

Williams Junior Senior High School



2026-2027
Course Catalog

Welcome Message

We are very excited about the upcoming school year. The 2026-2027 Williams Junior Senior High School Course Catalog will help you plan a rewarding course of study and enjoy a fulfilling experience at our school. Inside the catalog you will find our graduation requirements, college preparation requirements, Career Technical Education (CTE) options, information about a broad range of electives, and much more. Be aware that although we plan to offer the courses available in 2025-2026, budget constraints and enrollment numbers may impact course availability for the 2026-2027 school year. The staff at Williams Junior Senior High School is eager to assist you with your course and program selection questions, and we look forward to helping you achieve your personal and academic goals.

This course description of classes is published for informational purposes. Every effort is made to ensure its accuracy; however, the contents should not be regarded as permanent. The district reserves the right to correct, modify, or change this document without notice. Please direct questions to appropriate school personnel.

Courses/Schedule Change Requests

Class changes must be done within the first 10 days after being assigned to that class unless the request is made by the teacher or administrator. Changes involving required classes or UC/CSU A-G requirements must have parent approval. Changes are made for academic necessity only.

Students may request a change according to the following guidelines:

- Level change request (AP to general, and vice versa) based on availability
- Medical/Health issue require adjustment in schedule
- Course needed for graduation requirements and/or to meet minimum A-G requirements
- Spring Semester Changes: Yearlong courses will only be dropped for extenuating circumstances with administrative approval
- Core classes may not be changed
- Request for teacher change will not be honored

***Students may sign up in our 'Counselors Corner' through our school website. Your counselor will contact you to discuss your change request. Appointments with your counselor may also be made before school, at lunch, or after school.**

High School Office Hours

Principal/Attendance/Secretary

Monday – Friday 8:00 am – 3:30 pm following the regular school calendar

Registration/Counseling Office Hours

Monday – Friday: 8:00 am – 3:30 pm following the regular school calendar

Williams High School Website Address

<http://whs.williamsusd.net>



Yellowjackets



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**Superintendent
To be Named**

**Principal
James Welcome**

**Assistant Principal
Cara Larson**

**School Counselors
Veronica Solis & Jeneé Corum, Ed.D.**



WJSHS Staff

Certificated Staff

James Welcome
Cara Larson
Veronica Solis
Jeneé Corum, Ed.D.

Shelby Adams
Mingy Altamirano
Kevin Askeland
Forrest Bateman
Vernon Bledsoe
Morgan Brock
Jisus Chetty
David Collinsworth
Genia Colsa-Friel
Mario Cruz
Nicole Day
Walker Doucette
Benjamin Federici
Elizabeth Flores
David Garcia
Kearra Gurule
Yareli Heidrick
Tony Hermann
Rodney Johnston
Jeffery Lemus
Kinsey McDonald
Hortencia Meraz Betancourt
Mireya Ocampo
Brian Parker
Ken Rensink
Steffany Ritchie
Darren Robinson
Aleesha Rubini
Patricia Sims
Scott Stephens
Max Stout
Natalie Sturdivant
Nikolas Willis
TBD

Principal
Assistant Principal
School Counselor (A-L)
School Counselor (M-Z)

Ag Education/Leadership
Physical Education
Mathematics/Yearbook
English/AVID
Social Science
Ag Education/Science
Mathematics
Special Education
Special Education
Physical Education
Mathematics
Art
Military Science
English
Social Science/AVID
English/AVID
Spanish
Physical Education
Mid Valley
Social Science/AVID
Science
Spanish
ELD
Ag Education/FFA
Special Education
English
Mathematics
Math/Drama/WEE
Science/AVID
Ag Education/Science
Music
Mathematics
Social Science
English

Support Staff

Lucila Mendez
Alicia Suarez
Lizbeth Jaime
Mariela Cruz

School Secretary
Counseling Secretary
Attendance Secretary
Bilingual-Biliterate Clerk



Yellowjackets



Registration Process

Continuing Students: For students who were enrolled in the last semester with Williams Jr Sr High School or graduating Sixth Graders from Williams Upper Elementary School, classes are pre-selected for you according to prerequisite, pathways and graduation requirements.

New, Returning and Transfer Students:

1. Complete:

- a. Registration packet
- b. Birth Certificate
- c. Immunization record
- d. Previous school records
- e. Orientation/Counseling

Concurrent Enrollment:

Student selecting to enroll in college classes concurrent with high school classes must:

1. Complete:

- a. College application. Apply online at cccapply.org
- b. Placement Exam (required for core academic courses)
- c. Online registration and “High School Recommendation Form”
- d. The High School Recommendation Form **MUST** be signed by the school principal, assistant principal, or counselor, and parent



WJSHS Graduation Requirements

Graduation requirements may change within the course of a student's high school career. It is vital that students (and their parents) continually verify that they are on course for graduation; a simple call to the School Counselor should do. In addition to coursework and credits required, students must also complete 20 hours of community service.

Remember that these graduation requirements are only the minimum requirements to achieve a high school diploma; they will not qualify a student for admission to a four-year college. Students who wish to gain employment or admission to a college or technical school must take the most rigorous courses available in order to qualify. In addition, these students must gain the best grades possible in order to compete.

Williams High School

CSU/UC (Must earn Cs or better)

| | | | |
|--|------------|---|------------|
| History/Social Science (World, US, Gov/Econ) | 30 | a) History/Social Science (World, US) | 20 |
| English (English 9-12) | 40 | b) English | 40 |
| Math (3yrs, 3 different classes with a C or better; must pass Alg. 1/Math 1) | 30 | c) Math (Must complete Math 3/Algebra 2) | 30 |
| Science (1yr physical, 1 yr life) | 20 | d) Lab Science (1yr physical, 1yr life) | 20 |
| Visual/Performing Arts Or Foreign Language | 10 | e) Visual/Performing Arts | 10 |
| Freshman Requirements (9th Grade Req, Ethnic Studies) | 10 | f) Foreign Language | 20 |
| Financial Literacy (#Starting with the Class of 2029) | 10# | g) College Prep Elective | 10 |
| Physical Education | 20 | TOTAL CREDITS | 150 |
| Vocational Education (CTE) | 10 | | |
| Electives | 90* | | |
| Electives# (#Starting with the Class of 2029) | 80*# | | |
| TOTAL CREDITS | 260 | | |

*Any course can fulfill graduation requirement electives once the subject requirement is met.

* Teacher Aide/Office Aide positions will generate credits but not grade points.



WJSHS Graduation Requirements (BP 6146.1)

| <u>REQUIREMENT</u> | <u>UNITS</u> | <u>COURSES</u> |
|--------------------------------|------------------------------------|--|
| Freshman State Requirements | 10 | Ethnic Studies & 9th Grade Requirement (Class of 2028 & beyond) Geography & Careers (Class of 2027) |
| Social Studies | 30 | World History US History OR HIST 17B American Government/Economics |
| Language Arts | 40 | English 9; 9H; 10; 10H; 11; 12; AP Language and Composition; English Literature and Composition; ELD 1, 2 |
| Mathematics | 30 | Int Math 1 or Algebra 1; Int Math 2 or Geometry; Int Math 3 or Algebra 2; AP Pre-Calculus; Personal Finance/TQR Math; Statistics |
| Science | 20 | Ag Chemistry Biology; Anatomy and Physiology; Agricultural Biology; Forensics Science; Zoology and Botany |
| Physical Education | 20 | Physical Education; Weight Training; Movement; Mind & Fitness |
| Vocational Education/CTE | 10 | Adv Agriscience; Practical Ag Mechanics; Adv Ag Mechanics; Ag Construction; Ag Floral; Int Ag Floral; Advanced Ag Floral; Yearbook |
| Fine Arts/Foreign Language | 10 | Beginning Band; Adv. Band; Guitar; Art 1, 2, 3; Mariachi Band; Adv. Mariachi; Spanish 1, 2, 3, 4; Spanish for Native Speakers 1, 2; AP Spanish Language; AP Spanish Literature; Advanced Translator/Interpreter |
| Financial Literacy# | 10# | State Requirement starting with the Class of 2029# |
| Additional Electives | 90 | AVID 9, 10, 11, 12; AVID Tutor; Dual Enrollment Courses; ELD 3, 4; Leadership; Military Science; Office Aide; Study Skills, Work Experience |
| | 80# | Starting with the Class of 2029 |
| TOTAL UNITS | 260 | |
| ADDITIONAL REQUIREMENTS | Service Learning/Community Service | 20 hours |

Exhibit

Version: March 14, 2013
Revised: February 15, 2018
Revised: January 16, 2020
Revised: February 16, 2023
Revised: November 20, 2025

WILLIAMS UNIFIED SCHOOL DISTRICT
Williams, California



A-G College Requirements

California State University (CSU) & University of California (UC) A-G Entrance Requirements

Any student who plans to attend a university upon graduation from high school must meet the minimum requirements for the California State University and University of California systems.

| Subject | Years |
|---|-------|
| A. History/Social Science | 2 |
| B. English | 4 |
| C. Mathematics | 3-4 |
| D. Laboratory Science (1 Life & 1 Physical) | 2-3 |
| E. Foreign Language | 2-3 |
| F. Visual & Performing Arts | 1 |
| G. Elective | 1 |

CSU/UC

Students must challenge themselves by taking advanced classes and earn Cs or better in order to compete for the spaces available at the freshman level. The increasing number of students applying for admissions to both the University of California and California State University systems has allowed the colleges to be more selective.

