

Whitney High School Course Catalog



2018-2019

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SIX-YEAR ACADEMIC PLAN

This sample plan aligns with Whitney High School's goal that all students exceed the requirements for both ABCUSD graduation and eligibility for admission to the University of California. Competitive college admission is best achieved by individualizing this plan as colleges seek to admit a dynamic and diverse group of students. Each student should choose courses and co-curricular activities that demonstrate and expand his/her:

- * Interest(s) or passion for learning and academic challenges
- * Growth through service, social, and personal engagements

| | | |
|-----------------------------|--|--|
| 7th Grade | English 7 Honors Math 7 or Advanced Math 7 Physical Education | Social Science 7 Honors Science 7 Honors Elective 'Wheel' or Music |
| 8th Grade | English 8 Honors Math 8 or Advanced Math 8 Physical Education | Social Science 8 Honors Science 8 Honors Elective (For. Lang. or Art or Music or Theatre) |

Summer Health Course

| | |
|-----------------------------|---|
| 9th Grade | English I Honors Math I or Math I Plus Honor, or Math II or Math II Plus Honors World His/Geog. Honors or World His/Geog. MUN Biology Honors Foreign Language or Visual/Performing Art/ Pathway course (<i>In lieu of History/SS course</i>) Physical Education or Athletics |
|-----------------------------|---|

| | | |
|-----------------------|---------------------------------|---------------|
| Summer Session | Enrichment Classes / Activities | Health course |
|-----------------------|---------------------------------|---------------|

| | | |
|------------------------------|---|---|
| 10th Grade | English II Honors Physical Education or Athletics | Chemistry CP or Chemistry Honors For. Lang. or Vis./Perf. Art, or Elective or Pathway course |
| | Math II or Math II Plus or Math III or Math III Plus Honors or AP Statistics Psychology, or AP Euro History, or AP Human Geog, or AP Psychology, or AP Art History | |

| | | |
|-----------------------|---|--|
| Summer Session | Internship, Study Abroad, College Courses, Service Projects, Job, or Volunteer Work | |
|-----------------------|---|--|

| | | |
|------------------------------|---|--|
| 11th Grade | English III Honors or AP English Language | |
| | US History Honors or AP US History Physics CP or Physics Honors or Chemistry of Living Systems or Adv. Topics in Biology or AP Chemistry Math III or Math III Plus H or Pre-Calculus or AP Calc. AB or Stats Reasoning Two Electives: Foreign Language or Art or Pathway course or other academic course or Athletics | |

Summer Session Senior Summer Writing Workshop, Internship, Study Abroad, College Courses, Service Projects, Job, or Volunteer Work

12th Grade English IV Honors **or** Rhetorical/Creative Writing, **or** AP English Literature
Civics Honors **and** Economics Honors
Pre-Calculus **or** AP Calc. AB **or** AP Calc. BC **or** AP Statistics **or** Statistical Reasoning
Physics CP **or** Physics Honors **or** AP Physics **or** AP Biology **or** AP Chemistry **or** Adv. Topics in Biology, **or** Chemistry of Living Systems
Two Electives: Foreign Language Arts **or** other academic course **or** Pathway Course **or** Athletics

Graduation Requirements

A **minimum** of 230 semester course credits must be earned in grades 9-12 as follows:

| | | |
|-----------------|---|------------|
| English: | 40 credits (8 semesters) | |
| Grade 9 | English I | 10 credits |
| Grade 10 | English II | 10 credits |
| Grade 11 | English III or AP Lang | 10 credits |
| Grade 12 | English IV, AP Lit., AP Lang., or Creative Writing | 10 credits |

| | | |
|------------------------|---|-------------|
| Social Science: | 30 credits (6 semesters) | |
| Grade 9 | World History/Geography or World His/Geog. MUN | 10 credits |
| Grade 11 | U.S. History or AP US History | 10 credits |
| Grade 12 | Civics / Economics | 5/5 credits |

| | | |
|----------------------------|---------------------------------|------------|
| Physical Education: | 20 credits (4 semesters) | |
| Grade 9 | Physical Education or Athletics | 10 credits |
| Grade 10 | Physical Education Athletics | 10 credits |

* All students must pass the CA Fitness Gram Test in 9th grade or continue to enroll in a yearly PE course.

