Woodside High School
Program Planning Handbook, 2015-2016

The **Program Planning Handbook** 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 **Program Planning Handbook** is available on the WHS website. Please use this handbook as a reference as you and your student select courses for the ninth grade. Keep it as a reference for subsequent years.

The **Handbook** 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.

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/AS English I	10
Math	10
AIS/Physics/Adv Biology	10
Physical Education	10
Life Skills (Qtr 1)	2.5
Social Studies (Qtr 2,3,4)	10
Elective	10

Grade 10

Requirements	Credits Planned
English II/AS English II	10
Math	10
Science	10
Physical Education	10
Modern European History/AP	10
Elective	10
	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/Govt	10
Elective	10
Elective	10

9th - 11th Grade:
All students must be enrolled in six SUHSD classes.

WOODSIDE HIGH SCHOOL Wildcats

9TH GRADE ELECTIVE CHOICES/9TH GRADO OPCIONES ELECTIVAS

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. Indentify your top three choices 1, 2, 3.

Students are only 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.

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 *****

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

World Language/Idiomas del Mundo

____Spanish I-P/Español I-P
____Spanish II-P/Español II-P
____Spanish III-P/Español III-P
____Spanish IV-P/Español IV-P
____ AP Spanish-P/Español de Posición Avanzada-P
_____Spanish for Native Speakers I/Español para Alumnos Hispanoparlantes I-P
____Spanish for Native Speakers II-P/Español para Alumnos Hispanoparlantes II-P
____Spanish for Native Speakers III-P/Espñaol para Alumnos Hispanoparlantes III-P
____AP Spanish for Native Speakers-P/Español para Alumnos Hispanoparlantes de Posición Avanzada-P
____French I-P/Frances I-P
____French II-P/Frances II-P
____French III-P/Frances III-P
____French IV-P/Frances IV-P
____ AP French-P/Frances de Posición Avanzada-P
____Latin I-P/Latin I-P
____Latin II-P/Latin II-P
____Latin III-P/Latin III-P
____Latin IV-P/Latin IV-P
____ AP Latin-P/Latin de Posición Avanzada-P
____Mandarin I-P/Mandarín I-P *****
____Mandarin II-P/ Mandarín II-P *****
____Mandarin III-P/ Mandarín III-P *****
____Mandarin IV-P/ Mandarín IV-P *****
____AP Mandarin-P/Mandarín de Posición Avanzada-P*****

Visual & Performing Arts/Artes Visuales y de repsentación (Fine Arts/Bellas Artes)

____ Art I-P/ Artes I-P
____Ceramics I-P/Cerámica I-P
____Drama I-P/Drama I-P *****

Music/Musica

____Choral I/Coro I *****
____Guitar I-P/Guitara I-P
____ Drumming/ Percusión
____Band II-P/Banda II-P*****
____Jazz Ensemble-P/Conjunto de Jazz-P*****
____Orchestra-P/Orquesta-P*****

Digital Media Arts/Artes Digital

____Animation/Web Design-P/Animación Diseño de la Red Electrónica-P
_____Computer Science/Ciencias de la Computación*****
____Audio Production I-P/Producción de Audio-P
____Intro to Engineer Design-P/Intro al Diseño de Ingeniería-P*****
____Journalism I-P/Periodismo I-P*****
_____Film Critique-P/Critica Cinematográfica-P

Consumer Home Economics/Economia Domestica y del Consumidor

____Foods and Nutrition I/Alimentos y Nutrición I

OTHER

____AVID*
____BUILD*

WOODSIDE HIGH SCHOOL
2015-2016 Course Offerings

Please consult the *Choices* handout, the *Four Year Plan* document and *Program Planning Guide* for additional information regarding the course offerings. College entrance requirements are continually changing. 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 Course

ART
*Ceramics I & II – P
*Arts I, II – P
*AP Studio Art – HP
*Film Critique – P
*Theatre Dance – P
*Digital Photography I & II – P

CAREER TECHNICAL EDUCATION
Web Design I – P
Computer Applications I - P
*Advanced Animation – P
Computer Science - P
AP Computer Science – HP
Intro to SQL (Oracle-Programming)
*Audio Production I & II - P
Video Production II
Intro to Engineering Design – P
Principles of Engineering – P
Computer Integ. Manufacturing - P

CONSUMER HOME ECONOMICS
Foods & Nutrition
Food Service and Hospitality

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

ENGLISH SECOND LANGUAGE
ELA I/ELA II
ELA III –P

ENGLISH ELECTIVES
Intervention ELA (Elective Credit)
English Intensive Support I, II
English Support I, II, II
ELD IV
*Drama I, II, III, IV – P
Journalism I, [II, III & IV – P]
Speech

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 In The Work Place
AP Spanish Language – HP
AP Spanish Literature – HP
Spanish NS I, II & III – P
AP Spanish NS – HP
Mandarin I, II, III & IV – P
AP Mandarin – HP

MATHEMATICS
Algebra I/LEP – P
Integrated Math – P
Geometry/LEP – P
Enriched Geometry – P
Algebra II – 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)
Discrete Mathematics(Cañada)
Linear Algebra (Cañada)
Ordinary Differential (Cañada)
Math Support (Elective Credit)
Algebra Readiness (Elective Credit)

MUSIC
*Guitar I & II – P
*Choral I & II - P
*Advanced Choral – P
Drumming
*Band II/Advanced Band – P
*Jazz Ensemble – P
*Orchestra – P

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

SOCIAL STUDIES
World Studies 1 & 2 – P
Modern European History/LEP – P
AP European History – P
U.S. History/LEP – P
AP U.S. History – HP
Economics/LEP – P
Amer. Government/LEP – P
International Relations – P
Latin American Studies – P
Psychology – P
Anthropology – P

PHYSICAL EDUCATION
PE I – 9th grade
PE I Dance – 9th grade
PE II – 10th – 12th grade
PE II WeightTrain– 10th – 12th grade
PE II Dance – 10th – 12th grade

GREEN ACADEMY
Environmental Horticulture Science-P
Water: CA Liquid Gold - P /CTE III
Sustainable Design – P
Academy English II, III, IV – P
Academy Modern Euro History –P
Academy U.S. History – P
Academy Gov/Econ. – P
Academy Biology – P
Environ. Analysis through Chemistry – P

BUSINESS TECHNOLOGY ACADEMY
Academy Computer Applications
*Academy Web Design I - P
Academy English II, III & IV – P
Academy Modern European History– P
Academy Algebra I – P
Academy Geometry – P
Academy Algebra II – P
Academy U.S. History – P
Academy Economics – P
Academy Government – P

NON-DEPARTMENTAL COURSES
Life Skills
Work Experience
Student Leadership
Yearbook I & II
AVID & Senior Seminar-P
Technical Assistant/Student Clerk
Peer Tutor/Peer Counselor
Resource Specialist Program (RSP)
BUILD – Businesses United in Investing, Lending & Development

COMPETITVE SPORTS

FALL
Girls – volleyball, tennis, water polo
Boys – football, water polo
Coed – cross country

WINTER
Girls – basketball, soccer
Boys – basketball, soccer
Coed – wrestling

SPRING
Girls – softball, swimming, lacrosse
Boys – baseball, tennis, swimming, lacrosse
Coed – badminton, track, golf

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WOODSIDE HIGH SCHOOL CHOICES

Elective courses are "STUDENT DRIVEN" and are subject to change from year to year.

