

WHITNEY HIGH SCHOOL
ACADEMIC PLANNING GUIDE
2026 - 2027

The Rocklin Unified School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Director of Secondary School Programs or Director of Personnel Services at (916) 624-2428 or by email at titleixcoordinator@rocklinusd.org.

AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

In accordance with the Supreme Court's decision in *Mahmoud v. Taylor* (2025), families may opt-out of certain instructional content and may learn more about that option by visiting the Educational Services page on the Rocklin Unified School District website at rocklinusd.org.

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For the most current information, please visit our website:

<http://whs.rocklinusd.org/Counseling/index.html>

WHITNEY HIGH SCHOOL

ACADEMIC PLANNING GUIDE AND SCHEDULE OF COURSES

2026 - 2027

The WHS Academic Planning Guide describes the Whitney High School curricular offerings for the 2026 - 2027 school year.

This catalog provides basic planning information so students can develop their class schedule based upon their post-high school goals. Included in this booklet are the current graduation requirements as well as UC/CSU admission requirements. Each high school counselor is ready to assist students and parents in the development of a personalized four-year plan that takes these factors into consideration.

The Whitney High School's commitment to parent involvement encourages and welcomes the continuous participation of parents during this planning process and throughout their student's high school years. Parents are vital partners in their student's high school success. Parents and students are urged to read this publication carefully and seriously consider the choices they make. The student's future will be impacted by the planning and the decisions they make now. Students are encouraged to select classes that are both interesting and challenging to them. Students should also consider courses that will meet graduation requirements as well as best prepare them for postsecondary experiences and options. Counselors are available to provide assistance in planning a course of study.

GENERAL OVERVIEW OF THE LEARNING PROCESS AT WHITNEY HIGH SCHOOL

The system of education at Whitney High School is driven by performance based standards as mandated by the State of California and the Rocklin Unified School District. Standards are not new to education; educators have always had goals and expected levels of achievement for students. At Whitney High School, we go beyond expectations by requiring all students to master the learning associated with the common set of standards. In support of this philosophy, the curriculum, instruction, assessment, and reporting to parents is designed accordingly.

Students will demonstrate mastery of the content standards through assessments and course work aligned with California Department of Education state standards and district standards. The grade reporting system is used to communicate a student's progress towards mastery. By requiring students to meet academic standards, a graduate will have the skills and knowledge needed for success in pursuing their post-high school goals.

Parents and students need to understand that students must attend school on the first day of the school year. If you are out of town, WHS must have written notice of this. If your student is ill, you must call the attendance office. If you do neither of these and your student is absent, we will not save a space for your student. This will mean that your student may lose their seat in classes that they were previously enrolled in for this school year.

GRADUATION REQUIREMENTS

State Law and district policy are subject to modification. These modifications often impact district programs. Please consult with your school counselor for current requirements for your graduating class.

Current Requirements: The system of education at WHS is driven by performance-based graduation requirements. Graduation will be based upon demonstrations of what students actually know. In the past, if a student had completed four years of high school and a certain number of courses, the student was considered “educated.” **At WHS, only after a student has demonstrated that learning has occurred, will WHS confirm that education has happened.**

A minimum of 250 credits including the following required subjects must be earned in grades 9 – 12 in order to meet graduation requirements:

<u>Subject Area</u>	<u>Years</u>	<u>Credits</u>
1. A. Language Arts	4	40
2. B. Social Studies	4	35
3. C. Mathematics*	3	30
4. D. Science	3	30
5. E. P.E.	3	30
6. F. Applied Science (technology)	1	10
7. G. VAPA	1	10
8. H. World Language	1	10
9. I. Health	.5	5
10. J. Electives		50

* Must complete mathematics through Integrated Math II.

Whitney High School Expected Schoolwide Learning Results (ESLRs): GO CATS!

Global Responsibility

Optimal Technological Literacy

Complex Thinking

Academic Literacy

Talking, Listening, Writing & Questioning Proficiency

Self Reliance

Measurements of ESLR mastery will be seen through how well a student exhibits:

- A knowledge of world language and cultural diversity
- A knowledge of environmental concerns and related responsibilities
- A knowledge of positive health-related attitudes and behaviors
- A knowledge and application of current technological systems, research tools and a variety of computer applications
- A knowledge and application of historical/social sciences
- A knowledge and application of life/physical sciences
- A knowledge and application of mathematics
- A knowledge and application of reading, comprehension, speaking and listening skills and critical analysis and writing skills
- A knowledge and application of visual and performing arts
- A knowledge of career interests/aptitudes and employment opportunities
- A knowledge of self and one's responsibility to others and the greater community
- A knowledge and understanding of personal skills leading to self advocacy

Community Service: Students must complete **25 hours** of community service by May of their junior year. This requirement will be met through clubs, athletic teams, or individually through a non-profit organization throughout the year. See The College & Career Center for more information. All WHS students are required to meet this graduation requirement to earn their diploma. Students who complete 150 or more hours of service will be recognized for Distinguished Community Service.

TRANSFER POLICIES

Intradistrict: Students wishing to move between Rocklin High School and Whitney High School must complete an INTRADISTRICT TRANSFER REQUEST before the priority deadline of February 13, 2026. Students requesting a transfer after this date will be considered by the administration on an availability basis.

Interdistrict: Students wishing to transfer into Whitney High School must complete an INTERDISTRICT TRANSFER REQUEST before the priority deadline of March 1st. Students requesting a transfer after this date will be considered by administration on an availability basis. Students and parents must meet with administration prior to acceptance to Whitney High School in order to review the student's academic progress, attendance, discipline, and credits toward graduation.

All Transfers: Transfer agreements to a RUSD high school must be renewed annually and students must be on-track for graduation and maintain good attendance and discipline records in order to maintain enrollment. Students residing within RUSD boundaries and wishing to return to their school of residence may request a transfer in the fall and must be on track for graduation.

Whitney High School Transfer Policy

I. Transfer of Units

Previous School Requirements	WHS Graduation Unit Requirements
7 classes per semester	No reduction in total units required
6 classes per semester	Each semester transferred reduces total unit requirements by 3.5 units
5 classes per semester	Each semester transferred reduces total unit requirement by 7.5 units

II. Transfer of Grade:

Grades

A, B, Cs - Are given full credit

D's - Are given course credit and 1 grade point

F's - If course would have met WHS graduation requirement the student must repeat the course

III. Graduation Outcome Demonstrations

Transfer students will be responsible for completing graduation outcome demonstrations offered to the grade level from the date of enrollment until graduation

IV. Modification of Graduation Unit/Course requirements by subject area

Freshman must meet all course/unit requirements

Sophomores must meet all course/unit requirements (exception 30 units Social Studies will be required)

Juniors must meet the following course/unit requirements for each subject are:

1. Language Arts/Communication - All

2. Social Studies - 20 plus previous school requirement
3. Math - All
4. Science - All
5. Physical Education - All
6. Applied Science - All
7. Visual & Performing arts - All
8. Health - All
9. Foreign language - All

Note: If a transfer student has met WHS course/unit requirement prior to entering WHS full credit will be granted.

Seniors must meet the following course/unit requirements:

1. Language Arts/Communication - All
2. Social Studies - 10 plus previous school requirements
3. Math - All plus previous school requirements
4. Science - All plus previous school requirements
5. Physical Education - All plus previous school requirements
6. Applied Sciences - All
7. Visual & Performing Arts - All
8. Health - All
9. Foreign Language - All

Note: If transfer student has met WHS course/unit requirement prior to entering WHS full credit will be granted

V. Transfer Students enrolling prior to the end of a semester

Entering like courses:

1. If the student has a grade of D or better, the student can pick up at the point where the class is currently working. The student does not have to go back and make up any specified assignments.
2. If the student has a grade of F, the student must make up/complete all specified assignments for each course that occurred prior to enrollment date in order to receive 5 credits for the course.
3. If the student enters the course after the first grading period of the semester, 2.5 credits will be awarded for the transferred course. Upon completing all required work in the new course during the second grading period of the semester the student will receive 2.5 units of credit.

Entering different courses:

Course that was not on students previous schedule

1. If the student enters a new course within the first five weeks of the semester, the student is responsible for completing all missed specified assignments in order to receive 5 credits for the course.
2. If the student enters a new course after five weeks or before the end of the first grading period of the semester, the student may choose:
 - A. To make up all missed specified assignments and receive 5 credits for the course.
 - B. To begin the course at the point he/she enters and receives 2.5 credits for the course.

3. If the student enters a course after the first grading period of the semester, 2.5 credits will be awarded for the transferred course. Upon completing all required work in the new course during the second grading period of the semester the student will receive 2.5 units if credit.

VI. Independent Study Transfers

If a student is entering WHS with two or more years of high school in Independent Study he/she will be required to complete all junior/senior units/courses/graduation demonstrations required for graduation in order to receive an WHS diploma. If the student, through examination, can demonstrate competency of the requirements a waiver will be granted.

VII. Home School Transfers

If a student is entering WHS with two or more years of high school in Home School he/she will be required for graduation in order to receive a WHS diploma.

The policy is designed to give assurance that a transfer student coming from a non-accredited school has demonstrated the standards of proficiency in basic skills described by the Board or the equivalent there of. Should the student, through examination demonstrate competency of the requirements, a waiver will be granted.

VIII. Minimum enrollment period to graduate with WHS diploma

A student must attend a minimum of the last full semester prior to graduation to be eligible for a WHS diploma. Students transferring from outside the district may petition the district for a waiver of this policy. The necessary forms may be obtained from the school principal.

CLASS CHANGE POLICIES

Drop/Add Policy:

The following timeline indicates calendar dates for adding and dropping a course. The Whitney High School philosophy of working with students includes encouraging students to remain in the class throughout the year. If the student is appropriately placed in the class, every effort should be made to encourage students to remain in the class.

Schedule Change Date	Fall 2026	Spring 2027
Last Day to Add/Drop a Class	Friday, August 21, 2026	Friday, January 8, 2027
Last Day to Add/Drop an AP/Honors/Advanced Class	Friday, September 4, 2026	Friday, January 8, 2027

ADVANCED PLACEMENT (AP)/ HONOR COURSES (H)/ADVANCED COURSES (ADV)

Advanced Placement/ Honors/Advanced courses are provided for the highly motivated academic student who meet the prerequisites to enroll. Students who do not meet the prerequisites may speak directly with the AP teacher to discuss the possibility of a waiver to enroll in the course. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, this achievement is acknowledged on an AP Grade Report that is sent to colleges the following fall. For additional information regarding AP Scholar Awards, please visit the following website:

<http://www.collegeboard.com/student/testing/ap/scholarawards.html>.

Taking Honors or Advanced Placement classes is a choice that you and your student make. College Prep (CP) courses are offered in place of any Honors or AP course, and they are college approved academic options. AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

. Please consider this information when selecting classes. Class enrollment is year-long. ***Students are given three weeks after school begins to drop an Advanced Placement/Honors/Advanced class if they find the class too difficult.*** A student is given the first semester to maintain AP appropriate level of work. If the student does not maintain that level, they may be moved to a similar class at a lower level ***at the semester only*** (per teacher recommendation).

Advanced Placement exams are administered in May. Students are subject to a test fee which is charged by the College Board. Reduced fee applications, due to financial hardship, are available in the Counseling Center. Many colleges award credit and/or advanced placement for demonstrated subject area proficiency (to research a specific college's policy, please consult their website). Please note: Universities will not consider awarding credit unless the AP exam is taken and passed. Whitney High School will only administer AP exams for the courses that are offered on our campus.

Although students are ***not*** limited to a specific number of AP/Honors courses they may take, it is the recommendation of the school that students design their Six-Year Plan so that ***no more than three AP/Honors*** courses are taken in any given year.

GRADE LEVEL PLACEMENT DESIGNATION

The following list represents: A) the recommended number of credits students should have completed by the time they enter each respective school year, and B) the number of credits which reflect when a student would be considered deficient in credits.

<u>Grade Level</u>	<u>Recommended Minimum</u> <i>Number of Credits</i>	<u>Deficient</u> <i>Number of Credits</i>
10	60	45 or less
11	140	125 or less
12	220	170 or less

While students can make up for a deficiency in credits, it becomes increasingly difficult to do so the farther behind they get. In order not to jeopardize graduation, students should stay as close as possible to the recommended credit totals listed above.

Students may attend summer school to make-up credit deficiencies. In addition, a limited number of evening classes are offered through RUSD programs. See your counselor for more information.

GRADING POLICIES

Eight reports are mailed home during the school year, approximately one every 4 – 5 weeks. This is done to help students, parents and teachers determine and discuss student achievement more frequently. The approximate mailing dates are listed in the student planner. Duplicate mailing is available upon request in the Administration Office.

If parents would like to monitor the progress of their son/daughter on a weekly basis, there are three options available:

1. Grades can be checked on the school's website at www.schoolology.com. To set up a new account, parents will need an activation code which they can access from the WHS front office at 632-6500, ext. 6415.
2. Weekly Grade Check forms are available in the student planner for students to take to their teachers.
3. Parents are welcome to email or phone teachers to request information.

Grade Reports (Report Cards) are mailed home approximately one week after the end of the first and third quarter. These dates are listed in the student handbook for your convenience. The first report card for each semester is actually a progress report (see below) with a grade. The final report card at the end of the semester is the official grade for the semester.

Grade Reports (Progress Reports) are mailed in the middle of each quarter to notify students of their progress in each of their classes. These dates are also listed in the student planner for your convenience.

Semester Reports are mailed home about one week after the end of each semester (fall semester report will be mailed out one week after the return from winter break). These grades carry final credit and are considered permanent grades. These grades become part of the official school record (transcript) for each student.

Grading System: On Report Cards:

- A = Distinguished
- B = Commendable
- C = Proficient (Mastery)
- NC = Failure to achieve Minimum standards

On Progress Reports:

- P = Passing
- NM = No Mark
- (Potential for Failure)

Please review the **Overview of the Learning Process at Whitney High School** section of this booklet regarding our philosophy on learning.

Process for Appealing a grade on a Report Card: A student who believes they have received a grade considered in error should contact the instructor as soon as possible to check the accuracy of the grade. If the instructor agrees with the student that the grade is in error, the instructor will submit a grade change form to the Registrar’s Office for the student. If the instructor disagrees with the student, the student may appeal the grade. The appeal should be in the form of a letter to the principal, explaining why the student disagrees with the grade. The principal will provide a written decision on the appeal. Included in the response will be steps for further appeal procedures.

Repeat Policy: Students who fail to meet minimum expectations for a course required for graduation (semester NC) must repeat the course during summer school and/or night school.

TRANSCRIPTS

Student transcripts are available through the Registrar’s tab on the website. *Official* transcripts may be ordered by completing a request for transcript form here: [Transcript Requests](#). **NOTE: Allow at least one week before the transcript will be ready for pick up or the mailing deadline.**

ACADEMIC RECOGNITION

California Scholarship Federation (CSF):

The following CSF membership requirements became effective July 1, 1987:

1. Previous semester grades determine membership.
2. Application must be made during the first four weeks of each semester. An application fee must be submitted with the application.
3. Semester grades and CSF points are: A=3, B=1, C=0 (AP/Honors A=4, B=2, up to a maximum of 2 extra points per semester.)
4. List two or more courses from List I. Seniors may use all List II courses. No CSF points are granted for PE, Student Service, or repeated courses. Students must not have any grade lower than “C”.
5. Ten (10) CSF points must be earned in five courses including at least seven (7) points from List I or II.

- List I:** All UC certified courses
- List II:** All other academic courses
- List III:** All other courses except P.E. and Student Service.

6. Applications and additional help may be obtained from the Advisor.
7. To be an active member, CSF members must participate in one CSF club community service project per semester and attend club meetings.

CSF chapter membership is earned each semester during high school. Membership is not automatic and application must be made each semester during the stated filing period.

A life member is a CSF member who has earned membership during four (4) of the last six semesters of high school with one semester being during the senior year.

College Entrance Examinations **EAP, PSAT, SAT Reasoning, & SAT Subject Exams, ACT**

Either the SAT or the ACT are required for admission to most four year universities. Colleges will typically accept either score. Students are highly encouraged to research admission requirements as policies from school to school can vary with admission requirements and/or recommendations.

Early Assessment Program (EAP): With the establishment of the Measurement of Academic Performance (MAPP), starting in 2015, EAP will be fully incorporated into the 11th grade math and English exams. Under this new system, there will be no need for supplemental questions, additional bubbles to be filled in on student answer sheets, or a separate essay segment. Logistics of reporting are pending, but EAP will continue to serve as an early signal of college readiness for rising seniors. We hope that the new testing model will facilitate broader and easier use of EAP by California high schools, educators, and students.

PSAT: The Preliminary Scholastic Aptitude Test and National Merit Qualifying Test (PSAT/NMSQT) is offered to sophomores and juniors. The PSAT student score report offers a skill assessment that students can utilize to identify their levels of proficiency in each of the reasoning skill areas and then work on improving them before entering college or taking the SAT. Juniors taking the PSAT are also taking the National Merit Qualifying Test. For juniors, the test can determine their initial eligibility or entry into scholarship competitions.

SAT Reasoning Exam: The SAT Exam contains a reading, writing and language, math, and an essay section. Official test time is 3 hours and there is a 50 minute optional essay. Students should arrive at 7:30am to check in for the test and allow approximately 4 hours and 30 minutes total time at the test site. The SAT is scored on a scale ranging from 400 to 1600, and the essay is scored separately. *New policies and procedures are now in place for SAT registration and test days. Please pay careful attention to the rules listed on the Collegeboard website when registering for test dates.*

SAT Subject Exam: The College Board offers exams in five different subject areas, including several foreign languages. Students can take up to three subject exams in one sitting. Students cannot take the SAT Reasoning Exam and SAT Subject Exams on the same test date. Some majors within the UC system also recommend or require the SAT Subject Tests. Students must check with specific colleges to confirm if the major of their choice requires the SAT Subject Tests to be eligible for admission. *The UC system will not accept Math I as one of the subjects.*

ACT: The ACT is an achievement test that measures what a student has learned in school. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. Although the writing portion is optional, students are encouraged to take it because if they chose to apply to a school that required it, they will not be able to use any scores from the test taken without it and would need to take the entire test again. Students will receive a score in each of the areas and also a composite score which takes into account all areas of the test. All of the scores, including the composite, are based on a 1-36 scale.

College Entrance Examinations (PSAT, SAT Reasoning & SAT Subject Exams, ACT): To obtain registration forms and information about required tests, and/or university/college requirements, go to the College & Career Center or visit the website, talk to your counselor, or check online at www.collegeboard.org, www.actstudent.org, or www.californiacolleges.edu.

There are many new features available on-line to assist students with college entrance exams.

1. Registration for tests
2. Send score reports
3. Practice for questions and essays for the SAT
4. Search for information about careers and colleges
5. Search for codes (test center, high school, college, scholarship and intended major)
6. Explore readiness for SAT Subject tests
7. Take a free diagnostic test and customize a study plan

WHS School Code: 053937

College Entrance Examination Dates:

SAT: Rocklin High School is an official test site for the **SAT**. However, students who register near the deadline are often assigned to a different test site. Students may register for the SAT online at www.collegeboard.org. Please visit www.collegeboard.org for test dates.

ACT: Rocklin High School is an official test site for the **ACT**. Check with the colleges to see which of the two tests (SAT or ACT) is preferred. Students may register for the ACT online at www.actstudent.org. Please visit www.actstudent.org for test dates and registration information.

If you have any questions or concerns, please contact the College & Career Center or see your counselor.

HIGHER EDUCATION ADMISSION REQUIREMENTS

Types of schools: There are several types of schools for higher learning in California: Community Colleges; California State University system, University of California system, private and independent colleges and universities, and vocational schools.

There are also thousands of out-of-state schools available for higher learning. However, WHS does not monitor each school's minimum entrance requirements. WHS Counselors will be happy to assist any student interested in pursuing information on out-of-state schools. Visit the College and Career Center for more information on these schools.

Community Colleges: Community College admission is open to any person who has a high school diploma or has passed the GED or state proficiency exam or is 18 years of age. There are no subject or grade requirements for admission to California Community Colleges. All students must take assessment exams for placement prior to registering for classes. Examples of local community colleges include Sierra College, Sacramento City College, and American River College.