* All students must be enrolled in a year-long PE course in 9th grade.

| | | |
|--------------------------------|---------------------------------|------------|
| Mathematics: | 30 credits (6 semesters) | |
| Algebra I/Math I (One Year) | | 10 credits |
| Geometry/Math II (One Year) | | 10 credits |
| Algebra II/Math III (One Year) | | 10 credits |

* Higher math courses taken in grades 9-12 also count

* Computer Science courses count **only** for Elective credit, **not** Math credit

| | | |
|---|---------------------------------|------------|
| Science: | 20 credits (4 semesters) | |
| Life Science: Biology course | | 10 credits |
| Physical Science: Chemistry or Physics course | | 10 credits |

Language/Fine Arts: 10 credits (2 semesters) 10 credits

Electives: 75 credits (15 semesters) 75 credits

Health: 5 credits

TOTAL: 230 credits

ABCUSD Technology Graduation Requirement

All students will fulfill this requirement through normal course enrollment. The technology standards and grading are embedded in courses so no additional coursework is necessary. Completion is noted on transcript. All classes that support this requirement are marked in this course catalog with a “^.”

Policies, Procedures, and Services

Course Offerings

All courses are offered according to ABCUSD School Board Policies, as well as, staffing and enrollment limitations. Course Recommendations for course enrollment represent years of experience and collective, professional expertise. They serve the dual purpose of maintaining high course standards and high levels of student achievement. Students should enroll in courses for which they are best qualified, keeping the Course Recommendation as the standard. It is highly encouraged to meet with a student advisor to discuss course enrollment.

Course Load & Drop/Change Policies

Whitney High School is staffed to provide students with an annual load of six (6) academic courses. A 12th grade student may enroll in fewer than six courses **with administrative and parent approval**. However, students **may not enroll in more than six academic courses**. If the schedule allows and space permits, a student may enroll in Athletics, ASB, HS Band, Pep Squad, Yearbook, MUN IS, or other elective as a seventh course.

Once registration concludes in the spring, no course changes will be made, except for the following reasons: scheduling errors, course conflicts, summer coursework adjustments, athletic placements, and class balancing. In other words, the courses students select during registration are the courses they will be expected to take during the coming school year. Any changes made for the reasons enumerated above must, per ABCUSD Board policy, be completed within the **first three weeks of the semester**. Later course drops/changes may result in “Withdraw – F” on the permanent transcript.

Federal Program Monitoring

ABC Unified School District programs, activities, and student clubs are available to all persons without regard to actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Promotion Policy

Students are promoted to the next high school grade level upon completion of required minimum credits. To earn credit for a course, a student must earn a grade of “D-” or higher. If students are deficient in credits, parents will be contacted to discuss credit recovery options.

Sophomore = 60+ credits **Junior** = 120+ credits **Senior** = 180+ credits

Graduation Status

At the beginning of 12th grade each student is given a transcript to check for mistakes. The transcript will include the coursework completed, credits earned, and the senior year schedule. Students and parents can always check transcripts online and contact the Student Advisors with questions.

Counseling Services

Upon entering WHS, students are assigned a **Student Advisor** to assist them with program planning, coordinate student support services, provide college and career guidance, and assist with personal and school problems. Students may make an appointment to see their Student Advisor by telephone, email, or in person at the front office. Whitney HS also employs part-time **Counselors, Social Workers, School Psychologists, and Wellness Coordinators** to support students with personal or social challenges and to coordinate academic accommodation services.

College and Career Center Specialist

Our College and Career Specialist is our scholarship and financial aid expert. She helps students locate and apply for contests, financial aid, and scholarships. She also collects information about colleges, plans college fairs, and college admissions officers' visits to WHS, and maintains Naviance Succeed, our online college counseling/planning portal for students and parents.