VISUAL & PERFORMING ARTS 10 credits required for graduation, UC/CSU Entrance requirement	**CAREER TECHNICAL EDUCATION (CTE)** 10 credits required for graduation	**ADDITIONAL ELECTIVE COURSES**
Visual Arts 3-D Design I- P Art I & II-P Ceramics I & II-P AP Art Studio- HP **Digital Multimedia** Web Design I-P Advanced Animation-P Audio Production I & II-P Digital Photography I & II-P Film Critique-P **Performing Arts** Theatre Dance-P Drama I,II, III and IV-P **Music** Choral I & II-P Advanced Choral-P Guitar I & II-P Band II & Advanced Band-P Jazz Ensemble-P Orchestra-P Drumming **Off-Campus Alternatives** Community College Art Courses (11th-12th grade) 	**Visual Arts** 3-D Design I- P Art I & II-P AP Art Studio- HP **Digital Multimedia** Web Design I- P Computer Science -P Advanced Animation-P AP Computer Science –HP Intro to SQL (Oracle-Programming) Audio Production I & II-P Digital Photography I & II-P Film Critique-P Video Production II **Music** Choral I & II-P Advanced Choral-P Guitar I & II-P Band II & Advanced Band-P Drumming Jazz Ensemble-P Orchestra-P **Additional Electives** Intro to Engineering Design-P Principles of Engineering-P Computer Integ. Manufacturing -P Foods & Nutrition Food Service and Hospitality Journalism I; Journalism II, III & IV-P Business and Green Academy Electives BUILD - *Businesses United in Investing, Lending & Development* **Off-Campus Alternatives** SASSY @ Job Train (ROP) Regional Occupational Program Courses Community College Technology Courses (11th-12th grade)	**One-Semester Electives** Psychology-P International Relations-P Latin American Studies-P Anthropology-P Speech **Additional Electives** Spanish In The Workplace Student Leadership Yearbook I & II Technical Assistant/Student Clerk Peer Tutor/Peer Counselor **College Prep Programs** AVID - *Advancement Via Individual Determination* BUILD - *Businesses United in Investing, Lending & Development* **World Languages** Spanish I, II, III & IV –P AP Spanish – HP Spanish for NS I, II, III – P AP Spanish NS - HP Latin I, II, III & IV – P AP Latin - HP French I, II, III & IV – P AP French - HP Mandarin I, II, III & IV – P AP Mandarin – HP AP Spanish Lit. - HP **Work Experience** *36 hrs. =1 credit* *(10 credit per semester max)* **Community Service** *15 hours = 1 credit* *(10 credit per semester max)*

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

For Graduation Only

Fine Art : 10 credits may be applied to meet the Fine Art requirement by completing a third physical year of any world language (The first two need to be the same language).

CTE : Level III or above of any World Languages can count for the CTE graduation requirement.

WOODSIDE HIGH SCHOOL

A-G Requirements and Graduation Requirements

The "A-G" requirements are classes that must be completed with a grade of ***C or higher*** to be eligible to attend a ***University of California (UC)*** or ***California State University (CSU)*** campus. Because the A-G requirements are for UC and CSU eligibility, the A-G requirements should be considered College Requirements. Students who complete the A-G requirements have many options available after high school.

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

"A - G" Requirement	*Subject Area*	*Years required for A-G*	*Years/Credits required for Graduation*	*Other Important Information*
A	**History and Social Studies**	2	3 ½ Must include: World Studies 2, Modern Euro History, U.S History, and Government & Economics	Courses that meet the "A" area requirement for UC and CSU are: World Studies 1 & 2, Modern European History, and US History
B	**English**	4	4	For both graduation and UC/CSU, students are required to pass both semesters of English every year. English I, II, III, IV, and ELA III all meet the area "B" requirement.
C	**Math**	3 (4 years highly recommended)	2 (Including Algebra I)	To meet the "C" area requirement for UC/CSU, students must complete *at least* Algebra I, Geometry, and Algebra II.
D	**Science**	2 (3-4 years recommended)	2 (including one year of a laboratory science)	For the "D" area, students must complete at least 2 years of Lab Science, which could include: Biology, Chemistry, Physics, Human Biology, and AP Environmental Science.
E	**Foreign Language**	2 (3 years recommended)	*Not required for graduation*	The two years required for "E" must be in the same language. Languages offered at Woodside are: French, Latin, Mandarin, Spanish, and Spanish for Native Speakers.
F	**Visual and Performing Arts**	1	1	These courses include electives in music, drama, and visual art.
G	**College Prep Elective**	1	62.5 CREDITS* Elective credits **for graduation** do not need to meet another A-G requirement, and can include support and study skills classes	Any course that meets an A-G requirement in another area and exceeds the minimum requirement can be used for area "G". For example, a third year of science or foreign language can meet the "G" requirement.
	Career Technical Education (CTE)	--	10 credits (1 year)	Courses meeting the CTE requirement include: Film Critique, Web Design, Video Production, Digital Communication, Computer Applications, Food & Nutrition, Digital Photography, Audio Production, Robotics Engineering, and some music classes.
	Physical Education	--	20 credits (2 years)	Starting 10th grade year three seasons of any sports may be used to meet the second year of the PE requirement. In addition to two years of PE and/or athletics, students must pass the Physical Fitness Test.
	Life Skills	--	1Qtr	For some students, the Life Skills Requirement may be integrated into another class curriculum.
	CAHSEE	--	ELA & Math	Students first take the CAHSEE during their sophomore year.
TOTAL CREDITS REQUIRED FOR GRADUATION = 220 CREDITS				

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For detailed information about Woodside's A-G approved courses, please visit doorways.ucop.edu.

