

2026

2027



# Course CATALOG

Woodside High School

[www.Woodsidehs.org](http://www.Woodsidehs.org)

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2026-  
2027

# WOODSIDE HIGH SCHOOL

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

In the spring of each year, packets of high school enrollment information are sent to parents of eighth-grade students via their middle school.

The WHS Course Catalog is available on the WHS website. Please use this catalog as a reference as you and your student select courses.

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

**All students can and will learn.**

# 8 CONDITIONS FOR STUDENT SUCCESS



## **Belonging**

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

## **Heroes**

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

## **Sense of Accomplishment**

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

## **Fun and Excitement**

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

## **Curiosity & Creativity**

Asking “Why?” and “Why not?” about the world around you.

## **Spirit of Adventure**

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

## **Leadership & Responsibility**

Making your own decisions and accepting responsibility for those choices.

## **Confidence to Take Action**

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





# 4- YEAR PLAN

Graduation and A-G requirements are listed below and also on your school's Course Catalog

## Graduation Requirements

- Social Science** (3.75 years)
- English** (4 years)
- Math** (2 years)
- Science** (2years-1lifeand1physical)
- PE** (2 years)
- Level3of **World Language** OR 1 year **Career Technical Education (CTE)**
- Visual / Performing Arts** (1year)
- Life Skills** (1quarter)
- Electives** (60credits)

## A-G Requirements

- A- Social Science** (2 years)
- B - English** (4 years)
- C- Math** (3 years) - 4 yrs recommended
- D - Science** (2 years) - 3 yrs recommended
- E - World Language** (2 years) - 3yrsrecommended
- F - Visual/ Performing Arts** (1 year)
- G - Elective** (1 year)

"All courses must be completed with a C- or better

9th Grade	Courses
1- Social Science	Life Skills/ Ethnic Studies
2- English	
3- Math	
4- Science	
5- PE	
6- Elective	
7- Elective (optional)	

10th Grade	Courses
1- Social Science	
2- English	
3- Math	
4- Science	
5- PE/Elective	
6- Elective	
7- Elective (optional)	

11th Grade	Courses
1- Social Science	
2- English	
3- Math	
4- Science	
5- PE/Elective	
6- Elective	
7- Elective (optional)	

12th Grade	Courses
1- Social Science	
2- English	
3- Math	
4- Science	
5- PE/Elective	
6- Elective	
7- Elective (optional)	

\*Courses in parenthesis are suggested to meet A-G requirements

# GRADUATION & A-G COLLEGE REQUIREMENTS

Curriculum Areas (A-G)	 <b>Woodside High School</b> <b>Wildcats</b> <b>Graduation Requirements</b>	 <b>California State University (CSU)</b>	 <b>University of California (UC)</b>
<b>A</b> History and Social Studies	3 3/4 YEARS (37.5 Credits): Ethnic Studies (7.5 credits) World History (10 credits) U S History (10 credits) Government (5 credits) Economics (5 credits)	2 YEARS (20 Credits): World History (10 credits) U S History and/or Government (10 credits)	2 YEARS (20 Credits): World History (10 credits) U S History and/or Government (10 credits)
<b>B</b> English	4 YEARS (40 Credits)	4 YEARS (40 Credits): no more than 1 year ELD	4 YEARS (40 Credits): no more than 1 year ELD
<b>C</b> Math	2 YEARS (20 Credits): Algebra required	3 YEARS (30 Credits): Algebra I, Geometry Algebra II/Algebra II-Trig - 4 yrs recommended	3 YEARS (30 Credits): Algebra I, Geometry Algebra II/Algebra II-Trig - 4 yrs recommended
<b>D</b> Science	2 YEARS (20 Credits): • 1 year Life Science • 1 year Physical Science	2 YEARS (20 Credits): • 1 year Life Science • 1 year Physical Science -3 yrs recommended	2 YEARS (20 Credits)  - 4 yrs recommended
<b>E</b> World Language	EITHER 1 YEAR (10 Credits) Level 3 (or higher) or any CTE course 1	2 YEARS (20 Credits)  - 3 yrs recommended	2 YEARS (20 Credits)  - 4 yrs recommended
<b>F</b> Visual Performing	1 YEAR (10 Credits)	1 YEAR (10 Credits)	1 YEAR (10 Credits)
<b>G</b> College Prep Elective	60 CREDITS	1 YEAR (10 Credits)	1 YEAR (10 Credits)
Career/Technical Education (CTE)	EITHER 1 YEAR (10 Credits) Level 3 (or higher) or any CTE course	None	None
Physical Education*	2 YEARS (20 Credits)	None	None
Life Skills	1 Quarter (2.5 Credits)	None	None
Other Requirements	None	minimum 2.5 GPA (weighted 10-12 A-G); grade of C or higher in required courses	minimum 3.0 GPA (weighted 10-12 A-G); grade of C (B recommended) or higher in required courses
Total Number of Credits Required	220 Credits	15 year-long courses 150 Credits	15 year-long courses 150 Credits

- For students who pass the Physical Fitness Test, each season of a WHS sport completed after 9th grade counts toward 3.5 P.E. credits.
- Students eligible under AB 167/216, AB 1806, AB 2306, AB 365, AB 2121 may graduate with a modified number of credits (130) according to California Education Code §51225.1 (e). For specific details on the 130 requirements, students need to see their counselor.

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



# ELECTIVES

## BY REQUIREMENT

### CAREER TECHNICAL EDUCATION (CTE)

10 credits of either CTE or World Language level III or above required for graduation

### VISUAL & PERFORMING ARTS

10 credits required for graduation and UC/CSU entrance

### ADDITIONAL ELECTIVE COURSES

#### Course Titles & Pathways

##### **Arts & Media**

CTE Digital Filmmaking-P  
CTE Advanced Digital Filmmaking-P\*  
CTE Digital Photo & Design-P\*  
CTE Advanced Digital Photo & Design-P\*  
CTE Audio Production-P\*  
CTE Advanced Audio Production-P\*  
CTE Digital Journalism I, II, & III-P  
CTE Digital Communications & Streaming (announcements)-P

##### **Culinary Arts & Hospitality**

Foods & Nutrition-P  
Culinary Arts-P\*  
Hospitality Management-P

##### **Engineering & Information Technology**

Intro to Engineering-P  
Engineering Design & Development-P\*  
Computer Integrated Manufacturing-P\*  
AP Computer Science A-HP  
AP Computer Science Principles-HP

##### **Graphic Technology Academy**

Multimedia Design -P  
Multimedia Design II -P  
Multimedia Design III -P

##### **Green Academy Agriculture & Natural Resources**

Plant & Soil Science-P

##### **Energy, Environment & Utilities**

Water: California Liquid Gold -P  
Sustainable Design-P

#### Course Titles

##### **Visual Arts**

Digital Photo-P  
Digital Music Production – P  
Digital Art - P  
Yearbook - P  
Ceramics I & II – P  
AP 3-D Studio Art - HP  
Arts I, II – P  
AP Drawing - HP

##### **Performing Arts**

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

##### **Off-Campus Alternatives**

Community College Art Courses (11th-12th grade)

#### Course Titles

##### **Additional Electives**

Creative Writing - P  
Astronomy & Space Science - P  
Student Leadership-P  
Technical Assistant/Student Clerk  
Peer Tutor

##### **College Prep Programs**

AVID I,II,III,IV - P

##### **World Languages**

Spanish I, II, III & IV-P  
Spanish for HS II, III, IV-P  
AP Spanish-HP  
AP Spanish Literature.-HP  
Latin I, II, III & IV-P  
AP Latin-HP  
French I, II, III & IV-P  
AP French-HP  
Mandarin I, II, & III -P  
AP Mandarin-HP

##### **Work Experience**

36 hrs. = 1 credit  
(10 credits per semester max)

##### **Community Service**

15 hours = 1 credit (10 credits per semester max)

*P= College Prep*

*HP= Honors*

*both meet UC/CSU entrance requirements*

*\*=This is a CTE level II or III course.*

*Must take level I as a prerequisite or a prerequisite required*



# COURSE OFFERINGS

Please confer with your School Counselor and the College Advisor for more information.

P= Course meets UC/CSU entrance requirements

HP= Honors course earns the extra grade point for a grade of C or better

EML= Emerging Multilingual

(Cañada)= Cañada Community College course

## VISUAL & PERFORMING

### ARTS (VPA)

#### Visual Arts

Digital Photo – P

Digital Music Production – P

Digital Art – P

Yearbook I, II – P

Ceramics I & II – P

AP 3-D Studio Art – HP

Arts I, II – P

AP Drawing – HP

#### Performing Arts

Drama I, II, III, IV - P

Guitar I & II – P

Choral I & II – P

Advanced Choral – P

Band II/Advanced Band – P

Jazz Ensemble – P

Orchestra – P

## CAREER TECHNICAL EDUCATION (CTE)

Digital Comms.& Streaming – P

Digital Filmmaking – P

Advanced Digital Filmmaking – P

Digital Photo & Design – P

Advanced Digital Photo Design –P

Audio Production – P

Advanced Audio Production – P

Digital Journalism I, II, & III – P

Intro to Engineering Design – P

Engineering Design & Development– P

Computer Integrated Manufacturing- P

AP Computer Science A – HP

AP Computer Science Principles - HP

Foods & Nutrition – P

Culinary Arts - P

Hospitality Management – P

## ENGLISH

Intervention ELA

English I, II, III & IV – P

English I, II Intensive – P

AS English II – P

AP English Language – HP

AP English Literature - HP

## ENGLISH LANGUAGE DEVELOPMENT

ELA I

ELA II

ELA III - P

## ENGLISH ELECTIVES

English Intensive Support I, II

English Support I, II

Academic Literacy

Creative Writing

## SOCIAL STUDIES

Ethnic Studies – P

World History/EML – P

AP World History – HP

U.S. History/EML – P

HIST 202:US History (Cañada) -P

AP U.S. History – HP

Economics/EML – P

ECON 101:Principles of Macroeconomics

(Cañada) -P

Amer. Government/EML - P

AP Psychology - HP

## MATHEMATICS

Algebra I/EML – P

Geometry/EML – P

Algebra II/EML - P

Algebra II/Trigonometry – P

Pre-Calculus – P

AP Calculus A/B – HP

AP Calculus B/C – HP

Statistics – P

AP Statistics – HP

Multivariable Calculus (Cañada) -P

Linear Algebra (Cañada) -P

## SCIENCE

Biology/EML – P

AP Biology – HP

Chemistry/EML – P

AS Chemistry – HP

Physics/EML – P

AP Physics C: Mechanics – HP

AP Physics C: Elect. & Magnetism – HP

Human Biology – P

AP Environmental Science – HP

AP Chemistry - HP

Astronomy & Space Science - P

## SPECIAL EDUCATION

Specialized Academic Instruction (Study

Skills) Independent Living Skills (ILS)