Private & Out of State Universities

Students who plan to attend a private university or university outside of California should consult the college/university website or catalog for entrance requirements.

Community Colleges

Community college students do not need to meet course requirements for entrance. However, students are sometimes placed into courses based on high school transcripts and only a rigorous course schedule will prepare you for the challenges that college will present. Williams High School has partnership programs with both Woodland Community College and Butte Community College.

SAT/ACT

- CSUs & UCs: No longer use SAT/ACT scores to determine admissions
- Community Colleges: Do not require SAT/ACT
- Private/Out of State Schools: admissions requirements vary



2026-2027 Williams Junior/Senior High School Student Academic Courses for CSU/UC Admission

 = Course is A-G approved

| | A-G Subject Course | Years Required | WJSHS Approved Courses **Must pass with a C or better** | |
|----------|--|--|---|--|
| A | HISTORY/SOCIAL SCIENCE | 2 years | World History US History American Government | |
| B | ENGLISH | 4 years | English 9, 10, 11, 12 English 9 H & 10H AP English Lang & Comp (11 th) AP English Lit & Comp (12 th) | |
| C | MATHEMATICS | 3 years, 4 recommended | Integrated Math 1 (Algebra 1) Integrated Math 2 (Geometry) Integrated Math 3 (Algebra 2) Statistics AP Pre-Calculus TQR Math | |
| D | LAB SCIENCE | 2 years (1 year of life & 1 year of physical) 3 years recommended | Biology - Life Ag Biology - Life Anatomy & Physiology - Life Adv Agriscience - Life Ag Chem - Physical Zoology/Botany - Life | |
| E | FOREIGN LANGUAGE | 2 years, 3 years recommended | Spanish 1, 2, 3 Spanish 1 & 2 Native Speakers AP Spanish Language and Culture AP Spanish Literature and Culture Adv Translating/Interpreting | |
| F | VISUAL & PERFORMING ARTS (VAPA) | 1 year | Art 1, 2, 3 Ag Floral Design, Int Floral and Adv Floral Beginning & Advanced Band Drama & Stagecraft Mariachi & Advanced Mariachi Band Guitar | |
| G | ELECTIVES | 1 year | Academic Tutor Ag Construction Adv Ag Mechanics American Economics AVID 9, 10, 11, 12 9th Gr St Req Chicano Studies Ethnic Studies Forensic Science Journalism | Ag Leadership Leadership Military Science 1, 2, 3 Personal Finance Pract Ag Mechanics Sports Media Storytelling Yearbook Work Experience |



Williams Junior/Senior High School Four-Year Plan Example

As you plan your classes over four years consider your goals for after high school

| | Student ID# | Grade | Student Name | |
|--------------------|-------------|-------|-----------------------|-----------------------|
| | | | Grade 9 | Grade 10 |
| | | | Grade 11 | Grade 12 |
| Units Required | | | Courses | Credits Possible |
| 40 | | | English 9 | 10 |
| 30 | | | Math | 10 |
| 20 | | | Science | 10 |
| 30 | | | Social Science | 10 |
| 20 | | | PE | 10 |
| 10 | | | VPA/ Foreign Lang | |
| 10 | | | Voc Ed | |
| 10 | | | Freshman Req | 10 |
| 90 | | | Electives | |
| 0 | | | CUM CREDITS | CUM CREDITS |
| College Admissions | | | Career Info and Plans | Career Info and Plans |
| (A-G Requirements) | | | College/Career Theme: | College/Career Theme: |
| 4 yrs | | | | |
| 3 yrs | | | | |
| 2 yrs | | | | |
| 2 yrs | | | | |
| 1 yr | | | | |
| 2 yrs | | | | |
| 1 yr | | | | |
| Notes: | | | | |



JUNIOR HIGH (7th/8th GRADE) COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

1130 English 7

English 7 is a required course for all 7th graders. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing their vocabulary and study skills.

1140 English 8

English 8 is a required course for all 8th graders. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing their vocabulary and study skills.

ENGLISH LANG DEVELOPMENT (Courses for Students Learning English)

1163 ELD 1 Lit 7-8

Prerequisite: *ELPAC level 1*

This course profiles a comprehensive curriculum for newcomers. It provides accelerated support in foundational literacy skills. Reading, writing, listening, and speaking activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. These strategies, as well as shared and modeled reading and writing and encouraging student's use of primary language, are used to develop literacy skills. Daily practice through collaborative interaction is a necessary component of this course. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

3032 ELD 1 Comm 7-8

Prerequisite: *Enrollment in a US school one or less and/or an Initial ELPAC performance level of novice*

ELD 1 Literacy and ELD 1 Communication provide a balanced approach to English language development, using communication-based, content-based and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at the level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1167 ELD 2 Lit 7-8

Prerequisite: *ELPAC level 1-2*

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. Students begin to understand information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability



to solve problems. Course content is based on the state-adopted ELD Standards at the emerging/low expanding proficiency level.

1165 ELD 2 Comm 7-8

Prerequisites: Enrollment in a US school 1-3 years and/or an Initial ELPAC performance level of novice/intermediate or Summative ELPAC performance level of minimally developed or somewhat developed.

ELD 2 Literacy and ELD 2 Communication provide a balanced approach to English language development, using communication-based, content-based and literature -based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students use conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the somewhat developed level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1169 ELD 3 Lit 7-8

Prerequisite: ELPAC level 2-3

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course supports student success in mainstream English courses by helping students develop appropriate academic language and content knowledge. Course content is based on the state adopted ELD Standards at the expanding proficiency level in tandem with the ELA/ELD Framework in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems.

1171 ELD 4 Lit 7-8

Prerequisite: ELPAC level 3-4; some LTEL levels might vary

This course is designed for students at the advanced stages of English proficiency (Summative ELPAC well developed). This course is also designed for students who are At-Risk or Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards in order to reclassify with the predominant focus on academic oral language development, accelerated academic vocabulary acquisition, expository writing and reading comprehension.

MATHEMATICS

2053 Math 7

Students will focus on developing an understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.



2007 Math 8

Students will focus on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

SCIENCE

3007 Science 7

This course is a core science course designed to prepare students for 8th grade and high school level science courses. Included in this course is the scientific method and basic laboratory procedures.

3008 Science 8

This course is a core science course designed to prepare students for high school level science courses. Included in this course is the scientific method and basic laboratory procedures.

SOCIAL SCIENCE

1507 World History and Geography (Grade 7)

This is a yearlong course that follows a chronological study of the development of the world during medieval and early modern times with an examination of social, cultural, and technological change. The sequence of these units is historical, advancing across the years A.D. 500-1789, and geographic, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years.

1508 United States History and Geography (Grade 8)

This is a yearlong course that follows a chronological study of the development of the United States. The course begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events, from the framing of the Constitution to World War I.

PHYSICAL EDUCATION

2517 Physical Education K-8 (Grades 7-8)

In this course students are expected to pass the California PE Standards. Students will also be tested in the state mandated Fitness gram Test, including flexibility, upper body strength, curl ups, aerobic capacity and body mass index. Students will participate in football, volleyball, soccer, lacrosse, badminton, basketball, pickleball, dance, and softball.

FOREIGN LANGUAGE

All language classes utilize a placement exam.

4002 Spanish A

This introductory course covers language content and culture. This class focuses on the structural understanding of the language and its practical applications.

4003 Spanish B

Prerequisite: C or better in Spanish A or placement

This is a follow-up course to Spanish A where language content and culture are studied more in depth. This course covers all simple tenses and their applications within the language.