WHS COURSES OFFERED

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.

Digital Visual Performing Arts

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

Suggested Prerequisite:None

Course covers clay construction, including pinch, coil, and slab; methods of ornamentation 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; elementary chemistry of glazes and kiln-firing techniques; individual projects designed to foster artistic development.

 # FINE ARTS I - P - Grades 9, 10, 11, 12

Suggested Prerequisite: None
Beginning drawing class that uses a variety of media, including pencils, chalks, pen and ink, and charcoal; still life, portrait, cartooning, landscape and image drawing; art history and art literacy.

 # FINE ARTS II - P - Grades 10, 11, 12

Suggested Prerequisite: Fine Arts I or department recommendation

Advanced individual drawing projects; individual choice of media and subject matter; development of advanced skills and techniques

 # 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 STUDIO ART-HP

Suggested Prerequisite: Successful completion in Art I/II or Ceramics I/II with a B or better and teacher recommendation

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 have the option of submitting one of three different portfolios--Drawing, 2-D Design, or 3D Design--each based on different skills mastered and concepts addressed in college-level foundation courses.

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

Suggested Prerequisite: None

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, and sharpen images, crop images as needed. Students will be able to evaluate and critique works of art and understand important photographic techniques and photographers.

#+ ADVANCED DIGITAL PHOTOGRAPHY – P – Grades 11, 12

Suggested Prerequisite: One year of Digital Photography.

This class is an advanced class for students interested in building on their own knowledge of photography. The course involves expanding their current knowledge of composition and design, applying learned principles to photographic expression. Students use DSLR cameras and learn how to make pictures, how to edit their own photos on Adobe Photoshop, how to create photo essays of a photojournalistic style, and will begin an art portfolio. Various studies in different styles of photography (sill life, landscape, thematic, documentary, and portraiture) are included in the course assignments. Students are also involved in yearbook production by submitting their work to the staff for publication as well as fulfilling assignments of photographing the school's theatrical productions (including headshots of the actors in the productions). Students will be able to evaluate and critique works of art and understand important photographic techniques and photographers. In collaborating with the yearbook and journalism classes, the students will gain experience in getting a specific shot for an article.

 # FILM CRITIQUE AND VIDEO PRODUCTION – P - Grades 9, 10, 11, 12

Suggested Prerequisite: None

Introduction to film history and moviemaking. Course covers the use of the 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.

#+ VIDEO PRODUCTION II - Grades 10, 11, 12

Suggested Prerequisite: A grade of "B" or better in Film Critique and Video Production I or Journalism

This course is a continuation of Film Critique and Video Production I 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 with Final Cut Pro and other advanced computer graphics applications.

 # AUDIO PRODUCTION- P - Grades 9, 10, 11, 12

Suggested Prerequisite: none

The audio production class is uniquely designed to provide students with the knowledge and skills needed to become valuable members in the professional audio or multi-media community. In the first year, students will explore a survey of all the possibilities in the audio production field and industry and are given the freedom to explore various career paths in the multi-media industry. In year two students will focus their efforts towards a more specific course of study (e.g.: live sound or audio post production for film)

AUDIO PRODUCTION II – P – Grades 10, 11, 12

Suggested Prerequisite: Completion of Audio Production I

Study and training in Audio Production II prepares the student for entry-level employment in careers such as music engineering, audio post-production for film and television, live sound for theater and concerts, MIDI production, studio management, and DVD authoring. Students will experience a year of vocational training and be prepared and qualified to assist professionals in the industry, apply for internships, work as freelance audio engineers, and further their study in college. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs or produced songs) using Pro Tools by the end of the year, and will hone their skills in a more specific field, which they can use towards entering the workforce and applying to colleges and universities.

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

Suggested Prerequisite: None

May be used to satisfy fine arts requirement or for elective credit. Basic elements of pantomime, acting, voice and diction, makeup, and interpretation; special emphasis on 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.

P*+ ACADEMY WEB DESIGN I - P - Grade 11

Suggested Prerequisite: None

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. This class will prepare students for Woodside's Advanced Animation class. This course is approved for UC (a-g) requirements in Visual and Performing Arts.

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

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

The Web Design and Graphic Arts course is designed to give students the skills necessary to create interactive web pages using the most recent techniques and to maintain a fully interactive website. Content includes: graphic design, web animation, HTML coding, style sheets, and creating a web-based game using Java. This course is approved for the UC (a-g) requirements in Visual and Performing Arts.

COMPUTER SCIENCE - Grades 9, 10, 11, 12

Suggested Prerequisite: None

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 trans formative 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.

ADVANCED PLACEMENT COMPUTER SCIENCE - HP - Grades 10, 11, 12

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

A college level course that prepares students to pass the AP Computer Science exam. Content includes classes and data abstraction, conditional and logical expressions, recursion, various types of arrays, string class, exception handling, inheritance, sorting algorithms and searches.

MUSIC

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

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

Suggested Prerequisite: none

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 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

Suggested Prerequisite: None

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 technique, students will learn and apply more advanced theatrical skills over a broad range of musical styles.

BUSINESS/TECHNOLOGY

NOTE: + – course satisfies career technical education graduation requirement
* – course satisfies the technology graduation requirement
@ – course qualifies for the Tech Prep Program
P – course is sufficiently rigorous to meet University of California "a-g" requirement

Business courses offer the college-prep and tech prep student an opportunity to obtain skills and personal development that will enhance his or her over-all performance and efficiency in college and/or on the job. A student who acquires sufficient proficiency in the selected courses below is typically prepared for some of the listed, entry-level (part- or full-time) positions in business and/or industry.

ACADEMY COMPUTER APPLICATIONS I - Grade 10

Suggested Prerequisite: None

A survey of common business and academic uses of computers using Microsoft Office 2013. Assignments target common business type documents including business letters, e-mails, resumes, news releases, budgets, calculating payroll, bonuses, and discounts, etc. Software applications covered include beginning and more advanced features in Word (word processing) including, many editing features found under the Home tab, Insert tab, Page Layout tab, References tab and Mailing tab, and ways to jazz up documents using word art, clipart, graphics from the Internet, drawing tools and other desktop publishing features; PowerPoint (presentations) including various layouts, backgrounds, text changes & text/graphic animations, slide transitions, slide animations, clip art & Internet graphics, sound, hyperlinks to pages of the presentation, websites and to e-mail addresses; Publisher including creating and linking text boxes, using templates, formatting text & graphics properly to look professional using spacing before & after paragraphs, editing spacing around graphics & text boxes; Excel (spreadsheet) including creating spreadsheet formulas, cell formatting, using various sheet tabs, auto formats and many graphing features; Access (database) including creating databases from scratch, sorting data, filtering data and creating reports. Additionally, passing this course with a C or better earns students college credit through the CTE Transitions program offered through Canada, CSM and Skyline Colleges. These college credits can be transferred to a 4 year college

+ ACADEMY WEB DESIGN I – P - Grade 11

Suggested Prerequisite:Successful completion of Academy Computer Applications I

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. This class will prepare students for Woodside's Advanced Animation class. This course is approved for UC (a-g) requirements in Visual and Performing Arts.