Therapeutic Day Class (STARS) Social

Academic Communications (SAC)

## WORLD LANGUAGES

French I, II, III & IV – P

AP French – HP

Latin I, II, III & IV – P

AP Latin – HP

Spanish I, II, III & IV – P

Spanish HS II, III & IV – P

AP Spanish Language – HP

AP Spanish Literature – HP

Mandarin I, II, & III – P

AP Mandarin – HP

## PHYSICAL EDUCATION

PE I – 9th grade

PE I Dance – 9th grade

PE II 10th – 12th grade

PE II Weight Train 10th – 12th grade

PE Intro to Dance 10th – 12th grade

## GREEN ACADEMY

Plant & Soil Science – P

Water: CA Liquid Gold – P

Sustainable Design – P

Academy English II, III, IV – P

Academy World History –P

Academy US History – P

Academy Gov./Econ. – P

Academy Physics – P

Envir. Analysis through Chemistry–P

## GRAPHICS TECHNOLOGY ACADEMY

Multimedia Design - P

Multimedia Design II –P

Multimedia Design III - P

Academy English II, III & IV – P

Academy Geometry – P

Academy Algebra II – P

Academy U.S. History –P

Academy Gov./Econ. - P

## NON-DEPARTMENTAL COURSES

Life Skills

Student Leadership – P

AVID I, II, III, IV – P

Work Experience

Technical Assistant/Student Clerk

Peer Tutor/Peer Counselor



# 9TH GRADE ELECTIVES

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

Students and parents should select electives from those listed below.

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

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

Padres e estudiantes deberán elegir sus clases electivas de la lista de abajo.

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

## **Visual & Performing Arts/Artes Visuales y de Escénicas**

- \_\_\_ **Art I-P/ Artes I-P**
- \_\_\_ **Digital Art-P/Arte Digital-P**
- \_\_\_ **Drama I-P/Drama I-P \***

## **Music/Música**

- \_\_\_ **Choral I-P/Coro I-P \***
- \_\_\_ **Guitar I-P/Guitarra I-P**
- \_\_\_ **Band II-P/Banda II-P \***
- \_\_\_ **Jazz Ensemble-P/Conjunto de Jazz-P \***
- \_\_\_ **Orchestra-P/Orquesta-P \***

## **Arts & Media/Artes y Media**

- \_\_\_ **Digital Music Production I-P/Producción de música digital-P\***
- \_\_\_ **Digital Photography -P/Fotografía Digital -P\***
- \_\_\_ **Digital Journalism I-P/Periodismo Digital I-P \***
- \_\_\_ **CTE Digital Filmmaking-P/ Cinematografía Digital CTE-P \***
- \_\_\_ **Yearbook-P/Anuario-P \***

## **Information Technology/Información Tecnológica**

- \_\_\_ **AP Computer Science Principles-HP/ Principios de Ciencias de la Computación AP-HP\***

## **Engineering/Ingeniería**

- \_\_\_ **CTE Intro to Engineering Design -P/ Introducción al diseño de Ingeniería CTE-P\***

## **World Language/Idiomas del Mundo**

- \_\_\_ **Spanish I-P/Español I-P**
- \_\_\_ **Spanish II-P/Español II-P**
- \_\_\_ **Spanish III-P/Español III-P**
- \_\_\_ **Spanish IV-P/Español IV-P**
- \_\_\_ **Spanish for Heritage Speakers II/Español para Alumnos Hispanoparlantes II-P**
- \_\_\_ **Spanish for Heritage Speakers III-P/Español para Alumnos Hispanoparlantes III-P**
- \_\_\_ **Spanish for Heritage Speakers IV-P/Español para Alumnos Hispanoparlantes IV-P**

- \_\_\_ **French I-P/Frances I-P**
- \_\_\_ **French II-P/Frances II-P**
- \_\_\_ **French III-P/Frances III-P**
- \_\_\_ **French IV-P/Frances IV-P**

- \_\_\_ **Latin I-P/Latin I-P**
- \_\_\_ **Latin II-P/Latin II-P**
- \_\_\_ **Latin III-P/Latin III-P**
- \_\_\_ **Latin IV-P/Latin IV-P**

- \_\_\_ **Mandarin I-P/Mandarín I-P \***
- \_\_\_ **Mandarin II-P/Mandarín II-P \***
- \_\_\_ **Mandarin III-P/Mandarín III-P \***

## **OTHER**

- \_\_\_ **AVID-P \***
- \_\_\_ **Creative Writing-P/ Escritura Creativa -P\***



# ADDITIONAL INFORMATION

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





# ELECTIVES

## DIGITAL, VISUAL PERFORMING ARTS CAREER TECHNICAL EDUCATION

P - course meets A-G requirement

HP - Advanced Placement / Honors course with weighted GPA

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

The Digital Music Production course is designed to expose students to the basic principles of using digital audio workstations to produce music on computers - MIDI Programming, signal flow, multi-track recording, mixing, and more. Students become proficient in Pro Tools, the industry standard for digital recording. The fundamentals of music theory are taught, so that students with minimal musical experience can be successful. Students apply what they learn in a sequential way in this project-based class, making music in a variety of production genres.

Students in this course may be dual enrolled in Foothill College MTEC50A (Intro to Music Production).

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

Suggested Prerequisite: Completion of Digital Music Production or teacher approval

This is the second course in the Audio Pathway. CTE Audio production builds on student proficiency, focusing more on the digital capture of audio in the recording studio. Students conduct a variety

of recording sessions, having to consider microphone choice and placement, signal routing, preamps, headphone mixes and more. Students are exposed to scientific concepts related to audio engineering such as the physics of sound (wavelength, amplitude, frequency, pitch, etc.), analog to digital conversion, sample rate, bit depth, etc. Class projects mimic complex "real-world" scenarios, requiring the practice of production workflow from pre-production planning to recording, mixing, mastering and publishing. In addition to work in the recording studio, students learn about P/A setup, providing sound reinforcement support for all schoolwide activities and events.

Students in this course may be dual enrolled in Foothill College MTEC51A (Studio Production).

### CTE ADVANCED AUDIO PRODUCTION - P - Grades 10, 11, 12

Suggested Prerequisite: Completion of CTE Audio Production or teacher approval

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

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

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

Students in this course may be dual enrolled in Foothill College MTEC52A (Mixing & Mastering).

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

Suggested Prerequisite: Completion of Digital Photography or teacher approval

Building on what was learned in Digital Photography, students apply the technical skills of using a digital single-lens reflex (DSLR) camera to an industry task or setting. Students learn professional workflow as they apply it on-demand to meet needs on campus and in the community. Students learn how to brand and market their skills as a photo editor, retoucher, digital artist and illustrator, and creative professional. Students analyze published work from art installations, published photo essays and web presences before creating their own. This is a yearlong course, so projects in Semester 2 are more advanced/challenging as they build on prior knowledge learned in Semester 1. This course does require students to photograph some after school events (such as sports) and camera gear can be provided as needed.



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

Suggested Prerequisite: Since this is the 3rd course in the Digital Photography pathway (and capstone), a grade of “B” or better in CTE Digital Photo and Design.

In Advanced Digital Photo & Design students will take their current digital single-lens reflex (DSLR) skill to a higher level and be held to industry-level standards (similar to the Adobe Certification objectives). Students will learn professional workflow as they apply it on demand to meet needs on campus and in the community. Students will gain inspiration from current professional photographers as well as historical influential photographers to fine-tune their artistic style. Students will also take on the daunting task of securing a location (like a café), setting up (print, mat, and frame their work), promoting, and installing (hanging their artwork) for a community art exhibit. This is a yearlong course, so projects in Semester 2 are more advanced /challenging as they build on prior knowledge learned in Semester 1.

## **YEARBOOK I, II - P - Grades 9, 10, 11, 12**

Production of the official school yearbook; practical experiences in journalistic methods, photography, layout design, business and communication skills; key positions filled by advanced students.

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

Students will be able to create art on the computer (digitally) for self expression and exhibiting artistic techniques. Students will use Adobe Photoshop, Adobe Illustrator, Mac computers, and Wacom tablets to create photo edits, raster paintings, and vector drawings. Students will learn art theory and the elements of art. They will also gain experience and knowledge in basic drawing skills on paper as well as digitally.

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

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

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

Suggested Prerequisite: Ceramics I or teacher approval

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

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

Suggested Prerequisite: Proficient skills in 3-D Arts and/or department approval. If focusing on Ceramics, then you should have Ceramics experience.