4011 Spanish A/B for Native Speakers

This course continues the development of reading, writing, speaking, listening and critical thinking skills in Spanish through the study of relevant literature, magazines and authentic resources. Students are empowered through self-expression in writing and speaking and self-esteem is enhanced through appreciation of Latin American literature and culture. This class will be conducted entirely in Spanish.

ELECTIVES

9052 Introduction to AVID (Grade 7)

Introduction to AVID is an introduction to the organization and the strategies used in AVID. Students will learn and apply skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test taking and the use of technology to improve performance will be stressed in this course. *All 7th grade students will be enrolled in Intro to AVID.*

9053 AVID 8

Prerequisite: Maintain a 2.25 GPA and 8th Grade

Students will build and refine essential AVID skills, accelerate in honors classes and become models students within the classroom as well as school wide. The focus of AVID is college. Students examine the process of choosing a college, the application process, financing college, scholarships and deciding on an area of focus. AVID provides students with exposure to actual college campuses.

6022 Drama (Grades 7-8)

Drama is a course that introduces students to the exciting beginning elements of acting and theater. This will include creative movement, stage combat, theater games, improvisation, short plays, and monologues. Students will work individually and in groups. Emphasis will be on creativity, building group cohesion, elevating confidence, and performing in front of class members, and occasionally school audiences.

6503 Exploratory Ag (Grades 7-8)

Agricultural education is a semester-long introduction to FFA, leadership skills, basic animal science, basic plant science, and the CTE pathways available in 9-12th grade.

5016 Art Exploration (Grades 7-8)

Art Exploration is the general exploration of art. No prior art experience is necessary. Experience is gained in areas of color theory, composition, perspective (use of space), design, drawing, painting, and sculpture. Projects are designed to emphasize the development of a positive, personal attitude toward art and creative individual expression through art.

8046 Leadership (Grades 7-8)

This course is designed to give students a competitive advantage in the working world. This course will provide the student with valuable leadership and communication skills that a person will use in their everyday lives. During this course, a student will develop their own personal leadership portfolio (resume), learn to develop their speaking skills, develop team-building skills and plan school and community activities. This course is recommended for students involved in student organizations in and out of school.

6003 Beginning Band (Grades 7-8)

The beginning band is an introductory instrumental music course. Instruments in the band include flute, clarinet, saxophone, trumpet, trombone, baritone, horn and percussion (xylophone, concert drums, and auxiliary percussion). Performances include two yearly concerts plus a festival. Students are expected to



practice at home at least one hour per week and attend all performances.

6004 Adv. Band (Grades 7-8)

Prerequisite: *C or better in Beg. Band; Requirements-2 years on instrument or permission from director.*

The advanced band is the premiere-performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year.

6028 Beginning Mariachi (Grades 7-8)

Prerequisite: *Desire to learn mariachi music and ability to hear pitches.*

Students learn the basics of one of the instruments of the mariachi (violin, guitar, vihuela or guitarron) from the beginning stages. All students will also learn the fundamentals of singing.

6029 Advanced Mariachi (Grades 7-8)

Prerequisite: *Beginning Mariachi*

This class is designed for students who have completed at least one year of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and huapangos. Students must be prepared to sing.

6106 Keyboard/Piano (Grades 7-8)

This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. The class will have both a theory and lab component. For the theory component, students will learn the basics of diatonic harmonizing and musicianship. They will apply this knowledge during the lab component, where they will spend time at their own keyboard or piano. There is one fall and one spring performance requirement during which the students will demonstrate their learning through a small group

8047 Military Science (California Cadet Program) (Grades 7-8)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.



HIGH SCHOOL (9th-12th) COURSE OFFERINGS

9th GRADE REQUIREMENTS

9th graders are required to complete and pass two courses during 9th grade. The two semester classes are worth 5.0 credits each for a total of 10 credits. The semester classes are the following:

1. **1613 Ethnic Studies:** (semester) 🎓(G)

Ethnic Studies is a semester-long Social Science course designed for 9th-grade students. This course provides a foundation for the later study of World History, US History, Economics, and US Government courses. Students will learn about the historical and cultural contributions of African Americans, Asian Americans, Chicanos/Latinos, Native Americans, and other ethnic groups in the United States. This course will introduce and develop skills that will be needed in subsequent Social Studies classes, such as evaluating sources, analyzing social change over time, and comparing and contrasting diverse cultures. Students will also learn how the social construction of identity is created, contested, and altered by historical and economic processes. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.

2. **1502 9th Grade State Requirements** (semester) 🎓(G)

State Requirements for 9th graders is a semester long class which includes topics in health and human trafficking. Students will learn the basic structure of the human body, as well as nutrition, drug prevention, and what affect everyday choices have on their health, human trafficking in California, and Driver's Education.

ENGLISH LANGUAGE ARTS

1000 English 9 🎓(B)

English 9 is a required course for all freshmen. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres focusing on expository writing, as well as increasing vocabulary and study skills.

1015 English 9 Honors 🎓(B)

This course is designed to offer an approach to learning that is challenging, interesting and fast-paced for strong, capable readers who are also proficient writers. There is supplemental reading that requires students to exhibit high levels of comprehension, enjoy working at an accelerated pace, and desire a deeper analysis of the reading. Writing assignments will focus on analysis, development, organization, and language. Assignments encourage creativity, abstract thinking, and consistent goal-directed behavior.

1100 English 10 🎓(B)

English 10 is a required course for all sophomores. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres, focusing on non-fiction, as well as increasing their vocabulary and study skills.



1016 English 10 Honors 🎓(B)

Honors English 10 is a world literature course that highlights both early and modern works from around the globe. Students will study fiction, nonfiction, drama, poetry, myths, and legends as well as ancient sources of wisdom. Writing and class discussion will be the primary methods used for response to literature. Students will also learn a variety of literary terms that will help them analyze literature and prepare them for success in Advanced Placement English courses in the coming years.

1200 English 11 🎓(B)

English 11 is a required course for all juniors. It is a standards-based class developing literature comprehension and writing skills. Students will read and write in a variety of genres, focusing on literature and their impact on different time periods, as well as increasing their vocabulary and study skills.

1306 Advanced Placement (AP) English Language and Composition 🎓(B)

Prerequisite: *AP Contract, C or better in English 10*

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students will learn about the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of this course is to successfully pass the AP test for English Language and Composition.

1300 English 12 🎓(B)

English 12 is a required course for all seniors. It is a standards-based literature and writing class clustered around the following genres, fiction, and nonfiction writing, functional documents, poetry, expository writing and author study.

1207 Advanced Placement (AP) English Literature and Composition 🎓(B)

Prerequisite: *AP Contract, C or better in English 11 or successful completion of AP Language and Composition*

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Students will learn a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The purpose of this course is to successfully pass the AP test for English Literature and Composition.

1150 Journalism 🎓(G)

Journalism is a yearlong course dedicated to producing and publishing news and current events. Student work will be published regularly in a school newspaper. Students will learn about the ethics of journalism, including the rights and responsibilities of news reporting. Students will learn the components and skills needed for news writing and demonstrate their understanding by participating in class activities, completing projects, and creating print publications for the school.

6003 Sports Media/Journalism (Year) 🎓(G)

Intro to media studies with a focus on the modern aspects of sports media/journalism including audio, visual, written formats, with the intention of publishing twice a year. Basics of journalism, History of Sports Journalism, Photo journalism, audio formats and video formats.

1152 Storytelling (Year) 🎓(G)

Storytelling is an English elective course focused on the exploration of short fiction, poetry, writing scripts, and memoirs. Students will create a variety of well-developed stories, poems and plays over the course of the year,



as well as examining professional examples. Students will be able to explore ideas of their own identities and experiences through a variety of formal and informal formats.