Academic Planning

In late summer, before students begin their 7th grade year, parents and students are invited to attend a "New Family Orientation" meeting. In the spring of the 9th grade, students and parents are invited to attend a planning conference to discuss a high school academic plan. In grades 7 through 12, parent meetings are held as needed to review students' academic plans, assess student progress, and communicate college information. In grade 12, students and parents are assisted with the college application process and the transition to post-secondary education.

Schedules, Grades and Credits

Student Schedule Requirements

Students in grades 7-11 are required to enroll in six classes (60 credits/year). **With approval**, seniors working, with internships, or taking Community College courses may enroll in a minimum of five classes as long as they are on-track to graduate.

Course Credit Information and Make-Up Policy

In a typical course, a letter grade and transcript credit (5.0 credits/semester) are granted at the end of each semester. Some courses earn 2.5 credits per semester based on meeting fewer weekly class hours. If a student fails a class, he/she must meet with his/her Student Advisor to plan for credit recovery.

Graduation

If a student has not met the minimum requirements for graduation due to a grade of "F," he/she can make-up a class by completing one of the following options: ABC Adult School, Edmentum (if available), UC/CSU-approved online course, or repeating the Whitney HS course (if possible).

UC/CSU Eligibility

All UC/CSU coursework used for eligibility requires a “C-” or better. If a student with a grade of “D” or “F” seeks to meet the minimum eligibility requirement for UC/CSU admission, he/she can make-up classes by completing one of the following options: Edmentum (if available), UC/CSU-approved online course, or repeating the Whitney HS course (if possible).

Incomplete Grades

A teacher may give an Incomplete grade, “I,” when a student misses a final examination or does not turn in required work due to confirmed illness, family emergency, or a reason beyond the student’s control. It is the responsibility of the student (or parent) to arrange with the teacher to complete the required coursework/examination by the end of the next grading period in order to receive a letter grade and course credit. For extended absences, a separate plan may be developed between the student/parent, teacher, and Student Advisor.

Once the student completes the required work, the teacher will remove the Incomplete, “I,” by filing the appropriate grade change form with the Counseling Office. If the coursework is not completed by the end of the next grading period, the Incomplete will be converted to the letter grade the student would have earned with ‘zero grades’ for all assignments/examinations not completed.

Grade Correction Policy

The letter grade given to each student shall be the grade determined by the teacher of the course. The determination of the student’s grade by the teacher, in the absence of error, shall be final (Ed. Code 49066). In the event of an error, corrections can be made within the first six weeks of the following semester. It is the responsibility of the teacher to submit a grade correction by the deadline. Any questions regarding a final grade should be immediately directed to the teacher of the course.

Repeating Courses

Students who repeat a course to improve a grade will not be awarded duplicate credits. Both grades will appear on the transcript, and both factor into the GPA calculation. However, only the repeated grade earns credit. Students repeating a course should meet with their Student Advisor to ensure they are on track in meeting graduation and UC/CSU requirements. The UC/CSU system will only accept repeat grades for courses to improve a “D” or “F” grade. Each college or university may treat grades earned in repeated courses differently.

UC Certified Course List for Whitney High School: 2018-19

- ✓ **Underlined** courses taken in grades 10-12 receive honors weighting (one extra grade point for grades of “C” or better).
- ✓ Students may earn a maximum of 8 semesters (4 one-year classes) of honors weighting in grades 10-12 for purposes of UC GPA calculations.
- ✓ Students must earn a grade of “C” or *better* in the courses below in order to meet UC Subject Requirements.