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

## **CTE DIGITAL COMMUNICATIONS AND STREAMING - P - Grades 9, 10, 11, 12**

The students will learn to write and videotape news stories, conduct interviews, cover events at Woodside High School, and prepare the morning announcements in a visual and informative manner. They will expand their knowledge of non-linear editing and other advanced computer graphics applications.

They will learn to serve clients, meet weekly deadlines, and produce daily live TV broadcasts. They will have opportunities to refine their movie making skills with creative, artistic projects as well.

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

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

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

Prerequisite: Completion of CTE Digital Filmmaking

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

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

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

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

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Suggested Prerequisite: Completion of CTE Digital Journalism I

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

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

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Suggested Prerequisites: Digital Journalism I and II

Digital Journalism III is a capstone course, which exposes students to advanced topics of digital journalism, such as making ethical decisions in leadership roles, planning and managing an online news site, online layout, the business of journalism, long-form storytelling, and enterprise reporting.

Students take on leadership positions as they become editors-in-chief and managing editors in the fast-paced newsroom setting. Students are treated like working journalists and held to industry standards. Student work will be published in the Paw Print, the school's digital newspaper, and bi-yearly print magazine.

## **CTE FOODS AND NUTRITION - P - Grades 10, 11, 12**

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Students enrolled in Foods & Nutrition will have an introduction to basic food preparation and nutrition principles as well as an introduction to a career path in food service and Hospitality or Food Science, Dietetics and Nutrition. Topics include nutrient needs, health and fitness, food safety and sanitation; facilities and equipment; meal management; food preparation techniques; meal service and etiquette; food and culture. This is not just a cooking class – career readiness, food science, and academic reading, writing, and project-based learning are a large percentage of course activities. Based on California's Career Technical Education industry-based standards, this course provides rigorous standards-driven instruction and assessment, integrates academic and career-technical concepts and students will meet the "G" requirement for the University of California A-G Graduation requirements.

Students in this course may be dual enrolled in Skyline College HTM (Intro to Hospitality & Tourism Management).

## **CTE CULINARY ARTS - P - Grades 11, 12**

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

This is the second course in the Culinary Pathway. Culinary Arts provides advanced experiences in food production, management, and service. Students interested in the fields of foodservice & hospitality will study all aspects of the industry, including laws and regulations; safety and emergency procedures; sanitation and food handling; tools, appliances, and equipment; facilities management; customer service, front-of-house training, and guest relations; food and beverage production, and preparation and service. Other topics include food service operations, catering and career path research. Laboratory experiences will be conducted in a commercial food service kitchen with a food-serving and dining area. This course greatly expands on skills gained in Foods and Nutrition. This is not just a cooking class – career readiness, food science, and academic reading, writing, and project-based learning are a large percentage of course activities. Based on California’s Career Technical Education industry-based standards, this course provides rigorous standards-driven instruction and assessment, and integrates academic and career-technical concepts. Students will be offered opportunities to volunteer and work for various catering jobs and community events. Students will also be expected to demonstrate leadership and professional skills while helping to manage the kitchen lab. Students in this course may be dual enrolled in Skyline College HTM125 (Restaurant & Banquet Operations).

## **CTE HOSPITALITY MANAGEMENT- P - Grades 12**

Suggested Prerequisites: Completion of Culinary Arts and Foods and Nutrition.

This is the third course in the Culinary Pathway. Hospitality Management covers the growth and progress of the hospitality industry and focuses on hands-on principles of event planning and management. Management of meeting spaces, event planning, on and off-site catering, customer service, marketing, and human resources will be emphasized. Students must exhibit a high level of self-motivation, proactivity, and ability to work independently on project-based content. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry. Students will help plan, organize, and work catering events within the school community and will be offered opportunities to volunteer and work for various community events. Students will also be expected to demonstrate leadership and professional skills while helping to manage the kitchen lab.

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

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

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

Suggested Prerequisite: Fine Arts I or department approval.

Advanced individual Fine Arts projects in a range of mediums, including pencils, inks, acrylic paint, and mixed media. Students develop advanced skills and techniques which they apply to highly individualized projects with increased focus on the subject matter and working in a series.

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

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

Students will complete both projects designed by the teacher to advance their specific skills and interests, as well as completing projects designed and proposed by the student.

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

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

Advanced offering for students beyond second-year art courses; problems and projects in art structured to extend to the maximum individual student's specific interests and abilities. Students prepare an extensive portfolio for submission to College Board. The portfolio focuses not only on developing their skills and styles, but their understanding and articulation in writing of the relationship between ideas, materials and processes.

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

It may be used to satisfy fine art requirements or for elective credit. Basic elements of pantomime, tableau, voice and diction, analysis and interpretation, scenes, costume & scenic design, dramatic criticism, careers in theatre and practical application of theatre skills. Emphasis is on working as an ensemble.

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

Suggested Prerequisite: Drama II: Completion of Drama I or teacher approval  
Drama III: Completion of Drama II or teacher approval.

Refinement of acting and solo performance techniques, work on all aspects of theatrical production and auditioning, analysis of important theatre eras, study of renowned playwrights and their works, and a survey of modern theatrical trends and innovations. Emphasis placed on producing theatrical work.

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

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

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

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

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

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

Suggested Prerequisite: Must read music and must have at least one year of experience on an instrument. (May be repeated for credit).

Performing group study of standard and current band literature; participation in musical activities of school and community is required, including but not limited to Pep Band & Marching Band performances.

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

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

Performing group study of standard and current band literature; participation in musical activities of school and community is required. Must participate in or audition for one outside musical group or honor band, including but not limited to Pep Band & Marching Band performances.

## **JAZZ ENSEMBLE - P - Grades 9, 10, 11, 12**

Requirements are for all levels of Jazz Band

Suggested Prerequisite: Department recommendation (May be repeated for credit). Must read music and must have two years of experience on an instrument. Intensive study of standard and currently popular jazz music; elementary study of the structure and arrangement of jazz band music.

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

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

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

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

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

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

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

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



# ENGLISH LANGUAGE DEVELOPMENT EMERGING MULTILINGUAL

P course meets A-G requirement

HP Advanced Placement / Honors course with weighted GPA

## **ENGLISH LANGUAGE ARTS (ELA) I & ENGLISH LANGUAGE DEVELOPMENT (ELD) I**

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These two courses, taken simultaneously, help students with foundational English. Students in this course have little to no experience speaking, reading, writing, or listening in English. Students will learn basic verbs, vocabulary, and grammar. By the end of the course, students should be able to have simple conversations in English, write short pieces, and read easy passages. Students receive SUHSD English credit for ELA I and elective credit for ELD I.

## **ENGLISH LANGUAGE ARTS (ELA) II & ENGLISH LANGUAGE DEVELOPMENT (ELD) II**

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These two courses are for students who have completed one year of English study and meet placement recommendations. Students in this course are comfortable with simple conversations (still with errors), reading, and writing. Students will learn more complex sentence structures, learn to analyze written language and write with more detail. By the end of this course, students should be able to have more extended conversations, write multiple paragraphs, and read longer stories and books. Students receive SUHSD English credit for ELA II and elective credit for ELD II.

## **ENGLISH LANGUAGE ARTS (ELA) III -P & ENGLISH LANGUAGE DEVELOPMENT (ELD) III**

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These two courses are for students who have completed at least two years of English study and meet placement recommendations. Students in this course are comfortable using simple English with support in an academic setting. Students learn the analytical and conversational skills necessary to understand complex topics. By the end of the course, students will hold sustained conversations, write multi-paragraph essays, and read more complex stories and books. Students will take English II (10th Grade) or English III (11th and 12th grade) after completing this course. Students receive UC "B" English credit for ELA III and elective credit for ELD III.

## **LIFE SKILLS EML**

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This course is designed for students learning English. The course covers mental, emotional, social, personal, and community health, as well as substance abuse. The course also covers how to succeed in high school and goal setting while addressing state- and district-approved Health Education Standards. Students receive language support to help them understand these topics. This is a quarter-long course required for graduation. There is no English-level or grade-level requirement.

## ENGLISH LANGUAGE DEVELOPMENT EMERGING MULTILINGUAL

### **ETHNIC STUDIES EML - P**

This course is designed for students learning English. Students will develop the skills to critically examine local, national, and global histories through the lens of race, gender, and class. Students receive language support to help them understand these topics. This is a three-quarter-long course required for graduation following Life Skills EML. There is no English-level or grade-level requirement.

### **WORLD HISTORY EML -P**

This course is designed for students learning English. The course reviews the history of cultures all over the world, including Latin America, Asia, Africa, the Middle East, and Europe. Students receive language support to help them understand these topics. This course is required for graduation. There is no English-level or grade-level requirement.

### **U.S. HISTORY EML - P**

This course is designed for students learning English who may not be familiar with U.S. history. The course reviews colonialism through modern times, focusing on the 20th century. Students receive language support to help them understand these topics. This course is required for graduation. There is no English-level or grade-level requirement.

### **AMERICAN GOVERNMENT EML- P**

This course is designed for students learning English who may not be familiar with the American government. The course reviews the US Constitution, Bill of Rights, branches of government, and political issues. Students receive language support to help them understand these topics. This is a one-semester course and is required for graduation. There is no English-level or grade-level requirement.

### **ECONOMICS EML- P**

This course is designed for students learning English. The course reviews basic economic ideas, including markets, supply and demand, and decision-making. Students receive language support to help them understand these topics. This is a one-semester course and is required for graduation. There is no English-level requirement.

### **ALGEBRA I EML- P**

This course is designed for students learning English at different levels of math understanding. This is the first math class students take in high school. Students learn mathematical thinking and problem-solving. Students also learn foundational concepts related to equations, functions, polynomials, and graphs of functions. Students receive language support to help them understand these topics. This course is required for graduation. There is no English-level requirement.