ENGLISH LANGUAGE DEVELOPMENT (Courses for Students Learning English)

1162 ELD 1 Communication 9-12

Prerequisite: EL Coordinator Placement

ELD 1 Literacy and ELD 1 Communication provide a balanced approach to English language development, using communication-based, content-based and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at the level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1164 ELD 1 Literacy 9-12

Prerequisite: EL Coordinator Placement

This course uses communication-based, content-based and literature-based lessons in a balanced approach. Reading and writing activities are designed to help students develop literacy skills and are incorporated daily. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of Proficiency. These strategies, as well as shared and modeled reading and writing and encouraging students' use of primary language, are used to develop literacy skills. Daily practice through collaborative interaction is a necessary component of this course. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1166 ELD 2 Communication 9-12

Prerequisite: EL Coordinator Placement

ELD 2 Literacy and ELD 2 Communication continue to provide a balanced approach to English language development, using communication-based, content-based and literature-based activities. Instruction focuses on oral/aural activities to ensure comprehension of concepts and vocabulary. Students use conversation on a variety of everyday subjects and to ask for clarification when needed. Reading and writing activities are designed to help students develop literacy skills using language already practiced orally. The emphasis at this level is on listening comprehension and oral production in English; students are introduced to reading and writing through a variety of strategies appropriate for the somewhat developed level of proficiency. Strategies such as shared and modeled reading and writing frequently use the students' own oral language to develop their literacy skills. Course content is based on the state-adopted ELD Standards at the emerging proficiency level.

1168 ELD 2 Literacy 9-12

Prerequisite: EL Coordinator Placement

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing. Students begin to understand information in a wide range of speech situations. Reading, writing, and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expended. Students move from literal comprehension to



interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the emerging/ low expanding proficiency level.

1170 ELD 3 Literacy 9-12

Prerequisite: EL Coordinator Placement

This course continues the development of listening, speaking, reading, and writing skills in English, with increased focus on reading and writing processes. Students communicate ideas and information orally with increased confidence, demonstrating their understanding of various content, using different registers appropriately and communicating comfortably in new and unfamiliar settings. Students read, and write in response to, a variety of content, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This course supports student success in mainstream English courses by helping students develop appropriate academic language and content knowledge. Course content is based on the state adopted ELD Standards at the expanding proficiency level in tandem with the ELA/ELD Framework. information in a wide range of speech situations. Reading, writing , and collaborative learning activities reflect and extend the level of oral English development of students, and the content extends the English language experiences of students. The reading of content area materials and literature is expended. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on the state-adopted ELD Standards at the mid expanding/ upper expanding proficiency level.

1172 ELD 4 Literacy 9-12

Prerequisite: EL Coordinator Placement

This course is designed for students at the advanced stages of English proficiency (Summative ELPAC well developed). This course is also designed for students who are At-Risk or Long Term English Learners. Students are provided with scaffolded instruction focused on increasing academic language proficiency according to the state-adopted ELD standards in order to reclassify. Course content is based on the state-adopted ELD Standards at the lower bridging/ upper bridging proficiency level. The predominant focus being on academic oral language development, accelerated academic vocabulary acquisition, expository writing and reading comprehension.

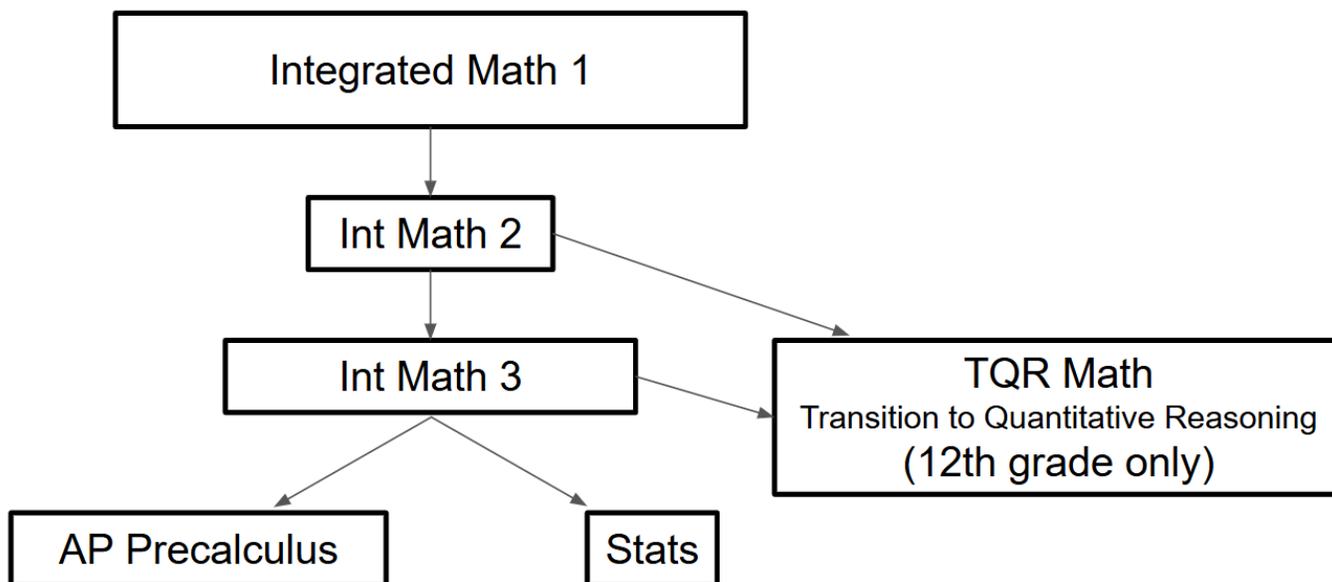


MATHEMATICS

Mathematical Course Sequencing

Three years of (3) different math classes are required for High School Graduation.

Students wishing to apply to a CSU/UC must take Int Math 1, Int Math 2 and Int Math 3 (Algebra 1, Geometry, and Algebra 2) and pass classes with a “C” or higher to be considered for admission. Four years are recommended.



2038 Integrated Math 1 🎓(C)

Math 1 is the first of a three course sequence in an integrated pathway (Math 1, Math 2, Math 3). Math 1 is a one-year course which satisfies the Common Core Standards and will strengthen and build on students' previous knowledge of middle school mathematics. Math 1 will focus on algebraic expressions, linear functions, basic exponential functions, geometric proof and construction methods, and descriptive statistics. The purpose of Integrated Math 1 is to strengthen students' ability to think mathematically and deepen their conceptual understanding of mathematics through a balance of procedural fluency and application. Integrated Math 1 will build upon the mathematics content students learned in prior grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed to be successful in higher level mathematics courses.

2120 Integrated Math 2 🎓(C)

Prerequisite: Grade "C" or better in Integrated Math 1 or teacher approval.

Math 2 is the second of a three course sequence in an integrated pathway (Math 1, Math 2, Math 3). This course satisfies the California Common Core Standards for Math 2. For the Math 2 course, students continue to develop algebra and geometry skills through engaging and real life applications. Students will build off of the standards they mastered in Math 1 building on geometry and algebra skills. Students will demonstrate abilities



to reason logically and to understand and apply mathematical processes and concepts using algebraic operations, geometry topics with spatial sense, data analysis, and probability.

2220 Integrated Math 3 🎓(C)

Prerequisite: Grade “C” or better in Math 2 or teacher approval.

Math 3 is the final course of a three course sequence in an integrated pathway (Math 1, Math 2, Math 3). Students will expand their understanding of functions, trigonometry and statistics to prepare for advanced math courses. By the end of Math 3, students will be able to define, graph, perform operations, solve equations, and model data using linear, exponential, quadratic, radical, logarithmic, polynomial, rational, and trigonometric functions. This course will bring together students' experiences with functions and geometry to create models and solve contextual problems. Students will be able to apply methods from probability and statistics to draw inferences and conclusions from data. Upon completion of Math 3, students will be prepared for Advanced Math courses.

2380 AP Precalculus 🎓(C)

Prerequisite: Grade “C” or better in Int Math 3 (Algebra 2) and/or admin/teacher recommendation

AP Precalculus prepares students for success in future college-level mathematics courses by building a strong foundation in college algebra, trigonometry, and related topics. Students deepen their understanding of functions through modeling and real-world applications while developing problem-solving skills, mathematical reasoning, and clear communication.

2221 Statistics 🎓(C)

Prerequisite: Grade “C” or better in Int Math 3

The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes: exploring patterns and departures from patterns in data, sampling and experimental design, using probability to explore random phenomena, statistical inference. Much of the content studied is in the context of applications in the social and behavioral sciences, business and medicine. Students will develop college and career readiness skills such as collaborating, conducting research and making presentations as they demonstrate their mathematical content knowledge.

TQR: Transition to Quantitative Reasoning (TQR Math) 🎓(G)

Prerequisite: 12th grade only, including those who have not passed Math 3

Transition to Quantitative Reasoning (TQR) is a senior-level math course designed to strengthen students' ability to apply mathematical thinking to real-world situations. Through collaborative problem-solving, data analysis, and a culminating unit in financial mathematics, students build practical skills to support success in college and the workplace.