a. **HISTORY/SOCIAL SCIENCE**

World History/Geography (H), World History/MUN (H),
AP Human Geography, AP European History,
U.S. History/Geography (H), AP U.S. History/Geography, Civics H

b. **ENGLISH**

English I (H), English II (H) English III (H), English IV (H),
AP English Language, AP English Literature, Rhetorical & Creative Writing

c. **MATHEMATICS**

Mathematics I, Mathematics I Plus Honors,
Mathematics II, Mathematics II Plus Honors,
Mathematics III, Mathematics III Plus Honors,
Introduction to Calculus, Statistical Reasoning, Pre-Calculus, Math Analysis/Calc. A,
AP Calculus AB, AP Calculus BC, AP Statistics

d. **LABORATORY SCIENCE**

Biology (H), AP Biology, Advanced Topics in Biology,
Chemistry CP, Chemistry (H), Chemistry of Living Systems (H), AP Chemistry,
Physics CP, Physics (H), AP Physics-C

e. **FOREIGN LANGUAGE**

Chinese I H, Chinese II H, Chinese III (H) Chinese IV (H), AP Chinese Culture and Language, Spanish I (H), Spanish II (H), Spanish III (H), Spanish IV (H), AP Spanish Culture and Language, Japanese I (H), Japanese II (H), Japanese III (H), Japanese IV (H), AP Japanese Language and Culture, Japanese V (H)

f. VISUAL & PERFORMING ARTS

Advanced, Concert Band, String Orchestra, Symphonic, and Jazz Band

AP Art History

Beginning, Intermediate, Advanced, and Applied 2-Dimensional Art

Beginning, Intermediate, Advanced, 3-Dimensional Art

Ceramics I, Ceramics II, Ceramics III, Ceramics IV

Digital Photography

Introduction to Multimedia Production

Intermediate Broadcasting Production

Intermediate Film/Video Production

Special Studies: Advanced Art (not UC designated)

Stagecraft

Theatre Lab, Theatre Lab II, Theatre Lab III

g. ELECTIVE COURSES (all courses listed above, plus the following)

Advanced Cinema/Film/Video Production

AP Computer Science Principles (Priority given to students who completed the first course in the CTE Robotics Pathway.)

Economics (H)

Introduction to Game Design (1st semester), Intermediate Game design (2nd semester)
(Intro. and Intermediate must be taken in the same year)

Psychology, AP Psychology

Robotic Technologies

****This list will be updated and finalized in September 2018 based on the UC approvals granted for the actual courses offered in 2018-2019 and/or student course enrollment****

Course Selection Process

April 10-April 17
Student/Parent registration meetings, by grade level, to plan course selection

April 26, 2018
Final deadline for students to turn in course appeals form to Advisors

May 17, 2018
Final deadline for students to turn in course request form to Advisors

Changing Course Selections

Once registration concludes in the spring, no course changes will be made, except for the following reasons: scheduling errors, course conflicts, summer coursework adjustments, athletic placements, and class balancing. **In other words, the courses students select during registration are the courses they will be expected to take during the coming school year.**

Guidance staff may be required to change student course selections as noted below. Efforts will be made to contact students for input regarding most changes.

| Reason: | Result: |
|--|--|
| Too few students signed up and the course isn't offered, or the course is at capacity. | You will be placed in an alternate course; likely the course you selected as an alternate. |
| You do/do not qualify for Pep Squad, ASB, Yearbook, or Athletics team by try-out (not student initiated). | Your instructor will let the Advisors know who has qualified and they will make the needed changes |
| There is an error in your schedule. | Your counselor or advisor will work with you to resolve the error. |
| You completed coursework during the summer that suggests you take a different class than one you selected during registration. | Your counselor or advisor will work with you to change your course placement. |

Summer
Students will be contacted to resolve any final scheduling issues.

Late August:
Pick-Up Day
Students receive Program Verification list of courses. Your Advisor is available to correct scheduling problems.
Student schedules will be given to student on the 1st day of school

- It is recommended that students meet all course recommendations to support student success.
- Students may repeat courses at WHS only if there is room, after first-time requests are filled.
- Matching all students to courses needed is our highest priority. **The scheduled order of classes or assigned teachers is not guaranteed.**
- Any class dropped after the first three weeks of school will earn a "Withdrawal/F" grade, which will be computed into the student's grade point average.