### **GEOMETRY EML- P**

This course is designed for students learning English who have completed Algebra 1. This is the second math class students take in high school. Students learn spatial reasoning and logic. They further develop their mathematical thinking and problem-solving skills. Students learn transformations, congruence, similarity, and trigonometry. Students receive language support to help them understand these topics. This course is required for graduation. There is no English-level requirement.

## ENGLISH LANGUAGE DEVELOPMENT EMERGING MULTILINGUAL

### **ALGEBRA II EML- P**

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This course is designed for students learning English who have completed Geometry. This is the third math class students take in high school. Students build advanced algebra skills and more complex mathematical topics. Students receive language support to help them understand these topics. This course is not required for graduation but is recommended for students planning to attend college. There is no English-level requirement.

### **BIOLOGY EML- P**

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This course is designed for students learning English. This is the first science class students take in high school. Students study the living world, its structures, functions, and processes. Students learn about cellular structures, biological systems, and scientific thinking. Students receive language support to help them understand these topics. This course is required for graduation. There is no English-level requirement.

### **CHEMISTRY EML- P**

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This course is designed for students learning English who have completed Biology. Chemistry is one of two options for a physical science class required for graduation. This course relies on experiments to understand chemistry applications such as chemical interactions, molecular structures, and chemical elements. Students develop computational skills and further develop scientific thinking. Students receive language support to help them understand these topics. Students must take two years of science. There is no English-level requirement.

### **PHYSICS EML- P**

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This course is designed for students learning English who have completed Biology. Students should also have completed Algebra I or have strong math skills. Physics is one of two options for a physical science class required for graduation. This course relies on experiments to understand applications of physics such as mechanics, force, and motion. Students develop computational skills and further develop scientific thinking. Students receive language support to help them understand these topics. Students must take two years of science. There is no English-level requirement.



# ENGLISH

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

P course meets A-G requirement

HP Advanced Placement / Honors course with weighted GPA

## **ENGLISH I INTENSIVE - P & ENGLISH I INTENSIVE SUPPORT – Grade 9**

Students enrolled in English I Intensive are automatically enrolled in the English I. Intensive Support class as well. These courses are designed for 9th-grade students who are currently reading below the 6th-grade level. The primary goal of both classes is to strengthen students' reading skills, thereby enhancing their writing and critical thinking abilities. English I Intensive emphasizes reading comprehension and writing instruction using a standards-based curriculum, while English I Intensive Support targets, reading comprehension, reading fluency, and background knowledge building, earning students elective credit. Additionally, both courses enhance students' academic vocabulary and develop their ability to analyze written language. Instruction in these classes includes whole-class lessons as well as targeted small-group instruction. Together, these approaches provide students with the focused support they need to steadily progress toward grade-level reading and writing proficiency.

Note: Students in English I Intensive Support earn five units of elective credit per semester, and students in English I Intensive earn five units of A-G English credit per semester.

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

This reading intervention course is designed for 9th-grade students who are reading three or more years below grade level and have been identified as having decoding needs. Decoding needs are determined by low-range scores on the Capti Word Recognition and Decoding subtest, indicating a need for targeted phonics instruction. The course focuses on phonics, decoding, sight words, and fluency.

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

## **ENGLISH I SUPPORT – Grade 9**

This course is designed for 9th-grade students who are enrolled in English I-P who are reading at or above the 6th-grade level but not yet at grade level. The course is designed to support proficiency in academic vocabulary, speaking, listening, and writing. The course also directly supports students in their English I classes.

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

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

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English I is a standards-based course for students who are reading and writing at or above grade level, as well as students reading below grade level who are enrolled in English I Support. The objectives of this course include studying written communication and developing skills in literary and rhetorical analysis. The English I curriculum focuses on explanatory, narrative, and argumentative writing, as well as the development of public speaking skills.

## **ENGLISH II INTENSIVE -P & ENGLISH II INTENSIVE SUPPORT - Grade 10**

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This double-period English class is designed for 10th-grade students who are reading at a level equivalent to or below 7th grade. The course exposes students to grade-level texts and utilizes Scholastic's Read 180 curriculum, which focuses on developing reading comprehension skills, improving fluency, enhancing vocabulary, and refining writing. Note: Students in this course earn five units of English credit toward graduation and five units of elective credit per semester.

## **ENGLISH II SUPPORT - Grade 10**

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This course is designed for 10th-grade students enrolled in English II-P who are reading at or above the 7th-grade level but not yet at grade level. The course is designed to support proficiency in academic vocabulary, speaking, listening, and writing. The course also directly supports students in their English II classes.

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

## **ENGLISH II - P - Grade 10**

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English II is a standards-based course for students who are reading and writing at grade level. The objectives of this course include studying written communication, with an emphasis on logical organization and effective sentence structure, building vocabulary, and developing and deepening literary analysis. All students produce a fully developed research paper, engaging in a formative process that involves choosing a topic, finding scholarly sources, and drafting their writing in a professional and academic manner.

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

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AS English II is designed for students who are performing above grade level. The objectives of this standards-based course include the continued study of written communication with an emphasis on the logical organization of writing and the development and deepening of literary analysis. The curriculum focuses on the skills necessary to prepare for AP Language (11th grade) and AP Literature (12th grade). Study consists of intensive work in composition, responding to literature, analyzing rhetoric, and building arguments, as well as in-class projects and discussions, and close reading of texts.

## **ENGLISH III -P - Grade 11**

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This is a standards-based course designed for students who are reading, writing, speaking, and listening at grade level. The objectives of this course include continuing the study of literary analysis, organizing and composing explanatory, argumentative, and narrative writing, building vocabulary, participating in Socratic Seminars, and studying a variety of classic and contemporary texts, including plays, poetry, novels, and nonfiction.

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

Advanced Placement Language & Composition is designed for juniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic, and who enjoy the in-depth study of language and literature. This is a college-level course. This course is organized in accordance with the guidelines established by the College Board. Students will read widely in many genres of literature, write frequent impromptu essays, and perform sophisticated rhetorical analyses of complex texts. All students in this class are encouraged to take the national Advanced Placement Language and Composition test (a fee is required) in May.

## **ACADEMIC LITERACY – Grade 11, 12**

This course pre-teaches and supports the skills and texts taught in English III and U.S. History classes in order to provide students with better access and opportunities for success in these college prep courses. Students receive elective credit for this course. Placement is based on the DORA and Reading Inventory tests. It is for 1) rising 11th graders who were enrolled in English II Intensive or Intervention ELA as 10th graders and did not exit by the end of 10th grade, and 2) rising 11th and 12th graders exiting ELD III.

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

English IV is a standards-based course of study designed for students who are reading and writing at grade level. The objectives of this course include continuing the study of written communication with an emphasis on narrative and expository writing, vocabulary building, and exploring various text types. Students focus on developing extensive research skills over a prolonged period. This course prepares students for college-level reading and writing.

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

The College Board indicates: "In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of works of fiction, drama, and poetry provide rich opportunities for students to develop an appreciation for how literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings." As they read, students consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. The course is designed to cover and exceed the equivalent of English IA and IB, or freshman reading and composition, as taught at most colleges and universities. Students will be prepared to take the AP examination in May. All students in this class are encouraged to take the national Advanced Placement Literature and Composition test (a fee is required) in May. If passed with the requisite score, students can test out of both English IA and IB at many universities.

## **CREATIVE WRITING -P - Grades 9, 10, 11, 12**

This course introduces the basics of creative writing. Students will be exposed to the basic compositional elements of poetry, fiction, and screenplays (television and movies), and will both read and compose work in all three genres. The class will cover drafting, revision, and the creation of writing communities that will facilitate peer revision and feedback. *This course is offered as an elective.*



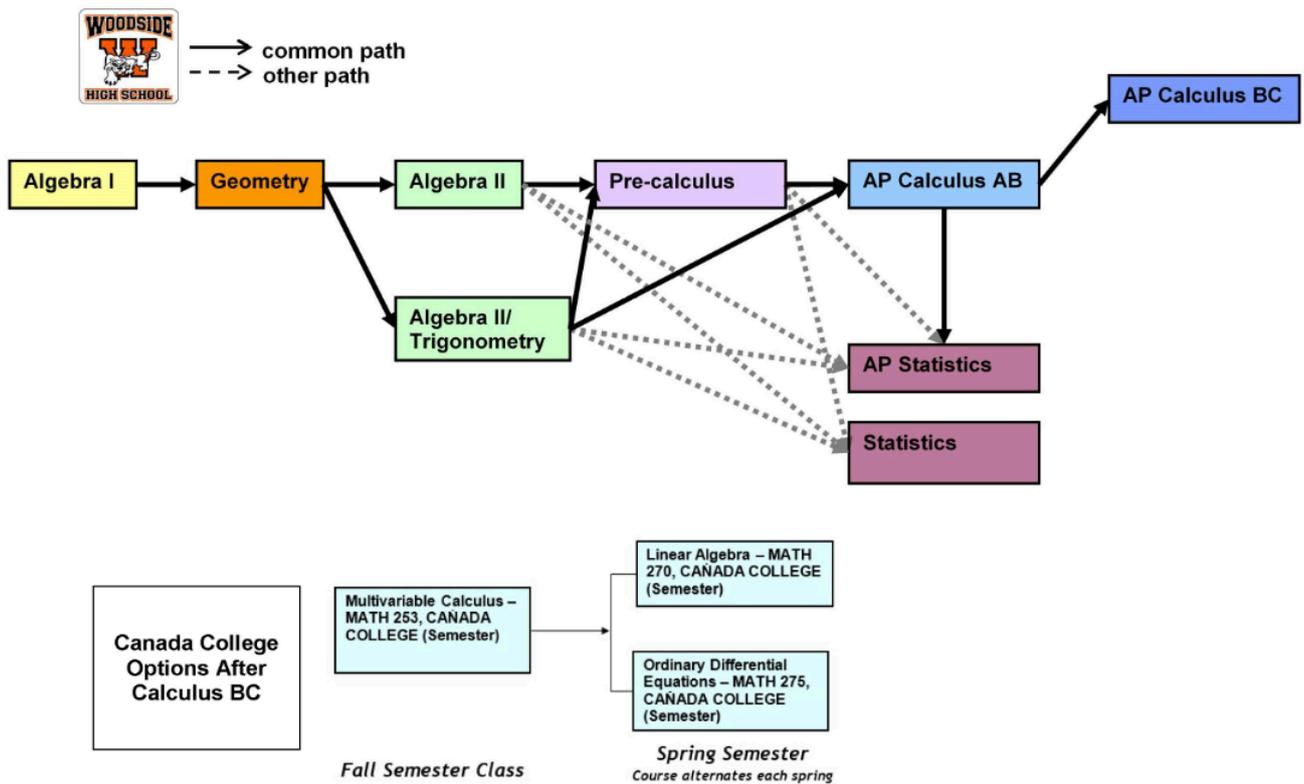
# MATH

P course meets A-G requirement

HP Advanced Placement / Honors course with weighted GPA

NOTE: SUHSD policy states that all students must complete and pass Algebra I as part of the graduation requirements.