Private Colleges and Universities: Students wishing to attend a private college or university should consult the college for their specific requirements. The College & Career Center can assist in this process. Examples of private colleges include University of the Pacific, Stanford, Pepperdine, and Santa Clara.

California State University (CSU): Students must have a high school diploma, have a qualifiable eligibility index (see CSU info in the College & Career Center for specifics), and must have completed the courses in the comprehensive pattern of college preparatory subject requirements with a "C" or better (see minimum entrance requirements chart, on following page). The eligibility index is the combination of your high school grade point average and your test score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT Reasoning). Grade point average is based on grades earned in college approved courses during your final three years of high school and bonus points for each "C" or better grade in approved Honors and/or AP courses. Rocklin High School hosts a College Fair each fall which includes workshops on the UC and CSU application process. There are twenty-three (23) CSU campuses with a wide range of majors leading to a B.S. or B.A. degree. Masters programs are also available in a variety of majors at the CSU system. Examples of CSU colleges include: Sacramento, Humboldt, San Diego, Monterey Bay, Long Beach, and Cal Poly. For additional information, please visit www.csumentor.edu.

University of California (UC): The UC system includes nine four-year universities offering a variety of B.A. and B.S. degrees. Examples include Davis, Santa Barbara, and Berkeley. To qualify for entrance, students must have a high school diploma or a California Proficiency Certificate. Students must follow a university preparatory program and must earn a grade of "C" or better in the required courses listed on page 11. Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system. Those students with a GPA below 3.3 must score proportionately higher on the ACT or SAT College Entrance Examinations. In addition, some majors require UC applicants to take two SAT Subject exams in two different subject areas of their choice (Note: The UC system does not accept Math I as a subject test). Entrance GPA and requirements may vary depending on the major area of study and the campus selected. If a student is eligible for a particular school and/or major this does not guarantee admission. For additional information, please visit www.universityofcalifornia.edu.

Important Note: The top nine percent (9%) of the junior class who meet the minimum eligibility standards and who satisfy the A-G requirements will be accepted at a University of California campus, though not necessarily the campus of their choice. The University of California will notify eligible students in writing at the beginning of their senior year.

Technical and Business Schools: These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time. Some of these schools are available in the Sacramento area. The California Department of Education's definition of Career Technical Education (CTE), which is embodied in the vision statement contained in Career Technical Education Framework for California Public Schools Grades Seven Through Twelve (2007), is as follows: Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. The internet address for the portion of the CDE website where pupils can learn more about CTE is <http://www.cde.ca.gov/ci/ct/>.

Apprenticeship Programs: The state of California offers a variety of Apprenticeship Programs. Qualifications/requirements are as follows:

- Applicants must be at least 18 years of age.
- Applicants must be physically able to do work performed in the trade.
- Applicants must have a high school diploma, high school proficiency certificate, or a GED.
- Applicants should be able to read, write, and speak the English language in order to comprehend instruction and safety.

Additional information regarding Apprenticeship Programs can be found at www.calapprenticeship.org.

CSU-UC Comparison of Minimum Requirements

	California State University (CSU)	University of California (UC)
TEST SCORES – ACT/SAT		
	ACT or SAT is required*	
	CSU combines best critical reading and math scores from multiple sittings of SAT; may combine best subscores from multiple ACT tests to calculate a best composite. Test required for CSU applicants to non-impacted campuses, who have earned an “A-G” GPA of less than 3.0.	UC uses the highest combined score from a single sitting of the ACT Assessment plus Writing or the SAT Reasoning Test. SAT Subject Tests are no longer required, however students/parents should check with individual campuses regarding specific test requirements and recommendations.
VALIDATION OF SUBJECT REQUIREMENTS BY OTHER COURSES		
Mathematics	A grade of C or better in the second semester of a mathematics course validates a D/F in the first semester. A grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A grade of C or better in Trigonometry or Pre-calculus validates the entire high school college preparatory requirement with the exception of Geometry. A grade of C or better in Statistics will validate only Algebra I and Algebra II, not Geometry.	
Language Other than English (LOTE)	A grade of C or better in a higher-level course validates a lower-level course. A higher level LOTE course can validate the appropriate number of years based on the level. A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate a D in the first semester.	A grade of C or better in the second semester of chemistry WILL NO LONGER VALIDATE a D in the first semester.
VALIDATION OF D GRADES IN REQUIRED COURSES		
	Required “A-G” courses must be completed with a grade of C or better. Courses in which grades of D are earned must be repeated, EXCEPT in the areas of math and language other than English, where grades of D can be validated by successful completion of higher level coursework.	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Subject omissions may be satisfied with appropriate test scores on SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the UC and CSU websites.	
REPEATED COURSES		
	Required “a-g” courses must be completed with a grade of C or better. Courses in which grades D/F are earned may be repeated. The highest grade will be used in the grade calculation.	
	UC only allows a course to repeated one time for grade replacement.	
HIGH SCHOOL GPA		
	Calculate GPA using only “A-G” approved courses taken after 9 th grade. All “A-G” courses must be reported.	
SUBJECT REQUIREMENTS		
	15 year-long college preparatory courses from approved “A-G” list are required with a grade of C or better: 11 UC-required college preparatory courses must be completed prior to senior year.	
“a” History/Social Science	2 years of history/social science, including one year of US History OR one semester of US History and one semester of American Government, AND . . .	
	1 year of history/social science from either “a” or “g” subject area.	1 year of World History, Cultures, and Geography from the “a” subject area.
“b” English	4 years of English (including no more than one year of Advanced ESL/ELD courses)forensics	
“c” Math	3 years of math (Integrated I, II, III); 4 years recommended*	
“d” Laboratory Science	2 years of laboratory science, including at least two of the three foundational subjects of biology, chemistry, and physics	
	At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area	Both courses must be from the “d” subject area; 3 years recommended
“e” Language Other Than English	2 years of language other than English (must be the same language)	
		3 years recommended
“f” Visual & Performing Arts	1 yearlong course in visual & performing arts (selected from dance, music, theatre/drama and visual arts)	
“g” College Preparatory Elective	1 year of an elective chosen from any area on approved “a-g” course list	
	Numerous career technical courses are approved for fulfillment of “A-G”	
HONORS POINTS		
	Maximum of 8 extra grade points awarded for approved honors, AP, or IB courses and transferable community college courses. No more than two year long courses taken in 10 th grade can earn honors points.	

Example of Recommended Program for University of California, California State University and Some Independent Four-Year Colleges:

These courses must be selected from the UC certified A-G subject requirements. See your counselor for a list of these courses and for more information regarding your student's four year plan.

	9th Grade	10th Grade	11th Grade	12th Grade
<u>Language Arts</u>	Language Arts I Language Arts I Adv.	Language Arts II Language Arts II Honors Exp Chld Adol Lit	Language Arts III AP Language	CSU-ERWC AP Lit/Comp
<u>Mathematics</u>	Integrated I Integrated II	Integrated II Integrated II/III Pre-Calculus/Trig H	Integrated III Pre-Calculus/Trig H AP Calculus AB AP Statistics	Pre-Calculus/Trig H AP Calculus AB AP Calculus BC QRAT AP Statistics
<u>Social Studies</u>	Geography Adv. Geography	World History AP World History	US History AP US History AP Government	Govt./Econ. AP Microeconomics AP Government
<u>Science</u> (One year physical and one year life science)	Biology Physics	Chemistry/Honors Chem Geology Physics	Chemistry/Honors Chem Geology Anatomy/Physiology Physics Marine Biology AP Biology AP Chemistry AP Environ. Science AP Physics 1 Forensics/DE	Chemistry/Honors Chem Geology Anatomy/Physiology Physics Marine Biology AP Biology AP Chemistry AP Environ. Science AP Physics 1 AP Physics 2 Forensics/DE
<u>World Language</u>	Spanish I Spanish II ASL I	Spanish II Spanish III Spanish III Honors ASL II	Spanish III Spanish III Honors Spanish IV AP Spanish ASL III	Spanish IV
<u>Visual Performing Arts</u>	Beginning classes in: Art Broadcasting Choir Concert Band Dance Graphics Theatre Orchestra	Beginning/Intermediate class in: Art Broadcasting Choir Concert Band Dance Graphics Jazz Band Theatre Orchestra Wind Ensemble Music Appreciation	Advanced level class in: Art Broadcasting Choir Concert Band Dance Graphics Theatre Jazz Band Orchestra Wind Ensemble Music Appreciation	Advanced level class in: Art Broadcasting Choir Concert Band Dance Graphics Theatre Jazz Band Orchestra Wind Ensemble Music Appreciation
<u>Academic Electives</u>	May be fulfilled by college prep classes*			

*College prep classes in Social Studies, Adv. Mathematics, Lab Science, World Language or VAPA taken in addition to the subject requirements in those areas. Other courses may also meet this requirement; check the Course Description section of this book for more details.

UC APPROVED COURSES

A-HISTORY/SOCIAL STUDIES

Advanced Geography Cultures
AP Government
AP U.S. History
AP World History
U.S. History
World History

B-ENGLISH

AP Literature and Composition
Creative Writing
Language Arts I
Language Arts I Advanced
Language Arts II
Language Arts II Honors
Language Arts II Honors – Exploration of Child & Adolescent Literature
Language Arts III
AP English Language and Composition
CSU ERWC

C-MATHEMATICS

AP Calculus AB
AP Calculus BC
AP Statistics
Integrated Math I
Integrated Math II
Integrated Math II/III
Integrated Math III
Quantitative Reasoning with Advanced Math Topics (QRAT)
Pre-Calculus/Trigonometry Honors

D-LABORATORY SCIENCE

Anatomy/Physiology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics 2
Biology
Chemistry
Chemistry Honors
Forensic Science
Geology
Kinesiology
Marine Biology
Physics

E-WORLD LANGUAGES

American Sign Language II
American Sign Language III
ASL I - American Sign Language
Spanish I
Spanish II
Spanish III
Spanish III Honors
Spanish IV/Honors

F-VISUAL & PERFORMING ARTS

Art I, II, III, IV, IVH
Broadcasting I
Broadcasting III
Broadcasting IV
Ceramic/ Sculpture I
Ceramic / Sculpture II
Concert Band
Concert Choir
Dance I
Dance II
Dance II Hip Hop
Dance III
Dance IV
Graphic Communications I
Graphic Communications II
Jazz Band
Music Appreciation
Orchestra
Orchestra Honors
Publications I
Pub III/IV Honors
Technical Theatre
Theatre Arts I
Theatre Arts II/III
Theatre Arts IV
Wind Ensemble
Wind Ensemble Honors

G-ELECTIVE

AP Microeconomics
AP Psychology
BITA I
BITA II
BITA III
Business I
Business II
Business III
Broadcasting II
Child Adolescent Development III
Childhood & Adolescent Development I
ChildAdolescent Development II
Computer Science I, II & III
Government/Economics
Graphic Communications III
Intro to Business
Introduction to Midfulness
Leadership
Personal Business Finance
Publications II
Sports Medicine I, II
STARS, III
Students Teaching and Reaching Students

ALTERNATIVE EDUCATION

Rocklin Unified School District offers several alternative programs for students to complete their education. These programs are planned to help individuals earn a high school diploma. For more information, visit the Rocklin Alternative Education Center's website at: <http://vhs.rocklinusd.org>.

Victory High School is a continuation high school program. Victory High School is WASC accredited and recognized by the State of California as a Model Continuation School. Victory provides students a smaller academic setting to reach their goals of a high school diploma as well as planning for their future. The continuation education staff focuses on student-centered instruction that provides pathways for a diverse student population to acquire the skills of the core curriculum. The continuation staff continually assesses the personal and academic needs of students and makes appropriate adjustments. Classes at Victory are no larger than 18 students (with a total student population ranging from 80 – 120). Students earn credit through a time on task model which emphasizes strong attendance and participation. A diploma from Victory High School allows students access to all community colleges, most trade schools and access to the military. Due to smaller class sizes and more individualized attention, students are able to see success both in the classroom and in the school environment. Students interested in attending this program should meet with their counselor first. The program offers a curriculum that is personalized and contains work study and work experience components as well. In order to graduate from Victory High School, students must earn 200 credits. Qualifications for enrollment are that you are a Junior or Senior and at least 16 years of age. Please note: this program does not meet the UC/CSU AG requirements. See website for further information: <http://vhs.rocklinusd.org/>.

Age/Grade Requirement: Students must be 16 years of age, a junior or senior, and a Rocklin resident.

Rocklin Alternative Education Center (RAEC) Vision Statement Rocklin Alternative Education Center will build a community of active learners in grades K12 by providing pathways for students to succeed in higher education, enter the workforce, and be a valued community member. Rocklin Alternative Education Center will enable students to become competent, self-motivated, lifelong learners by providing a student centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the School. Mission Statement The mission of Rocklin Alternative Education Center, a unique, innovative, and collaborative K-12 educational community, is to ensure our students become academically, socially, and emotionally balanced, discover their passion for lifelong learning, and thrive individually. Rocklin Alternative Education Center is distinguished by the following: • academic rigor with flexible pathways for college and career readiness • highly qualified staff dedicated to identifying and addressing individual student needs • friendly, safe, small classroom environments • recognition and celebration of our students' unique potential Motto Believe, Achieve, Succeed We believe that ALL students can learn and are worthy of respect. The independent study program helps students maximize their potential. The goal of the instructional staff is to meet the unique personal and educational needs of each student including those who may have been unsuccessful in a previous educational setting. RAEC operates differently than the comprehensive high school to provide a true alternative. The Supervising Teachers focus on student-centered instruction that provides pathways for a diverse student population to acquire the skills of the core curriculum. The Supervising Teachers continually assess the personal and academic needs of students and make appropriate adjustments. This program provides a variety of experiences to aid the student's transition into the community and prepare the student for his/her college or career choices. Your Mission – work hard, learn and relearn the curriculum, stay organized and focused, and you will achieve great things. . Further information can be found on the school website at: [Rocklin Alternative Education Center](#)

General Education Diploma (GED) is an option available through Roseville Adult Education and is the equivalent to a high school diploma. A certificate is awarded when each of the five timed tests in different subject areas is passed. The subject tests include: Writing, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. The GED may be taken by a California resident or a member of the armed forces assigned to this state who meets any one of the following criteria:

- Candidate is 18 years of age or older within 60 days of their birthday.
- Candidate is no longer in school, but had they remained in school, it is within 60 days of when their class would have graduated.
- Candidate is 17 years, 10 months of age and has been out of school for at least 60 consecutive days, and they can provide a letter of request for the test from the military, a post-secondary educational institution, or a prospective employer.
- Candidate is 17 years of age and began the GED test battery while incarcerated in a California state or county correctional facility.

California High School Proficiency Exam (CHSPE) is an equivalency option provided by the State Department of Education. Each person who passes the CHSPE is awarded a Certificate of Proficiency, which is equivalent by law **in the state of California** to a high school diploma. In this case, the high school **does not issue a diploma**.

The CHSPE may be taken by persons who are 16 years or older on the day of the exam. Persons who are younger than 16 may also take the test if they have completed a year of enrollment in the 10th grade or will complete a year of enrollment in the 10th grade at the end of the semester in which the next regular test date falls. Passing the test does not exempt a student from required school attendance unless the examinee has also reached their 16th birthday and has presented verified parental permission. The CHSPE is given three times each year, once in October, March and June. Results are mailed to the school and the student approximately 5 – 6 weeks after the testing date. Additional information may be found at <http://www.chspe.net>.

THE COLLEGE & CAREER CENTER

<http://whs.rocklinusd.org/Counseling/College--Career-Center/index.html>

The College & Career Center provides information and support for colleges, career opportunities, scholarships, community service, employment, tutoring and much more. The College & Career Center maintains a library of current college catalogs and directories, websites and a web-based college and career search program. Other resources include military recruitment information, SAT and ACT registration and job placement. Workshops on college application, financial aid and college placement testing are offered. As part of the Placer County Foothills High Schools Consortium, the College & Career Center hosts a College Night at Rocklin High School. More than 200 colleges from across the state are invited to showcase their schools during a one-night event in the fall.

How can students and parents use the College & Career Center? Parents and students are welcome to access all of the resources in the College & Career Center. Appointments can be made to visit with the Career Techs and drop-ins are welcome. The College & Career Center is open before school, during breaks, lunch, or after school. Classes visit the College & Career Center for specific lesson plans or for general information. Groups are invited to the College & Career Center for presentations from college reps or career topics. The College & Career Center web pages (listed above) offer information and links to valuable college and career resources.

Community Service: Students must complete **25 hours** of community service. This requirement will be met through clubs, athletic teams, or individually on a community service project throughout the year. See the College & Career Center for more information. All WHS students are required to meet this graduation requirement to earn their diploma. Students who complete 150 or more hours of service will be recognized for Distinguished Community Service.

WORK PERMITS

By state and federal law, all students under age 18 must have a valid work permit to be employed (including vacations and summer break). In accordance with the State Education Code 49164, students are required to be in good academic standing and good citizenship. This will be defined by having **no more than (2) No Marks at the most recent Quarter Grade or Semester Report Card and having discipline and attendance records signed off by administration.** If work permits are denied for not meeting the grade requirements, students and/or parents can have their application reviewed with administration for a possible probationary authorization on a case by case basis.

Students may obtain a "Request for Work Permit" in the College and Career Center or on the WHS website. The student, parent and employer must complete all information requested. Work permits will be issued within two days after the completed request has been submitted.

Work permits are issued for up to one year and expire every August despite what time of year the initial request was granted.

Permits may be revoked at any time if attendance, grades and graduation requirements are not being met.

Armed Services Vocational Aptitude Battery (ASVAB): This is a multiple aptitude test offered free of charge by the Department of Defense. The ASVAB can be used to estimate how well students perform in the following occupations: mechanical and crafts, business and clerical, electronics and electrical, health, social and technology. Contact the College & Career Center for date and time the test is to be given.

COUNSELING CENTER SERVICES

<http://whs.rocklinusd.org/Counseling/index.html>

Back to School Night
Career Center
College Application Assistance Workshops
College Financial Planning Night
College Representative Fair
College/Career Counseling
Computerized College/Career Searches
Counseling for Students-At-Risk
Grade Level Information Nights for Parents
Incoming Freshmen Orientation/Showcase Night
Lending Library for College Students

Mid- Year Intervention
Parent Teacher Conferences
Peer Counseling
Peer Conflict Mediation
Career Technical Education (CTE)
Rocklin Alternative Center Information
Scholarship Information/Search Tools
School Psychologist
Speech Therapist
Standardized Testing Services
Transcripts

STUDENT ACTIVITIES

Activities

Basic Requirements for Participation in Student Activities: Whitney High School offers an extensive extracurricular activity program. It is the intent of this program to offer the students the opportunity to develop skills and talents in a healthy and constructive way outside the normal classroom setting. Involvement in extracurricular activities places a student in the role as a representative of WHS. Whitney High School expects him/her to maintain high moral, ethical, health and academic standards. Please visit the above school website to view a list of current activities available.

ATHLETICS

<https://www.whitneyathletics.com/>

Please refer to the Athletic Handbook for more details regarding student participation in athletics. This handbook is available at the Assistant Principal's Office.

FALL	WINTER	SPRING
Cross Country (B/G)	Basketball (B/G)	Baseball
Dance	Dance	Golf (B)
Flag Football	Sideline Cheer	Lacrosse (B/G)
Football	Soccer (B/G)	Softball
Golf (G)	TCC (Comp Cheer)	Stunt
Sideline Cheer	Wrestling (B/G)	Swimming & Dive (B/G)
Tennis (G)		Tennis (B)
Volleyball (G)		Track & Field (B/G)
Water Polo (B/G)		Volleyball (B)

NCAA

NCAA Initial Eligibility Requirements: High school athletes who plan to participate on NCAA Division I or II college athletic teams need to be aware of the specific courses and SAT/ACT test scores that meet NCAA Eligibility Requirements. These requirements differ from the WHS graduation and college/university admission requirements. It is the student's responsibility to verify that high school courses taken meet the NCAA core course requirements. Please note: NCAA requirements are not the same as the CSU or UC requirements. Find complete information at www.eligibilitycenter.net.