FOOD SERVICE AND HOSPITALITY

NOTE: + – course satisfies career technical education graduation requirement
@ – course qualifies for the Tech Prep Program

+ FOODS AND NUTRITION - Grades 9, 10, 11, 12

Suggested Prerequisite: None.

Students enrolled in Foods 1 will have an introduction to basic food preparation as well as an introduction to a career path in Food Service 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 and high skill careers related to foods and nutrition. Based on the Home Economics Careers and Technology industry based standards, this course provides rigorous standards-driven instruction and assessment, integrates academic and career- technical concepts, and contributes significantly to students' academic achievement.

+@ ADVANCED FOOD STUDY - Grades 10, 11, 12

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

Students pursuing a career in food service and hospitality will study all aspects of the food service and hospitality industry, including laws and regulations; safety and emergency procedures; sanitation and food handling; tools, utensils, appliances, and equipment; facilities management; customer service and guest relations; nutrition; food and beverage production; preparation and service; marketing and guest interactions; prime cost and problem-solving skills; balancing personal, family, and work responsibilities; and teamwork and leadership. Based on the Home Economics Careers and Technology Food Service and Hospitality industry-based standards, this course builds upon the foundation in previous courses and provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts, and contributes significantly to students' academic achievement.

ENGLISH

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 California English-Language Arts Framework. 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. 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.

ADVANCED STANDING ENGLISH I – P – Grade 9

AS classes are for students who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. The objectives of this standards-based course include the study of written communication, vocabulary, and the development of literary and rhetorical analysis. The curriculum covers the skills necessary to succeed not only in college, but also on the 11th and 12th grade AP exams. Study consists of intensive work in composition established in classical literature, vocabulary development and grammar review.

ENGLISH I - P – Grade 9

English I 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 study of written communication and vocabulary and the development of literary and rhetorical analysis. The English I curriculum focuses on creative and expository writing, the development of public speaking skills, and a foundation in grammar.

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 logical organization and effective sentence structure; vocabulary, grammar; and the development and deepening of literary and rhetorical analysis. The curriculum covers the skills necessary to succeed not only in college, but also on the 11th and 12th grade AP exams. Study consists of intensive work in composition established in classical literature, vocabulary development and grammar review.

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. In addition to the study of fiction and non-fiction, students will study the California State University's English Reading and Writing Curriculum, which helps students develop and hone the skills of critical analysis necessary for their first years of college. Study of this curriculum continues in the English IV course.

ENGLISH IV -P - Grades 12 (Required)

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. In addition to study fiction and non-fiction, students will study the California State University's English Reading and Writing Curriculum, which helps students develop and hone the skills of critical analysis necessary for their first years of college.

ENGLISH LANGUAGE DEVELOPMENT IV SUPPORT- Grade 12 (elective credit)

While English Learners access grade level English (ELA) content standards, they continue to need support. The curriculum for ELD 4 is intended to be a transition from ELD standards-based language acquisition to grade level English Language Arts with Specially Designed Academic Instruction in English (SDAIE) methodologies. The addition of this course, ELD Support - 4, meets the requirement of 45 minutes of language development daily, as outlined in the LEA Plan, Goal #2 English Learners, and accelerates acquisition of English, equal to their native English-speaking peers. Students have a CELDT level of Early Advanced or Above, but Below Basic on their English Language Arts California Standards Tests. This course will provide students with assistance as they complete the Senior Exhibition Project, English IV, Economics, and American Government. Students will learn about educational options after high school.

ENGLISH I INTENSIVE & ENGLISH I INTENSIVE SUPPORT – Grades 9

This double period of English is designed for 9th grade students who are reading below the 6th 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 9th and 10th grade students who are reading below the 4th grade level and who score Pre-Decoder, Beginning Decoder, or Developing Decoder on the Scholastic Phonics Inventory, administered in the spring of the 8th grade year n the summer before the 9th grade year or at the start of the 9th 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 II INTENSIVE & ENGLISH II INTENSIVE SUPPORT – Grade 10

This double period of English is designed for 10th grade students who are reading below the 7th 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 I SUPPORT – Grade 9

This course is designed for 9th grade students who are enrolled in English I-P and are reading at or above the 6thgrade level but not yet at grade level. The course uses Scholastic's English 3D curriculum, 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 SUPPORT – Grade 10

This course is designed for 10th grade students who are enrolled in English II-P and are reading at or above the 7thgrade level but not yet at grade level. The course uses Scholastic's English 3D curriculum, 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 SUPPORT - Grade 11

Suggested Prerequisite: None.

Reading is an elective course designed to improve competencies of students who are below grade level in reading. Basic vocabulary, comprehension, listening, and study skills are emphasized.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION – HP – Grade 11

Suggested Prerequisite: Successful completion of AS English II with a C or better or English II with a B or better with a teacher recommendation

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 a critical term paper utilizing outside sources. All students in this class are encouraged to take the national Advanced Placement Language and Composition test (fee required) in May

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION – HP – Grade 12

Suggested Prerequisite: Successful completion of AP Language and Composition with a C or better or English III with a B or better with a teacher recommendation

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

JOURNALISM I - P - Grades 9, 10, 11, 12

Suggested Prerequisite: None

This elective course produces and publishes the school newspaper. Students learn news, sports, feature, and opinion writing, study news ethics and First Amendment rights, develop interviewing skills, and practice photography and design.

JOURNALISM II - P - Grades 10, 11, 12

This CTE class teaches journalism writing of news, sports, feature, and opinion writing. Students study news ethics and First Amendment rights, develop interviewing skills, and practice photography and design. Journalism I must be taken prior to enrolling in Journalism II/III, which focuses on editor leadership, business skills, and advanced writing and design.

JOURNALISM III - P - Grades 11, 12

This elective class focuses on editorial leadership, business skills, and advanced writing and design. Journalism III-P can be repeated for credit.