## Math Pathways at WHS



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

In Algebra I, students continue to develop their knowledge of expressions, equations, inequalities, functions, as well as statistics. As they explore various functions including linear, exponential, and quadratic, students also leverage the power of observing patterns and making connections between graphical, tabular, symbolic, and contextual representations. In this course, we emphasize the importance of communication by encouraging use of formal reasoning and precise language. This course lays the foundation for students' secondary mathematics success.

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

Suggested Prerequisite: Completion of Algebra I.

A college-prep course required by all 4-year colleges. Geometrical concepts are discovered by students through guided discussion. By using a student-centered approach to teaching, students build and strengthen their knowledge through activities with their peers. Topics covered include constructions, transformations, angle relationships, congruent triangles, similarity, right-triangle trigonometry, circles, solids, and coordinate geometry.

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

Suggested Prerequisite: Completion of Algebra I and Geometry.

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

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

Suggested Prerequisite: Completion of Algebra I and Geometry with a B or better. Strong Algebra I skills, as well as being a fast-paced learner, are recommended.

This course is an acceleration of Algebra II. It combines Algebra II with Pre-Calculus and is a bridge to AP Calculus (AB). The topics include those covered in Algebra II plus a trigonometry unit that includes the Laws of Sines and Cosines, graphing trigonometric functions, solving trigonometric equations, and verifying trigonometric identities.

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

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

Pre-Calculus is a challenging course whose purpose is to prepare students to take AP Calculus. It includes polynomial functions, rational functions, composite functions, inverse functions, exponential and logarithmic functions, conic sections, matrices, sequences and series, and trigonometry – including circular trig, right triangle trig, and real-world modeling with sinusoidal functions.

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

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

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

\*This class is not recommended for 11th graders if they plan on taking 4 years of math.\*

## **STATISTICS – P - Grades 11, 12**

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

The purpose of Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data using hypothesis tests and p-values. Coursework will include exploring categorical and quantitative data in sports and non-sport, planning a study, anticipating patterns, and statistical inference. The course also includes probability, normal distribution, z-scores, confidence interval, linear and multi regression. There is an emphasis on technical writing. Students are expected to explain their reasoning and will complete original research papers focusing on the topics covered. \*This class is not recommended for 11th graders if they plan on taking 4 years of math.

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

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

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

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

Suggested Prerequisite: Completion of AP Calculus AB with a grade of C or better. Note: Math 251 at community college does not fulfill the prerequisite.

AP Calculus BC is the continuation of the study of Calculus. All topics of Calculus AB are reviewed, expanded upon, and connected to each other. Additional BC topics include advanced methods of integration, infinite series, Taylor series and LaGrange Error Bound, differential equations, Euler's method, and calculus in two dimensions (parametric, polar, and vector functions).

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

Anyone can take AP CSP as long as they have an interest in learning more about CS. No prior knowledge of programming is needed.

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

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

Suggested Prerequisite: Concurrent enrollment in Algebra II or higher math.

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

*For more information on "The Difference Between AP Computer Science Principles and AP Computer Science A" go to:*

*<https://blog.collegeboard.org/difference-between-ap-computer-science-principles-and-ap-computer-science>*



### **MULTIVARIABLE CALCULUS – MATH 253, (Cañada) - Grades 10, 11, 12**

(Cañada Title: ANALYTICAL GEOMETRY AND CALCULUS III)

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

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

Students must complete the concurrent enrollment process.

### **LINEAR ALGEBRA – MATH 270, (Cañada) - Grades 10, 11, 12**

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

This one-semester course covers applications of vectors and matrices to systems of linear equations, linear transformations, eigenvectors and eigenvalues, vector spaces and inner products. This Cañada College class is offered on the Woodside campus through the concurrent enrollment program.

Students must complete the concurrent enrollment process.

### **ORDINARY DIFFERENTIAL EQUATIONS – MATH 275, (Cañada)- Grades 10, 11, 12**

Suggested Prerequisites: AP Calculus BC or College Calculus (Cañada Program through Math 253) with a B or better.

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

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



# PHYSICAL EDUCATION

## **PE - 1- Grade 9**

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

## **PE - 1 DANCE - Grade 9**

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This course is designed to be a fun and active class dedicated to empower students to make healthy choices, meet challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime through dance and physical activity. Students work collaboratively to choreograph and perform dances.

## **PE - 2 – Grades 10, 11, 12**

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This course is designed to reinforce skills learned in PE1 and increase the skill levels in individual and team sports emphasizing the importance of lifelong activities and fitness. PE 2 adds self-defense and tumbling to its list of activities.

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

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This course is designed to be a fun and active class dedicated to empowering students to make healthy choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime through dance and physical activity. Students will work collaboratively to choreograph and perform dances. PE 2 Dance adds self-defense and tumbling to its list of activities.

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

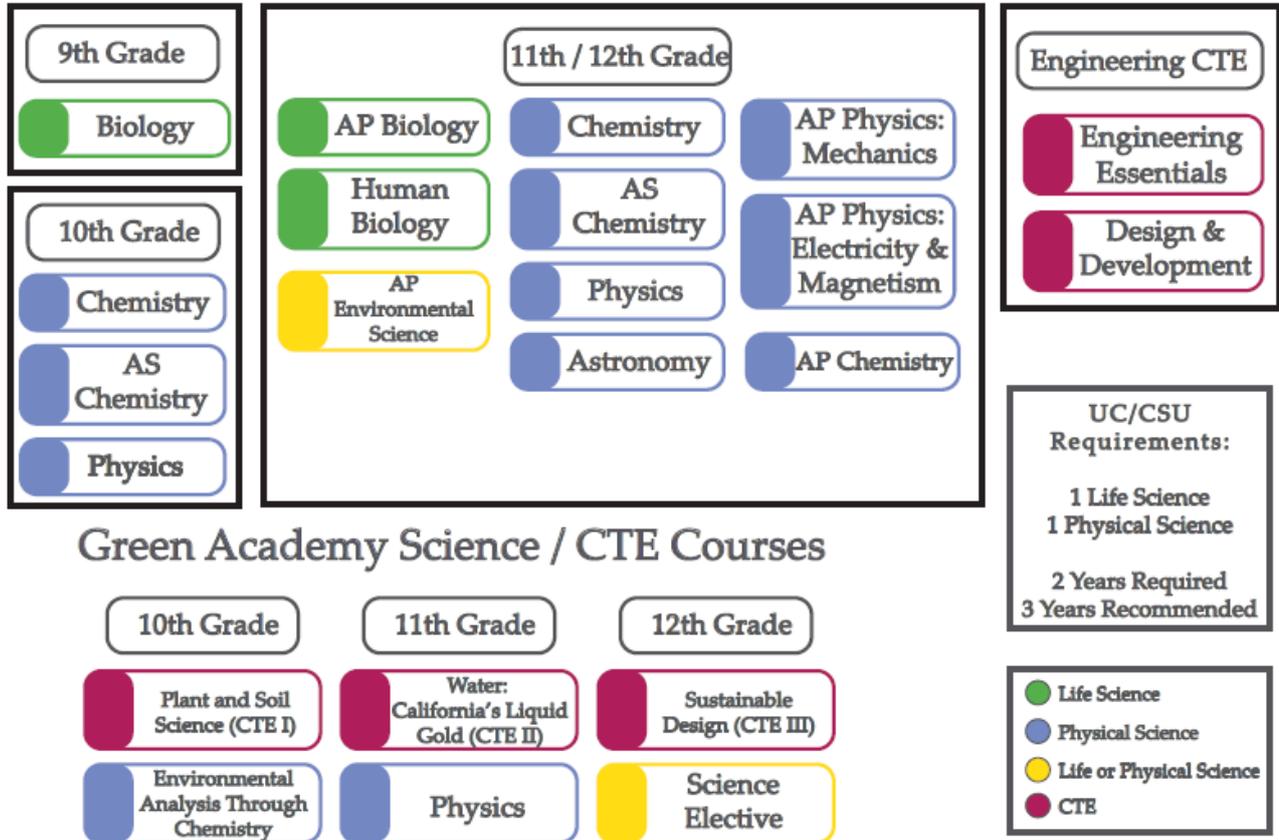
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Students have more time to develop physical strength and balance and greater proficiency in their movement skills. Emphasis is placed on body awareness, optimum fitness and the importance of physical fitness. This course is designed to be a fun and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



# SCIENCE

## Woodside Science Course Offerings



P - course meets A-G requirement

HP - Advanced Placement / Honors course with weighted GPA

### BIOLOGY -P - Grade 9

All incoming 9th graders take biology. This course encompasses traditional concepts in biology and encourages student exploration of new discoveries in the field. Students actively explore phenomena related to how living things function and how they interact with their environment. Students engage in performance expectations through hands-on labs and modeling activities. This rigorous and engaging course will help students gain familiarity with Next Generation Life Science standards as well as related concepts in our Earth Science standards. Biology provides a strong foundation for students taking our higher-level science courses (ex: AP Biology, AP Environmental Science, etc).