Career and Technical Education Pathways

Digital Media Pathway

| Year 1 | Year 2 | Year 3 |
|--|---|--|
| Introduction to Multimedia Production Course #1635 | Intermediate Film/Video Production (Film/Video Option) Course #7129 | Advanced Cinema/Film/Video Production Course #1636 |
| Introduction to Multimedia Production Course #1635 | Intermediate Broadcasting Production (Broadcast Option) Course #1637 | |
| Introduction to Multimedia Production Course #1635 | Introduction to Game Design (1 st semester) Intermediate Game Design (2 nd semester) <i>Students must take both courses</i> Course #1640 Course #1641 | Advanced Game Design Course # TBA |

Please note the following:

1. Introduction to Digital Media Careers has been renamed, “Introduction to Multimedia Production.”
2. Contemporary Media I has been renamed, “Intermediate Film/Video Production.”
3. Contemporary Media II has been renamed, “Advanced Cinema/Film/Video Production.”
4. Multimedia Communications I has been renamed, “Intermediate Broadcast Production.”
5. Multimedia Communications II has been renamed, “Advanced Arts Management.”

Robotics Pathway

The Whitney High School Robotics Pathway is intended for students who are contemplating a career in any of the following industries:

- * Robotics
- * Artificial Intelligence
- * Computer information research
- * Software development applications
- * Software development, systems software
- * Computer programming/computer sciences
- * Computer systems analysis/engineering/architecture
- * Web developing
- * and so much more!

All courses in this pathway will be taken in the following sequential order:

Course #1: Robotic Technologies (Course #1643)

This year-long course is designed to introduce students to the skills and programs necessary to program and engineer new devices and technologies. In this course, students will learn and practice the techniques necessary to efficiently utilize computer assisted drafting and design programs, the fundamentals of the engineering design process, and research the scientific content necessary to successfully design and construct simple machines. With these engineering fundamentals, students will then focus on robotics technologies using Lego robotics components. Students will design, construct, program, and refine both controlled and autonomous robots while exploring the holistic processes involved in robotics engineering including budget management and marketing.

Course #2: AP Computer Science Principles (Course #4667)

AP Computer Science Principles is a course designed by the College Board to ground students with a foundation of the most important concepts and uses of computing and technology. Our Career Technical Education (CTE) pathway course, AP Computer Science Principles is designed with the AP Computer Science Principles exam as the starting point, but as a part of the Pathway, we want students to go beyond simply focusing on the exam. This course connects with the Robotics Technologies course, the introductory course in the CTE Robotics Pathway. This course will drive students forward toward independent and personalized learning by allowing students to pursue their keenest interests within this broad field, as well as, develop life-long learning skills along the way. *Priority given to students who completed the first course in the Pathway.*

Course #3: Computer Programming for Solving Applied Problems with an Emphasis on Artificial Intelligence (Course # TBD)

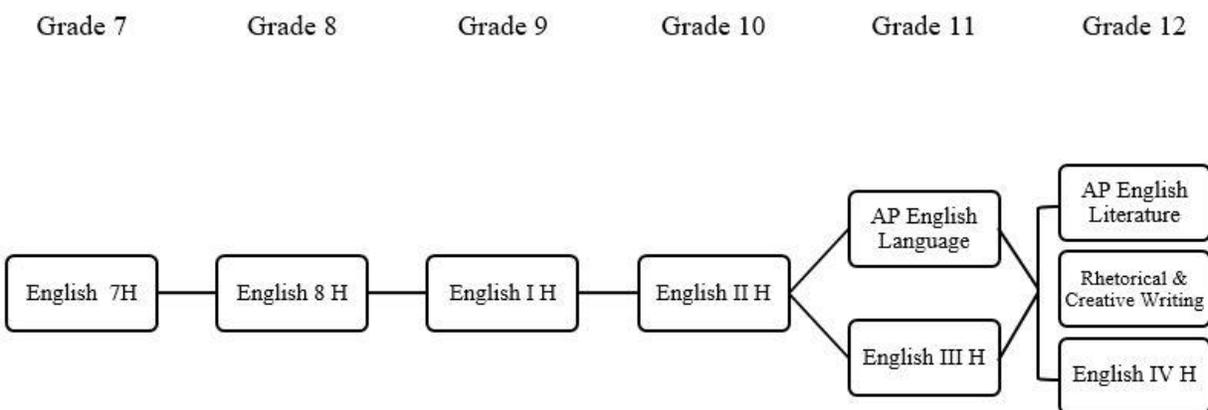
This course is the capstone of our CTE Robotics Pathway. This course will take further the content knowledge developed in the first two Pathway courses. This course will continue with the theme of automation started at the beginning of the Pathway by providing students a foundation in Artificial Intelligence. Students will get exposure to multiple computer programming languages, many algorithmic and machine learning techniques, autonomous robotics, and the practical and ethical realities of this field growing field. Students will continue to move toward independent goal-setting and learning. *Priority given to students who completed the first and second courses in the Pathway.*