Financial Literacy 🎓(G) (pending approval)

Prerequisite: 10th grade only

Financial Literacy is a graduation requirement that equips students with the knowledge and skills needed to manage money and navigate financial responsibilities as they transition into adulthood. Through practical, real-world applications of personal finance, students gain the confidence to make informed financial decisions after graduation. This course is a newly designed state requirement and begins with the Class of 2029.



SCIENCE

3100 Biology (Life Science) 🎓(D)

Biology is a two-semester college preparatory lab science class that is aligned to the California State Content Standards and covers topics related to cells, DNA/RNA synthesis, genetics, ecology, evolution, classification, photosynthesis/respiration, and anatomy/physiology. This course satisfies the life science requirement for graduation. This is the first recommended course in the UC/CSU science pathway.

3950 Anatomy and Physiology (Life Science) 🎓(D) *This course will be available every other year.*

Prerequisite: C or better in Biology or teacher recommendation, 11th-12th grade

In this conceptual survey of anatomy and physiology, students will cover standards-based information about Anatomy and Physiology in the following systems: directional terminology, integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, lymphatic, digestive and reproductive systems. This course satisfies the life science requirement for graduation. This is a recommended course in the UC/CSU science pathway.

3150/3160 Zoology & Botany (Life Science) 🎓(D) *This course will be available every other year.*

Prerequisite: C or better in Biology

The course is designed to introduce students to the fundamental concepts and principles of zoology and botany. This course surveys the major animal groups and familiarizes students with the diversity of the plant kingdom.

6604 Forensic Science (Life Science) 🎓(G)

Prerequisite: C or better in Biology or Ag Biology

Forensic Science applies the knowledge and technology of science to criminal laws. Science occupies an important role in the criminal justice system. The scientific community supplies accurate and objective information that reflects the events that occur at a crime. This class focuses on various aspects of forensic science and analysis. We will focus on laboratory investigation, reporting, and research to provide students with scientific reasoning and writing tools. This is a laboratory-based science class.

6601 Agricultural Biology (Life Science) 🎓(D)

This course is intended for agriculture students as a two-semester college preparatory lab science class that is aligned to the California State Content Standards and focuses on particular sections of the Agricultural Industry. Students spend additional time setting up and improving their supervised agricultural experience projects as well as compete in several project competitions. Their coursework focuses mainly on production agriculture and strives to send students down one of two paths: either mechanical or scientific-based agricultural careers.

6609 Agriculture Soil Chemistry (Physical Science) 🎓(D)

Prerequisite: Biology or Ag Biology

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research program to be conducted throughout the first semester of the course. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.



6606 Advanced Agriscience 🎓(D)

Prerequisite: Ag Biology and Ag Soil Chem

Advanced Agriscience is the third course in a sequence. This course focuses on physics applied to agriculture.

SOCIAL SCIENCE

1601 World History (Grade 10) 🎓(A)

Students will examine major turning points in the shaping of the modern world, from the late 17th century to the present. This course follows the content standards and prepares students to study US History. This is a required graduation course for all 10th grade students.

1700 US History (Grade 11) 🎓(A)

This course covers America from post-Civil War to the present and focuses on continuity and change. Students will focus on technological changes, the Industrial Revolution and its impact upon American society. Course material will also focus on the major wars and their post war periods with special interest to societal problems and the Civil Rights Movement.

9110 HIST 17B United States History (Grade 11) (3 units) - Dual Enrollment Class 🎓(A) CSU/UC

May count as US History credit and college credit

Political, social, economic, and cultural history of the United States from the Industrial Revolution to the present. Focuses on the ideals, decisions, forces, institutions, individuals, events, and processes that affected the continuity and change during this time. Satisfies CSU Title V, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 17B and POLSCI 1 or HIST 17A are completed.

1800 American Government (Grade 12/Semester) 🎓(A)

In the government course students apply knowledge gained in previous years of study in order to pursue a deeper understanding of the principles of American civics and the standards and objectives that go into the making of our *Republic*, our Constitution, and develop an understanding of democracy.

1801 Economics (Grade 12/Semester) 🎓(G)

In the economics course students draw on previous coursework, especially math, to grasp the concepts of microeconomics and macroeconomics, to find a deeper understanding of the nation's fiscal and monetary policies and the Federal Reserve System.

1612 Chicano Studies 🎓(G)

Chicano studies is an elective course in which students will learn about the unique historical and cultural contributions of Mexican Americans in the United States. Students will explore the complexities of the Mexican American experience from the 20th and 21st Centuries as well as the historical background of Mexican Americans. Students will examine a variety of texts, maps, videos, films, and data to develop their understanding of the Mexican American experience. Students will also identify the importance of historical events such as pre-Columbian civilizations, conquest and colonization, independence, immigration, the Chicano Rights Movement, and many other significant events.



PHYSICAL EDUCATION

2500 Physical Education

In this course students are expected to pass the California PE Standards. Students will also be tested in the state mandated Fitness Gram Test, including flexibility, upper body strength, curl ups, aerobic capacity and body mass index. Additionally, students will participate in football, volleyball, soccer, lacrosse, badminton, basketball, pickleball, dance, and softball.

2510 Weight Training

Prerequisite: *C or better in PE and 10th grade*

This is a course designed to educate people on how to train with free weights, their body weight, and leverage weight. The class explains how to get results through specific training regimes. Basic nutritional guidelines are also covered.

2556 Movement/Walk

Prerequisite: *10-12 grade*

This course is designed to focus on walking/jogging techniques, physiological effects of cardiovascular activity, important equipment, motivational techniques and emotional benefits of exercise. Students will develop a fitness workout plan through activities of walking and aerobic exercise. The walking routes are off campus and the routes vary in distance and range from 1-5 miles.

2513 Athletic Conditioning

Prerequisite: *10-12 grade and Coach Recommendation*

This course seeks to enrich the student athlete's fundamental foundation of sport, including physically, mentally, and socially. The athlete will develop a life-long approach to physical fitness and athletic endeavors. This course is designed to familiarize the student to an approach at athletic conditioning with sport-specific in-season and off-season training.

2514 Careers in Athletics: Kinesiology and Physical Education

Prerequisite: *10-12 grade*

This course is designed to give students the opportunity to learn through a planned Kinesiology & Physical Education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make and meet goals, develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement & being physically active in this course. Units of instruction include: introduction to Kinesiology & Physical education, Career Pathways, Injury prevention & care, strength training, Health & Nutrition, Fitness & Technology, individual/dual activities and rhythm/dance.

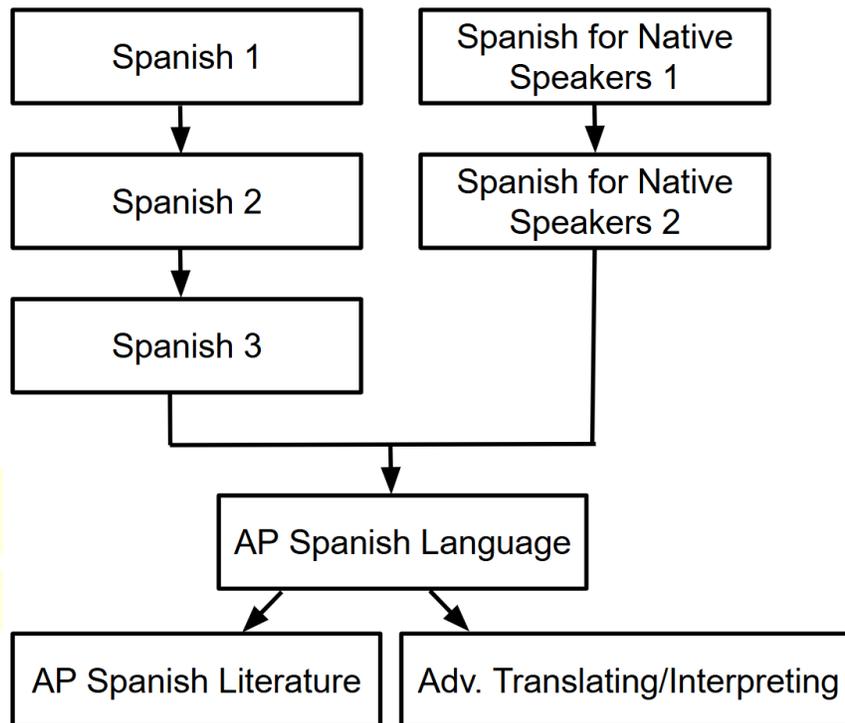
2553 Mind & Body Fitness

This class focuses on connecting physical movement with mental awareness and breathwork to improve strength, balance, flexibility, and overall well-being. Units include, but are not limited to, yoga, Pilates, step aerobics, dance, tinikling, dance, Zumba and nutrition and flexibility.