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

Recommended Prerequisite: Biology

This course follows a logical, sequential development of the basic principles of Chemistry through extensive laboratory-centered experiences that emphasize analysis and computational skills. There is a strong focus on the direct application of Chemistry to the world around us. This course will allow students to engage with all of the Next Generation Physical Science Standards related to chemistry as well as related Earth Science Standards. This includes an examination of the chemistry involved in our changing Earth. This course provides a strong foundation for many other science courses including Physics, Astronomy, Environmental Science, Human Biology, AP Biology, and AP Environmental Science.

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

Recommended Prerequisite: Biology & Completion of Algebra 1.

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

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

Recommended Prerequisite: Concurrent enrollment in Algebra 1 or higher.

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

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

Recommended Prerequisite: Successful completion of Biology and Chemistry.

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

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

Recommended Prerequisite: Successful completion of Biology and Chemistry.

This course is equivalent to an introductory college environmental science survey course. Environmental science draws upon different disciplines; including biology, chemistry, earth science, and physics; to understand natural ecosystems and the impacts that humans have on them. Course topics include ecology, Earth systems, energy, resource use, population growth, global climate change, pollution, and related environmental issues. Both laboratory and fieldwork are important components of this course. The class prepares students for the AP Environmental Science examination.

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

Recommended Prerequisite: Successful completion of Biology and Chemistry.

This course is equivalent to an introductory college Biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, bioenergetics, genetics, and cells. The labs further develop analytical and critical thinking skills. Extensive laboratory activities, readings, essays, and multiple choice-type examinations prepare students for the national AP Biology examination, which all students are expected to take. Students who have passed Biology and Chemistry will be prepared for the rigors of this course.

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

Recommended Prerequisites: Concurrent enrollment in Pre-Calculus or higher, successful completion of Chemistry.

The AP "C" curriculum is meant to emulate parts of the two-year physics sequence taken by physics and engineering majors. The Mechanics course covers translational and rotational kinematics, Newton's Laws, torque and rotational statics, energy, momentum, angular momentum, gravitation, and oscillations. Students will learn to solve complex problems using basic physics principles with lots of algebra, some geometry and trigonometry, and some calculus which they can learn as they go (previous calculus experience is not necessary).

## **ADVANCED PLACEMENT PHYSICS C: ELECTRICITY & MAGNETISM - HP - Grades 11, 12**

Recommended Prerequisites: Concurrent enrollment in Calculus, successful completion of AP Physics C: Mechanics.

The AP "C" curriculum is meant to emulate parts of the two-year physics sequence taken by physics and engineering majors. The Electricity and Magnetism course covers electric charges, fields, and Gauss's Law; electric potential; conductors and capacitors; electric circuits; magnetic fields and electromagnetism; and electromagnetic induction.

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

Recommended Prerequisites: Successful completion of Biology, Chemistry and Algebra II.

This course is equivalent to a two-semester introductory college-level chemistry course. Students will build upon concepts and skills from their previous high school chemistry course. Students should have a mastery of problem-solving skills and ideas learned in chemistry in order to be successful in AP Chemistry. Topics include atomic structure and properties, compound structure and properties, properties of substances and mixtures, chemical reactions, thermodynamics, kinetics, equilibrium, acids/bases, and electrochemistry. I. Emphasis is placed on problem-solving and critical thinking of chemical systems. Frequent laboratory work includes guided inquiry and analytical college-level experiments with write-ups in laboratory notebooks. Extensive review and practice will prepare students for the AP Chemistry examination. Colleges may offer credit for successful completion of the AP exam.

### **CTE INTRODUCTION TO ENGINEERING DESIGN – P - Grades 9, 10, 11**

Recommended Prerequisite: Concurrent enrollment in a Science course.

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

Students in this course may be dual enrolled in Cañada College ENGR100.

### **CTE COMPUTER INTEGRATED MANUFACTURING – P - Grades 11, 12**

Recommended Prerequisite: Successful completion of Engineering Design & Development

Computer Integrated Manufacturing deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill/router uses to transform a block of raw material into the product designed by the student. Students focus on a self selected capstone project that requires the use of a production level CNC machine. Students take the project from start to finish and use our CNC machines to produce a finished product. Students will also have the opportunity to earn their HAAS CNC Mill Operator certification as a part of the course.

### **CTE ENGINEERING DESIGN & DEVELOPMENT – P - Grades 10, 11, 12**

Recommended Prerequisite: Successful completion of Introduction to Engineering Design.

Engineering Design & Development builds on the content from Introduction to Engineering Design and pushes students to dive deeper into more complex problems. The course explores manufacturing history, individual processes, systems, and careers. Students enhance their skills in 3D computer-aided design (CAD) applications to analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students develop an understanding of the increasing use of automation and robotics in many aspects of life. Students apply knowledge gained throughout the course in a final open-ended problem. Students in this course may also be dual-enrolled in Cañada College ENGR210.

### **ASTRONOMY & SPACE SCIENCE-P - Grades 11, 12**

Recommended Prerequisite: Successful completion of Algebra 1 and Physics.

This is a one-year course designed to provide an overview of topics of astronomy. Throughout the year, we will use the math of geometry and the physics of gravity, light, and nuclear processes to explain the heavens. Course material includes labs and night observations.



# SOCIAL SCIENCE

The Sequoia Union High School District social science course of study is based on the California History-Social Science Framework. Students will analyze culture, understand the concepts of continuity and change, interpret historical information, use historical research, and document evidence. The curriculum emphasizes point of view, as well as causes and consequences of major historical and political incidents. The historical thinking skills practiced throughout the years will enhance student's ability to make informed decisions, especially while participating in our democratic system of government. Students must pass three and a half years of required social science courses to graduate.

P - course meets A-G requirement

HP - Advanced Placement / Honors course with weighted GPA

## **LIFE SKILLS - Grade 9**

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Life Skills is an introductory, quarter-long course that covers mental, emotional, social, personal, and community health. The course also engages students on topics including how to succeed in high school and plan for post-secondary opportunities. Finally, the course addresses state- and district-approved Health Education Standards.

## **ETHNIC STUDIES - P - Grade 9**

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Students will develop the skills to critically examine local, national, and global histories through the lens of race, gender, and class. This will enable students to identify locations of power, and where injustice and oppression exist, to imagine and reshape those systems with the intent of finding joy, solidarity, "collective hope," and healing. This course is designed to build a foundation for the rest of students' high school social studies courses, where these lenses and critical analyses will be further honed and utilized in a variety of historical contexts (e.g. World Studies, U.S. History, Gov't/Econ, AP World History, AP U.S. History, etc.).

- Quarter 2 course is 2.5 credits (not A - G)

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

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A two-semester survey course of the history, geography, culture, and contemporary affairs of Africa, Asia, Latin America, and Europe, from 1750 to the present. The time period covered in this course highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. Throughout the course, students will analyze primary and secondary sources, develop historical thinking skills such as cause and effect, compare and contrast, and continuity and change over time, and build upon existing reading, writing, and research skills.

### ADVANCED PLACEMENT MODERN WORLD HISTORY - HP - Grade 10

AP Modern World History is a rigorous course designed for highly motivated students seeking to engage in college-level studies during high school. This course is ideal for students who already have a genuine interest in history and a strong commitment to extensive reading and analytical thinking. In this course, students will examine key themes and developments in world history from approximately 1200 CE to the present. They will also cultivate essential historical thinking skills, such as evaluating and interpreting sources, constructing evidence-based arguments, and honing their argumentative writing. The course prepares students to take the AP Modern World History examination in May, which requires a separate registration fee.

### U. S. HISTORY - P - Grade 11

US History students will study the development of American political, economic and social institutions from pre-colonialism to the present with an emphasis on the twentieth century. Throughout the year, the course will emphasize themes such as the expanding role of the federal government; the emergence of a modern economy and technology; changes in cultural, racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and for women; and the rise of the United States as a major world power. The course further prepares students to be informed citizens in a democratic society through an understanding of democratic tradition.

### HIST 202 : US History, (Cañada) - P - Grade 11\*

This course explores US History from 1877 to the present day. The focus is on political, economic, social and cultural forces that have shaped the modern nation and the varied experiences and contributions of the diverse people of America. This course is also designed to improve your analytical skills to help you succeed beyond the classroom. Like a historian, students will learn how to analyze evidence, arguments, and different perspectives in order to better understand the importance of events and to form their own conclusions. Dual Enrolled courses provide students with the opportunity to take a college-level course while simultaneously completing their high school graduation requirement.

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

Advanced Placement U.S. History is a rigorous, college-level introductory course, designed to be the equivalent of a full year college US history course. The course examines the nation's political, diplomatic, intellectual, cultural, social, and economic history from the pre-Columbian Period (1490s) to the present. The course is taught in accordance with the AP U.S. History curriculum framework, and is designed to prepare students for the AP U.S. History Exam in May. Students must be willing to devote substantial time to study, and the completion of class assignments outside of the classroom. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical thinking and writing. Success on the exam is largely determined by student completion of reading and other assignments outside of class and the development of analytical skills.