Course

Descriptions

***Course offerings are subject to change
based on student enrollment***

For the most current information, please visit our website:

<http://whs.rocklinusd.org/Counseling/index.html>

CAREER AND TECHNICAL EDUCATION (CTE) PATHWAYS

<http://whs.rocklinusd.org/CTE/index.html>

The Whitney High School Career and Technical Education Pathways offer students a unique perspective into a field of study that they might want to pursue upon their graduation from Whitney. The classes listed below adhere to the CTE guidelines set forth by the California Department of Education. Students completing the pathway will have the opportunity to achieve specific competencies in that area of study, earn a program certificate and/or pre-apprenticeship certification, develop an industry specific portfolio, display a special graduation cord, obtain an internship with a local business or on campus, travel to conferences and/or competitions, receive college credit (dual enrollment) in some classes, and establish a professional online presence. No matter what your future holds (four year college, junior college, trade school, or career), set yourself apart from the crowd and take part in the Whitney CTE pathways.

All CTE students can complete a pathway (3-4 consecutive classes in a program of study) and still easily qualify for admission into an University of California institution or a California State University. Please see the counseling department for exact specifications regarding your schedule, but an example four-year course of study is shown below:

CSU - UC Bound Student				
	9th Grade	10th Grade	11th Grade	12th Grade
1	Language Arts 1	Language Arts 2	Language Arts 3	Language Arts 4
2	Integrated Math 1	Integrated Math 2	Integrated Math 3	Fourth Year of Math
3	Physical Education	Physical Education	Physical Education	VAPA
4	Biology	Chemistry	Physics	Fourth Year of Science
5	Geography	World History	US History	Government/Economics
6	Foreign Language 1	Foreign Language 2	Foreign Language 3	Elective
7	Health	Elective	Elective	Elective
8	CTE 1	CTE 2	CTE 3	CTE 4 (internship)

Pathways Available

- [Building Industry Technology Academy](#)
- [Business Management](#)
- [Childhood and Adolescent Development / STARS](#)
- [Culinary Arts](#)
- [Graphic Design and Communications](#)
- [Publications Design, Multimedia and Photojournalism](#)
- [Broadcast Journalism / Film Production / Live Sports TV](#)
- [Sports Medicine](#)

Completion of a pathway will help students prepare for a variety of avenues upon their graduation from Whitney including, but not limited to: four year college, junior college, trade schools, and career fields. Students completing a CTE pathway will have the opportunity to achieve the following during their tenure at Whitney High School:

- Specific competencies in that area of study
- Earn a program certificate and/or pre-apprenticeship certification
- Develop an industry specific portfolio
- Display a special graduation cord
- Obtain an internship with a local business or on campus department
- Travel to conferences and/or competitions
- Receive college credit (dual enrollment) in some classes
- Establish a professional online presence

ARCHITECTURAL AND STRUCTURAL ENGINEERING

FOUNDATIONS OF CONSTRUCTION (BITA I)

Grade Level: 9-10

Prerequisite: None

Requirements Met: WHS Technology	UC/CSU Approved "G"
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In year one of the Building Industry Technology Academy, students gain basic construction skills in the following areas: use of hand tools, machine tools operation, types of construction materials used in the industry, construction and organizational operations, sub-flooring, framing, roofing, blueprint reading, and construction-specific math.

CRAFTSMANSHIP AND CONSTRUCTION TECHNOLOGY (BITA II)

Grade Level: 10-11

Prerequisite: Foundation of Construction (BITA I)

Requirements Met: WHS Technology	UC/CSU Approved "G"
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Year two provides the students an opportunity to explore various trades in more depth using construction labs and student-directed activities facilitated by the instructor. Students can explore all of the lab activities or pursue advanced levels in an area of interest. All students study electrical in the course of year two. The trade areas explored include concrete, masonry, surveying and site prep, HVAC, plumbing, drywall, painting, and tile. Students will also be incorporating CAD software (Fusion 360, RhinoCAM, Mosaic) for the design of the structures and use of industry level CNC machinery.

ADVANCED CONSTRUCTION (BITA III)

Grade Level: 11-12

Prerequisite: Foundation of Construction (BITA I) and Craftsmanship and Construction Technology (BITA II) and instructor approval

Requirements Met: WHS Technology

This course is designed to introduce the student to the build environment, students will be exposed to building industry: trends, organizations, construction processes, contracting laws, regulations, business aspects and career pathways. This course will provide instruction and assignments centered on basic home building process i.e. Property/house selection, permits, site preparation, foundation, framing calculation and characteristics of materials, carpentry, framing, basic electrical wiring, plumbing, measurement systems, and the safe use of hand/ power tools. The goal is to expose the student to each of these areas of study while applying a method or technique through project based learning. Dual Credit (Pending): While enrolled in BITA 3 at Whitney, you have the opportunity to dual enroll in CET 0005 Introduction to the Built Environment at Sierra College. At the completion you will have earned 3 college units through Sierra College which are transferable to a CSU and can also be used as 1 of 3 required courses to earn the Sierra College Certificate in Basic Construction. During the first part of the class all you have to do is fill out a form to register for CET 005 and pass BITA 3 to earn the credits. CET 0005 is transferable to CSU.

ARCHITECTURAL DESIGN (BITA IV)

Grade Level: 10-11

Prerequisite: Foundation of Construction (BITA I)

Requirements Met: WHS Technology

Architectural and Structural Engineering provides learning opportunities for students interested in preparing for careers in such areas as architecture, industrial design, and civil engineering. how architecture is shaped by history and the significant events in the history of structural engineering, theoretical, practical, and contextual issues that influence design, the relationship between architecture and the external environment, the mechanics and properties of structural materials, the methods used to analyze simple structures, the use of computer-aided drafting and design (CADD) in developing architectural designs, how to systematically complete an architectural project, methods of creating written and digital portfolios, and the effective use of architectural and structural equipment.

ENGINEERING DESIGN (BITA IV)

Grade Level: 11-12

Prerequisite: Foundation of Construction (BITA I) and Architectural Design

Requirements Met: WHS Technology

Engineering Design provides learning opportunities for students interested in preparing for careers in the design and production of visual communications. Students plan, prepare, and interpret drawings and models through traditional drafting or

computer-aided drafting and design (CADD) techniques. The historical and current events related to engineering and design and their effects on society, use of engineering design equipment, measurement systems applied to engineering design, proper projection techniques to develop orthographic drawings, object-editing techniques and CADD programs, applying proper dimensioning to drawings, sectional view applications and functions, tolerance relationships between mating parts, inserting text into a drawing, sketching processes used in concept development, and creating written and digital portfolios.

INTERNSHIP AND CONSTRUCTION TECHNOLOGY (BITA IV)

Grade Level: 12

Prerequisite: Foundation of Construction (BITA I), Architectural Design and Engineering Design or Foundation of Construction (BITA I), Craftsmanship and Construction Technology (BITA II) and Advanced Construction (BITA III) and instructor approval

Requirements Met: WHS Technology

Fundamentals of residential framing both conventional and green energy efficient techniques involving layout and construction to include: exterior and interior walls, ceilings, roof systems, stair designs and installation. Major lab project: framing a project in the community. Includes use and practices of materials and codes related to California Green Technology and "Net Zero Energy" policies. (CSU) Dual Credit: While enrolled in BITA 4 at Whitney, you have the opportunity to dual enroll in CET 0005 Introduction to the Built Environment at Sierra College. At the completion you will have earned 3 college units through Sierra College which are transferable to a CSU and can also be used as 1 of 3 required courses to earn the Sierra College Certificate in Basic Construction. During the first part of the class all you have to do is fill out a form to register for CET 0022 and pass BITA 4 to earn the credits. CET 0022 is transferable to CSU.sports

Dual Enrollment BITA III

Prerequisite: Teacher approval

Requirements Met: WHS Technology

CET 0005. Introduction to the Built Environment

Units: 3

Formerly known as CTR 45

Hours: 54 lecture

Introduction to the building industry: trends, organizations, construction processes, contracting laws, regulations, business aspects and career pathways. (CSU)

BUSINESS MANAGEMENT

BUSINESS I (INTRODUCTION TO BUSINESS)

Grade Level: 9-10

Prerequisites: None

Requirements Met:	WHS Technology	UC/CSU Approved "G"
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A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. The course demonstrates how these influences impact the primary areas of business and consumer behavior. Students have the opportunity to join the Future Business Leaders of America where they can build on their leadership skills, participate in business competitions, and travel.. Introduction to Business is the first course in the Whitney High School business pathway.

BUSINESS II (SPORTS AND ENTERTAINMENT MARKETING)

Grade Level: 10-12

Prerequisites: Introduction to Business

Requirements Met:	WHS Technology	UC/CSU Approved "G"
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Students will learn the marketing basics applicable to all businesses and then focus on the Sports and Entertainment industries. Students will focus on arranging athletic events at the high school level through professional sports. Topics included in the course are marketing basics, sports and entertainment economics, target markets, sports distribution, supply and demand, and promotion. This is the concentrator course for the Business Management Pathway.

DUAL ENROLLMENT BUSINESS III (EMPOWERING ENTREPRENEURS) (BUS 0159)

Grade Level: 11-12

Prerequisite: Introduction to Business and Accounting

Requirements Met:	WHS Technology	UC/CSU Approved "G"
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Entrepreneurship will teach the necessary skills and approaches to successfully evaluate and create new business opportunities. Emphasis is placed on projects and activity based learning. Students will engage in team building and collaborative activities, with the intent of increasing career and college readiness. Students will explore the complex tasks, expectations, and restrictions of individuals engaged in entrepreneurial activities. Students will progress through different methods for developing business ideas, the processes of starting a business, the acquisition of resources, and the key components of a business plan. Students have the opportunity to join the Future Business Leaders of America where they can build on their leadership skills, participate in business competitions, and travel.

Sierra College Description: BUS 0159. Essential Skills - Soft Skills for a Changing World Units: 2 Hours: 36 lecture Interactive lessons designed to teach college students, adult learners, and workforce development representatives the transferable skills all modern workers need for success in our global economy. Topics include: Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Entrepreneurial Mindset, Empathy, Resilience, Self-Awareness, Innovation and Creativity and Social/Diversity Awareness. (CSU)

COMPUTER SCIENCE

COMPUTER SCIENCE I

Grade Level: 9-10

Prerequisite: None

Requirements Met:	WHS Technology
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This is a yearlong introductory high school course designed to introduce problem solving and exploration of computer science. Topics covered included are: human computer interaction, web design, programming, data analysis, robotics and video game design. Other aspects may include app development, VR and 3D printing.

COMPUTER SCIENCE II

Grade Level: 10-12

Prerequisite: Computer Science 1 or teacher approval

Requirements Met:	WHS Technology
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Computer Science II is designed to continue the development of problem solving, computational thinking and the understanding of logic as it applies to the field of Computer Science. Students will engage in the creative aspects of the field and have the opportunity to create projects based on their interests. The major topics covered in this course are computer programming, cybersecurity, physical computing/robotics and computer hardware. This course is designed for the student that is interested in exploring careers in the field of computer science.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grade Level: 10 – 12

Prerequisite: Completion of Integrated Math 2 or teacher approval

Fee: College Board testing fee (\$TBA)

College Articulation: CSU Sacramento/CSC 010, 3 Units (CSU Sacramento ACE fee)

Requirements Met:	WHS Mathematics OR WHS Technology	UC/CSU Approved “G”
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night). AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Students should be comfortable with a blended model of online and in-class materials that incorporates peer teachers.

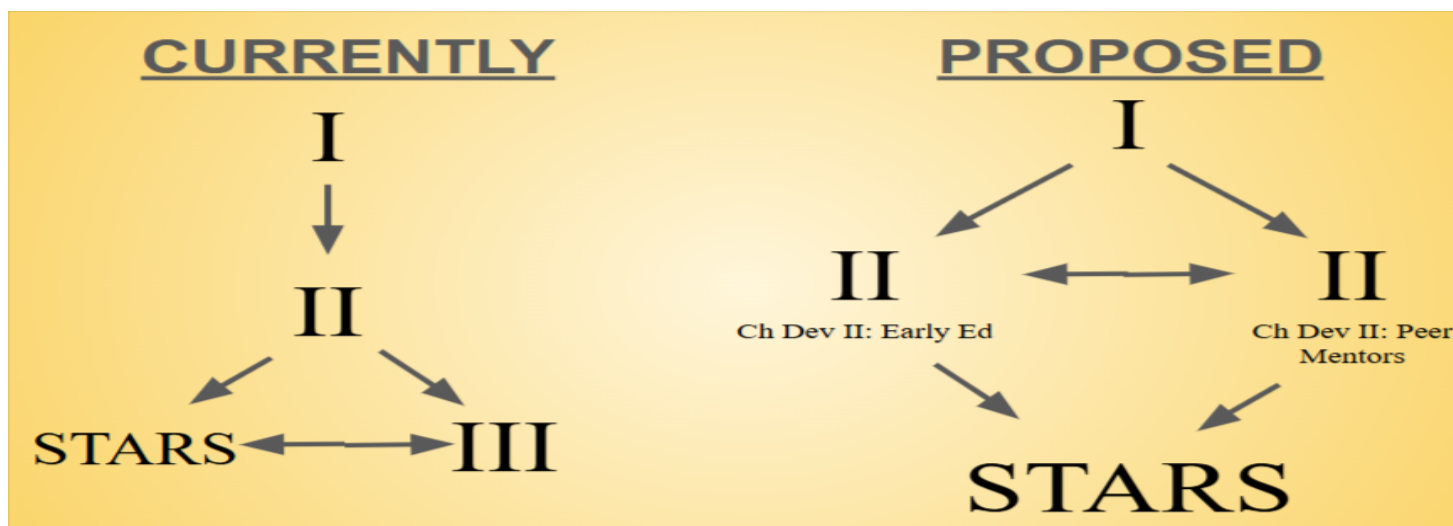
COMPUTER SCIENCE III

Grade Level: 11-12

Prerequisite: Computer Science I and AP Computer Science Principles or Computer Science II

Requirements Met:	WHS Technology
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Computer Science III is offered to Junior and Senior students and serves as the capstone course for the Computer Science Pathway. This course will be structured in a seminar format and will focus on core content areas of Computer Science including, but not limited to, computer programming, computer hardware and networking, physical computing and robotics, and cybersecurity. Students may also have the opportunity to participate in job shadowing opportunities as well as industry certification exams.

**CHILDHOOD AND ADOLESCENT DEVELOPMENT I****Grade Level:** 9 (*other grade levels per teacher approval)**Prerequisite:** None.**Project ownership requires a monetary contribution of \$40.**

Requirements Met:	WHS Elective or WHS Technology	UC/CSU Approved "G"
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Childhood and Adolescent Development is a Career Technical Education course, which provides students the opportunity to study the physical, cognitive, language, social, and emotional developmental stages of children from conception through infancy. Students will study topics such as brain development, families and parenting, prenatal development, developmental milestones from birth through preschool-age, health and safety issues, guidance and discipline, cultural diversity, child care, education, children with special needs, and career decisions. This course provides a solid foundation for any career that involves working with children.

Child Development 2: Early Education**Grade Level:** 10-11**Prerequisite:** Childhood and Adolescent Development I**Project ownership requires a monetary contribution of \$40.**

Requirements Met:	WHS Elective or WHS Technology	UC/CSU Approved "G"
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Childhood and Adolescent Development II, is a Career Technical Education course, which provides students the opportunity to study the physical, perceptual, cognitive, personality, and language developmental stages of children from preschool-age through adolescence. It includes the principle theories of development, their interrelatedness, and their application. In addition, students will study topics such as developmental milestones from preschool-age through adolescence, health and safety issues, children with special needs, and career decisions. Students who enroll in Childhood and Adolescent Development II will gain knowledge in the fields of child development, child psychology and career readiness.

Child Development 2: Peer Mentors**Grade Level:** 11-12**Prerequisite:** Grade of "A" or higher in Childhood and Adolescent Development I, and an application.**Project ownership requires a monetary contribution of \$40.**

Requirements Met:	WHS Elective or WHS Technology	UC/CSU Approved "G"
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Childhood and Adolescent Development II: Peer Mentoring, is a Career Technical Education course, which provides students an opportunity to explore teaching in Special Education. This course serves as a capstone course option for students who are in their third or fourth year of the Child Development & Education CTE pathway. Students enrolled in the course will receive ongoing training and guidance to develop their skills as peer mentors in the Independent Living Skills program. This training and guidance will be developed and implemented by the Child Development and Special Education instructors and will include emphasis in professionalism and decorum, confidentiality, disability awareness, safety protocols, and classroom management, such as behavior and reinforcement strategies.

STARS - STUDENTS TEACHING AND REACHING STUDENTS

Grade Level: 11-12

Prerequisite: Childhood & Adolescent Development I, application, interview, and selection process.

Internship Included: Yes (2 period class)

Requirements Met:	WHS Elective or WHS Technology	UC/CSU Approved "G"
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STARS is a Career Technical Education course where students are placed in a Rocklin Unified elementary school classroom and work as a peer teacher throughout the year. STARS is offered to Junior and Senior students and is the capstone course for the Child Development & Education Pathway. Students study positive interactions and guidance techniques and developmentally appropriate practices and curriculum activities. Students will also study education as a profession and a field of study, California content standards and frameworks, teacher performance standards, theories of human development and implications for a classroom, principles of teaching and learning, principles of team-building and creating a positive school climate, philosophies of education and leadership, exceptional student issues, controversial issues in education, and job-seeking skills. Once trained, students are assigned a classroom at a school within our district where they participate in an internship allowing students to apply their learning in authentic situations and reflect on their own teaching practices. Upon completion, students will finish the year with over 100 hours of practical Elementary Peer Teaching experience and a portfolio with a resume, references, and work samples. Students must provide their own transportation to and from the assigned school site.

DUAL ENROLLED COURSES: Sierra College

EDU 0007 - Tutoring Elementary Students in Reading Hours: 90 (36 Lecture, 54 Laboratory) Units: 3

EDU 0010 - Introduction to Elementary Education with Field Experience Hours: 90 (36 Lecture, 54 Laboratory) Units: 3

FOOD SERVICE AND HOSPITALITY

CULINARY I (BEGINNING FOODS)

Grade Level: 9-12

Prerequisite: None

Requirements Met:	WHS Elective or WHS Technology
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This is a comprehensive course designed to introduce students to the nutrient value, appetite appeal, social significance and cultural aspects of food. Students will participate in cooking labs, as well as a variety of classroom activities. Emphasis will be on reading recipes, measuring accurately, and food preparation. Basic food science principles will be introduced. Kitchen safety and sanitation; proper use of equipment; essential job skills in the food industry will be reinforced as well.

CULINARY II (BAKING & PASTRY CAREERS)

Grade Level: 10-12

Prerequisite: Culinary I or teacher approval

Requirements Met:	WHS Elective or WHS Technology
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This course is designed to prepare students for the specific entry-level skills needed to excel in this exciting career within the foodservice industry. Students will learn the culinary skills that are foundational to baking and patisserie including breads, specialty breads, hot and cold plated desserts, cakes, chocolate work, and pastries. School to career business lessons will help prepare students for a successful transition into postsecondary education or career exploration. Students who complete the program will have met the California Food Handlers Card requirement for safe food handling. Jobs in this specialty area include: Executive pastry chef, bread and pastry bakers, dessert specialists, catering specialists, patisserie specialists, institutional and cafeteria baker, and gourmet specialty baker. With a Certificate of Completion, the student will be prepared to meet the demands that employers want and need.

CULINARY III (FOOD SERVICES AND HOSPITALITY OCCUPATIONS – WILDCAT CAFÉ)

Grade Level: 11-12

Prerequisite: Culinary I and II or teacher approval

Requirements Met:	WHS Elective or WHS Technology
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This advanced culinary course teaches entry level skills for hospitality including: professional knife skills, preparation of quality fresh food, customer service and teamwork. Additional study areas will include safety and sanitation, use and care of commercial equipment, management of food establishments, and food service standards. Working in the Wildcat Café periodically during lunch is required because it provides students with specific hands-on skills in this industry. As a capstone project, students will work in groups to design and present their own restaurant concept. Students who complete the program will have met the California Food Handlers Card requirement for safe food handling. Jobs in this specialty area include: Restaurant owner, Executive Chef, Food & Beverage Manager, Banquet Manager, Director of Menu Development, Director of Purchasing, and Caterer. With a Certificate of Completion, the student will be prepared to meet the demands that employers want and need.