FOREIGN LANGUAGE

All language classes may require a placement exam. The following is a diagram of the pathways.



4000 Spanish 1 🎓(E)

Introductory course that covers language content and culture. This class focuses on the structural understanding of the language and its practical applications.

4100 Spanish 2 🎓(E)

Prerequisite: C or better in Spanish 1 or placement exam or teacher/admin approval

A follow up course to Spanish 1 where language content and culture are studied more in depth. This course covers all ten simple tenses and their applications within the Spanish language.

4200 Spanish 3 🎓(E)

Prerequisite: C or better in Spanish 2 or placement exam or teacher/admin approval

A grammatical and cultural awareness course designed for a broader understanding of the Spanish language and culture. This course builds on the foundation learned in Spanish 2 and prepares students for the AP Spanish Language course.

4050 Spanish for Native Speakers 1 🎓(E)

Prerequisite: Placement by Diagnostic exam or teacher/admin approval

Students will develop strong literacy skills and develop reading skills through the use of texts, magazines, and newspapers. Students will practice writing skills through essays which address students' life experiences. Grammar terms and structures will be introduced. Latino and American cultures will be explored. The class will be conducted entirely in Spanish.



4055 Spanish for Native Speakers 2 🎓(E)

Prerequisite: Placement by Diagnostic exam or teacher/admin approval

This course builds upon and reinforces the knowledge and skills gained in Spanish for Native Speakers 1. This course continues the development of reading, writing, speaking, listening and critical thinking skills in Spanish through the study of relevant literature, magazines and authentic resources. Students are empowered through self-expression in writing and speaking and self-esteem is enhanced through appreciation of Latin American literature and culture. This class will be conducted entirely in Spanish.

4350 AP Spanish Language and Composition 🎓(E)

Prerequisite: C or better in Span 2 NS or Span 3 or placement exam or teacher/admin approval

The AP Spanish Language Course, which is conducted completely in Spanish, is designed to help students become proficient in the Spanish language and to successfully complete the AP Spanish Language Exam. Students are encouraged to practice Spanish with their peers and keep a log of time spent practicing the four skills of language learning: speaking, listening, writing, and reading.

4056 Adv. Translating/Interpreting 🎓(E)

Prerequisite: AP Spanish Language

Advanced level course where students will learn how to do translation as a career, as a business, and get real application of translation. Students will take this course as well as a certification test. Upon completion, students who have passed the AP Spanish course, earned the Seal of Biliteracy may be ready to start post-secondary education in translation.

4351 AP Spanish Literature and Composition 🎓(E)

Prerequisite: AP Spanish Language

AP Spanish Literature is a college-level course that focuses on critically analyzing representative works of Spanish and Latin American literature across various historical periods, including poetry, prose, and drama, while developing advanced Spanish language skills through reading, writing, and discussing these texts within their cultural contexts. Students will study major literary movements, themes, and authors to gain a deep understanding of the Spanish-speaking literary landscape.

State Seal of Biliteracy

Eligibility

To be eligible for the State Seal of Biliteracy, students **must meet criteria 1 and 2:**

1. Demonstrate English proficiency through one of the following methods:

- Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes. OR
- Pass the California standards assessment at the “standards met” or above in English language arts (ELA) set for native English speakers at the 11th grade. OR
- Score three or higher on the English Advanced Placement (AP) examination (English Language and Composition, English Literature or Composition, or Seminar). OR
- Score four or higher on the International Baccalaureate (IB) English examination. OR
- Score 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Assessment Test (SAT).

Additional English Proficiency Requirement for English Learners Only: In addition to the requirements mentioned



above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

2. Demonstrate proficiency in one or more languages—in addition to English—by accomplishing one of the following:

- *Successfully complete a four-year course of study in a world language and attain an overall grade point average of 3.0 or above in that course of study at the high school or higher level, including oral proficiency. OR*
- *Score three or higher on an Advanced Placement (AP) world language examination. OR*
- *Score four or higher on an International Baccalaureate (IB) world language examination. OR*
- *Score Intermediate Mid or higher on an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI). OR*
- *Score at the “proficient” level or higher on a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English.*

CAREER TECHNICAL EDUCATION (CTE)/VOCATIONAL EDUCATION

6625 Practical Ag Mechanics 🎓(G)

This introductory course covers Arc welding, gas welding, plumbing, 110V electric circuits and 12V electric circuits. Equipment generation and service is also covered. Student and shop safety are emphasized.

6635 Advanced Ag Mechanics 🎓(G)

Prerequisite: *C or better in Practical Ag Mechanics*

Advanced Ag Mechanics is a project based class using the skills learned in Practical Ag. Mech. which are gas welding, electric arc welding, shielded wire welding, Plasma and oxy/acetylene welding. Also Oxy/acetylene cutting and plasma cutting of mild steel will be covered. Students are asked to provide an Ag related project to be restored which can be shown at the county fair. Safe shop practices are emphasized throughout the class.

5036 Ag Construction 🎓(G)

Prerequisite: *11th grade or higher and C or better in Pract Ag Mechanics and Adv Ag Mechanics*

Agriculture Construction is a capstone course in the Ag Mechanics pathway. Students will focus on building and maintenance of school farm facilities. In addition, certificates in welding, safety, and machine operation may be available depending on facilities.

6665 Agriculture Floral Design 🎓(F)

Prerequisite: *9th-12th grade, C or better in an Ag class (including 7/8 Ag Exploratory)*

Throughout this course, students will demonstrate an understanding of the principles and elements of floral design. Students will prepare flowers and plants for floral arrangements. In addition, students will prepare floral arrangements for special occasions using the principles and elements of design, such as designing single flower boutonnieres to multiple flower arrangements. The class will also give students a hands-on opportunity to use their own creativity and artistic abilities in preparing their principles and elements of design. In addition, students will become familiar with the different aspects in the floral design industry.

6666 Intermediate Ag Floral Design 🎓(F)

Prerequisite: *Ag Floral Design*

This course builds on the introductory course with increased focus on the art of design, handling of cut flowers and the mechanics of floral design while including the selection of quality flowers and greens, budgeting, retail pricing and presentation.



6667 Advanced Ag Floral Design 🎓(F)

Prerequisite: *Ag Floral Design and Int. Ag Floral Design*

This course builds on the intermediate course with the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events.

7902 Yearbook 🎓(G)

Prerequisite: *10th grade or higher*

This course provides instruction and guidance in the development of the school newspaper and the annual yearbook. Students must be “self-starters,” able to meet deadlines, able to write effectively and be available to cover school events such as sports, assemblies, rallies, music concerts, and award ceremonies outside of class on occasion. Instruction will include use of an online website for yearbook development, Photoshop, photography, and Canva for newspaper creation.

CAREER TECHNICAL EDUCATION PATHWAYS

In order to be considered a CTE Pathway completer in any area, students need to finish at least two CTE courses in the pathway, including the final capstone course, earning a C- or better in each semester.

Agricultural Mechanics Pathway

Introduction **Course 6625** - Practical Agricultural Mechanics
Concentrator **Course 6635** - Advanced Agricultural Mechanics
Capstone **Course 5036** - Ag. Construction

Agriscience Pathway

Introduction **Course 6602** - Agriculture Biology
Concentrator **Course 6603** - Agriculture & Soil Chemistry
Capstone **Course 6606** - Advanced AgriScience

Ornamental Horticulture Pathway

Introduction **Course 6665** - Agricultural Floral Design
Concentrator **Course 6666** - Intermediate Ag Floral Design
Capstone **Course 6667** - Advanced Ag Floral Design

FINE ARTS/VISUAL & PERFORMING ARTS (VAPA)

5000 Art 1 🎓(F)

Beginning Art is intended to help students learn how to investigate the principals and elements of art and apply these principles to their own artwork. The course includes observation and critique of their own and masterworks art, and the public display of their works at school and locally. In addition, the student will be able to use art elements realistically and expressively, combine the art principles of emphasis, movement, balance, proportion, repetition, harmony, and a variety of mediums to create compositions, explore artists and their styles, and learn the history of art and its evolution through time.