YEARBOOK I, II - Grades 10, 11, 12

Suggested Prerequisite: Yearbook I: Department recommendation.
Yearbook II: Yearbook I, or Department recommendation
Grade of B or higher in latest English class.

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

WORLD LANGUAGE

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

Suggested Prerequisite: None

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 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.

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.

ADVANCED PLACEMENT FRENCH LANGUAGE- HP - Grade 11, 12

Suggested Prerequisite: Completion of French IV with a C 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.

ADVANCED PLACEMENT SPANISH LANGUAGE- HP - Grade 11, 12

Suggested Prerequisite: Completion of Spanish IV with a C or better and/ 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.

ADVANCED PLACEMENT SPANISH LITERATURE – HP - Grades 11, 12

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

The Advanced Placement Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Literature in Spanish, covering selected works from the literatures of Spain and Spanish America. Students will be acquainted with works representative of different historical periods, different literary movements and genres, different geographic areas, female and male authors, and diverse population groups within the Spanish-speaking world. Emphasis in the course is on literary analysis through compositions, discussions, and classroom presentations.

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 etiquettes to help students learn and understand the language's social and cultural circumstances

LATIN PATHWAY:

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

Suggested Prerequisite: None

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.

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.

SPANISH FOR NATIVE SPEAKERS:

SPANISH I-NS - P *(for the native speaker)* - 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 in Spanish.

SPANISH II-NS - P *(for the native speaker)* - 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 placement test.

This beginning class is designed for students who have never formally studied Spanish and do not speak very much, or have difficulty speaking in Spanish, but have considerable comprehension of spoken Spanish. Students will learn to read, write, and develop their comprehension and speaking skills in Spanish

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

Suggested Prerequisite: Completion of Spanish II NS 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.

ADVANCED PLACEMENT SPANISH LANGUAGE – HP – Grades 10, 11, 12

Suggested Prerequisite**:** Completion of Spanish for Native Speakers II or III with a C or better or teacher recommendation.

Class conducted in Spanish, emphasis on composition, oral proficiency, vocabulary, and grammar. Follows college entrance examination board curriculum which prepares students to take the national Advanced Placement Spanish examination.

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.

MATHEMATICS

NOTE: **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 READINESS /ALGEBRA TOPICS - Grade 9

Algebra Readiness/Algebra Topics is the first year of a two-year sequence designed for students who require academic intervention based on test scores. The course will start with a foundation in the fundamentals of mathematics and progresses to the first part of a grade-level algebra 1 class second semester. Students receive elective credit for Algebra Readiness/Algebra Topics, but the course does not count as math credit for graduation.

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, factoring, rational expressions, functions, graphing of linear and quadratic functions, systems of linear equations, and radical expressions.

ALGEBRA SUPPORT - Grades 9, 10

Algebra Support supplements the regular Algebra 1 class for students who need extra support to be successful. Students receive extra guided practice for the concepts being taught concurrently in algebra, with a basic skills review. *(Students receive elective credit for Algebra Support, but the course does not count as math credit for graduation.)*

CAHSEE PREP - Grade 10, 11, 12

It is intended for students whose skills are below grade level. The curriculum encompasses the topics on the California High School Exit Exam (CAHSEE) taken in March of the sophomore year and further supports Algebra I.

INTEGRATED MATH – P - Grades 10, 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. It also helps prepare students for the CAHSEE exam and works to change negative attitudes that students may have about their abilities in math in order to encourage them to stay on a college-prep math sequence.

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, and taught to, students through guided lessons. Topics covered include inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and introductory trigonometry.

ENRICHED GEOMETRY – P - Grade 9

Suggested Prerequisite: Completion of Algebra I with a B+ or higher, or teacher recommendation

Designed for the upper-level college bound student, this is a rigorous class that goes into more depth and breadth than the regular Geometry course. With an emphasis on deductive reasoning, this course studies all topics covered in regular geometry as well as enrichment topics. Students are required to understand and explain the logic behind their problem solving strategies.

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, conic sections, sequences, series, polynomials, rational expressions, the complex number system, 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 and preferably an A in both.

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. Hands-on activities will be emphasized.

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, volume of solids and integration of exponential and logarithmic functions. Students are prepared for the AP Calculus AB Exam taken in May.

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 or Algebra II/ Trigonometry 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 Prerequisite: 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 Prerequisite(s): 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 Prerequisite(s): 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 Prerequisite(s): 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 268, 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 four one-semester courses will be offered. For example, in a given academic year, Math 268 may be offered in the fall, followed by Math 270 in the spring. The next year would offer Math 253 in the fall, followed by Math 275 in the spring.

COMPUTER SCIENCE – P Grades 9, 10, 11, 12

Suggested Prerequisite: None

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 trans formative 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.

ADVANCED PLACEMENT COMPUTER SCIENCE - HP Grades 10, 11, 12

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

A college level course that prepares students to pass the AP Computer Science exam. Content includes classes and data abstraction, conditional and logical expressions, recursion, various types of arrays, string class, exception handling, inheritance, sorting algorithms and searches.

PHYSICAL EDUCATION

PE - 1– Grade 9

Suggested Prerequisite: None (required)

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 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

Suggested Prerequisite: None (required)

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

Suggested Prerequisite: None (required)

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

Suggested Prerequisite: None (required)

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 adds self defense, tumbling, and an exercise science lab to its list of activities.

PE – 2 Weight Training – Grades 9, 10, 11, 12

Suggested Prerequisite: None (required)

Students have more time to develop physical strength and balance and a 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

	Girls	Boys	Co-Ed
***FALL SPORTS*:**	Volleyball Tennis Golf Cross Country Water Polo	Football Cross Country Water Polo	None
WINTER SPORTS:	Basketball Soccer	Basketball Soccer	Wrestling
***SPRING SPORTS*:**	Softball Swimming Track Lacrosse	Baseball Tennis Swimming Golf Track Lacrosse	Badminton

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^{th} grade or sophomore, 100 units = 11^{th} grade or junior, and 160 units = 12^{th} 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^{th} grade; otherwise, credit counts as PE Elective credit.

SCIENCE

NOTE: **P** – course is sufficiently rigorous to meet University of California "a-g" requirement
HP – advanced placement/honors course with weighted grade point

***SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (S.D.A.I.E**.) is designed for the long term English Learner who is close to fulfilling redesignation criteria.*

ADVANCED INTEGRATED SCIENCE – P – Grade 9

Suggested Prerequisite: None (required)

A laboratory foundation course for freshmen. This comprehensive course integrates the science disciplines of physics, chemistry, biology and earth and space sciences. This course is lab/activity based with an emphasis on problem solving and discovery that will guide students to become observers, thinkers and questioners. Foundation skills that are necessary for success in later science courses are emphasized.