GRAPHIC DESIGN & TECHNOLOGY

GRAPHIC COMMUNICATIONS I

Grade Level: 9-12

Prerequisite: None

Project ownership requires monetary contribution of \$30

Requirements Met:	WHS Technology (Applied Science) or VAPA	UC/CSU APPROVED "F"
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Desktop publishing and graphic design will be emphasized in this hands-on class. Students will be introduced to a variety of design categories, digital media, and careers: advertising, publication design, posters, photo manipulation, illustration, and more. An emphasis is placed on an introduction to the elements and principles of design, color theory, and typography utilized for visual communication. Using graphic design, students will be exposed to the skill of visual communication to represent ideas or concepts. Students will be given the opportunity to explore the design process and; using critical thinking skills, find creative visual solutions while designing many of their own projects. Software training includes use of Adobe Illustrator and Photoshop. Project ownership requires monetary contribution of \$30.

GRAPHIC COMMUNICATIONS II

Grade Level: 10-12

Prerequisite: Graphic Communications I or extensive portfolio of work presented to teacher for approval

Project ownership requires monetary contribution of \$30.

Requirements Met:	WHS Technology (Applied Science) <u>OR</u> VAPA	UC/CSU APPROVED "F"
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Graphic Communication II builds on skills learned in Graphic Communications I by emphasizing skill development in desktop publishing, graphic design, and professional printing. Students will continue to explore the design process and find creative visual solutions while having the opportunity to design actual client-based projects for campus programs such as athletics, VAPA, student events/activities, and technology. Students will gain an understanding of the processes and systems common to careers in Graphic Design, Print, Advertising, and Marketing. Emphasis is placed on idea generation, techniques for inspiration, communicating individual creative processes, and evaluation of design (your work and others) for audience, meaning, and effectiveness. Students will also begin to create an online portfolio of their work to showcase their continued learning as they grow individually as designers. Software training includes advanced techniques in Photoshop, Illustrator, and introduction to InDesign.

GRAPHIC COMMUNICATIONS III

Grade Level: 11-12

Prerequisite: Graphic Communications I and II

Requirements Met:	WHS Technology (Applied Science) <u>OR</u> VAPA	UC/CSU APPROVED "G"
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Graphic Communication III provides students with continued understanding of the processes and systems common to careers in Graphic Design, Print, Advertising, Marketing, and more. This graphic design studio style class incorporates on campus, local business, and community client driven projects, which calls for students to think analytically and problem solving real world projects. Emphasis is placed on continuing to strengthen design concepts, spatial reasoning, effective design composition, professional client communication, evaluation of design (your work and others) for audience, meaning and effectiveness, and continuing to develop a professional portfolio to showcase their continued learning. Students will have the opportunity to develop leadership skills, possibility to visit local industry vendors and design studios, and possibility to travel to design conferences or workshops to further fuel the growth and interest of a possible career in the Design Industry. Software training includes advanced techniques in Photoshop, Illustrator, and InDesign. Project ownership requires monetary contribution of \$30.

GRAPHIC COMMUNICATIONS IV**Grade Level: 11-12****Prerequisite: Graphic Communications I, II, and III**

Requirements Met:	WHS Technology (Applied Science) <u>OR</u> VAPA
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Building on skills learned in Graphic Communications III, Graphic Communications IV strengthens understanding of the processes and systems common to careers in Graphic Design, Print, Advertising, Marketing, and more. This graphic design studio style class incorporates on campus, local business, and community client driven projects which calls for students to think analytically and problem solve real world scenarios. Students have the opportunity to reach out to their own community and seek out a freelance client and apply skills such as: working with a designer, developing and maintain a business relationship, constructing a creative brief, and understanding relationships between cost, quality, and time constraints for design and printed materials within the client's budget. Students will have the opportunity to develop leadership skills with the possibilities of being the lead designer in small design groups, possibility to visit local industry vendors and design studios, and possibility to travel to design conferences or workshops to further fuel the growth and interest of a possible career in the Design Industry. Students will continue to develop a professional portfolio to showcase their continued learning to potential clients, employers, or institutions of higher learning. Software training includes advanced techniques in Photoshop, Illustrator, and InDesign. Project ownership requires monetary contribution of \$30.

DUAL ENROLLMENT: GRAPHIC COMMUNICATIONS III/IV DE (AAD52 Publication Design)**Grade Level: 11-12****Prerequisite: Graphic Communications I, II**

Requirements Met:	WHS Technology (Applied Science) <u>OR</u> VAPA
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The dual enrollment class will also get you credit for Sierra College's AAD52 Publication Design and will be taught within Graphic Communication III/IV classes (please read descriptions above). There will be a software focus on InDesign while still utilizing Photoshop and Illustrator. Students will be designing for clients along with exploratory personal design pieces. Over the course of the semester standards and skills will align with the Sierra College course.

Sierra College Course Description: Units:3 //Hours: 90 (36 lecture, 54 laboratory) \Introductory course in use of computer for page layout and composition. Critical application of basic computer operating principles. Emphasis on publication design and the use of type and layout as key elements in graphic communication. Covers importing text and graphics, arranging publication pages, and producing camera ready artwork for reproduction. (CSU)

MEDIA AND DESIGN ARTS

PUBLICATIONS I

Grade Level: 9 - 12

Prerequisite: None

Requirements Met:	WHS Technology <u>OR</u> VAPA	UC/CSU Approved "F"
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Students in this foundational class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography and video, preparation for web production and print readiness for magazine and yearbook. This Career and Technical Education (CTE) course will prepare students for a future in the nationally award-winning Whitney High Student Media program as well as begin to establish career skills in the Arts and Media Entertainment fields.

PUBLICATIONS II

Grade Level: 10-12

Prerequisite: Introduction to publications design and multimedia, Graphic Communications I, Photojournalism I or instructor's waiver by application.

Requirements Met:	WHS Technology	UC/CSU Approved "G"
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In this media production course, advanced publications students are part of Whitney High Student Media. Led by student editors, they produce media for publication by determining its content and design, including the yearbook and magazine as well as a variety of online and multimedia components for digital communication. Students will use cutting-edge graphic design software such as Adobe InDesign and Photoshop and other digital imaging programs to prepare their work for submission to publishing companies. Students will take photographs using a variety of professional-level cameras and apply digital imaging and pre-production skills as well as report, write and design all copy using computers, laptops and iPads throughout this technical and career-prep course. All equipment is provided for student use. Students also gain experience with social media, advertising, marketing, public relations and real-world business skills and have the option to attend trips to national conventions and workshops and earn recognition in state and national student media competitions.

PUBLICATIONS III/IV, PUBLICATIONS PRODUCTION III/IV HONORS

Grade Level: 11-12

Prerequisite: Introduction to publications design and multimedia , Publications II

Requirements Met:	WHS Technology <u>OR</u> VAPA	UC/CSU Approved "G" (Publications III/IV) UC/CSU Approved "F" (Honors)
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Continuing publications students will be expected to fulfill a variety of leadership and management roles as part of Whitney High Student Media. This is a capstone class in which students apply practical skills learned in a leadership role. Students will also be expected to peer coach, edit, plan, and produce student media and school publications as advanced designers, reporters and photographers. The cutting-edge course includes emerging technology, career shadowing opportunities and a wide variety of social media, advertising, marketing and real-world business skills.

DIGITAL MEDIA DESIGN

Grade Level: 11-12

Prerequisite: Introduction to publications design and multimedia, teacher approval

Requirements Met:	WHS Technology (Applied Science) <u>OR</u> VAPA	UC/CSU APPROVED "G"
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Based on successful media and design work in Whitney High Student Media, students can select this elective to pursue a top media management leadership role with special emphasis on serving as an editor of the yearbook, news magazine or news website. Students will develop a plan and work with a department instructor. The course also provides the opportunity to communicate with and shadow local media professionals such as photographers, graphic designers, press operators, printers and others in the industry to coordinate special projects. Editors and students seeking leadership experience are strongly encouraged to enroll in this course, which also counts as the leadership component requirement in order to earn WHS Distinguished Scholar.

PRODUCTION AND MANAGERIAL ARTS - BROADCASTING

BROADCASTING I / DUAL ENROLLMENT (INTRODUCTION TO VISUAL STORYTELLING)

Sierra College: AAD 0079. Introduction to Digital Filmmaking

Grade Level: 9-12

Prerequisite: None

Requirements Met:	WHS Technology <u>OR</u> VAPA	UC/CSU Approved "F"
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This course explores the fascinating world of visual storytelling using a cell phone or a DSLR camera. Also, students can earn THREE FREE COLLEGE CREDITS. If you love telling stories and publishing videos on social media, this course will explain how to shoot, edit, and create high quality visual stories. Students also learn on professional equipment in a TV studio. They gain experience with industry standard video editing software. In the first semester, students learn to use their cell phone or a DSLR camera, to capture video and edit a story that is ready to publish. They also create a commercial, public service announcements, and a short film. In the second semester, they study and practice the elements of broadcast journalism with an emphasis in news gathering, writing, and editing, to create a reporter news package and a sports highlight package. [CLICK HERE](#) to learn more about the Broadcast Program. This is the introduction course for the Broadcast CTE Pathway. If you complete three years of a CTE Pathway, you earn a graduation cord, certificate, and an achievement that you can put on your resume.

BROADCASTING II/III/IV (ADVANCED FILM PRODUCTION)

Grade Level: 10-12

Prerequisite: Broadcasting I or teacher approval, and an application.

Requirements Met:	WHS Technology <u>OR</u> VAPA	UC/CSU Approved "G" (Broadcasting II) UC/CSU Approved "F" (Broadcasting III)
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This course builds on the film production skills learned in the introduction class. Students in this course produce and direct six video projects a year. They can chose to create a: Commercial, Public Service Announcement; Short Film; Movie Trailer; or Music Video. The projects are entered into several regional and national competitions. Students in the program have earned high school Emmy awards and have placed in national film competitions. Projects are used for the commercial break in our daily television show, Unleashed. In addition to video projects, students learn studio jobs to write, direct, and produce an award-winning daily TV show. Unleashed has won the "Best Daily" show in the country several times. All the assignments in this class are aligned with the California Visual and Performing Arts Standards or the California Career Technical Education Model Curriculum Standards. Also, this is a CTE capstone class that is articulated with local colleges. Students who satisfactorily meet the rigorous requirements of this course may receive college credit upon submission of a student reel for review. Those who achieve competency in this course will be prepared to enter a film or television production course at the college level.

BROADCASTING II/III/IV (ADVANCED BROADCAST JOURNALISM)

Grade Level: 10-12

Prerequisite: Broadcasting I or teacher approval, and an application.

Requirements Met:	WHS Technology <u>OR</u> VAPA	UC/CSU Approved "G" (Broadcasting II) UC/CSU Approved "F" (Broadcasting III)
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This course builds on the broadcast journalism reporter and photographer skills learned in the introduction class. Students in this course produce six video projects a year. They can chose to create several different types of feature stories, including: Human Interest; Entertainment; News; and Sports. The projects are entered into several regional and national competitions. Students in the program have earned high school Emmy awards and have placed in national feature story and documentary competitions. Projects are used for the feature story segment, in our daily television show, Unleashed. In addition to video projects, students learn studio jobs to write, direct, and produce an award-winning daily TV show. Unleashed has won the "Best Daily" show in the country several times. All the assignments in this class are aligned with the California Visual and Performing Arts Standards or the California Career Technical Education Model Curriculum Standards. Also, this is a CTE capstone class that is articulated with local colleges. Students who satisfactorily meet the rigorous requirements of this course may receive college credit upon submission of a student reel for review. Those who achieve competency in this course will be prepared to enter a broadcast journalism course at the college level.

SPORTS MEDICINE

SPORTS MEDICINE I

Grade Level: 9-11

Prerequisite: Biology

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedures; soft tissue and bone injuries; causes, symptoms and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with the athletic trainer, physical education instructors and recreational facility managers. Throughout this course, the students' core academic skills and ability to deal with people will be stressed. Units covered include: • Careers in Sports Medicine • Taping and Wrapping • Basic Life Support - CPR/First Aid • Environmental Conditions • Injuries to the Lower Extremities • Injuries to Upper Extremities • Therapeutic Modalities • Training Room Design and Maintenance

SPORTS MEDICINE II

Grade Level: 10-12

Prerequisite: Sports Medicine I

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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This course will build on the concepts taught in Sport Medicine I and the student trainers will begin to interact with the athletic teams to carry out their sports medicine training. Furthermore, students will learn to understand kinesiology (how the body moves), understand exercise physiology (how exercise affects the body), understand principles of exercise training (aerobic fitness, muscle strength, flexibility), recommend safe, effective and well-rounded exercise programs, recognize a minor injury and recommend proper treatment, properly fit equipment, identify and properly apply training room management skills, understand and assist in application of treatment for heat and cold, and understand when to use and how to assist with manual treatments. Students will be expected to carry out tasks outside the traditional classroom environment and school day as they receive the opportunity to work with and be the student trainer for a specific sports team. Units covered include: • Taping and Wrapping • Injuries to the Tissues • Sports Psychology • Drugs and Sport • Nutrition and the Athlete • Legal Considerations and Administration • Assembling First and Aid Kits • Kinesiology • Working in Training Room • Oversee a Fall, Winter, and Spring Sport • Work with Athletes and Coaches • Student Trainer at Sporting Events • Bleeding and Shock • Biomechanics • Injuries to the head, neck and spine

SPORTS MEDICINE III

Grade Level: 11-12

Prerequisite: Sports Medicine I and II

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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Based on successful completion of Sports Medicine I and II, students can select this elective to pursue a top student trainer position with special emphasis on serving as a student trainer at all major athletic events. Students will develop a plan and work with the athletic training staff. The course also provides the opportunity to communicate with and shadow local professionals in the fields of physical therapy and sports medicine to coordinate special projects. Units covered include: • Student Trainer Program • Assigned teams and hours to work • Emergency Preparedness • Physical Therapy • Internship • Mentor Program • Student Teaching in Training Room • Nutrition and the athlete • Strength and Conditioning • Physical Fitness Assessment • Chest and Abdomen injuries • Mental Strength • Sports Economics

Peer Teaching for SPORTS MEDICINE

Grade Level: 12

Prerequisite: Sports Medicine 3

Requirements Met:	WHS Elective	
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Peer Teaching for Sports Medicine is an elective for students who have completed the Sports Medicine pathway and aspire to become peer teachers/mentors for Sports Medicine 1 students. This course emphasizes mentorship, with students working closely with Sports Medicine 1 students. Students will collaborate with Sports Medicine Department staff to gain practical experience by being assigned to specific students and groups. Key topics include biomechanics, emergency preparedness, physical therapy, and future career opportunities. The course also features a mentor program and opportunities for student teaching in the training room.

HEALTH & CONSUMER STUDIES

Health & Consumer Studies

This course meets the WHS Health graduation requirement (5 credits).

HEALTH

Grade Level: 9

Prerequisite: None

Requirements Met:	WHS Health
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This course will provide students with the skills and information needed to develop lifelong, positive, health-related attitudes and behaviors. Topics will include Personal Health, **Nutrition**, **Mental Health**, Drugs and Addiction, and Comprehensive Sexual Education and HIV/AIDS Prevention Education.

CONSUMER ELECTIVES

The following courses will meet the WHS **elective** requirement (50 credits).

LIVING ON YOUR OWN (LOYO)

Grade Level: 11-12

Prerequisite: None

Requirements Met:	WHS Elective
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Living On Your Own (LOYO) is an elective course designed to prepare juniors and seniors for life after high school. Topics covered will include personal finance, household management, basic meal planning and preparation, hand-sewing, goal setting and more.

LANGUAGE ARTS

Language Arts - Staff Directory

Language Arts – Scope & Sequence

The four year Language Arts program allows students to select advanced courses at the 9th, 10th and 11th grade levels. The advanced courses are recommended for students wishing to take AP English as their 12th grade “capstone” course. The program offers several options at the 12th grade level to satisfy the 4th year English requirement for graduation and/or meet UC/CSU admissions requirements. For detailed options, see your counselor.

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
LA I	LA II	LA III	ERWC
Adv. LA I	LA II Honors	AP Lang	AP Lit/Comp
	LA II Honors-Child Lit		Creative Writing

LANGUAGE ARTS I

Grade Level: 9

Prerequisite: None

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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Study will encompass the four areas of communication: reading, writing, speaking, and listening. Students will read both classical and contemporary works (of many genres). Focusing on the writing process, students will write personal narrative essays, informative and argumentative papers. Students will speak in a variety of situations that include group presentations. Students will demonstrate competency in active listening through note taking and other related activities.

LANGUAGE ARTS I – ADVANCED

Grade Level: 9

Prerequisite: Grade of “A” in 8th grade Language Arts class.

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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This is an advanced course that exercises and expands all four realms of language arts: reading, writing, speaking and listening. Literary analysis and criticism will be studied with depth and complexity at an accelerated pace. This course emphasizes extensive independent reading of complete novels with supplementary short stories, poetry, and non-fiction essays. Students will demonstrate their understanding of the texts through a variety of assignments and writing events/projects that emphasize analysis and argument. The expectation for students who choose to enroll in this class is that they are serious four-year college bound students with plans to continue in the Honors/AP pathway. Work habits and academic performance are expected to exceed that of students in the college prep English classes.

LANGUAGE ARTS II

Grade Level: 10

Prerequisite: None

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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This course emphasizes the four major areas of communication: reading, writing, speaking, and listening. The literature based course follows the guidelines set in the curriculum content standards. Students will participate in an extensive reading program selected from a variety of genres. Students will study in-depth and sophisticated nuances as well as the larger meaning of these works. Students will write various types of essays. Students will demonstrate competency in active listening through note taking, research, and other related activities.

LANGUAGE ARTS II – HONORS

Grade Level: 10

Prerequisite: Grade of “A” or higher in 9th grade Language Arts class or LA I Adv. with a grade of “B” or higher

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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Honors Language Arts II is a yearlong college preparation course intended to prepare students for success in AP English classes—even for those students who may be taking an Honors Language Arts course for the first time. This course emphasizes extensive reading of complete novels with supplementary short stories, poetry, and non-fiction essays. Students will demonstrate their understanding of the texts through a variety of assignments and culminating writing events/projects that emphasize analysis, argument, synthesis, and research. In addition, students will have regular opportunities for both small and large group discussions and debates. Honors Language Arts II is an accelerated course designed to challenge

sophomore students with college-level work; therefore, students who enroll in Honors Language Arts II should possess outstanding reading and writing skills.

LANGUAGE ARTS II Honors – Exploration of Child & Adolescent Literature

Grade Level: 10

Prerequisite: Grade of “A” or higher in 9th grade Language Arts class or LA I Adv. with a grade of “B” or higher

-Recommended student be Enrolled in a CTE Child Development Class

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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This course allows students to utilize Language Arts skills to investigate and evaluate the value and purpose of world literature for children and adolescents. Students synthesize their knowledge of the developmental stages of physical, intellectual, social, and emotional (PIES) development with their understanding of appropriate teaching materials and readings for each of the stages (will be addressed in each unit). In addition, students evaluate how familial and cultural influences affect the themes and development of child and adolescent literature and why those themes are crucial to the educational progress of children and adolescents. Students conduct research, closely read and analyze complex texts, evaluate the components of effective child and adolescent literature, create a digital portfolio (e-portfolio) of original work, and maintain a reflective log/notebook

LANGUAGE ARTS III

Grade Level: 11

Prerequisite: None

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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Study will explore American Literature from 1860 to the present. Reading, research, writing, discussion, and projects will guide students to demonstrate their understanding of grammar, literary elements, rhetoric, discourse, and writing structures. Students will also develop an awareness of the connection of themes and their relevance to contemporary issues.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Grade Level: 11

Prerequisite: Grade of “A” or higher in 10th grade Language Arts class or LA II Honors with a grade of “B” or higher

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

Throughout the course, students will develop skills that are fundamental to the discipline of rhetoric. Since students will learn and apply complex skills that adept rhetoricians demonstrate, students will benefit from multiple opportunities to develop these skills in a scaffolded manner. Skills in this course are organized by reading and writing, and students can benefit from opportunities to write about the texts they read and read texts that emulate the kind of writing they want to develop.