5015 Art 2 🎓(F)

Prerequisite: *C or better in Art 1*

Art 2 is a course for general and college prep students in grades 10, 11, 12. Students will become proficient in a variety of media (drawing, painting, charcoal, oil pastels, etc) by creating artworks that are about personal and artistic concepts. Students will become more visually articulate, more verbally articulate, and more proficient at writing about artistic issues. Refine and apply creative thinking skills to demonstrate ways artists and cultural images may be combined to produce works of art. Students will select appropriate tools and techniques to develop sophisticated and personal responses to art projects. In this course, students will be learning the advanced principles and techniques of drawing, painting, and 3D art that incorporate the elements of art and principles of design.

5017 Art 3 🎓(F)

Prerequisite: *Art 1 and Art 2 or teacher recommendation*

Art 3 is a course for general and college prep students in grades 10, 11, 12. In Art 3, students will explore 2D and 3D design with greater detail using a range of techniques and creative problem solving. Students will explore different media as well as study the historical and cultural context. In this course, students will be learning the advanced principles, and techniques of drawing, painting, and 3D art that incorporates the elements of art and principles of design.

6005 Beginning Band 🎓(F)

The beginning band is an introductory instrumental music course. Instruments in the band include flute, clarinet, saxophone, trumpet, trombone, baritone, horn and percussion (xylophone, concert drums, and auxiliary percussion). Performances include two yearly concerts plus a festival. Students are expected to practice at home at least one hour per week and attend all performances.

6006 Advanced Band 🎓(F)

Prerequisite: *C or better in Beg. Band*

The advanced band is the premiere performing group on campus. This group has intensive performance requirements with many performances outside of class time. Some performances include competitions throughout California, a variety of home games and semester concerts. Attendance at these events outside of class is required. Marching and concert literature will be performed throughout the year.

6020 Drama 🎓(F)

In this course, students will learn how the theatre experience is transformative for actors, and that sharing their performance with the audience will shift the viewers' perceptions. On a visceral level, the audience will be transformed by creative expression. Students discern that the meaning and purpose in each component of their theatre experience is viable and critical. Collaboration is a meaningful component of this experience, providing its own rewards. Building community through theatre, the Arts provide a means for individuals to collaborate and connect with others in an inclusive environment. Lifelong goals of the theatre experience translate into literate citizens seeking artistic experience, thereby engaging their willingness to support the Arts in their communities. Understanding theatre as an art form throughout history is key to the educational experience of this course. The Arts provide an essential means for individuals to express their ideas and values. Understanding this unique art form provides insights into communities and cultures.

6024 Stagecraft 🎓(F)

In this course students learn backstage roles of Theatre Arts. Students will have experiences with lighting, sound, costuming, makeup, stage design, prop and set design, stage managing and house managing through hands-on experience in both classroom and production setting. The purpose of this course is to arm students



with skills needed to design in a theatrical context and also provide them with an intro to technical theatre skills. This class will also be responsible for creating, designing and managing at least one production a year.

6665 Agriculture Floral Design 🎓(F)

Prerequisite: 9th-12th grade, C or better in an Ag class (including 7/8 Ag Exploratory)

Throughout this course, students will demonstrate an understanding of the principles and elements of floral design. Students will prepare flowers and plants for floral arrangements. In addition, students will prepare floral arrangements for special occasions using the principles and elements of design, such as designing single flower boutonnieres to multiple flower arrangements. The class will also give students a hands-on opportunity to use their own creativity and artistic abilities in preparing their principles and elements of design. In addition, students will become familiar with the different aspects in the floral design industry.

6666 Intermediate Ag Floral Design 🎓(F)

Prerequisite: Ag Floral Design

This course builds on the introductory course with increased focus on the art of design, handling of cut flowers and the mechanics of floral design while including the selection of quality flowers and greens, budgeting, retail pricing and presentation.

6667 Advanced Ag Floral Design 🎓(F)

Prerequisite: Ag Floral Design and Int. Ag Floral Design

This course builds on the intermediate course with the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events.

6011 Guitar 🎓(F)

Designed for the beginning guitar student, this course includes fundamentals of playing the guitar including chord structure, basic notation, and strumming techniques. Students are provided an acoustic guitar and are expected to practice daily.

6016 Beginning Mariachi 🎓(F)

Students learn the basics of one of the instruments of the mariachi (violin, guitar, vihuela or guitarron) from the beginning stages. All students will also learn the fundamentals of singing.

6019 Advanced Mariachi 🎓(F)

Prerequisite: Beginning Mariachi

This class is designed for students who have completed at least one year of mariachi music (or the equivalent) on one of the mariachi instruments. The curriculum is focused on learning complete songs chosen from the classics of the mariachi repertoire: rancheras, boleros, sones, corridos, polkas, and huapangos. Students must be prepared to sing.

NON-DEPARTMENTAL ELECTIVES

9066 AVID 9 🎓(G)

Prerequisite: Maintain a 2.25 GPA

Students learn how to ensure competitiveness for college and scholarships. AVID students must progress on a four-year plan to meet their A-G requirements for UCs/CSUs, build a portfolio, concurrently enroll in at least one Honors or AP class, participate in extra-curricular and community volunteer opportunities, and



demonstrate very high work ethic. Students are expected to register and take college entrance exams and college entrance prep exams such as PSAT, ACT-ASPIRE, SAT, and/or ACT.

9056 AVID 10 🎓(G)

Prerequisite: *Maintain a 2.25 GPA*

Students learn how to ensure competitiveness for college and scholarships. AVID students must progress on a four-year plan to meet their A-G requirements for UCs/CSUs, build a portfolio, concurrently enroll in at least one Honors or AP class, participate in extra-curricular and community volunteer opportunities, and demonstrate very high work ethic. Students are expected to register and take college entrance exams and college entrance prep exams such as PSAT, ACT-ASPIRE, SAT, and/or ACT.

9057 AVID 11 🎓(G)

Prerequisite: *Maintain a 2.25 GPA*

Students continue mastery of AVID practices. The focus is the successful completion of high school and a successful transition into college. Students prepare for and finalize all applicable tests requirements and prepare for adulthood/independence.

9058 AVID 12 🎓(G)

Prerequisite: *Maintain a 2.25 GPA, 12th grade*

Students continue mastery of AVID practices. The focus is the successful completion of high school and a successful transition into college. Students prepare for and finalize all applicable tests requirements, complete college applications, write a personal statement, apply for financial aid (FAFSA, CADAA, scholarships) and prepare for adulthood/independence. Seniors complete a research project and present a final portfolio.

9054 AVID Tutor 🎓(G)

Prerequisite: *Must be a current 11th or 12th grade student*

AVID tutors will receive training in AVID tutorial strategies and use these skills to participate as facilitators of AVID tutorials in various AVID classrooms. In addition, they will partner with other educators to extend their knowledge and training by sharing these skills with non-AVID students as they conduct tutorials and collaborative study groups in various core-curricular classrooms.

8040 Leadership 🎓(G)

This course is designed to give students a competitive advantage in the working world. This course will provide the student with valuable leadership and communication skills that a person will use in their everyday lives. During this course, a student will develop their own personal leadership portfolio (resume), learn to develop their speaking skills, develop team-building skills and plan school and community activities. This course is recommended for students involved in student organizations in and out of school.

6506 Ag Leadership 🎓(G)

This is a year-long course designed to develop students' leadership, communication, and teamwork skills through hands-on activities, real-world projects, and school and community involvement. Students will learn goal setting, public speaking, event planning, and professional skills while building confidence and responsibility. The course emphasizes personal growth, collaboration, and service, and provides opportunities for students to apply leadership skills through campus activities and FFA (Future Farmers of America) events. This class is open to students interested in becoming effective leaders in their school, community, and future careers.



8048 Military Science (California Cadet program/ (9-12th) 🎓(G)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

8049 Military Science 2 (California Cadet program) 🎓(G)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects. In Level 2, the addition of leadership roles are assigned to cadets who take responsibility for a task or a group of cadets. These roles ensure the team is ready for any activity the cadets can participate in.

8051 Military Science 3 (California Cadet Program) 🎓(G)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects. In Level 3, the addition of leadership roles are assigned to cadets who take responsibility for a task or a group of cadets. These roles ensure the team is ready for any activity the cadets can participate in.

8052 Military Leadership (California Cadet Program) 🎓(G)

Military Science incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides applied leadership opportunities for cadets by allowing them to conduct training for junior cadets, to perform as leaders in the cadet military units, and to demonstrate proper behavior and citizenship at their schools and in their communities. As part of their training, cadets provide assistance and support to the school and community. Examples include color guards, participation in parades, charitable event support, serving as student leaders, peer mentors, and escorts or monitors for activities. During class time, students will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.



