 50% of their course grade is determined by the employer and 50% comes from their class participation and assignments. Students may earn up to 40 Work Experience credits in their high school career.

### **A.V.I.D. I, II, III, IV** - Grades 9, 10, 11, 12

Suggested prerequisite: selected by the A.V.I.D. staff through an application process.

This class (Advancement Via Individual Determination) helps under-represented college-bound students maintain their goals for academic excellence. Elective credit is awarded for study skills, SAT preparation and tutoring, motivational activities, speakers, and field trips. Students in the A.V.I.D. program take the class throughout their high school experience.

### **BUILD** - Grades 9, 10, 11, 12

This experiential, entrepreneurship-based curriculum is designed to help students build career success, entrepreneurial mindsets, and opportunity – and to become the CEOs of their own lives. BUILD will guide them through the process of planning, launching and running their own small business. The curriculum is built around a core of BUILD's six "Spark Skills": Communication, Collaboration, Innovation, Grit, Problem-Solving, Self-Management. This is a hands-on project-based curriculum that allows a student to use the design thinking process to create solutions for their communities. This course has been UC A-G approved as a "g" elective.

**LIBRARY CLERK** - Grades 9, 10, 11, 12

**NOTE:** 2.5 units of credit per semester (half the credits of regular courses). Assistance in the school library performing such duties as checking books in and out, stamping books, pasting pockets, shelving books, covering new books, repairing damaged books, and delivering mail. Advanced students may assist in cataloging and specialized technical processing of library materials. Students earn a “credit” or “no credit” grade.

**STUDENT CLERK** - Grades 9, 10, 11, 12

**NOTE:** 2.5 units of credit per semester (half the credits of regular courses). Assistance in school offices or helping individual teachers, performing services such as record keeping, filing, and duplicating. Student assistant course will earn 2.5 units of credit each semester up to a maximum of 30 units of credit. Students earn a “credit” or “no credit” grade.

**STUDENT LEADERSHIP - P** - Grades 10, 11, 12

Suggested Prerequisite: Member of a school-sanctioned association.

Opportunity to study basic concepts of democratic government; meaning and techniques of leadership; parliamentary procedures and group dynamics and processes; practical application of principles of government.

**TECHNICAL ASSISTANT/PEER TUTOR** - Grades 9, 10, 11, 12

Assistance to teachers as laboratory aides. Students are given instructional support by working directly with students as tutors; help to prepare laboratory and shop instructional material set-ups, assist teachers using computer technology. A student may earn 5 units per semester up to a maximum of 30 units of credit in student-assistance courses. Students earn a “credit” or “no credit” grade. Students are required to attend mandatory training.

**COMMUNITY SERVICE** – Grades 9, 10, 11, 12

Students who volunteer on a regular basis in school and community programs have the opportunity to earn community service credit. All community service must be approved by the appropriate AVP in advance. Students earn one credit for fifteen hours of volunteer work with a maximum of five credits each semester/twenty credits total.

# ADDITIONAL INFORMATION

1. **Summer School** - This option may be needed to retake any graduation requirement in which the student did not receive a passing grade (C or better for UC/CSU courses).
2. **Community Service – 15 hours = 1 credit.** Maximum of 10 credits per year. Students can receive credits for volunteer hours worked through participating in the Octagon Club activities, SOS, Students Offering Support peer programs, Youth Achievement (YAP) tutoring program, and other service-learning activities on campus and/or in the community. Advanced approval is required by the Administrative Vice-Principal.
3. **Work Experience – 36 hours = 1 credit.** Maximum of 10 credits per semester for 11<sup>th</sup> and 12<sup>th</sup> graders. Students under 18 years old are required to have a work permit. See the Work Experience Coordinator in the College and Career Center, room D9 for more information.
4. **Concurrent Enrollment** – 11<sup>th</sup> & 12<sup>th</sup> grade students are eligible to take courses at community colleges and local universities for credit at WHS. Many of these courses are also accepted for credit at UC/CSU and private colleges. Advanced approval is required. Consult with your school guidance counselor for details.
5. **CAASPP– California Assessment of Student Performance and Progress:** The CAASPP system replaces the standardized testing and reporting program.
6. **ELPAC – English Language Performance Assessment for California:** An annual assessment of progress for English Learners.
7. **PSAT – Pre Scholastic Aptitude Test:** This optional test is offered to Sophomores and Juniors, recommended for practice for the SAT and is offered to Sophomores and Juniors. To qualify for National Merit Scholarships the PSAT must be taken in the Junior year.
8. **Scholastic Aptitude Test, SAT Reasoning Test, (or ACT plus ACT Writing):** One of these test sets is required for college entrance and is best taken in Spring of the Junior year. Check the web site for more information: [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org).
9. **SAT Subject Tests:** Two SAT subject tests of the student's choice are required for UC admission only and is best taken at the end of the term in which the subject is taken. Check the website for subject tests that qualify for UC.
10. **CSF – California Scholarship Federation:** To receive this honor, the student needs to apply four times, in January and September of each year, or more over his high school career, with the January application in the senior year required. Contact the CSF advisor for more details.
11. **Recommendations:** These are needed for private schools only. It is best to ask for letters of recommendation in the spring of the Junior year. WHS has a deadline in mid-October of the senior year for recommendation requests.
12. **FAFSA – Free Application for Federal Student Aid & CAL Grant Grade Point Average Verification Form:** Both forms are required in order to apply for scholarships, grants and student loans for community colleges, technical schools, public and private universities. This Financial Aid Application need is due early October of the student's senior year. Check the web site for more information: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
13. **Applications:** The UC/CSU deadline is the end of November. Start early and beat the rush. Check the following web sites for more information: [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions) and [www.csumentor.edu](http://www.csumentor.edu).

Tests & College Application Timeline	<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
CAASPP		April	April	
ELPAC	February - May	February - May	February - May	February - May
PSAT		October	October	
SAT Reasoning or ACT + ACT Writing			Spring	September – December
SAT Subject Tests			May - June	October – December
Apply for CSF	January	September, January	September, January	September, January
Request Recommendations			April - June	September, October
Fill out FAFSA & CAL Grant GPA				October
Fill out applications				August – November