Furthermore, throughout the course, students should engage in all stages of the writing process to develop proficiency in course composition skills, to deepen their understanding of writing as a recursive process, and to build their ability to think critically about their own and other's writing in order to make writerly choices. Students' independent work habits and academic performance are expected to exceed that of students in the college prep English classroom. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement, or both depending on the institution's policies.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade Level: 12

Prerequisite: Honors LA/COM III with a grade of “B” or higher and teacher approval

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Language Arts	UC/CSU Approved “B”
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

AP Literature and Composition is an accelerated course (college level) designed for students intending to take the AP test (Literature and Composition) in the spring. Breadth and depth of the reading are the key features of the AP program in English. Students will closely read many complex works from the Greeks to the Moderns in preparation for frequent on-demand writings. Extensive writing assignments will focus on critical analysis skills. This course requires summer reading as assigned by the instructor. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement, or both depending on the institution's policies.

CSU ERWC - (EXPOSITORY READING AND WRITING COURSE)

Grade Level: 12

Prerequisite: None

Requirements Met:	WHS Language Arts	UC/CSU Approved "B"
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The CSU ERWC (Expository Reading and Writing Course) is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking).

Key Principles of an Effective Expository Reading and Writing Curriculum

- The integration of interactive reading and writing processes;
- A rhetorical approach to texts that fosters critical thinking and engagement through a relentless focus on the text;
- Materials and themes that engage student interest;
- Classroom activities designed to model and foster successful practices of fluent readers and writers;
- Research-based methodologies with a consistent relationship between theory and practice;
- Built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts
- Alignment with the California Common Core State Standards for English Language Arts and Literacy.

CREATIVE WRITING

Grade Level: 12

Prerequisite: None

Requirements Met:	WHS Language Arts	UC/CSU Approved "B"
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In this course, students will be developing the skills to effectively make and study prose, drama, and poetry in an intensive workshop atmosphere. Students will be practicing the revision and rewriting process, self and peer editing skill, and the ability to grow from constructive feedback. In each unit, students will be studying the works of a diverse group of poets, authors, and screenwriters then tasked with producing their own creative pieces. Each day, students will have creative writing prompts to write in a journal as a warm-up exercise before diving into the course curriculum for the day. This course is designed to enable students to critically analyze different forms of writing and effective storytelling. Students will be participating in readings with their peers and critique workshops. At the end of the year, students will produce a final portfolio of their creative work.

LEADERSHIP

Leadership

The following courses meet the WHS **elective** requirement for graduation (50 credits).

LEADERSHIP - INTRODUCTION

Grade Level: 9-10

Prerequisite: Students must be selected to the class through an application. Course may be repeated for credit.

Requirements Met:	WHS Elective
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Students in this course will develop leadership and teamwork skills while covering a variety of topics including the core values of the class. Students will practice carrying out leadership traits such as positivity, accountability, respect, commitment, communication, initiative and teach. Students are required to work outside of class time according to the needs of the class. Students must maintain a 3.0 GPA throughout the year in order to participate in this class.

LEADERSHIP

Grade Level: 9-12

Prerequisite: Students must be elected to an office, appointed to a commissioner position or apply to be in the class. Course may be repeated for credit.

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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Students in this course will develop leadership and teamwork skills while covering a variety of topics including the core values of the class. Students will practice carrying out leadership traits such as positivity, accountability, respect, commitment, communication, initiative and teach. Students are required to work outside of class time according to the needs of their position. Students must maintain a 3.0 GPA throughout the year in order to participate in this class.

PEER COUNSELING

Grade Level: 10-12

Prerequisite: Application, interview and selection process. Students must maintain a 3.0 GPA. Course may be repeated for credit.

Requirements Met:	WHS Elective
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The Peer Counseling class provides students with the opportunities to learn communication and support skills. They will use these skills to support students and the WHS counseling program. Our expectation is that students will maintain good academic standing. **Meetings and class attendance are mandatory.**

PEER TEACHING

Grade Level: 11-12

Prerequisite: Application, interview and selection process. Students must maintain a 3.0 GPA (3.5 in teaching subjects). Course may be repeated for credit.

Requirements Met:	WHS Elective
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This class is for students who would like to share their knowledge with their peers. It will be a wonderful opportunity for those students who have an interest in tutoring, and/or a teaching career. Students will work with students who have been identified with a need for academic support on and off the WHS campus. The next level of this course would be to take the R.O.P. Careers in Education course.

TEACHER'S/OFFICE/LIBRARY ASSISTANT**Grade Level: 11 – 12****Prerequisite: Must have teacher and parent authorization. (May request course once between Junior or Senior year)**

Requirements Met:	WHS Elective
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Teacher's assistants will work closely with assigned teacher to complete various classroom duties which may include but are not limited to: filing, data input, grading papers, assisting students, posting bulletin boards, office deliveries, etc. Students must have good attendance, be in good academic standing, and be reliable.

As a library aid students will be expected to perform the following tasks: re-shelve library books in proper Dewey sequence, assist at the front desk checking in/out library books and textbooks, help students locate books, straighten up library chairs, read library shelves to ensure books are in proper Dewey sequence, textbook inventory counts, and occasional other duties assigned by the librarians. Students must have good attendance and maintain confidentiality.

Students wishing to be an office aide will be expected to perform a variety of office tasks which may include filing, classroom deliveries, alphabetizing, etc. Students must have good attendance, be in good academic standing, and be extremely responsible. Students working in the office must maintain confidentiality and take the initiative to be a self starter.

SENIOR MENTOR**Grade Level: 12****Prerequisite: Application and selection process**

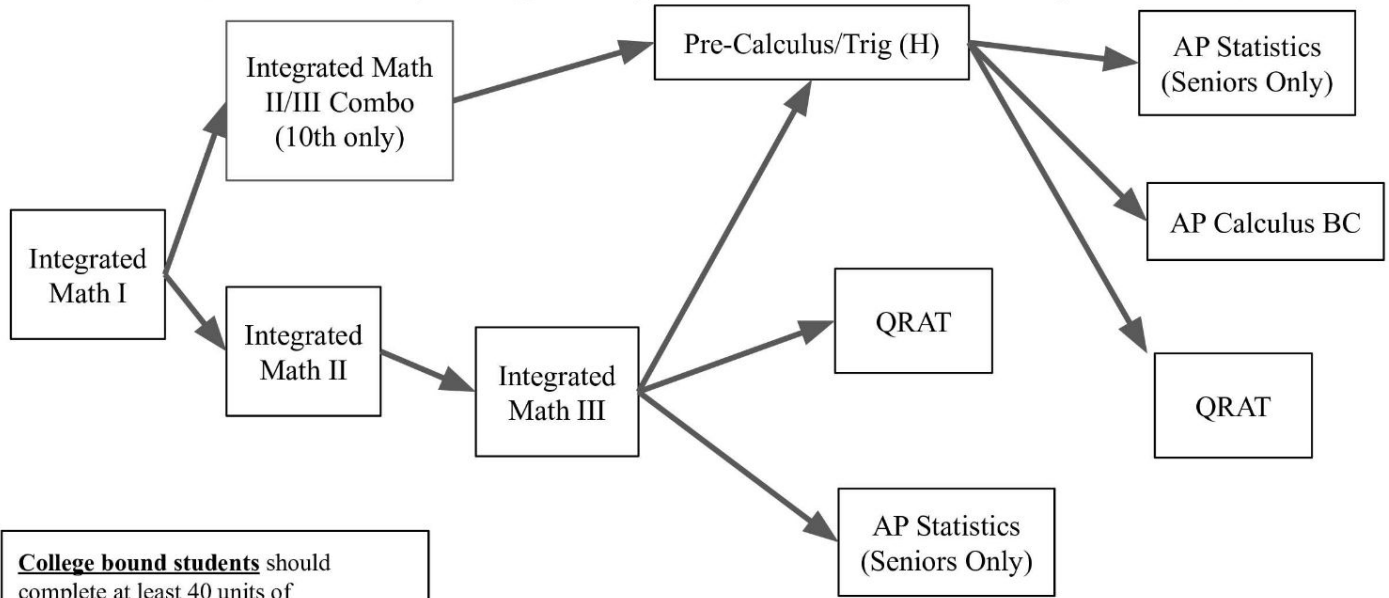
Requirements Met:	WHS Elective
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This class is for seniors that would like to mentor and provide a positive role model for freshmen students. Mentors will work with small groups of students in Language Arts classes providing freshmen with basic instruction relating to academic success, school culture and tutorial time. Mentors will provide the tools and knowledge to assist freshmen to succeed in high school. This class requires a semester-long commitment to the assistance of the freshman.

MATHEMATICS

Mathematics Scope and Sequence

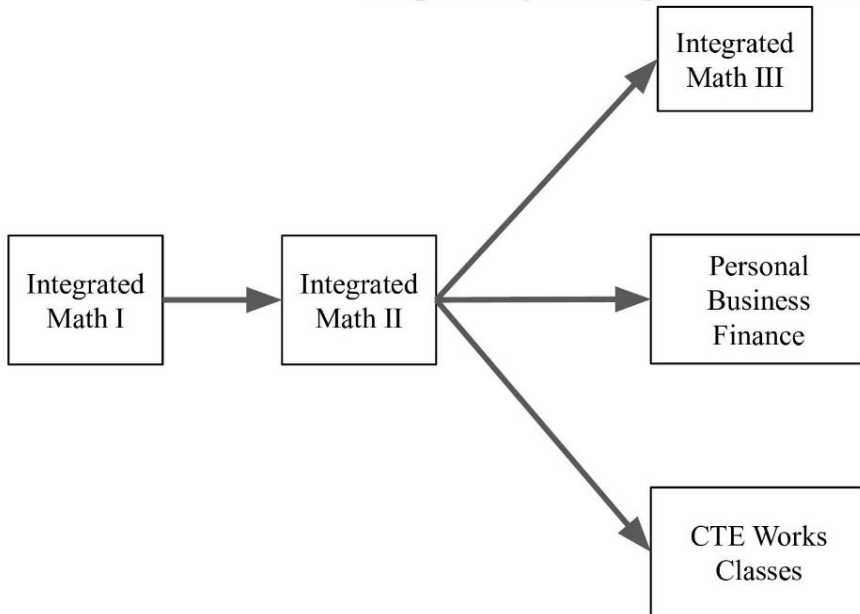
Preparatory for four-year College or University (or community college with plans to transfer to a four-year school)



College bound students should complete at least 40 units of college-prep math and should be enrolled in one of the above courses all four years of high school.

Sophomores and Juniors may enroll in AP Statistics if they meet the prerequisites (Integrated III) and are concurrently enrolled in another advanced math course.

Mathematics Scope and Sequence Preparatory for High School Graduation



WHS Math for Parents Website



High school graduation requires 30 credits completed at the high school level. All students must complete through Integrated Math II.

Please refer to the CTE Course Descriptions for a complete list of courses that meet the math elective graduations requirement.

INTEGRATED I**Grade Level: 9-12****Prerequisite: None**

Requirements Met:	WHS Mathematics	UC/CSU Approved "C"
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This course is the entry-level mathematics course at WHS. Topics covered include functions, transformations, modeling two variable data, sequences, systems of linear equations, congruence, coordinate geometry, exponential functions, and inequalities.

INTEGRATED II**Grade Level: 9-12****Prerequisite: Integrated I.**

Requirements Met:	WHS Mathematics	UC/CSU Approved "C"
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This course is for students who have completed Integrated I. Topics covered include, reasoning, angles, similarity, right triangles, probability, trigonometry, factoring, quadratic functions and equations, proof, quadrilaterals, polygons, circles, inequalities, functions, and solids.

INTEGRATED II/III**Grade Level: 10 (district requirement)****Prerequisite: A grade of "A" both semesters in Integrated I.**

Requirements Met:	WHS Mathematics (2nd year)	UC/CSU Approved "C"
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This course is for students who have completed Integrated I. Topics covered include, reasoning, angles, similarity, right triangles, probability, trigonometry, factoring, quadratic functions and equations, proof, quadrilaterals, polygons, circles, inequalities, functions, and solids. All the concepts in Integrated III will be covered.

MATHEMATICS ELECTIVES

The following courses meet the WHS **Mathematics Elective** graduation requirement. Students must complete 30 credits of mathematics and complete at least through Integrated II. Students must be enrolled in a Mathematics course in grades 9-11. It is recommended that college-bound students enroll in a 12th grade UC/CSU approved "C" math course.

INTEGRATED III**Grade Level: 10-12****Prerequisite: Integrated II**

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved "C"
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This course is for students who have completed Integrated II. Topics covered will include functions, systems of equations, stats, parent graphs, logs and much, much more!

PRE-CALCULUS/TRIGONOMETRY HONORS**Grade Level: 11-12****Prerequisite: A grade of "B" or higher in both semesters of Integrated III**

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved "C"
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This course is to prepare students for the rigor of calculus. The topics include rational, polynomial, exponential, and transcendental functions, polar equations, parametric equations, the binomial theorem, vectors, limits, and an in depth semester study of trigonometry.

ADVANCED PLACEMENT CALCULUS BC**Grade level: 11/12****Prerequisite: Pre-Calculus/Trig or prior enrollment in a Calculus course**

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved "C"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night). Covers two semesters of college calculus. Topics to be covered include limits, derivatives and their applications, integrals and their applications, differential equations, infinite series, and differentiation and integration of polar and parametric equations. Students may take the AP exam at the end of the course. Students who pass the exam may receive up to two semesters of college calculus credit, advanced placement, or both depending on the institution's policies.

ADVANCED PLACEMENT STATISTICS

Grade Level: 12 (10th -11th grade students may enroll with concurrent enrollment in another college-prep math course)

Prerequisite: Integrated III and an Academic GPA of 3.0 or higher

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved “C”
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night). AP Statistics is a college-level statistics course that is designed to prepare students for the AP Statistics exam in the spring. It is an introductory course in probability and statistics that includes descriptive statistics, sampling techniques, probability, inferential statistics, regression techniques, and use of a statistical graphing calculator. It is recommended that each student have a graphing calculator. Students take the AP exam at the end of the course. Students who pass the test may receive college credit, advanced placement, or both depending on the institution's policies.

Quantitative Reasoning with Advanced Math Topics (QRAT)

Grade Level: 12

Prerequisite: A grade of “C” or higher in both semesters of Integrated III

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved “C”
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Quantitative Reasoning with Advanced Mathematics Topics (QRAT). Designed for seniors, this course revisits previous mathematics concepts such as linear, quadratic and exponential functions, to provide opportunities to strengthen students' mathematics foundation, develop a greater perspective of the underlying structures of mathematics, and see how mathematical topics are connected. Quantitative reasoning skills needed for success in college-level courses or the workplace are developed utilizing real-life applications, working with polynomial and rational functions, basic calculus concepts, and the mathematics of finance. Successful completion of this course fulfills the high school “C” math area of the A-G requirements. A letter grade of C or better in the second semester of this course (a UCOP designated Advanced Mathematics course) validates the entire high school college preparatory requirement.

PERSONAL BUSINESS AND FINANCE

Grade Level: 10-12

Prerequisite: Integrated I

Requirements Met:	WHS Mathematics Elective	UC/CSU Approved “G”
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This course is intended to provide students an overview of the basics of personal and business finances. The focus on the course is the application of basic math skills in real life financial scenarios. This course introduces students to the principles of personal finance and how to become financially capable – learning to understand topics related to finance such as making money, spending money, and saving money wisely. Preparing students to become competent consumers and employees is a major goal of this course. Some time will also be spent on business applications in regards to finance, such as personnel, production, purchasing and sales. The course is taught from a mathematical perspective, focusing on the applications of basic math skills in real life situations. Students will demonstrate understanding through collaboration on a variety of activities, projects, and class presentations.

PHYSICAL EDUCATION

Physical Education

Physical Education- Scope and Sequence

(For detailed options, see your counselor)

1st Year-

Physical Education 1

2nd and 3rd year-

Aerobic Walking

Athletic Fitness

Athletic Weight Training

Aquatics

Lifetime Sports

Self Defense

Team Sports

Unified Sports

PHYSICAL EDUCATION I

Grade Level: 9

Prerequisite: None

Requirements Met:	WHS Physical Education (One Year)
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The physical education program provides students with the opportunities to develop an optimal level of physical fitness through the use of psychomotor development activities, cardiovascular activities, flexibility exercises, strength training, and wellness education. In this course, students will participate in individual/dual sports, team sports, aquatic activities, rhythmic movement/activities, and various fitness activities. **This course meets the first year of the WHS Physical Education graduation requirement (10 credits). All 9th grade students will be enrolled in PE I. Students not earning a passing grade in PE I must repeat PE I.**

PHYSICAL EDUCATION ELECTIVES

The following courses meet the **second and third year WHS Physical Education elective** graduation requirements (20 credits). **The prerequisite for all PE elective courses is successful completion of PE I.** An athletic waiver will waive up to two semesters of the third year Physical Education requirement. Two seasons of sport participation is equal to one semester of elective P.E. The credits needed for graduation remains at 250; however, the student may waive the PE elective course and select a new elective course in another department. Varsity athletes will be required to be enrolled in a weights conditioning class. For further information, please contact the Counseling Center. Students may also use **Theatre Dance I, II, III and IV** as a P.E. elective course. **Aerospace Science Drill** may only be taken once to fulfill the PE elective requirement. Please check the Graduation Verification Petition in this handbook to help you determine your graduation needs.

AEROBIC WALKING

Grade Level: 11-12

Prerequisite: Successful completion of PE I and parental permission. Course may be repeated for credit.

Requirements Met:	WHS Physical Education Elective
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This course is activity based focusing on fitness as a lifelong activity. The fitness components of cardio-respiratory endurance, cardiovascular efficiency, muscular strength and muscular endurance are emphasized. This course is designed to introduce and provide an opportunity for students to develop a fitness workout plan through the main activity of walking. **All walking routes will be off campus.** Walking routes will be throughout the community from William Jessup to Twelve Bridges. There will be 8 walking tests per semester. Tests will be done on the track and will be 1 and 3 miles. Effort is required in this class.

ATHLETIC FITNESS

Grade Level: 10 – 12

Prerequisite: Successful completion of PE I. Course may be repeated for credit.

Requirements Met:	WHS Physical Education Elective
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Athletic Fitness is an inclusive, performance-based physical education course designed for students of all fitness levels, with an emphasis on athletic development.

ATHLETIC WEIGHT TRAINING (COED, VARSITY GIRLS/BOYS, VARSITY/JV FOOTBALL)**Grade Level: 10-12****Prerequisite: Successful completion of PE I. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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This course is designed to serve as a comprehensive strength and conditioning regimen for our high achieving student athletes who have excessive academic and athletic demands during the traditional after school hours. The class will follow a standard periodization schedule that follows basic Macro, Meso, and Micro cycles throughout the year that complement and are in conjunction with the academic school calendar. The two primary goals of any strength and conditioning regimen are first and foremost injury prevention, specifically to major tendons and ligaments, and secondly sports performance. Students will work in a variety of different training modalities all geared towards those two objectives. The introduction to and consistent emphasis on the classical Olympic Lifts best serve the competitive athlete's needs for high school. The Olympic Lifts are highly technical movements that demand the most from the student athlete in regards to functional, ground based, multiple joint movement exercises. Exercises taught and trained in the class include, but are not limited to, the Snatch, Clean, and Jerk, Front/Back/Overhead Squats, Presses and other assistance and auxiliary exercises.