ADVANCED BIOLOGY - P

Suggested Prerequisite: Grades 10, 11, 12 : A or B in previous science class; Geometry or higher; preferably B average in English and social studies
Grade 9: Concurrent enrollment in Geometry and qualify for AS English preferred.
Most 9th graders are enrolled in Advanced Integrated Science.

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 advanced 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. This course in comparison to regular biology – is faster paced, has increased rigor, will cover most topics in much greater depth, and incorporate supplemental topics and information. This course is aligned with the California Biology standards.

BIOLOGY – P, BIOLOGY LEP – P – Grades 9, 10, 11, 12

Suggested Prerequisite: None (required)

A one-year laboratory survey course that studies living organisms and their interrelationships. Studies include cell biology, the structure and function of organisms, ecology, changes over time, human body and health, and developmental biology. A special four to six week laboratory intensive unit on molecular biology and biotechnology also emphasizes bio-ethical issues.

CONCEPTUAL CHEMISTRY: Grade 10, 11, 12

Suggested Prerequisite Passed Biology and Algebra 1; or department recommendation.

Conceptual Chemistry is a basic course in theories and concepts of chemistry. This course is standards based and the current state chemistry standards will be followed. The course will emphasize the practical applications of chemistry to daily life. The laboratory work will develop students reasoning power and the ability to apply chemical principles. This course is also designed to provide extra support for the math component of the class.

CHEMISTRY - P - Grades 10, 11, 12

Suggested Prerequisite: Successful completion of Biology with a C or better

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.

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

Suggested Prerequisite: Grades 11, 12 : C or better in Biology and English; Concurrent enrollment in Algebra I
Grade 10: Concurrent enrollment in Algebra I and AS English; Completion in Biology with a C or better

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, and the application of Chemistry in the world around us. This course is designed for students anticipating careers in science, engineering, and medicine.

PHYSICS – P – Grade 9

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

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 a hands-on laboratory experience. This course is for ninth grade.

PHYSICS - P - Grades 10, 11, 12

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

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 a hands-on laboratory experience.

HUMAN BIOLOGY - P - Grades 11, 12

Suggested Prerequisite: Successful completion of Biology with a C or better

This course 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 will include the skeletal, muscular, circulatory, respiratory, nervous, endocrine, immune, digestive and reproductive systems.

ENVIRONMENTAL SCIENCE - P - Grades 11 and 12

Suggested Prerequisite: Successful completion of Biology with a C or better

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 field work are important components of this course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – HP Grades 11, 12

Suggested Prerequisite: Successful completion of Chemistry with a C or better

This is an introductory college-level honors science course. Environmental science is a field that draws upon different science 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 field work are important components of this course. The class prepares students for the national AP Environmental Science examination which all students are expected to take.

ADVANCED PLACEMENT BIOLOGY- HP - Grades 11, 12

Suggested Prerequisite: Successful completion of Chemistry with a B or better

This course is equivalent to introductory college Biology. Emphasis is on developing students' ability to express and interrelate 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

Suggested Prerequisite: Successful completion of Biology and Algebra I with a C or better

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.

INTRODUCTION TO ENGINEERING DESIGN – Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course

Introduction to Engineering Design (IED) is one of two foundation level classes for students who are interested in design, engineering, and manufacturing. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, engineering standards, and technical documentation. Students use a state of the art 3D solid modeling computer application to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course.

PRINCIPLES OF ENGINEERING – Grades 9, 10, 11, 12

Suggested Prerequisite: Concurrent enrollment in a Science course

Principles of Engineering (POE) is one of two foundation level classes for students who are interested in design, engineering, and manufacturing. Topics include mechanisms, energy, statics, materials, kinematics, and control systems. Students develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology.

COMPUTER INTEGRATED MANUFACTURING – Grades 11, 12

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

Computer Integrated Manufacturing (CIM) 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.

ASTRONOMY & SPACE SCIENCE – P – Grades 11, 12

Suggested Prerequisite: Successful completion of science graduation requirements & Algebra I

In Astronomy, we will look into the sky, notice what there is to see, and explore not only how those phenomena are explained by science, but how they are used by humans and how they influence culture, art, history, religion, our connections with each other, and our connections with the universe. The topics we will cover will include: the Earth, our Sun, and our Moon; the other planets of the solar system and their moons and rings, smaller objects in our solar system (dwarf planets, asteroids, comets, etc.); constellations and how to find them; Stars and their life cycles; Galaxies and Galaxy clusters; space and time travel; and the origin and fate of the Universe.

SOCIAL STUDIES

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 studies course of study is based on the California Social Studies Standards and Framework. The standards are composed of objectives for each grade level. Students will analyze culture, understand the concept of 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. Students must pass three and a half years of required Social Studies courses to graduate.

LIFE SKILLS - Grade 9 (Required)

Life Skills is an introductory, quarter-long course that covers mental, emotional, social, personal, and community health, as well as substance abuse. It introduces high school to freshmen, including discussions of high school success skills and goal setting while addressing state- and district-approved Health Education Standards.

WORLD STUDIES 1 & 2 /WORLD STUDIES 1 & 2 LEP- P– The Non-Western World - Grade 9 (Required)

World Studies is a three quarter survey course of the history, culture and contemporary affairs in various world regions. This course meets the California Social Science Framework ninth grade guidelines and includes: developing social science vocabulary, accessing information using maps and almanacs, improving research skills, and completing formal written assignments. The course requires textbook and supplemental reading.

MODERN EUROPEAN HISTORY /MODERN EUROPEAN HISTORY LEP -P - Grade 10 (Required)

A two-semester survey course of the history, culture, and contemporary affairs of Europe and Eastern Europe from 1500 to post WWII, this course meets the California standards for tenth grade social science. This course reinforces and expands skills learned in the freshmen year.

ADVANCED PLACEMENT EUROPEAN HISTORY - HP - Grade 10

Suggested Prerequisite: Successful completion of Modern European History with a C or better; teacher recommendation

This course is intended for able and highly motivated students who wish to pursue college-level studies while in high school. Course content includes: basic chronology of major historical events and trends from Renaissance to present; principal themes in European history; analysis of historical evidence. This course prepares students to pass the national AP European History examination.