The Robotics Pathway Sequence

| Introductory Course (Year 1) | Concentrator Course (Year 2) | Completer Course (Year 3) |
|---|---|---|
| Course # 1643 | Course #4667 | Course #TBD |
| Robotics Technologies | AP Computer Science Principles | Computer Programming for Solving Applied Problems with an Emphasis on Artificial Intelligence |

English Language Arts

** The prerequisite recommendations for English courses are based upon the experience and content expertise of our faculty. However, we recognize your right to disagree with these recommendations, and within certain parameters, to appeal the recommendations of our staff. An appeal may be honored only in situations where the student came close to meeting the recommendations, and/or due to extenuating circumstances, should be allowed to attempt the more challenging level. Please sign up for the course you qualify for and submit the appeals form to your Student Advisor when you turn in your course request form.**



Four years of college preparatory English in high school is needed to satisfy UC's "b" subject requirement.

English 7 Honors (#1376)^

Grade: 7

Students distinguish between formal, written English and casual, conversational language. Students learn formal presentation skills and will write analytical papers, at times synthesizing several sources. A report of information/research essay is required. Students read and analyze classic and modern literature. Grammar instruction is based on diagnosed student needs and the district's specified grammatical sequence.

English 8 Honors (#1386)^

Grade: 8

Students will write analytical expository papers, asserting and defending claims with clear relevant reasons. Literary themes will explore the nature of human conflict. Students will analyze different productions of drama, use technology to produce and share short researched writing products, and present their projects using multimedia.

English I Honors (#1013) **Grade: 9**

Analyzing style and language, students develop writing skills with extended, organized, and elaborative essays. Students study mostly American literature pieces and apply literary concepts. Students use technology to produce and publish individual and shared writing products, research and present their findings of a career choice, and they synthesize information from a variety of text, including non-fiction to create original text-based reflection and analysis.

English II Honors (#1023) **Grade: 10**

This course will focus on the major literary texts from World literature, heavily alluded to in other works and later English courses as well as text-based documents. Emphasis for novels will be on both literary and historical perspectives, while text-based documents will focus on the ability to pull relevant information from selected pieces. Students write with increasing analytical and philosophical depth and develop the ability to determine the structure and style appropriate for a variety of writing purposes and audiences. Through all materials students will synthesize information to produce original responses that consider a variety of sources.

English III Honors (#1033) **Grade: 11**

Students study and analyze culturally diverse American literature spanning the 20th century, including novels, short stories, poetry, and essays. The class emphasizes the continual development of students as critical readers and writers; students will write in a variety of writing genres and formats to develop their skills.

English IV Honors (#1045) **Grade: 12**

Students read culturally and chronologically diverse literature in various genres to develop critical thinking skills. Students write in several genres, including personal reflection, narrative, and expository essay. Emphasis is placed on preparing students to read, write, and collaborate at the college level through group projects and presentations.