AQUATICS 1 (beginner)**Grade Level: 10-12****Prerequisite: Successful completion of PE I. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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A course that allows students to perform low impact aerobic activity within the water. Swim skills will be learned (freestyle, backstroke, sidestroke, breaststroke, elementary backstroke). Sample units include swimming conditioning, water aerobics, synchronized swimming, diving, water safety and aquatic games. Basic swimming required to enroll, however, no swim team experience needed.

AQUATICS 2 (COMPETITIVE)**Grade Level: 10-12****Prerequisite: Successful completion of PE I and advance swim skills required. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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A high level swim conditioning course geared for athletes that participate in water polo and swim teams. This course is designed to improve cardiovascular activity of athletes within the water. Full body workouts on land and within the water will challenge students. Advance swim skills are required.

LIFETIME ACTIVITIES**Grade Level: 10-12****Prerequisite: Successful completion of PE I. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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This course is designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of individual and dual sports, as well as non-traditional sports and activities that they will be able to participate in now and in the future. The major activities of focus include walking, jogging, badminton, court bowling, disc golf, pickleball, tennis, volleyball and yard games. Through this course, students will gain a greater knowledge and appreciation of possible activities that their community has to offer.

SELF DEFENSE**Grade Level: 10 – 12****Prerequisite: Successful completion of PE I. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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This course is focused on the development of fundamental skills and knowledge related to Self Defense. Topics include mental and physical self-defense skills and techniques applicable under a variety of conditions. Recommended class for students interested in Wrestling. All students are welcome.

TEAM SPORTS**Grade Level: 10-12****Prerequisite: Successful completion of PE I. Course may be repeated for credit.**

Requirements Met:	WHS Physical Education Elective
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This course is designed to involve student participation in team sport activities. Students will be able to perform in various sports such as: ultimate frisbee, flag football, soccer, basketball, volleyball, speedball, lacrosse, and softball. Students will learn the rules for these games and the fundamentals that make up each team sport. Each student will learn sportsmanship, communication, and the ability to work well with others. Team Sports will also include fitness as a part of the class. This will include mile runs, fitness exercises, and a variety of cardiovascular exercises. Each class will begin with a series of these exercises.

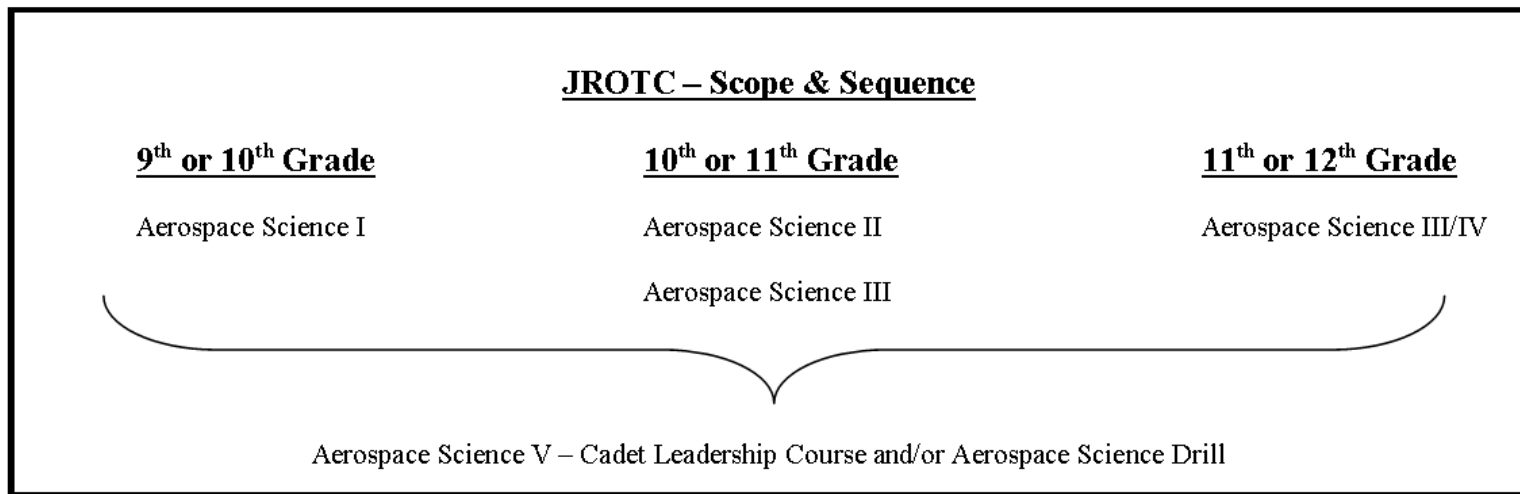
UNIFIED SPORTS**Grade Level: 10-12****Prerequisite: Students must be in 11th or 12th grade and/or have permission from the teacher to enroll in this course.**

Requirements Met:	WHS Physical Education Elective
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This course is designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of non-traditional sports and activities that they will be able to participate in now and in the future. Every class will consist of a fitness component and an activity such as aerobic walking, jogging, aerobics, pickleball, tennis, badminton, volleyball, softball, fitness, frisbee golf, ultimate frisbee, bowling, and children's games. This course is affiliated and supported by the Special Olympics. Need Teacher approval.

JROTC

<https://whs.rocklinusd.org/Academics/ROTC/index.html>



The following courses meet the WHS **elective** graduation requirement (50 credits). **Aerospace Science I** meets the WHS U.S. History Social Science requirement for graduation (maximum 10 credits). **Aerospace Science II** or **III** meet the WHS Science Elective requirement for graduation (maximum 10 Science credits). **Aerospace Science Drill** meets one year of WHS P.E. elective requirement for graduation (maximum of 10 PE credits).

Instructors:

Major Jennifer Pearl, USAF, (Ret) jpearl@rocklinusd.org 632-6500 x 6480

Senior Master Sgt. Terry J. Barber, USAF, (Ret) tbarber@rocklinusd.org 632-6500 x 6480

Grading: The minimum satisfactory overall grade is 70%

The AFJROTC Grade composition is:

Academic Quizzes-----40% of the grade

Uniform Wear-----45% of the grade

Extreme Excellence Participation----15% of the grade

Late Work Policy/ Make-up Work:

Uniform wear- No later than the day prior to the next uniform wear day.

Quizzes- No later than the end of the week following the scheduled quiz.

Current Events- Cadets are encouraged to do two each time to have extra points.

Leadership Quizzes- No later than the end of the week following the scheduled quiz.

Special Circumstances will be considered.

Instructors are available before and after school hours for any student requests/make-ups.

AEROSPACE SCIENCE I (JROTC I)

Grade Level: 9-12

Prerequisites: None

Materials/Fees: No fees required; the cadet uniforms, which will be issued in the early Fall, need to be returned in good condition after the school year ends.

Requirements Met:	WHS Elective
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This is a history course designed to acquaint the student with the historical development of flight throughout the history of the United States and the role of the military in history. AS I meets the WHS U.S. History Social Science requirement for graduation (10 credits). The Leadership portion concentrates on the heritage of the Air Force, individual self-control, wellness and fitness, as well as citizenship. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during JROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the middle of the second semester. Cadets must meet Air Force grooming standards.

AEROSPACE SCIENCE II (JROTC II)

Grade Level: 9-12

Prerequisites: Aerospace Science I

Materials/Fees: No fees required; the cadet uniforms, which will be issued in the early Fall, need to be returned in good condition after the school year ends.

Requirements Met:	WHS Elective or Science Elective
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This is a science course which examines our Earth, the Moon and planets, the latest advances in space technology, and the continuing challenges of space and manned spaceflight. This course meets the WHS Science Elective requirement for graduation (maximum of 10 Science credits). Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, and guidance and control systems are explained. It also covers the development of space stations, the Space Shuttle, and international laws for the use and travel in space. In the Leadership portion, stress is on communication skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during JROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the middle of the second semester. Cadets must meet Air Force grooming standards.

AEROSPACE SCIENCE III (JROTC III)

Grade Level: 9-12

Prerequisite: Aerospace II

Materials/Fees: No fees required; the cadet uniforms, which will be issued in the early Fall, need to be returned in good condition after the school year ends.

Requirements Met:	WHS Elective
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This is a science course designed to acquaint the student with the cultural developments throughout the global community. This course meets the WHS Science Elective requirement for graduation (maximum of 10 Science credits). The Leadership portion concentrates on opportunities after high school and the many options available, such as college, technical school, etc. Also discussed is information on how to begin the job search, financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Increased leadership opportunities in the cadet corps will also be available. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during JROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the middle of the second semester. Cadets must meet Air Force grooming standards.

AEROSPACE SCIENCE IV (JROTC IV)

Grade Level: 12

Prerequisite: Aerospace Science III

Materials/Fees: No fees required; the cadet uniforms, which will be issued in the early Fall, need to be returned in good condition after the school year ends.

Requirements Met:	WHS Elective
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This is a management course designed to immerse the cadets in the management of the cadet corps, while applying the 4th year Leadership coursework. The course is a guide to understanding the fundamentals of management, managing yourself and others. The areas covered include Management Techniques, Decisions and Functions. Participation in the group Wellness program is mandatory. Physical fitness training is conducted on Friday during JROTC class. A Presidential Fitness Test is conducted early in the first semester and again in the middle of the second semester. Cadets must meet Air Force grooming standards.

AEROSPACE SCIENCE DRILL

Grade Level: 9-12

Prerequisite: Student must be concurrently enrolled in another Aerospace Science course. Course may be repeated for credit.

Requirements Met:	WHS Elective OR Physical Education Elective
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The drill and ceremonies course concentrates on the elements of military drill and describes unarmed, armed, and color guard precision movements, drill ceremonies, reviews, and development of command voice. Physical exercise will be interspersed during the class period so as to build physically stronger cadets capable of easily handling the armed and color guard drill sequences. The course is creditable toward one year of physical fitness. Cadets in this class can anticipate being chosen to represent the school and their unit at drill competitions throughout the state. There are two after school sessions each semester which will require cadet participation (Midnight Madness- one week prior to drill completion; uniform preparation- during week prior to the drill meet). The Drill and Ceremonies text will be used in this class. The availability of this course will allow cadets the flexibility to participate in other after-school extracurricular activities.

AEROSPACE SCIENCE V- CADET LEADERSHIP COURSE (CLC)

Grade Level: 9-11

Prerequisites: Registration into the JROTC program for the following year. Five (5) elective Aerospace Studies credits are earned for successful completion of this course. Course may be repeated for credit.

Requirements Met:	WHS Elective
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This is a special summer course designed to: (a.) introduce new students to the JROTC program and WHS, and (b.) provide command and management training to returning JROTC cadets. It consists of 80 hours of instruction over two 5-day academic weeks. Overviews of the entire JROTC Aerospace Science and Leadership Education curricula are presented. Aviation History, Aviation Science, Space Science and Senior Cadet Corps Management are covered in some detail. Military Customs and Courtesies, Drill and Ceremonies and Physical Training are taught in significant detail. Upon completion, the new JROTC cadet will be appreciably familiar the JROTC program, upper-class and other new cadets, and the values of citizenship and community service. A minimum of one field trip will be taken to a local/regional US or other facility for familiarization with functions and operations related to the military or other aerospace communities.

SCIENCE Science

<u>SCIENCE - SCOPE AND SEQUENCE</u>		
Freshmen start their science sequence with Biology. Sophomore year students will focus on one of the physical science courses. Students may “double up” on the offerings in Science during grades 11 and 12. The courses that they take then are their third year science elective courses. These courses allow students to begin to specialize in various fields of study.		
<u>LIFE SCIENCE</u> <u>9TH GRADE</u>	<u>PHYSICAL SCIENCE</u> <u>10TH GRADE</u>	<u>ELECTIVES</u> <u>11TH/12TH GRADE</u>
BIOLOGY	CHEMISTRY HONORS CHEMISTRY PHYSICS GEOLOGY	ANATOMY/PHYSIOLOGY AP BIOLOGY AP CHEMISTRY AP PHYSICS 1 AP PHYSICS 2 AP ENVIRONMENTAL SCIENCE DE CHEMISTRY HONORS CHEMISTRY FORENSIC SCIENCE DE GEOLOGY KINESIOLOGY DE MARINE BIOLOGY PHYSICS

BIOLOGY

Grade Level: 9

Requirements Met:	Biology- Life Science	UC/CSU Approved “D”
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This laboratory science course studies the main concepts of biology with emphasis on the following: introduction to biochemistry, the cell, genetics, evolution and physiology.

SCIENCE ELECTIVES

The following courses meet the **second and third** years of the WHS **elective Science** graduation requirement (20 credits).

ANATOMY/PHYSIOLOGY

Grade Level: 11-12

Prerequisite: Biology and a second year of science.

Requirements Met:	WHS Science Elective	UC/CSU Approved “D”
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Students will study the major systems of the human body. Course emphasis will be on recognition and function of major features of the organ systems studied. Students will also apply their knowledge of organ functions to the exploration of typical organ system diseases. Labs will feature dissection of the mammalian organ systems. Labs will also include explorations of the functions of the organ systems studied.

CHEMISTRY

Grade Level: 10-12

Prerequisite: A grade of “B” or higher in Biology, Geology (if applicable), and Integrated Math I. Concurrent enrollment in Integrated Math II or higher without Math Lab required.

Requirements Met:	WHS Science Elective	UC/CSU Approved “D”
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General chemistry is an initial exposure to the field of chemistry for the college-bound high school student, taught in a manner to enable the student to grasp the basic concepts and to pursue knowledge through experimentation. Students will solve problems and apply the solutions to real world situations as well as discover and work with quantitative relationships that are fundamental to chemical reactions and the structure of matter.

CHEMISTRY- HONORS

Grade Level: 10-12

Prerequisite: A grade of “A” in Biology and Integrated Math I. Concurrent enrollment in Integrated Math II or higher without Math Lab required.

Requirements Met:	WHS Science Elective	UC/CSU Approved “D”
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Honors Chemistry will cover the same topics that comprise the Chemistry I course, but the “honors” designation means the course will move at a faster pace. This allows more time to cover topics in greater detail and have additional lab activities. There are three primary reasons for students to enroll: students intend to enroll in AP Chemistry, students intend to major in a science in college, or students prefer a more challenging pace that a traditional college preparatory curriculum provides. Students will need to be self-motivated and work independently in order to be successful in this class, as these are important college preparatory skills. The expectation for students who choose to enroll in this class is that they are serious four-year college bound students. Work habits and academic performance are expected to exceed that of students in the college prep science classes.

FORENSIC SCIENCE

Grade Level: 11-12

Prerequisite: Biology and a second year of science. B or better in your most recent science class or by science teacher recommendation

Requirements Met:	WHS Science Elective	UC/CSU Approved “D”
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This course is designed to give the students both theory and hands-on experience in the skills and knowledge required of a forensic science technician. Students will learn to collect, preserve and analyze criminal evidence used to solve cases, such as: fingerprints, DNA, blood, hair and handwriting samples. The students will prepare reports or presentations of findings, investigate methods, or laboratory techniques used in solving crimes. There is also a focus on famous cases that relate to the topics studied.

DUAL ENROLLMENT FORENSIC SCIENCE

Grade Level: 11-12

Prerequisite: Biology and a second year of science. A grade of C or better in last Science Class

Dual Enrollment Course: ADMJ 80 Introduction to Crime Scene Investigation (3 units, CSU transferable)

Requirements Met:	WHS Science Elective	UC/CSU Approved “D” Sierra College Dual Enrollment Course
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This course covers the fundamentals, theoretical and hands-on skills, of crime scene investigation and forensic science for the basic investigator. Students will learn to properly collect, preserve, and analyze common types of crime scene evidence using a variety of scientific principles. Through the examination of case studies, students will gain a real-world understanding of how forensic science and law interact to solve crimes in our criminal justice system. Topics include: CSI, DNA, trace evidence, blood pattern analysis, ballistics/firearms, questioned documents, criminal psychology, death investigations (pathology, entomology, and anthropology), and legal considerations. Major assignments include a mock crime scene project, individual research and presentation on a famous case, and solving a culminating forensic mystery.

GEOLOGY

Grade Level: 10-12

Prerequisite: Biology

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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Geology is a physical lab science that introduces students to the systems responsible for Earth's dynamic nature. Students will study the origin, history and structure of the Earth and the processes that shape it. Material covered in this course falls under three broad categories: the universe and Earth's place in it, how and why Earth is constantly changing, and how Earth's surface processes and human activities affect each other. Major topics covered include the universe and its stars, formation of the solar system, history of Earth, Earth materials and systems, water and Earth's surface, natural hazards, natural resources, climate and weather, and California's unique geology.

PHYSICS

Grade Level: 9 -12

Prerequisite: Successful completion of Biology & Integrated Math I .

Concurrent enrollment in Integrated Math II or higher.

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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This physics course is designed for students curious about how the world works, who enjoy solving problems, and seek to understand the principles behind technology and nature. Aligned with the Next Generation Science Standards (NGSS), it covers foundational concepts like motion, forces, energy, waves, and electricity and magnetism. The course emphasizes inquiry-based learning, real-world applications, and scientific practices, encouraging students to investigate phenomena through experimentation and analysis. Engineering design challenges provide hands-on opportunities to apply scientific principles.

This course is ideal for: 10th, 11th or 12th grade students preparing for a four-year university, exploring technical trades, or simply curious about understanding physics

ADVANCED PLACEMENT PHYSICS I

Grade Level: 11 – 12

Prerequisite:

- Completion of Chemistry with a B or better (Honors Chem Suggested)
- Concurrent enrollment in Integrated Math III or higher

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

ADVANCED PLACEMENT PHYSICS II (AP PHYSICS 2)

Grade Level: 11-12

Prerequisite:

- Completion of AP Physics I
- Completion of Chemistry or Chemistry-Honors with a B or better.
- Completion of pre-calculus or higher and teacher approval.

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

This is the second class of a two year course in AP Physics designed for students seeking additional challenge and preparation for college. AP Physics 2 is equivalent to a second semester college course in algebra-based physics and college credit is awarded based on AP test score, major, and college. The course covers fluid mechanics; thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Focus of the class is based on scientific practices and inquiry investigation. This course is suggested for students interested in majoring in science, math, medicine, or engineering.

ADVANCED PLACEMENT BIOLOGY

Grade Level: 11-12

Prerequisite: A grade of "B" or higher in Biology and Chemistry

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

AP Biology is an intensive and accelerated study of biology. It is designed for students seeking additional challenges and preparation for college. This course is a part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American Universities, but not necessarily identical with a course at any specific institution. Students take the AP exam at the end of this course. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's policies.

ADVANCED PLACEMENT CHEMISTRY

Grade Level: 11-12

Prerequisite: A grade of "B" or higher in Honors Chemistry or a grade of "A" in Chemistry. Concurrent enrollment in Integrated III or higher and teacher approval

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

This course is an intensive and accelerated chemistry program designed for students seeking additional challenge and preparation for college. The purpose of this course is to explore the fundamentals of chemistry by focusing on chemical calculations and laboratory experimentation. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but is not necessarily identical with a course at any specific institution. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's policies.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade Level: 11-12

Prerequisite: Biology and a grade of "B" or higher in Chemistry or an "A" in Geology is recommended

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Science Elective	UC/CSU Approved "D"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

This course is a college level laboratory course that aims to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course aims to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

DUAL ENROLLMENT AP ENVIRONMENTAL SCIENCE

Grade Level: 11-12

Prerequisite: Biology and a grade of “B” or higher in Chemistry or an “A” in Geology is recommended

Dual Enrollment Sierra College Courses: ESS 0001. The Environment and the Human Impact (Fall) & ESS 0001L.

Introduction To Environmental Science Laboratory (Spring)

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Science Elective	UC/CSU Approved “D” Sierra College Dual Enrollment Course
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This course is a college level laboratory course that aims to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course aims to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is part of a nationwide program sponsored by the College Board. It is intended to be a representative freshman course commonly offered in American universities, but not necessarily identical to a course at a specific institution. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the policies at the specific institution.