Exploring Work Experience (WEE) 🎓(G)

Prerequisite: 9th & 10th grades only

This class offers opportunities for students to explore different work-based learning and career pathways. Students will be trained in numerous job skills, such as food handlers permit, driver's ed training, and customer service skills. Students will participate in resume, cover letter, and interview workshops.

8065 Work Experience 🎓(G)

Prerequisite: 11th & 12 grades only

A work-based learning course for those who currently have or are looking for employment, or are interested in internships. The class requires a work permit and weekly time sheets. Students will also learn workplace skills and training, such as Driver's Ed and CPR/First Aid. Receive up to 10 credits towards graduation.

8060 Unscheduled

Prerequisite: 12th Grade

If a senior is on track to graduate and has an extra class period, they may choose to have an unscheduled period either at the start or end of the day with administrative/counselor and parent approval. A form must be completed and signed by the parent.

WCC/WHHS DUAL ENROLLMENT INFORMATION/CLASSES

Dual Enrollment:

Williams Jr Sr High School is proud to provide dual enrollment courses. This opportunity allows students to earn college credits from Woodland Community College (WCC) while working towards their high school diploma. Students enroll in a class that counts for credit towards graduation from WJSHS as well as towards a college degree. Students are able to enroll in these courses for free. Classes are on the WJSHS campus and during the regularly scheduled school day. All students from 9th to 12th grade are able to enroll in the Dual Enrollment courses. For students who would like to make the most of this program, they can also enroll in tuition-free summer offerings. If a student maximizes the number of courses taken, they can complete the requirements for Cal-GETC. Cal-GETC is the California General Education Transfer Curriculum. Cal-GETC is a series of courses that California community college students must complete to satisfy all freshman and sophomore level general education requirements before transferring to CSU and UC campuses. For more information, please visit/contact the Counseling Department. Students should begin this process as early as summer following 8th grade and no later than first semester 9th grade year to ensure they can complete all the requirements.

All college courses are subject to change. Speak to your counselor if you have questions.

ECE3 - Child Growth and Development (3 Units)

CSU/UC

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Designed as a foundation course for careers in ECE, Education, Human Services, Health and related fields.



ECE 31 - Child, Family, Community (3 Units)**CSU/UC**

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

ECE 1A - Principles and Practices of Teaching Young Children (3 Units)**CSU Only**

Historical context and theoretical perspectives of developmentally appropriate practices in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher-child relationships, professional ethics, career pathways and professional standards.

ECE 1B - Introduction to Curriculum (3 Units)**CSU Only**

Developmentally appropriate curriculum and environments for young children. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas.

9121 WELD 51 - Introduction to Shielded Metal Arc Welding (SMAW) (2 units)

**This is the first class of three towards the Welding Certificate*

An introduction to the principles of shielded metal arc welding (SMAW), setup/use of SMAW equipment, and safe use of tools and equipment. Provides instruction in welding carbon steel weld joints in various positions.

9118 PLSCI 20L - Principles of Plant Science (4 units)**CSU/UC**

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. Laboratory topics include microscope use, plant structures internal and external, photosynthesis, respiration and other aspects of plant growth and development.

9113 AG 45 - Principles of Animal Science (3 units)**CSU/UC**

Prerequisite: Biology

An overview of the principles of animal science and the interrelationship of domestic animals and humankind. This course will investigate animal anatomy, physiology, reproduction, nutrition, health, products and by-products as well as behavior and genetics from a scientific perspective. Current topics on influences of humans on genetic potential and productivity will be addressed. Experimental design and reporting, animal dissections, basic animal handling and husbandry practices, recognition of animal health, and use of biotechnology in animal science.

9110 HIST 17B - United States History**CSU/UC**

Prerequisite: 11th grade

Political, social, economic, and cultural history of the United States from the Industrial Revolution to the present. Focuses on the ideals, decisions, forces, institutions, individuals, events, and processes that affected the continuity and change during this time. Satisfies CSU Title V, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 17B and POLSCI 1 or HIST 17A are completed.

HUM10 Introduction To Western Humanities (3 units)**CSU/UC**

Learning the habit of making connections through thinking, feeling, sensing, and intuition, integration of the arts, architecture, music, philosophy, and history from pre-history through Renaissance.



Student Clubs

*Clubs are dependent on teacher interest and student enrollment. Clubs may vary from year to year.

***Pep Band:**

A club that band students can be involved in to encourage students to perform in challenging environments and events.

***ASB Leadership:**

The Student Activities Program is generally the major means of fulfilling those objectives which are not adequately served by regular classroom instruction. Typically, student activities are characterized by extensive participation in both the planning and executing of said activities. Experiences in the Student Activities Program are designed to help meet the leisure, recreational, social and emotional interests and needs of the students.

***Art:**

Art Club meets throughout the year in order to explore different media and art experiences. All students (7th to 12th grade) are welcome to join the Art Club. The Art Club supports the art show, music classes, and any other club that join in their events and activities.

***CSF:**

The California Scholarship Federation is a club whose admission is based on a point system. Eligibility is determined by grades and classes taken. This is a prestigious organization that allows limited membership.

***FFA:**

The Future Farmers of America is a club that is tied to agriculture and is a fun group to be a part of. From Greenhand ceremonies to community service, FFA is a great club to keep you in touch with the agricultural industry. The only requirement is that the student be enrolled in an Ag class.

***MEChA:**

Movimiento Estudiantil Chicano de Aztlán (MEChA) club's mission is to instill and promote higher education, leadership skills, the betterment of our community, and the cultural and historical awareness of the Latino culture. MEChA students support each other academically and help guide each other through challenges they may face as high school students. MEChA students will participate in fundraising activities to raise funds for field trips to colleges and other cultural/community events.

***Pride Club**

LGBT alliance or "Pride Club" is a nationally certified GSA or Gay-Straight Alliance that serves 7th to 12th graders of the whole gender spectrum. It has been an institution since 2015. It is open to all students. The club members have frank discussions about bullying on campus, how to increase acceptance, and how to support each other. The club enjoys playing games, tie dying t-shirts, creating posters, and hanging out.

***Anime:**

The purpose of the WJSHS Anime Club is to advance the study of Japanese culture through the art forms of anime (Japanese animation) and manga (Japanese comics), as well as providing a safe meeting place to promote, explore, and experience anime and manga. WJSHS Anime Club will further this goal through anime-oriented public events, such as field trips to the Sac Anime Convention.



Parent Clubs/Organizations

School Site Council:

The purpose of this Council shall be to:

1. Develop and recommend the School Plan for Student Achievement (SPSA);
2. Have ongoing responsibility to review the implementation of the SPSA with the principal, teachers, other school personnel, and pupils and assess periodically the effectiveness of the program;
3. Annually review the SPSA, establish a budget consistent with the Education Code, and if necessary, make modifications.

District English Learner Advisory Committee (DELAC):

DELAC is an elected group of parents who advise the district English Learner Advisory committee, principals, and staff in the development of the bilingual education portion of the district school plan, district wide needs assessment and district goals for English Learner students.

English Learner Advisory Committee (ELAC)::

ELAC is an elected group of parents who advise the principal and staff in the development of the bilingual education portion of the school plan. ELAC also acts as a liaison between parents and the school. ELAC meets every month as needed.

The Williams Unified School District (WUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The WUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

Counseling Services

The WJSHS Counselors follow the American School Counseling Association National Model in providing a comprehensive counseling program. The counseling team provides services in the following three domains:

ACADEMIC - Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. Students will complete school with the academic preparations essential to choose from a wide range of substantial post-secondary options, including college. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER - Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions. Students will employ strategies to achieve future career goals with success and satisfaction. Students will understand the relationship between personal qualities, education, training, and the world of work.

PERSONAL/SOCIAL - Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Students will make decisions, set goals, and take necessary action to achieve goals. Students will understand safety and survival skills.



Alternate Programs

Mid Valley Alternative High School - Provides opportunities for students not succeeding in the traditional classroom setting to obtain academic credit and extended teacher/peer support in an alternative setting where the ultimate goal is that of achieving a high school diploma. Students are placed in this program by the recommendation of counselors and/or administrators.

Independent Study - This program is designed for students who may not be able to attend a traditional classroom setting for various reasons. Students in this program meet with their teacher once a week to ensure their academic plan is being followed. Students are placed in this program through evaluation by a counselor and/or administrator.