## **ECONOMICS - P - Grade 12**

A one-semester course that introduces students to the principles that drive the U.S. and global economies. Students will explore how individuals, businesses, and governments make decisions about allocating limited resources. Major topics include supply and demand, market structures, the role of government in the economy, personal finance, and global trade. Emphasis is placed on real-world application. Students will analyze current economic issues, create budgets, and explore how economic choices impact their lives and society.

## **ECON 100 PRINCIPLES OF MACROECONOMICS, (Cañada) - P - Grade 12\***

A one-semester course of study that is designed to allow students to master fundamental economic concepts, including decision-making, principles of micro and macroeconomics, the global economy, and comparative economic systems. An opportunity for students to learn this at the college level writing in connection with a professor at the local community college.

## **AMERICAN GOVERNMENT - P - Grade 12**

A one-semester course that explores the foundations, principles, and functions of the American political system. Students will examine how power and authority are distributed and how citizens can effectively participate in the democratic process. Key topics include the Constitution, the three branches of government, civil rights and liberties, political parties, elections, and public policy. Through debates, simulations, and current event analysis, students will develop critical thinking skills and a deeper understanding of their role as informed, active citizens.

## **AP PSYCHOLOGY- HP - Grade 11, 12**

This two-semester, college-level survey course prepares students for the AP Psychology Exam. It explores the field of psychology and the scientific study of behavior and mental processes. Students will examine how biological, cognitive, and social factors shape human thought and behavior. Major topics include Foundations of Psychological Research, Biological Bases of Behavior, Cognition, Development and Learning, Social Psychology and Personality, and Mental and Physical Health. Through experiments, case studies, and real-world applications, students will develop critical thinking and analytical skills while gaining a deeper understanding of themselves and others.

*Dual Enrollment is a collaboration between Woodside High School and Community Colleges. Dual-enrolled courses provide students with the opportunity to take a college-level course while simultaneously completing their high school graduation requirements. In the event that a student is struggling with college-level work, a withdrawal from the community college course may take place, which means students still remain in the Woodside High School course for high school credit but will no longer get college credit. In short, students will receive two grades – a community college grade and a WHS grade.*



# SPECIAL EDUCATION

Woodside High School's Special Education Department has a continuum of service options. Our department consists of three basic support programs for students with IEPs (Individualized Education Plans): Specialized Academic Instruction (Study Skills), Independent Living Skills (ILS), and Therapeutic Day Class (STARS). The department works closely with Mental Health Therapists, Program Specialists, School psychologists, Speech and Language therapists, and the Adaptive Physical Education Program. It is our goal to offer each of our students the very best opportunities available at a comprehensive high school to advance personally, academically, and vocationally.

## STUDY SKILLS – Grades 9, 10, 11, 12

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

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

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

## THERAPEUTIC DAY CLASS (STARS)

S.T.A.R.S (Successful Transition Achieved with Responsive Support) is a small therapeutic special day class setting that provides mental health support for students who require a more restrictive classroom to access their education. The students are working in collaboration with education specialists, and mental health service providers.

## INDEPENDENT LIVING SKILLS (ILS)

In Independent Living skills, students work towards a Certificate of Completion in lieu of a traditional high school diploma. Our program serves a diverse group of students with moderate to severe learning disabilities, orthopedic impairments, autism spectrum disorders, and various academic needs. The program provides a modified curriculum that includes structured functional academics, social skills, life skills, and vocational education training to meet individual needs outlined in the student's IEP.

## OTHER SERVICES

### SPEECH AND LANGUAGE SERVICES

The Speech and Language program at Woodside High School is designed to help students with language processing, pragmatics, voice, speech articulation or fluency change. Speech/language therapy is based on specific assessment results that profile the student's area of need. Speech/language service needs are determined by the IEP team.

### ADAPTIVE PHYSICAL EDUCATION (A.P.E.) SERVICES

The A.P.E. program serves a diverse group of students with moderate to severe learning disabilities, orthopedic impairments, autism spectrum disorders, and various academic needs. The program provides a modified Physical Education curriculum that includes but is not limited to: water safety, cooperative play, and special olympics events. Not all students with an IEP receive Adapted PE. The adapted PE teachers works with all students who have A.P.E. service on their IEP.



# WORLD LANGUAGE

World Language can satisfy the career technical education requirements and/or elective requirements. Only World Language level three courses can be applied toward career technical education requirements.

\*Incoming students who have previous experience (at home or in school) with any language are given a placement test in order to determine the best placement for the student.

P - course meets A-G requirement

HP - Advanced Placement / Honors course with weighted GPA

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

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

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

Suggested Prerequisite: Completion of French I, Spanish I, Mandarin I or placement test

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

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

Suggested Prerequisite: Completion of French II, Spanish II, Mandarin II or placement test.

Continuation of French II, Mandarin II, or Spanish II; refinement of the four basic skills; development of composition skills; additional reading in the literature at the early intermediate level; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted principally in the target language. The course meets the CTE graduation requirement.

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

Suggested Prerequisite: Completion of French III or Spanish III or placement test.

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

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

Suggested Prerequisite: Completion of French III with a C or better or a placement test.

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

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

Suggested Prerequisite: Completion of Spanish IV or Spanish IV-HS (with a C or better) or placement test.

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

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

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

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

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

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

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

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

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

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

Suggested Prerequisite: Completion of Latin I or teacher recommendation.

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

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

Suggested Prerequisite: Completion of Latin II or teacher recommendation.

Continuation of Latin II; study of the contribution of Roman culture through reading the literary efforts of Rome's greatest writers (Vergil, Catullus, Ovid, and others). The course meets the CTE graduation requirement.

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

Suggested Prerequisite: Completion of Latin III or teacher recommendation.

Continuation of Latin III; study of the most important aspects of Roman culture; introduction to the literature of Rome. Recent courses Roman Laughter; Roman Philosophy; Roman History; Roman Ecology & Tragic Love. Seal of Biliteracy eligible. The course meets the CTE graduation requirement.

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

Prerequisite: Completion of Latin III or teacher recommendation.

Intensive study of Vergil's Aeneid and Caesar's Commentarii de Bello Gallico in preparation for the AP exam. Seal of Biliteracy eligible. The course meets the CTE graduation requirement.

**SPANISH II-HS - P (for heritage speakers) - Grades 9, 10, 11, 12**

Prerequisite: Ability to understand spoken Spanish at least 80%, or better.

Beginning course designed for students who can speak Spanish but wish to learn to read and write. This literacy-focused course includes basic principles of grammar, spelling, sentence structure, punctuation, accents and paragraph organization. Class is conducted in Spanish.

**SPANISH III-HS - P (for heritage speakers) - Grades 9, 10, 11, 12**

Prerequisite: Ability to understand and communicate verbally and be able to write simple basic sentences in Spanish. Completion of Spanish II-HS or results of the placement test.

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

This course may have the option for dual-enrollment with Canada College.

**SPANISH IV-HS - P (for heritage speakers) - Grades 9, 10, 11, 12**

Prerequisite: Completion of Spanish III-HS or results of the placement test.

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



# GRAPHIC TECHNOLOGY ACADEMY

This three-year cohort (10th, 11th, 12th grade), school-within-a-school program is currently offered at Woodside High School. This alternative pathway program provides selected students with an integrated academic/vocational curriculum combined with career development and leadership skills, counseling, volunteer hours, and work experience. Macs and PCs are used as the focus of training in multimedia design and as learning tools in academic subjects. Academy students who wish to attend a four-year college may take a foreign language, advanced science, advanced math, etc. outside of the academy program. Multimedia I & II courses include college credit toward a Multimedia Design Certificate. Our program is designed as a high-interest program for students who have not been motivated by the regular academic course of study. The Academy programs combine academic instruction via cross-curricular Project Based Learning in CTE, English, Math, and Social Science with “hands-on” job training designed to prepare students for jobs in local graphic design companies. Students who wish for more information about the Academy should contact the Graphics Technology Academy coordinator or a guidance counselor.

P course meets A-G requirement

HP Advanced Placement / Honors course with weighted GPA

## **ACADEMY ENGLISH II - P - Grade 10**

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Suggested Prerequisite: Student performance and department recommendation, completion of English I.

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

## **ACADEMY ENGLISH III - P - Grade 11**

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Suggested Prerequisite: Student performance and department recommendation, completion of English II.

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

## **ACADEMY ENGLISH IV - P - Grade 12**

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Suggested Prerequisite: Completion of Academies English III.

This English course of study is based on the 12th grade California English-Language Arts Standards. The objectives of this course include the continuation of the study of written communication with an emphasis on narrative and expository writing; vocabulary building; and the study of various text types. Literary analysis takes place through the study of American authors, past and present; short stories, novels, plays, poetry, and forms of non-fiction. Students focus on extensive research skills by completing a fully developed research paper, the Senior Thesis. This course prepares students for college-level reading and writing. Students participate in an Academy cohort model, which entails: smaller class sizes, taking multiple academy classes together, cross-curricular collaboration, service hours, and shared academy activities (field trips, fundraisers, events, etc.).

## **ACADEMY WORLD HISTORY - P - Grade 10**

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Suggested Prerequisite: Completion of Academies English III.

A two-semester, cross curricular survey course of the history, geography, culture, and project based learning of Africa, Asia, Latin America, and Europe, from 1400 to the present. The time period covered in this course highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. Throughout the course, students will analyze primary and secondary sources, develop historical thinking skills such as cause and effect, comparison and contrast, and continuity and change over time, and build upon existing reading, writing, and research skills. The course meets the California History-Social Science Framework for tenth grade.