Sierra College Course Descriptions

ESS 001: Theoretical and practical understanding of the principles of ecology, the complexities of technology, and the contemporary problems of the environment on both a local and global level. Lecture/discussion and films in the areas of population, technology, environmental restoration, land use, energy, pollution, and world hunger, as well as the basic concepts, economics, politics, poetry, literature, and philosophy of ecology. (CSU, UC) (3 Units)

ESS 001L: Hands-on, inquiry-based learning in topics associated with environmental science. Laboratory and field studies including applications of physical science principles, ecological studies, and exposure to sustainability issues related to human society. Promotes critical thinking, problem solving, scientific and environmental literacy. May include field trip(s) during or in lieu of lab time. (CSU, UC) (1 Unit)

DUAL ENROLLMENT KINESIOLOGY

Grade Level: 11-12

Prerequisite: Biology and a second year Science

Requirements Met:	WHS Science Elective	UC/CSU Approved “D” Sierra College Dual Enrollment Course
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Kinesiology 81 - Introduction To Kinesiology

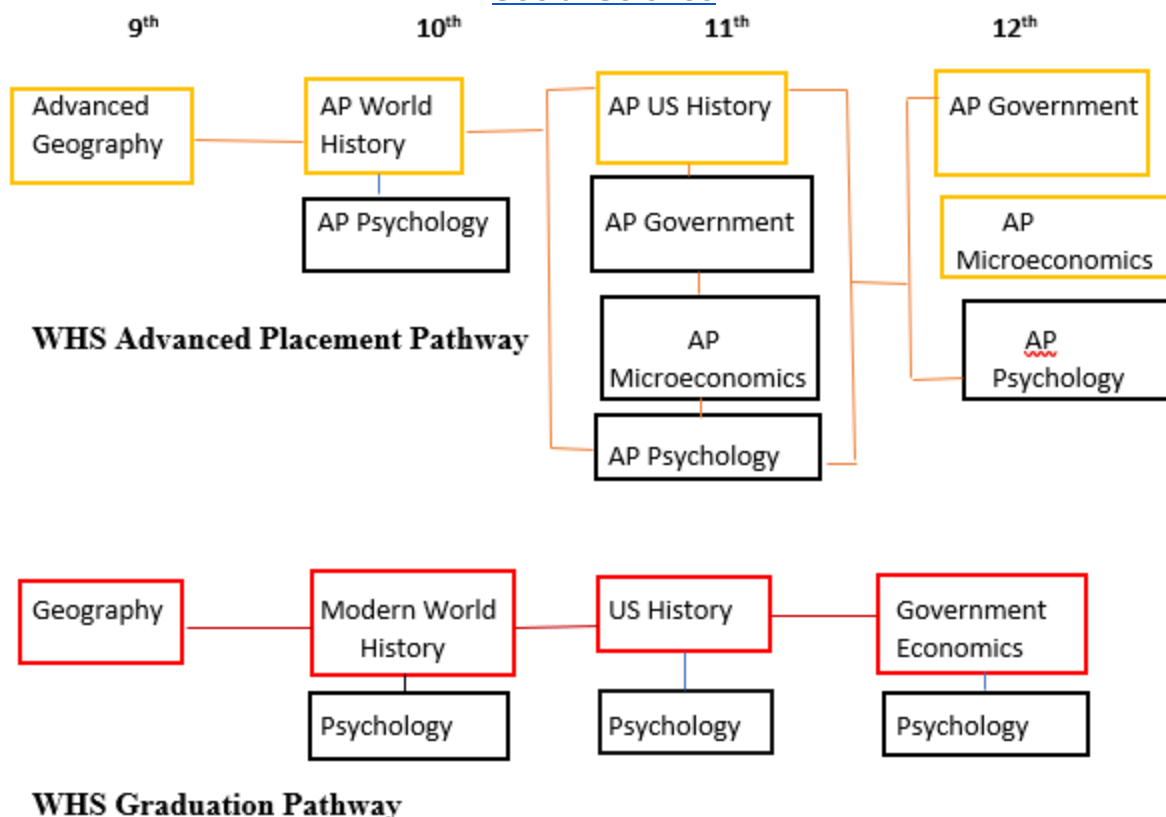
Description: Introduces the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology are discussed along with career opportunities in teaching, coaching, allied health, and fitness professions. (C-ID KIN 100) (CSU, UC-with unit limitation)

Kinesiology 83 - Physiology of Fitness

Description: Introductory course in sports physiology with special emphasis on body systems and how each adapts and responds to physical movement. Review of training strategies implemented to increase functionality of organ systems to improve physical fitness and performance. Provides students with exposure to a variety of performance goals and fitness levels including exercise for health, fitness, recreation, and sports competition. (CSU, UC-with unit limitation)

SOCIAL SCIENCE

Social Science



WORLD CULTURAL GEOGRAPHY

Grade Level: 9

Prerequisite: None

Requirements Met:	WHS Social Science
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This introductory course is designed to explore the physical and cultural aspects of our world. The course is intended to help students develop a geographic perspective of the world through a study of Themes of Geography, the Elements of Culture, and the Issues of Global Concern.

ADVANCED WORLD CULTURAL GEOGRAPHY

Grade Level: 9

Prerequisite: A grade of "B" or higher in 8th grade Social Studies and Language Arts. Students must have a signature from their 8th grade Social Studies teacher on their Six-Year Plan to enroll in this course. No summer reading is required.

Recommended: Enrollment in Advanced Language Arts I

Supply requirements: Please refer to the WHS website for current supply requirement information

Requirements Met:	WHS Social Science	UC/CSU Approved "A"
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Advanced Geography is a semester-long introductory course into the rigors of AP which is designed to explore the physical and cultural aspects of our world. Study is divided among the major regions of the world. The depth of the course will be achieved by focusing on past struggles and the contemporary issues affecting the regions. Critical issues such as religion, war, resources, and population will be addressed and analyzed. These issues will be addressed as it relates to current events. In addition to the Geography content the student will be prepared for computer presentations, report formatting, and research via the computer.

WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Grade Level: 10

Prerequisite: None

Requirements Met:	WHS Social Science	UC/CSU Approved "A"
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In this course students will explore the major issues and democratic ideas beginning in the ancient societies to the present day. Students will study the social, political, geographical and economical factors that have transformed societies and cultures throughout the world. Students will then study recent history, focusing on the development and expansion of the Western

world, and the growing interdependence of people and cultures throughout the world.

ADVANCED PLACEMENT WORLD HISTORY

Grade Level: 10-12

Recommended: A grade of "A" in Language Arts I and strong skills in essay composition/critical thinking.

Enrollment in Advanced Language Arts II.

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Social Science	UC/CSU Approved "A"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

AP World History is a college level course in a high school setting. In this course students will examine questions in cultural, diplomatic, economic, intellectual, political, and social history. Students are expected to demonstrate knowledge of the chronology of major events from 1200 C.E. to the present. In addition to providing a basic narrative of events and movements, students will develop an understanding of some principle themes, demonstrate an ability to analyze historical evidence, and express historical understanding in writing. Students take the AP exam at the end of this course. Students who pass this test may receive college credit, advanced placement or both depending on the institution's policies. For more information regarding this course, please contact Ms. Staggs at kstaggs@rocklinusd.org

Students must complete homework over summer break and students should be prepared to discuss and be tested on the material by the first day of school.

U.S. HISTORY

Grade Level: 11

Prerequisite: None

Requirements Met:	WHS Social Science	UC/CSU Approved "A"
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In this course students examine major turning points in American history in the twentieth century. During the year, the following themes will be emphasized: Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Students trace the rise of the United States to its role as a world power in the twentieth century. Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. Students analyze America's participation in World War II. Students analyze U.S. foreign policy since World War II. Students analyze the development of federal civil rights and voting rights. Students analyze the major social problems and domestic policy issues in contemporary American society.

ADVANCED PLACEMENT U.S. HISTORY

Grade Level: 11 - 12

Prerequisite: A grade of "A" in World History and teacher approval

Recommended: A grade of "A" in Language Arts II and strong skills in essay composition/vocabulary/critical thinking. Enrollment in LA/COM III/Honors

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Social Science	UC/CSU Approved "A"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

The Advanced Placement course in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course prepares students for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college courses. This course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The time period covered for the AP Exam is Exploration and Early Colonization (1500's) up through the 2012 Presidential election. Students are expected to read a college level textbook and be prepared to discuss its contents in college style discussions with the instructor and students. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's policies. **It is strongly recommended that students enrolled in this course also enroll in Language Arts III Honors in order to focus on the writing skills needed to pass the AP exam.** For more information regarding this course, please contact Mr. Bannister at: tbannister@rocklinusd.org

GOVERNMENT AND ECONOMICS ARE EACH ONE SEMESTER COURSES TAKEN IN 11th 12th GRADE TO MEET THE WHS GRADUATION REQUIREMENT FOR GOVT/ECON. A STUDENT MAY CHOOSE TO TAKE AP GOVERNMENT OR AP MICROECONOMICS TO MEET THIS REQUIREMENT, BOTH OF WHICH ARE YEAR-LONG CLASSES.

GOVERNMENT

Grade Level: 12

Prerequisite: None

Requirements Met:	WHS Social Science	UC/CSU Approved "G" (One Semester)
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A one semester course, taken in conjunction with Economics, dedicated to the study of the principles, structures, and functions of the United States Government. The course will emphasize a current events perspective on political issues, the legislative process, and the U.S. Constitution. Students will gain a personal awareness of individuals' rights and responsibilities as members of the community.

ECONOMICS

Grade Level: 12

Prerequisite: None

Requirements Met:	WHS Social Science	UC/CSU Approved "G" (One Semester)
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A one semester course, taken in conjunction with Government, dedicated to the study of basic principles of both micro and macroeconomics. Through an emphasis on current events and practical applications, the course introduces students to basic economic principles, such as supply and demand, government taxation and spending, interest rates, and inflation. In addition, the course will instruct students in issues of personal finance, such as saving and investing.

ADVANCED PLACEMENT MICROECONOMICS

Grade Level: 11-12

Prerequisite: B+ or higher in Int Math II. Strong skills in graph analysis/critical thinking: Recommended: successful completion of another AP level course

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Social Science	UC/CSU Approved "G" (One Semester)
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

The course is designed to give students a thorough understanding of the principles of economics and how they apply to individual decision makers (both consumers and producers) within the larger economic system. It places primary emphasis on the examination of how markets work and the role of government in promoting greater efficiency and equity in the economy and the economic way of thinking. Students will also study the core principles of both the senior government class and macroeconomics, therefore earning a semester of government credit. College level reading, writing, and discussion will characterize the course. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's policies. For more information regarding this course, please contact Ms. Ferguson at: nferguson@rocklinusd.org

ADVANCED PLACEMENT GOVERNMENT

Grade Level: 10-12

Prerequisite: Strong skills in essay composition/vocabulary/critical thinking.

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Social Science	UC/CSU Approved "A" (One Semester)
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

This course will give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will also provide students with the conceptual tools necessary to develop an understanding of United States political structures and practices. Students will also study the core principles of the senior course in economics, therefore earning a semester of economics credit. College level reading, writing and discussion will characterize the course. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's

policies. For more information regarding this course, please contact Mr. Farnan at: tfarnan@rocklinusd.org

SOCIAL SCIENCE ELECTIVES

The following courses meet the WHS **elective** graduation requirements (50 credits).

PSYCHOLOGY

Grade Level: 10-12

Prerequisite: None

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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Psychology will focus on the study of individual human behavior and thought. Topics to be covered: psychological approaches (Freud, Erikson, Skinner, Pavlov, etc.), learning, human development, memory, thought, dreams, hypnosis, mental illness, etc. Students will explore theory and experimentation, with an emphasis on applying new knowledge to real-life situations.

ADVANCED PLACEMENT PSYCHOLOGY

Grade Level: 10 - 12

Prerequisite: A grade of "B+" or higher in Psychology *OR* a grade of "B+" or higher in both semesters of last Social Studies class taken and teacher approval

Recommended: Psychology in 11th grade, B+ or higher in Biology

Fees: College Board testing fee (\$TBA)

Requirements Met:	WHS Elective	UC/CSU Approved "G"
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

Advanced Placement Psychology will engage the student in the systematic study of human and animal behavior and mental processes. Some of Psychology's important issues include: The roles of genetics, experience, and spirit in influencing human behavior; the concept that our experiences, choices, and environments interact with our genetic inheritance to form our brains and shape our personalities; Questions regarding stability versus change in personality; Human rationality versus irrationality; The ability to think critically about research in human behavior; Our ability to connect our behavior and experiences to our own futures and the future of humanity. Students take the AP exam at the end of this course. Students who pass the test may receive college credit, advanced placement or both depending on the institution's policies. For more information regarding this course, please contact Mr. Robin at: srobin@roclinusd.org.

VISUAL & PERFORMING ARTS

Visual & Performing Arts

Visual and Performing Arts - Scope & Sequence

Visual Arts courses are designed to offer students the opportunity to explore the general field of visual arts. Courses may be taken to meet the VAPA requirements. Students may advance into individual production courses following a variety of paths. For detailed options, see your counselor.

<u>9th-12th Grade</u>	<u>10th-12th Grade</u>	<u>11th-12th Grade</u>
Art I	Art II	Art III
Ceramics & Sculpture	Ceramics & Sculpture II	Art IV
Dance I	Dance III	Art IV Honors
Dance II Hip Hop	Dance IV	Theater Arts IV
Dance II	Music Appreciation	
Concert Choir	Wind Ensemble	
Concert Band	Honors Wind Ensemble	
Jazz Band	Theatre Arts II	
Orchestra	Theatre Arts III	
Honors Orchestra	Technical Theatre	
Theatre Arts I		

ART

ART I

Grade Level: 9-12

Prerequisite: None

Monetary donation: \$45

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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This year-long course offers students an introduction and foundation for basic art concepts with an emphasis on drawing and painting. Students will experience a wide variety of media such as tempera, watercolor, acrylic, pastel, pencil, paper mache', printmaking and sculpture. Concepts such as color theory, drawing and shading techniques, linear perspective, human facial proportions, art history and the elements, and the principles of design are explored.

ART II

Grade Level: 10-12

Prerequisite: Art I

Monetary donation: \$60

Requirements Met:	WHS VAPA <u>OR</u> WHS Technology	UC/CSU Approved "F"
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This year-long course offers further exploration of fine art concepts and techniques with an emphasis placed on the ability to critique art both verbally, and in written form. Students work in a variety of media such as Prismacolor, pen & ink, scratchboard, printmaking, watercolor, sculpture materials, tempera and acrylic. Concepts such as the proportions of the human body, abstract art, and art history are studied. Portfolio development is emphasized.

ART III

Grade Level: 11-12

Prerequisite: Art II and teacher approval

Monetary donation: \$65

Requirements Met:	WHS VAPA <u>OR</u> WHS Technology	UC/CSU Approved "F"
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This year-long course is designed for the more disciplined art student. The course focuses on further exploration of the principals and elements of design. An increasingly advanced application of technical skill is expected. Regularly scheduled group critiques and individual style and portfolio development are emphasized throughout the year. All students are encouraged to explore arts related college and career options. This class provides an excellent opportunity to begin compiling work for the "Breadth" portion of an AP Portfolio. **Those interested in taking AP Art should see the teacher in the spring for summer assignments.**

ART IV

Grade Level: 11-12

Prerequisite: Art I, II and III or portfolio of work demonstrating similar proficiency and teacher approval

Monetary donation: \$65

Requirements Met:	WHS VAPA <u>OR</u> WHS Technology	UC/CSU Approved "F"
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Art IV is designed for the focused and disciplined art student. The year long class provides the opportunity to build a portfolio that includes approximately 15-20 exemplary pieces of art in drawing, painting, color theory, and/or design. A more sophisticated understanding of the principals and elements of design is developed, and an increasingly advanced application of technical skill is expected. Regularly scheduled group critiques and individual style and portfolio development are emphasized throughout the year. All students are encouraged to explore arts related college and career options. It is suggested that students take a variety of arts courses (Art I, II, Ceramics, Photography I, II or a summer college course) to prepare for this course. Please consult the VAPA link on the WHS website for specific information regarding summer assignments.

ART IV HONORS

Grade Level: 12

Prerequisite: Art I-III or Teacher Approval

Monetary donation: \$65

Requirements Met:	WHS VAPA <u>OR</u> WHS Technology	UC/CSU Approved "F"
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This year long course is designed for the serious and disciplined art student. The class is designed to provide the opportunity to earn an honors distinction upon graduation. Honors Art students produce a body of portfolio quality work. Students are challenged to develop a deeper understanding of the principals and elements of design, and an increasingly advanced application of technical skill is expected. Regularly scheduled group critiques and individual style and portfolio development are emphasized throughout the year. Throughout the year, students are encouraged to explore arts related college and career options. In addition to studio work, sketchbook development is required, as are reading and writing on the subjects of Art and Art History.

CERAMICS AND SCULPTURE

BEGINNING SCULPTURE -CERAMICS AND SCULPTURE I

Grade Level: 9-12

Prerequisite: None

Monetary donation: \$50

Requirements Met:	WHS VAPA	UC/CSU Approved "F"
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This year-long course offers an introduction to ceramic clay as a fine arts medium. Students will develop skills using a variety of construction methods such as pinch, coil, and slab and learn an array of surface treatments with an emphasis on craftsmanship and effective work habits of a fine arts student. Instruction also includes basic drawing and painting skills along with the Elements and Principles of Design, some art history, and a basic exploration of careers in the visual arts.

INTERMEDIATE SCULPTURE -CERAMICS AND SCULPTURE II

Grade Level: 10-12

Prerequisite: Ceramics I

Monetary donation: \$65

Requirements Met:	WHS VAPA <u>OR</u> WHS Technology	UC/CSU Approved "F"
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This year-long course offers a deeper exploration of fine art concepts and techniques with an emphasis placed on developing the ability to design for content, not just form, as well as developing the ability to articulate basic art criticism. Instruction continues to include drawing and painting skills, professional applications of the fine arts, a more advanced understanding of art history, and the basic aspects to develop a sketchbook and portfolio.

DANCE

DANCE I

Grade Level: 9-12

Prerequisite: None

Students must provide their own dance clothing and shoes. Course may be repeated for credit.

Monetary donation for Dance Show: \$20

Requirements Met:	WHS VAPA <u>OR</u> WHS PE Elective	UC/CSU Approved "F"
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This is a performance-based class designed to introduce beginning dance students to dance. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, modern, lyrical, cultural dance forms, and choreography. Students will study dance technique as well as history and theory. Students will be required to perform in the annual WHS Dance 1 Show in April. Costumes will be required for dance performances (Please see instructor for more information or modifications).

DANCE II

Grade Level: 9-12

Prerequisite: Audition only or teacher approval.

Students must provide their own dance clothing and shoes. Course may be repeated for credit.

Monetary donation for Dance Show: \$20

Requirements Met:	WHS VAPA <u>OR</u> WHS PE Elective	UC/CSU Approved "F"
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This is a performance-based class designed for intermediate dancers to strengthen and further skills developed in Dance I. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, modern, lyrical, cultural dance forms, and choreography. Students will study dance techniques as well as history and theory. Students will be required to perform in the annual WHS Advanced Dance Show in May. Costumes will be required for dance performances (Please see instructor for more information or modifications).

DANCE II HIP HOP

Grade Level: 9-12

Prerequisite: Audition only or teacher approval.

Students must provide their own dance clothing and shoes. Course may be repeated for credit.

Monetary donation for Dance Show: \$20

Requirements Met:	WHS VAPA <u>OR</u> WHS PE Elective	UC/CSU Pending "F"
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This performance-based class is designed for intermediate-advanced dancers to strengthen and further their skills in hip hop. Students study various styles of hip hop year-round. Students will study dance technique as well as history and theory. Students will be required to perform in the annual WHS Advanced Dance Show in May. Costumes will be required for dance performances (Please see instructor for more information or modifications).

DANCE III

Grade Level: 9-12

Prerequisite: Audition only or teacher approval

Students must provide their own dance clothing and shoes. Course may be repeated for credit.

Monetary donation for Dance Show: \$20

Requirements Met:	WHS VAPA <u>OR</u> WHS PE Elective	UC/CSU Approved "F"
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This is a performance-based class designed for advanced dancers to provide a more intense study of dance. Students in Dance III will be required to develop and stage student choreography. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, modern, lyrical, cultural dance forms, and choreography. Students will study dance technique as well as history and theory. Students will be required to perform in the annual WHS Advanced Dance Show in May. Costumes will be required for dance performances (Please see instructor for more information or modifications).