U. S. HISTORY/ U.S. HISTORY LEP - P - Grade 11 (Required)

The objectives of this one-year course of study include the study of 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 competent as citizens in a democratic society through understanding of democratic tradition.

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

Suggested Prerequisite: Successful completion of World Studies with a C or better; teacher recommendation

This in-depth study of development of American political, economic and social instructions. The course includes selected interpretative study of ideas, issues, analytical materials and biographical information. It follows course content prescribed by College Entrance Examination Board to prepare students for the national AP examination.

ECONOMICS / ECONOMICS LEP - P - Grade 12 (Required)

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 (Required)

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

PSYCHOLOGY - P - Grades 11, 12

Suggested Prerequisite: None

The course is designed to enable students to better understand human behavior with an emphasis on discussion. Content includes: introduction to personality theory (including Freudian Theory); abnormal behavior; projective tests; sleep and dreams; intelligence; interpersonal relationships and, other topical issues.

INTERNATIONAL RELATIONS - P - Grades 11, 12

Suggested Prerequisite: None

A one-semester course that explores reasons for conflict (individual and nations); considers current areas of world tension; attempts to suggest solutions and to make projections about the future. An effort is made to consider representative world positions; not limited to United States foreign policy. A discussion-oriented class; student willingness to participate is a major asset..

ANTHROPOLOGY – P - Grades 11, 12

Suggested Prerequisite: None

Anthropology is a project-based course in which students learn about culture and change in the modern world. Students develop their ability to analyze 'cultural texts' such as film, literature, and art to explore the major elements of culture and social institutions in the modern world. They also learn and apply social research skills, such as surveys, participant observation, and in-depth interviews to explore culture within their own society.

BUSINESS 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

+ ACADEMY WEB DESIGN I – P - Grade 11

Suggested Prerequisite: Successful completion of Academy Computer Application I

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. This class will prepare students for Woodside's Advanced Animation class. This course is approved for UC (a-g) requirements in Visual and Performing Arts.

ACADEMY COMPUTER APPLICATIONS I - Grade 10

A survey of common business and academic uses of computers using Microsoft Office 2013. Assignments target common business type documents including business letters, e-mails, resumes, news releases, budgets, calculating payroll, bonuses, and discounts, etc. Software applications covered include beginning and more advanced features in Word (word processing) including, many editing features found under the Home tab, Insert tab, Page Layout tab, References tab and Mailing tab, and ways to jazz up documents using word art, clipart, graphics from the Internet, drawing tools and other desktop publishing features; PowerPoint (presentations) including various layouts, backgrounds, text changes & text/graphic animations, slide transitions, slide animations, clip art & Internet graphics, sound, hyperlinks to pages of the presentation, websites and to e-mail addresses; Publisher including creating and linking text boxes, using templates, formatting text & graphics properly to look professional using spacing before & after paragraphs, editing spacing around graphics & text boxes; Excel (spreadsheet) including creating spreadsheet formulas, cell formatting, using various sheet tabs, auto formats and many graphing features; Access (database) including creating databases from scratch, sorting data, filtering data and creating reports. Additionally, passing this course with a C or better earns students college credit through the CTE Transitions program offered through Canada, CSM and Skyline Colleges. These college credits can be transferred to a 4 year college.

+@ ADVANCED ANIMATION/WEB DESIGN – P - Grade 12
Suggested Prerequisite:Completion of Academies Business Technology II.

Continuation of skills acquired in Academies Business Technology II with emphasis upon advanced uses of word processing, including macros, merging documents and handling long documents; advanced spreadsheet applications and complex database sorting of retrieved data; electronic communications; and graphics in desktop publishing. Concepts: Business Management, Accounting, Business Law and Web Commerce.

ACADEMY ENGLISH II - P - Grade 10 (Required)
Suggested Prerequisite: Student performance and department recommendation, completion of English I.
English II is designed for students who are performing at grade level.
This English course of study is based on the 10th grade California English-Language Arts Standards. The objectives of this course include the continued study of written communication with an emphasis on logical organization and effective sentence structure; vocabulary, grammar; and literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. At this level students are encouraged to look past the plot and examine theme, metaphor, simile and other elements of good writing.

ACADEMY ENGLISH III - P - Grade 11 (Required)
Prerequisite: Student performance and department recommendation, completion of English II.
English III is designed for students who are performing at grade level.
This English course of study is based on the 11th grade California English-Language Arts Standards. The objectives of this course include the continued study of written communication with an emphasis on sentence, paragraph and composition organization; vocabulary, grammar; and literary analysis through the study of American authors, past and present; short stories, novels, plays, poetry, and forms of non-fiction.

ACADEMY ENGLISH IV - P - Grade 12 (Required)
Suggested Prerequisite:Completion of Academies English III.

Review of grammar and mechanics of writing; emphasis on various kinds of composition writing and vocabulary building; study of various types of literature.

ACADEMY ALGEBRA I - P - Grades 10, 11, 12 Graduation Requirement
Suggested Prerequisite: None

First-year college-preparatory mathematics sequence. Includes the study and operation of real numbers; solving equations, graphing, factorization, quadratic functions, and real world problem solving.

ACADEMY 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.

ACADEMY 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.

ACADEMY MODERN EUROPEAN HISTORY - P - GRADE 10 (Required)

This is a three-quarter survey course of the history, culture, and contemporary affairs of Europe and Asia from 1300 to post WWII. This course meets the California standards for tenth grade social science. The curriculum reinforces and expands skills learned in the freshman year.

ACADEMY U.S. HISTORY - P - Grade 11 (Required)
Suggested Prerequisite: Department recommendation

In-depth study of 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 11th grade.

ACADEMY ECONOMICS - P - Grade 12 (Required)
Suggested Prerequisite: None

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

ACADEMY AMERICAN GOVERNMENT - P - Grade 12 (Required)
Suggested Prerequisite: None

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.

+ SUMMER WORK STUDY - Grade 11
Suggested Prerequisite:Recommendation of Academies teachers.

Temporary full- or part-time employment during the summer between grades 11 and 12. Students receive pay and may earn up to 10 units of elective credit.

+ WORK STUDY - Grade 12
Suggested Prerequisite:Recommendation of Academies teachers.

Second-semester seniors who are on track for graduation work one-half day at Academy partnership business/industry locations. Students receive pay and may earn up to 10 units of elective credit.