AP English Language (#1034) **Grade: 11**

Recommendation: An “A” grade in both semesters of English the previous year or “B” grade in both semesters of AP English Literature

This course prepares students for successful performance on the AP Language and Composition Exam through language analysis, effective writing strategies, and critical reading skills. The course includes a study of literary classics, prominent nonfiction works, vocabulary building, and a research project.

Rhetorical & Creative Writing (#1191) **Grade: 12**

This course enhances students’ rhetorical and creative writing skills as well as students’ ability to understand the nuances of professional writing. Students will be involved in close reading activities as they analyze professional and personal publications and work within a number of different writing genres, including personal reflection, narrative, expository, and more. Special attention is paid to strategies for revising and editing, and students will work both individually and collaboratively.

Foreign Language

** The prerequisite recommendations for foreign language courses are based upon the experience and content expertise of our faculty. However, we recognize your right to disagree with these recommendations, and within certain parameters, to appeal the recommendations of our staff. An appeal may be honored only in situations where the student came close to meeting the recommendations, and/or due to extenuating circumstances, should be allowed to attempt the more challenging level. Please sign up for the course you qualify for and submit the appeals form to your Student Advisor when you turn in your course request form.**

- All courses beyond Level II Honors are taught fully in the target language.

Level I - Honors Grades: 8-10

| | |
|-----------------|-------------|
| Chinese | 2021 |
| Japanese | 2079 |
| Spanish^ | 2100 |

This course is designed to cover basic vocabulary and grammar in the target language while incorporating cultural awareness. The fundamentals of listening, speaking, reading, and writing in the target language are studied.

Level II - Honors Grades: 9-12

| | |
|-----------------|-------------|
| Chinese | 2023 |
| Japanese | 2076 |
| Spanish | 2106 |

Recommendation: “C” or better in Level I Honors or Department approval.

This course is designed to continue the study of vocabulary, grammar, and culture. The skills of listening, speaking, reading, and writing are expanded. In Japanese, *kanji* is introduced.

Level III - Honors Grades: 10-12

| | |
|-----------------|-------------|
| Chinese | 2018 |
| Japanese | 2077 |
| Spanish^ | 2107 |

Recommendation: “C” or better in Level II Honors or Department approval.

This course is designed to improve proficiency in listening, speaking, reading, and writing. Students also expand their knowledge of appropriate cultural behaviors. Advanced vocabulary and grammatical structures are introduced. In Japanese, *kanji* study is continued.

Level IV Honors Grades: 11-12

| | |
|-----------------|-------------|
| Chinese | 2011 |
| Japanese | 2080 |
| Spanish^ | 2094 |

Recommendation: “B” or better in Level III Honors or Department approval.

This course increases proficiency in listening, speaking, reading, and writing while exploring contemporary issues, fine arts, and literature. In Japanese, the study of *kanji* is continued. In Spanish, the use of the language in professional fields will be covered.

Level IV Advanced Placement

Grades: 11-12

AP Chinese Language and Culture 2064

AP Spanish Language and Culture^ 2105

Recommendation: “A” in Level III Honors, or “A” in Level IV Honors, or Department approval.

The course prepares the students for the Advanced Placement Language and Culture Examination in Spanish or Chinese. There is extensive practice in all four modalities: listening, speaking, reading, and writing. Some topics of study include grammatical structures, idioms, and cultural practices.

Level V Honors

Grade: 12

Japanese

2190

Recommendation: “B” or better in Level IV Honors or Department approval.

This course is designed to further expand language proficiency through an in-depth study of complex grammatical structures and (in Japanese) orthography. In French, students read novels and demonstrate a comprehensive understanding as evidenced by a written report per quarter.

Level V Advanced Placement

Grade: 12

AP Japanese Language and Culture 2136

Recommendation: “A” in Level IV Honors or Department approval.

This course is designed to prepare the students for the Advanced Placement Examination in Japanese Language and Culture. Extensive practice is provided in listening, speaking, reading, and writing. Advanced grammatical structures are covered and idiomatic expressions are incorporated.