## **ACADEMY US HISTORY - P - GRADE 11**

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In-depth study of the development of American political, economic, and social institutions using Project Based Learning when possible. The curriculum includes the use of primary sources curated by the Stanford Education Group and Zinn Education Project. This includes selected interpretative studies of ideas, issues, analytical materials, and biographical information. In-depth units include the Civil Rights Era, the Cold War, U.S. involvement in WWI & WWII, and its effects on the people of America paying special attention to groups marginalized by government and society.

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

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CTE Multimedia Design is a year-long foundation course in digital art that provides students in the Graphic Technology Academy an introduction to the principles of graphic design, visual literacy, and image manipulation with Adobe Creative Cloud applications. This course is the first of a three-course CTE Art, & Media Entertainment Pathway with a Design, Visual and Media Arts focus, and employs project-based learning and interdisciplinary themes to encourage active learning and student engagement through the arts. Students are encouraged to complete the three-course Art, & Media Entertainment (AME) Pathway sequence in order to qualify for dual enrollment credit. Coursework is designed to foster creativity, critical thinking, and collaboration skills while students produce media for a variety of professional scenarios that simulate industry practice. Small group projects allow students to explore various roles within digital arts industries and enable student experimentation with digital tools resulting in the design of posters, stickers and other industry-related marketing materials. Digital Arts projects challenge students to produce creative solutions to visual challenges that increase in complexity over the duration of the course. Course learning outcomes include beginning-level digital art production, knowledge of file management protocols, and image manipulation skills. The first semester of this course develop students' familiarity with digital cameras, drawing tablets and a variety of Adobe Creative Cloud software applications. The second semester of this course provides opportunities to further develop digital art projects as well as an overview of video and audio production and editing with Adobe Rush, iMovie and GarageBand.

## **CTE ACAD MULTIMEDIA II - P - Grade 11**

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This course empowers students in the Graphic Technology Academy to gain knowledge and skills in a variety of digital applications within the Adobe Creative Cloud suite of applications including Illustrator, Photoshop, Animate, Premier Pro, Audacity, and After Effects. Using projects as a means for developing creativity, collaboration, and critical thinking, students will analyze and produce media using digital photography, video, and audio recordings. Group projects and individual, in-class assignments will challenge students to apply visual concepts such as the principles of graphic design, the elements of visual art, as well as audio/video design theory. Students will work in design teams to apply their skills to develop a marketing plan and targeted advertising to promote school events and local businesses. Design briefs will be assigned throughout the course, requiring students to increase proficiency with software while gaining practical experience producing work for clients. Students in this program will have an opportunity to partner with mentors from local businesses and develop soft skills such as effective communication techniques, presentation skills, teamwork, and project management that will help them succeed in academics as well as in their future chosen profession.

This course is the second of a three-course CTE Art, & Media Entertainment Pathway with a Design, Visual, and Media Arts focus, and employs project-based learning and interdisciplinary themes to encourage active learning and student engagement through the arts. Students are encouraged to complete the three-course Art, & Media Entertainment (AME) Pathway sequence in order to qualify for dual enrollment credit.

Over the course of the year, students will add a body of design projects to a digital design portfolio, showcasing their best work and work overtime within the Graphic Technology Academy.

## CTE MULTIMEDIA III – P - Grade 12

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This course is the third of a three-course CTE Art, & Media Entertainment Pathway with a Design, Visual, and Media Arts focus, and employs project-based learning and interdisciplinary themes to encourage active learning and student engagement through the arts.

In this course, students in the Graphic Technology Academy will develop two and three-dimensional animations. Students will develop digital drawing and animation skills using Adobe Flash, Adobe Photoshop, and Blender. Using Adobe Animate, Photoshop, and blender, students will create game splash screens, game characters, game assets and more.



# GREEN ACADEMY

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

P course meets A-G requirement

HP Advanced Placement / Honors course with weighted GPA

## GREEN ENGLISH II, III, IV – P - Grades 10, 11, 12

With an environmental focus, students analyze texts, develop research projects, and craft narratives in alignment with the Common Core Standards. Together, we further develop and refine the reading, writing, speaking, and listening skills that students have acquired in your previous classes, giving ample opportunities to practice and improve. Students read short-form texts, such as short stories, poems, scholarly articles, and excerpts from non-fiction works. Students also read mainstream, required texts such as *Night*, *There There*, *The Great Gatsby*, and *The Things They Carried*.

## GREEN ACADEMY WORLD HISTORY – P - Grade 10

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

## **GREEN UNITED STATES HISTORY – P - Grade 11**

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

## **GREEN AMERICAN GOVERNMENT– P - Grade 12**

This course explores the principles of democracy, provides an in-depth study of the U.S. Constitution, and introduces students to the American political system through a combination of participatory projects and experiential learning opportunities. As a Green Academy course, environmental perspectives will be integrated throughout the curriculum whenever possible. Students will apply knowledge gained in previous years to develop a deeper understanding of how the government operates and their role in American society. The course also emphasizes the development and refinement of research skills, while continuing to build upon students' reading and writing abilities.

## **GREEN ECONOMICS – P - Grade 12**

Economics is a semester-long course that introduces students to fundamental economic principles, including microeconomics and macroeconomics. Over the course of the semester, students will examine major economic concepts and apply economic thinking and analytical tools to understand the operations and institutions of economic systems. Throughout the course, students will participate in interactive simulations that explore supply and demand, the circular flow model, and international trade. Issues of personal finance are also integrated into the curriculum to help students connect economic concepts to real-world decision-making along with Green themes.

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

This course serves as the first-year elective/CTE course for students enrolled in the Green Academy. It addresses sustainability and the use of natural resources in the contexts of agriculture, biology and horticulture. Topics of study include the use of natural resources, soil science, food production and distribution, plant identification and topics related to climate. Students maintain a large on-site organic garden with fruit trees, raised beds, greenhouses, a composting system, beehives, chickens, and an outdoor classroom. Additionally, students travel off site on curriculum-related study trips at least twice per semester.

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

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

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

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This course serves as the second-year elective/CTE course for students enrolled in the Green Academy. Students will go in-depth with the skills necessary for wide-scale energy efficiency and water conservation. Through social, economic, and environmental lenses, students will study water use and policy in local, state, national, and international contexts. They will engage with tools for studying water use, including mapping tools and water quality instruments. Field experiences and community partnerships are integral parts of this course. Students will explore career options by working with professionals in the career field of their choice through a mentorship program.

## **GREEN ACADEMY PHYSICS – P - Grade 11**

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

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

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Sustainable Design is the third class in the Career and Technical Education (CTE) series within the Green Academy. The intent of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Sustainable Design gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning.

Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.



# NON DEPARTMENTAL COURSES

## WORK EXPERIENCE - Grades 11, 12

General Work Experience is an elective, variable-credit class combining paid employment experience with mandatory weekly classroom instruction. Students enter the program with jobs they have acquired themselves. In class, students discuss and develop work habits, attitudes, job-related skills, and create a personal employment portfolio, which can be used to locate, secure, and retain employment. Students benefit by learning valuable basic employability skills and by having the opportunity to discuss work-related issues with their peers and instructor in class away from the demands of the work environment. The program is a partnership of employers, the WE teacher- coordinator, students, and parents. The final link is made as the Work Experience teacher-coordinator visits the worksites on a quarterly basis to monitor student progress and then provides students with individual feedback, recognition, and guidance. Students receive academic credit for the course according to the number of hours they work on the job site (36 hours = 1 school credit); 50% of their course grade is determined by the employer and 50% comes from their class participation and assignments. Students may earn up to 10 Work Experience credits per semester in their high school career.

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

NOTE: 2.5 units of credit per semester (half the credits of regular courses).

Assistance helping individual teachers, performing services such as record keeping, filing, and duplicating. The student assistant course will earn 2.5 units of credit each semester up to a maximum of 30 units of credit. Students earn a “credit” or “no credit” grade.

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

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

## STUDENTS OFFERING SUPPORT (SOS)

SOS is a service organization on campus dedicated to peers helping peers in a variety of ways. The programs help foster Woodside’s 8 Conditions of Student Success; including a Sense of Belonging, a Sense of Accomplishment, Leadership and Responsibility, Confidence to Take Action, and a Spirit of Adventure.

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

### **FRESHMAN TRANSITION**

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Freshman Transition focuses on building a welcoming, safe, and caring community. Pairs of trained 10th – 12th-grade students meet seven times during the first three quarters of the school year. Peer Leaders guide the new students through activities designed to help the freshmen develop the communication and listening skills needed to build cultural competencies and to succeed in school and within their families and communities.

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

Field Day is one component of the Freshman Transition Program and teaches freshmen life-long skills. Students learn and practice personal responsibility, collaboration, and communication through interactive games and activities guided by Peer Leaders. Peer Leaders meet with their freshman group breaking down age and cultural barriers and building a strong school community that supports their academic success.

### **CONFLICT MEDIATION**

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

### **SAFE SCHOOL AMBASSADOR PROGRAM**

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

### **TUTORING**

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Study Cats

The library is available with teachers for tutoring time on Mondays and Tuesdays after school until 5:30pm.

### **LIBRARY MEDIA CENTER**

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The Library provides resources that support the curriculum of the school as well as encourage the joy of reading. Research and Information Literacy instruction/assistance is provided by a Certificated Library Media Teacher, and a Library Aide is also available for assistance as well. Books may be checked out for a period of three weeks. Computer resources may be used only if students have turned in their signed Acceptable Use Policy agreement. Computer resources include the Internet, online databases: Infotrac, JSTOR, and ProQuest, many eBook platforms, online encyclopedias, automated book catalog, and various software programs. The LMC is open from 8:00 am to 4:15 pm Monday-Friday (may be closed from 2:35 pm to 3:45 pm certain Wednesdays).

# CONTACT INFORMATION



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[www.woodsidehs.org](http://www.woodsidehs.org)