DANCE IV

Grade Level: 9-12

Prerequisite: Audition only or teacher approval

Students must provide their own dance clothing and shoes. Course may be repeated for credit.

Monetary donation for Dance Shows: \$20

Requirements Met:	WHS VAPA <u>OR</u> WHS PE Elective	UC/CSU Approved "F"
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This is a performance-based class designed for the most advanced dancers working towards a career in the dance industry. Greater emphasis will be placed on student choreography and teaching techniques. The styles and techniques studied include jazz, ballet, musical theatre, hip hop, modern, lyrical, cultural dance forms, and choreography. Students will study dance technique as well as history and theory. Students will be required to perform in the annual Rocklin Unified Dance Show in December, as well as the WHS Advanced Dance Show in May. Costumes will be required for dance performances (Please see instructor for more information or modifications).

MUSIC

CONCERT CHOIR

Grade Level: 9-12

Prerequisite: None.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Concert Choir is open to all singers who wish to improve their knowledge of proper singing technique and broaden their musical knowledge. Concert Choir sings all genres of music that also help students learn about diverse cultures around the world. Students develop musicianship, including learning to read music, music theory, and how to sing in an ensemble. The choir performs at two to three concerts a year, the district choir concert in March, and community events.

CONCERT BAND

Grade Level: 9-12

Prerequisite: Previous playing experience is encouraged, but not required. Course may be repeated for credit.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Concert Band is open to all students interested in playing a band instrument, and no prior music experience is necessary. In Concert Band, concepts of instrumental technique, musicianship, music reading skills and ensemble playing are established and developed. Students in this ensemble will also perform at home football games, school activities, and community events throughout the year.

JAZZ BAND

Grade Level: 9-12

Prerequisite: Audition Only. Course may be repeated for credit.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Jazz Band meets during zero period and is one of the most visible groups on campus and in the community, performing at all school concerts and various community events and festivals. Jazz Band is made up of students interested in playing jazz and contemporary styles of music. Instruments in the jazz band include: saxophones, trumpets, trombones, guitar, bass, drums, and piano. Improvisation, music appreciation, instrumental technique, and musicianship will be taught. The ensemble will be based on auditions and instrumentation requirements. Students in jazz band will also be required to be enrolled in another music ensemble.

MUSIC APPRECIATION

Grade Level: 10-12

Prerequisite: None

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Music Appreciation is open to all students for VAPA or Elective credit. No experience in music is necessary. In Music Appreciation, students will learn about music history, musical genres, music vocabulary, and how music is made and utilized around the world. In this course, students will also learn how to read music and will have the opportunity to play musical instruments including percussion instruments and ukulele.

ORCHESTRA

Grade Level: 9-12

Prerequisite: One or more years of an orchestra course. Course may be repeated for credit.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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String Orchestra is open to all students who play violin, viola, cello, or bass. This group performs genres from classical to pop music. Instrumental technique, musicianship, music reading skills and ensemble playing are taught and musical knowledge and skills are developed. Solo and small group performance opportunities are also available. String Orchestra performs at all concerts and at the Mega Orchestra Festival in March.

HONORS ORCHESTRA

Grade Level: 9-12

Prerequisite: One or more years of an orchestra course. Course may be repeated for credit.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Honors Orchestra is available to students after one year of participation in Orchestra at Whitney High School. Students in the Honors Orchestra will be exposed to more advanced music, requiring a more sophisticated understanding of complex rhythms, key signatures, musical vocabulary, and ensemble skills. Major goals and outcomes are to encourage musical responsiveness, enhance creative expression, and provide a strong foundation of musical experience.

WIND ENSEMBLE

Grade Level: 10-12

Prerequisite: Audition. Course may be repeated for credit

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Wind Ensemble is an advanced group with participation based on students' playing ability. Auditions will be held in the spring for participation the following year. Wind Ensemble performs at all concerts and at the Mega Band Festival in March. Students in this ensemble will also perform at home football games and other school activities and community events. In this ensemble, musical knowledge, skills, and techniques will be enhanced, with students assuming more responsibility and independence in their playing as a group and as soloists.

HONORS WIND ENSEMBLE

Grade Level: 10-12

Prerequisite: Audition. Course may be repeated for credit.

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Students may sign up for Honors Wind Ensemble after at least one year of participation in Concert Band or Wind Ensemble. Students in the Honors Wind Ensemble demonstrate high levels of musicianship and advanced technical skills on their instruments. Through an increased expectation of focus and rigor, students will promote musical excellence, preparing them for participation in music at the collegiate level and for additional musical experiences beyond high school.

THEATRE ARTS

THEATRE ARTS I

Grade Level: 9-12

Prerequisite: None

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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No prior experience necessary. The class is designed to improve fundamental performance of all types, from artistic expression to physical and athletic skills based on science-based techniques. Group and partner work is highlighted in this highly social course. Higher levels of communication are further developed as they relate to voice, physical posturing, expression, and relatability. May include the practical social-emotional elements related to film, pop culture, and alternative media. Students can also expect to also learn about theater, from its early stages and ideas to today's modern concepts. Significant space is allowed for safe creative exploration. There is limited to no homework involved.

THEATRE ARTS II AND III

Grade Level: 10-12

Prerequisite: Theatre Arts I, Drama/Voice/Dance or by audition

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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As part of students' continuation in the program, Theatre 2/3 is an intermediate level course that focuses more deeply on specific fundamentals developed in theater One. It also dives more deeply into technique of acting from various cultural icons and influential performers from the 19th, 20th, and 21st century teachings. This course is typically taken by sophomores who have completed Theatre I or an equivalent, but is open to juniors and seniors. As part of the course, students will perform in a one night spring showcase with their individual class.

THEATRE ARTS IV

Grade Level: 11 - 12

Prerequisite: Teacher approval ONLY

Requirements Met:	WHS VAPA (Visual & Performing Arts)	UC/CSU Approved "F"
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Theater IV is the capstone or advanced level course class where students are guided through preparation and performance for competition in the Lenaea Theatre Festival, a festival in Folsom CA attended by other schools from around the western United States. Senior Students also create, produce, cast, direct, and perform in their own one person show at the end of the year. The class evolves around preparation for mainstage shows but is open to students who are unable to do the extra-curricular shows. Scenes, monologues, and improvisation is also explored on a deeper level. This class is typically taken twice, once as a junior and then senior. Seniors who have been in a theater class for all 4 years are eligible to leave their legacy by painting a brick in the theatre greenroom after completion of this course. Theatre IV may also be called upon for rally performances, mc dance shows, and acting in broadcast promotional videos. Completion of Theatre 3/4 and Teacher approval is necessary.

TECHNICAL THEATRE

Grade Level: 10-12

Prerequisites: None

Monetary Donation: \$25 paid for class/ + expect to spend about \$10 on additional supplies based on individual needs

Requirements Met:	WHS VAPA (Visual & Performing Arts) OR WHS Technology Elective	UC/CSU Approved "F"
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Technical Theatre explores the behind the scenes elements of Theatre. No experience is necessary. Students will develop theoretical and hands-on practical experience in lighting, sound, and set-design. The class operates under a project-based learning style and helps to develop real-world skills such as problem-solving, time-management, organization, resourcefulness, creativity, hard work, and teamwork. Other areas of study include stage management and dramaturgy, as well as costuming, makeup, and painting. If students wish to work backstage or in sound, light, or set design for a mainstage show, they must be enrolled in technical theatre to apply, however students in the class do not need to be available for the extra-curricular shows. There is a 9th period online version of the course that can be made available to students upon request and permission from the instructor and counselor.

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE I

Grade Level: 9-12

Prerequisite: None

Requirements Met:	WHS World Languages	UC Approved “E”
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American Sign Language 1 offers students the beginning foundation for American Sign Language skill acquisition: fingerspelling, numbers, basic signs, non-manual signals, grammar, and syntax. Students will practice and create dialogs to demonstrate expressive and receptive communicative competence. Students will acquire knowledge and appreciation for the Deaf culture through literature, art, and various readings. This course has the dual purpose of laying a solid foundation for American Sign Language skill acquisition and developing a deep understanding of the Deaf community. Through interactive classroom participation in dialogues and conversing in ASL, students gain fluency in signing the alphabet, numbers, words, and syntactically correct sentences, incorporating essential grammatical non-manual signals.

AMERICAN SIGN LANGUAGE II

Grade Level: 9-12

Prerequisite: Pass ASL I with a C or higher

Requirements Met:	WHS World Languages	UC Approved “E”
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American Sign Language 2 continues the fundamental study of the language and culture acquired in ASL 1. This level will emphasize ASL grammar, including facial expression, body language, and introduction to conversational regulators.

AMERICAN SIGN LANGUAGE III

Grade Level: 9-12

Prerequisite: Pass ASL II with a B or higher

Requirements Met:	WHS World Languages	UC Approved “E”
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American Sign Language 3 is designed to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on developing receptive and expressive signing skills. Experiences with American Sign Language and Deaf literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course. Many of the Units are based on project-based learning.

SPANISH

SPANISH I

Grade Level: 9-12

Prerequisite: None

Requirements Met:	WHS World Languages	UC/CSU Approved "E"
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Spanish I is a year-long course designed to provide the student with opportunities to study basic vocabulary, learn basic verb conjugations and ask/answer basic questions. Along with developing a stronger cultural awareness of Spanish-speaking cultures, students will be provided daily practice in the four core areas of language learning: listening, speaking, reading and writing. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, projects, daily warm-ups, textbook exercises and assessments (written and/or oral). A minimum of 25% of classroom instruction will be given in the target language.

SPANISH II

Grade Level: 9-12

Prerequisites: Spanish I with a grade of "C" or higher.

Requirements Met:	WHS World Languages	UC/CSU Approved "E"
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Spanish II is a year-long course designed to expand a student's understanding of the Spanish vocabulary, grammar and Spanish I culture learned in Spanish I. Students will be provided many opportunities to improve their skills in the four core areas of language learning: listening, speaking, reading and writing. To increase listening comprehension and improve oral communication skills, a minimum of 50% of classroom instruction will be given in the target language and students will be encouraged to use their Spanish skills both inside and outside the classroom. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, daily warm-ups, textbook exercises and assessments (written and/or oral).

SPANISH I/II

Grade Level: 9-11

Prerequisite: None

Requirements Met:	WHS World Languages	UC/CSU Approved "E"
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Spanish I/II is a year-long course meeting daily. This course will provide students the opportunity to complete Spanish I during the Fall semester and students will study basic vocabulary, learn basic verb conjugations and ask/answer basic questions along with develop a stronger cultural awareness of Spanish-speaking cultures. Spanish II will be completed during the Spring semester and students will expand on their Spanish I knowledge with a higher level of spanish vocabulary and grammar. To increase listening comprehension and improve oral communication skills, a minimum of 50% of classroom instructions will be given in the target language and students will be encouraged to use their Spanish skills both inside and outside the classroom. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, projects, daily warm-ups, textbook exercises and assessments (written and/or oral).

SPANISH III

Grade Level: 10-12

Prerequisite: Spanish II with a grade of "C" or higher or completion of course waiver

Requirements Met:	WHS World Languages	UC/CSU Approved "E"
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Spanish III is a year-long course designed to reinforce and amplify a student's knowledge of Spanish vocabulary, grammar and culture learned in Spanish I and II. To meet this goal, students will be afforded daily opportunities to improve their skills in the four areas of language learning: listening, speaking, reading and writing. To further deepen the student's listening comprehension and oral communication skills, a minimum of 75% of classroom instruction will be given in the target language and students will be required to use their Spanish skills both inside and outside the classroom. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, presentations, daily warm-ups, textbook exercises and assessments (written and/or oral).

SPANISH III HONORS

Grade Level: 10-12

Prerequisite: Spanish II with a grade of “B” or higher AND teacher approval

Requirements Met:	WHS World Languages	UC/CSU Approved “E”
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Spanish III Honors is a year-long course designed to reinforce and amplify a student’s knowledge of Spanish vocabulary, grammar and culture learned in Spanish I and II. To meet this goal, students will be afforded daily opportunities to improve their skills in the four areas of language learning: listening, speaking, reading and writing. To further deepen the student’s listening comprehension and oral communication skills, a minimum of 85% of classroom instruction will be given in the target language and students will be required to use their Spanish skills both inside and outside the classroom. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, presentations, daily warm-ups, textbook exercises and assessments (written and/or oral). The class is considered Honors because of the accelerated instruction of grammar which in return allows students to analyze all types of texts ranging from poems, song lyrics and short stories throughout the year.

SPANISH IV HONORS/AP SPANISH

Grade Level: 11-12

Prerequisites: Spanish III with a grade of “B” or higher AND teacher approval

Requirements Met:	WHS World Languages	UC/CSU Approved “E”
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AP classes are comparable to college level courses and utilize college level content. These classes are taught in an accelerated format and require extensive out-of-class work (approximately two hours per course per night).

AP Spanish is a year-long course designed to reinforce and solidify the Spanish vocabulary, grammar and culture learned in Spanish I, II and III. In addition, this course examines in detail advanced grammatical concepts and higher order vocabulary terms through the careful study of Spanish realia, such as short stories, poems, magazine/newspaper articles, websites and music. On a daily basis, students will be given many opportunities to refine their skills in the four areas of language learning: listening, speaking, reading and writing. To increase the student’s proficiency in listening comprehension and oral communication, at least 95% of classroom instruction will be given in the target language and students will be required to use their Spanish skills both inside and outside the classroom. Classroom activities could include: individual, paired and group activities, skits, role plays, games, videos, presentations, daily warm-ups, textbook exercises and assessments (written and/or oral). AP Students may opt to take the AP Exam end of this course. Students who pass the AP exam may receive college credit, advanced placement or both depending on the institution’s policies.

WHS OTHER ELECTIVES

INTRODUCTION TO MINDFULNESS

Grade Level: 11 - 12

Prerequisite: Class is only available to juniors and seniors

Requirements Met:	WHS Elective Credit	UC/CSU Approved "G"
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This experiential course is an introduction to mindfulness. Through it, students will learn various mindfulness practices, delve into the science of happiness and apply principles to daily life. They will learn strategies to skillfully work with thoughts, emotions, and sensations, while developing their capacity to enhance mind-body awareness of present-moment experience. Students will explore a variety of texts (fiction, nonfiction, film and art) that allow for thoughtful analysis, reflection and discussion.

INTRODUCTION TO ADMINISTRATION OF JUSTICE

Grade Level: 10-12

Prerequisites: None

Requirements Met:	WHS Elective
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ADMJ 0050. INTRODUCTION TO ADMINISTRATION OF JUSTICE

UNITS: 3

HOURS: 54 LECTURE

EXPLORATION OF THE HISTORY AND PHILOSOPHICAL ROOTS OF THE U.S. JUSTICE SYSTEM; IN-DEPTH STUDY OF THE SYSTEM AND ITS SUB-SYSTEMS WITH EMPHASIS ON THE TOTAL ENVIRONMENT IN WHICH THEY OPERATE; ROLES AND ROLE EXPECTATIONS OF PROFESSIONALS AS PERCEIVED FROM WITHIN AND OUTSIDE OF THE SYSTEM; STUDY OF THEORIES OF CRIME, PUNISHMENT, REHABILITATION; EXPLORATION OF RESEARCH METHODOLOGY OF THE DISCIPLINE; ANALYSIS OF THE SYSTEM INTERRELATIONSHIP WITH SOCIETY, PUNISHMENTS AND INCARCERATION ALTERNATIVES. (C-ID AJ 110) (CSU, UC)

WHITNEY HIGH SCHOOL

Courses Listed by Graduation Requirements

Language Arts Credits (40)

LA I, Adv LA I
LA II, LA II H, ExpCA10H
LA III, AP Lang
ERWC English
Creative Writing
AP Literature and Composition

Social Studies Credits (35)

Geography, Adv Geography
World History, AP World,
US History, AP US History
Govt/Econ
AP Microeconomics
AP Government

Mathematics Credits (20)

Integrated I – required
Integrated II- required

Math Elective Credits (10)

AP Calculus BC
AP Statistics
Integrated III
Personal Business Finance
Pre-Calculus/Trigonometry Honors
QRAT

Science Credits (10)

Biology- required

Science Elective Credits (20)

Anatomy/Physiology
Chemistry, Chemistry Honors
Forensic Science, DE
Geology
Kinesiology DE
Physics
AP Biology
AP Chemistry
AP Environmental Science, DE
AP Physics

PE Credits (10)

PE I – required

PE Electives (20)

Self Defense
Aerobic Walking
Athletic Weight Training
Aquatics
Dance I, II, III, IV
JROTC Drill (3rd year)
Unified Sports
Lifetime Fitness
Team Sports

Technology Credits (10)

AP Comp Sci A
AP Comp Sci Principles
Art II, III, IV
Broadcasting I, II, III, IV, DE
BITA I, II, III, IV, DE
Child and Adolescent Development I, II
Computer Science I, II
Culinary I, II, III
Empowering Entrepreneurs
Graphic Communications I, II, III, IV
Business I, II, III
Introduction to Publications
Publications II, III/IV
Sculpture II, III, IV, AP
Sports Medicine I, II, III
Sports & Entertainment
STARS
Technical Theater

World Language (10)

Spanish I, II, III, IIIH, IVH, AP
ASLI, II, III

Health Credits (5)

Health

VAPA Credits (10)

Art I, II, III, IV
Broadcasting I, II, III, IV
Concert Band
Concert Choir
Dance I, II, III, IV
Graphic Communications I, II, III, IV
Jazz Ensemble
Music Appreciation
Sculpture I, II
String Orchestra
Technical Theater
Theater I, II/III, IV
Wind Ensemble,H

Elective Credits (50)*

Mindfulness
Leadership
Living On Your Own (LOYO)
Peer Teaching
AP Psychology
JROTC I, II, III, IV, V
JROTC Drill
Library Aide
Office Aide
Teacher Aide

Any course not used in another category on the Graduation Requirement list may be listed as an elective credits

***DE = Dual Enrollment**

Course Selections

☒ Check Academic Planning Guide Carefully for Pre-requisites.

When more than one option is available, please circle your choice.

9th Grade You must have teacher initials for LA 1 Adv, Adv. Geog, Spanish II & Math

1. LA/Com **or** LA/Com I Adv _____
Teacher initials _____
2. Int I **or** ED Int I **or** Int II _____
Teacher initials _____
3. Biology _____
Teacher initials _____
4. Geography **or** Adv. Geog./Health _____
Teacher initials _____
5. Physical Education I _____
6. College/Career Elective _____
7. College/Career Elective _____
8. College/Career Elective _____

10th Grade

1. LA/Com. II **or** LA/Com. II Advanced _____
2. Math Level _____
3. Science Elective _____
4. World History **or** AP World History _____
5. Physical Education Elective _____
6. College/Career Elective _____
7. College/Career Elective _____
8. College/Career Elective _____

Alternates (list two) _____ Alternates (list two) _____

***Please note that student must have a minimum 3.0 GPA to take a foreign language as a freshman. A teacher's initials are required for Spanish II.**

11th Grade

1. LA/Com. III **or** AP Lang _____
2. Math Elective _____
3. Science Elective _____
4. US History **or** AP US History _____
5. Physical Education Elective _____
6. College/Career Elective _____
7. College/Career Elective _____
8. College/Career Elective _____

Alternate _____

12th Grade YOU MUST HAVE 6 CLASSES

1. ERWC, AP English, Alt. _____
2. Gov/Econ., AP Microeconomics, AP Govern., _____
3. College/Career Elective _____
4. College/Career Elective _____
5. College/Career Elective _____
6. College/ Career Elective _____
7. College/Career Elective _____
8. College/Career Elective _____

1 year Foreign Language, 1 year Technology, and 1 year VAPA must be included when planning your Six Year Educational Plan Worksheet at Rocklin/Whitney High School.

I have reviewed and approved this plan with my student. I understand this is a working document and once my student is attending high school changes can be made to these requests. Please note that department reviews and course availability may influence student choices.

Student Signature

Parent Signature

Date

Revised 6/18/26

High School Counselor Signature

Date