THE GREEN ACADEMY

NOTE: **P** – course is sufficiently rigorous to meet University of California "a-g" requirement
+ – course satisfies career technical education graduation requirement

+ GREEN BIOLOGY GRADE 10 – P
This is a general Biology course aligned to the CA State Biology Standards. Particular emphasis is given to topics that relate to the energy efficiency/water conservation focus of the Green Academy.

+ GREEN CHEMISTRY GRADE 11 - P
This is a general Chemistry course aligned to the CA State Chemistry Standards. Particular emphasis is given to topics that relate to the energy efficiency/water conservation focus of the Green Academy and to air and water quality.

ENVIRONMENTAL ANALYSIS THROUGH CHEMISTRY-P - Grades 10, 11, 12
Prerequisite: Biology

Environmental Analysis through Chemistry is an introduction to the field of chemistry and its applications in environmental science. The course is aligned to the California High School Chemistry Standards. Particular emphasis will be placed on the use of chemistry in understanding soils and soil fertility, water quality, pollution, atmospheric processes, air pollution and the fate of human-produced chemical compounds in the environment.

+ GREEN MODERN EUROPEAN HISTORY – P – Grade 10 (Required)

This course is a yearlong course that covers the major ideas and events that shaped the modern world. It traces the rise of democratic ideas from Ancient Greece and Rome, through the Enlightenment, to post-war Europe and the fall of Communism in the Soviet Union. The curriculum explores the causes and consequences of the French and Russian Revolutions, World War I and II, as well as the impact of industry and technology on global politics. Students will develop an awareness of contemporary world issues in their historic geographic, political, economic, and cultural contexts. The course incorporates content-based material from a variety of sources. As part of the Green Academy, an environmental and conservation focus will be emphasized whenever possible within each time period, with specific emphasis during the Industrial Revolution and post-WWII Era.

+ GREEN UNITED STATES HISTORY – P – Grade 11 (Required)
The focus of this course is 20th century United States History. Throughout the year, historic events will be used as a vehicle to improve critical thinking, reading, and writing skills. Curriculum will be coordinated with the American Literature course and joint research and writing projects will 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, with specific emphasis during the Industrial Revolution, on figures throughout the course of US History and in the post-WWII Era.

+ GREEN GOVERNMENT– P - Grade 12 (Required)
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.

+ GREEN ECONOMICS – P - Grade 12 (Required)
Economics is a semester course required for graduation, comprised of the following units of study:

- Basic Economic Principles
- History and Comparative Systems
- Supply and Demand, and Market Organization
- Economic Performance and Measurement
- Monetary and Fiscal Policy
- Global Economics

Activities related to the stock market, global economics 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.

+ GREEN ENGLISH II, III, IV – P - Grades 10, 11, 12 (Required)
This course is designed to foster an appreciation and understanding of the English language, and it is aligned with the California Content Standards for English 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. A cross-curricular

+ ENVIRONMENTAL HORTICULTURE - P

The first year of the CTE program will have a broad focus on the many careers that exist within the "green tech" field. Students will be following either the natural resources, or energy pathway. Our first semester will focus on water resources. Students will apply their knowledge with home water audits, propagating plants using our own garden on campus, and more. We will visit the wastewater treatment plant, have guest speakers on issues surrounding the use of water, and learn how to be employed by local cities, and organizations that work to educate people about the effects we can have, both positive and negative in regards to water use. The second semester will focus primarily on harvesting energy from renewable resources such as Solar, Wind, and Nuclear power. Students will build mock solar panels that will be installed on roofs throughout campus. Cross-curricular connections will be made through the use of the mathematics and science. Industry partners will contribute to the course by providing field trips, guest speakers, and curriculum opportunities.

+ CA LIQUID GOLD-WATER - P

This year, students will go more in depth with the skills necessary for wide scale energy efficiency and water conservation. In one semester, they will study California water use and policy and in the second semester they will learn the skills necessary to understand and use GIS and GPS remote sensing software. Students will explore career options by working with professionals in the career field of their choice through a mentorship program.

SUSTAINABLE DESIGN - P

Green 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. Green 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.

The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

CAREER TECHNICAL EDUCATION PATHWAYS AT WOODSIDE

PREPARING FOR COLLEGE AND CAREERS IN THE 21st CENTURY:

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

COMPUTER INFORMATION SYSTEMS AND BUSINESS ADMINISTRATION
MEDIA AND DESIGN
PRODUCTION AND MANAGERIAL
FOOD SERVICE AND HOSPITALITY
ENGINEERING DESIGN
ENERGY AND ENVIRONMENTAL TECHNOLOGY

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 Foods 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), school-within-a-school program is currently offered at Woodside High School. The program provides selected students 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 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 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.

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 work sites 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.

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 performs 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.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is the collaboration of two separate programs on campus. AVID is a program that helps under-represented college-bound students maintain their goals for academic excellence. AVID works to prepare educationally disadvantaged students to prepare for and graduate from a four-year institution with a math-based degree in engineering, the sciences, computer science, business, or mathematics. 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 7:45am 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 the guidance office.

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^{th} – 12^{th} 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 is 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 COURSE AND OFFERINGS

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

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.
A.V.I.D. Senior Seminar –P- Grade 12

LIBRARY CLERK - Grades 9, 10, 11, 12

Suggested Prerequisite: None

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 cataloguing and specialized technical processing of library materials. Students earn a "credit" or "no credit" grade.

STUDENT CLERK - Grades 9, 10, 11, 12

Suggested Prerequisite: None

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 - Grades 9, 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

Suggested Prerequisite: None

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. 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 a mandatory training.

COMMUNITY SERVICE – Grades 9, 10, 11, 12

Suggested Prerequisite: None

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). **APEX** offers online courses for credit recovery. Please see your counselor for more information. **Space is limited.**
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 Instructional Vice Principal.
3. **Work Experience** – **36 hours = 1 credit.** Maximum of 10 credits per semester for 11th and 12th 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 –** 11th & 12th 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. **CAHSEE – California High School Exit Exam:** Students are required to pass an English/Language Arts and a Math test before graduating from high school.
6. **CELDT – California English Language Development Test:** An annual assessment of progress for English Learners.
7. **PSAT – Pre Scholastic Aptitude Test:** This optional test is recommended for practice for the SAT. 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 and 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 needs is due early March of the student's senior year. Check the web site for more information: 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 and www.csumentor.edu.

Tests & College Application Timeline	***Freshman***	***Sophomore***	***Junior***	***Senior***
CAHSEE		March	November, May	November, February, May
CELDT	September - October	September - October	September - October	September – October
			October - PSAT	
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				February
Fill out applications				August – November