Mathematics

** The prerequisite recommendations for mathematics courses are based upon the experience and content expertise of our faculty. However, we recognize your right to disagree with these recommendations, and within certain parameters, to appeal the recommendations of our staff. An appeal may be honored only in situations where the student came close to meeting the recommendations, and/or due to extenuating circumstances, should be allowed to attempt the more challenging level. Please sign up for the course you qualify for and submit the appeals form to your Student Advisor when you turn in your course request form.**

- For course sequencing, see the “Math Progression Flow Chart” on page 25
- For additional AP course information, visit the College Board website:
<http://apcentral.collegeboard.com/apc>
- For additional information regarding the Common Core State Standards for courses through pre-calculus, please visit the California Department of Education’s website:
www.cde.gov/be/st/ss/documents/ccssmathstandarداug2013.pdf

Math 7 (#4976) Grade: 7

A TI-84 graphing calculator is recommended for this course

Students in Math 7 develop an understanding of ratios and proportional relationship; which include percent problems, solving problems involving scale drawings, and graphing proportional relationships. In addition, students study operations with rational numbers and work with expressions and linear equations to solve problems. Geometric constructions are introduced as well as two and three-dimensional shapes in order to solve problems involving area, surface area, and volume. Students use their previous knowledge of single data distributions to compare two data distributions and eventually begin drawing inferences about populations based on samples.

Advanced Math 7 – H (#4487) Grade: 7

A TI-84 graphing calculator is recommended for this course

The Advanced Math 7 Honors course incorporates all standards from Math 7 and additional standards from Math 8; which include systems of linear equations, scale drawings, inferences, and modeling using bivariate data.

Math 8 (#4983) Grade: 8

A TI-84 graphing calculator is recommended for this course

In Math 8, students begin formulating and reasoning about expressions and equations. The curriculum includes using a linear equation to describe the association between two quantities in bivariate data. The concept of a function is studied and students develop an understanding that the functions describe situations where one quantity determines another. Geometric concepts studied in this course include analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence. In addition, students learn and apply the Pythagorean Theorem.

Advanced Math 8 –H (#4488)**Grade: 8**

Recommendation: “B” or better in Advanced Math 7 OR “A” or better in both semesters of Math 7 AND “B” or better on the district Summer course that covers the first half of the standards from Math 8

A TI-84 graphing calculator is recommended for this course

The Advanced Math 8 Honors course incorporates standards from Math 8 and all of the standards from Mathematics I. The Math 8 standards are a continuation of the ones studied in Advanced Math 7. Mathematics I content standards include using functions to describe quantitative relationships, extending the understanding of linear relationships, extending the understanding of linear relationships and models, analyzing data that exhibit linear trends, as well as, Geometry standards such as distance, angle, similarity, congruence and applications of the Pythagorean Theorem.

Mathematics I (#4484)**Grade: 9**

A TI-84 graphing calculator is recommended for this course

Mathematics I is the first course of the three course sequence: Mathematics I, Mathematics II, and Mathematics III. This one year course satisfies the California Common Core Standards for Integrated Mathematics I. The Mathematics I course focuses on the following areas: functions; linear functions; equations; inequalities; sequences; basic exponential functions; systems of linear equations; systems of linear inequalities; one variable descriptive statistics; correlation; residuals; and analyzing categorical data; mathematical modeling; and coordinate and transformational geometries.

Mathematics I Plus-Honors (#4481)**Grade: 9**

Recommendation: “B” or better in Math 8

A TI-84 graphing calculator is recommended for this course

Mathematics I Plus-Honors is the first course of the three course honors sequence. This one-year course satisfies the California Common Core Standards for Mathematics I AND incorporates some California Common Core Standards for Pre-Calculus (the “plus” standards). The Mathematics I Plus-Honors course focuses on all topics covered in Mathematics I and matrices; operations with matrices; and additional applications and modeling.

Mathematics II (#4485)**Grade: 9 - 10**

Recommendation: “C” or better in both semesters of Advanced Math 8 OR

“D” or better in both semesters of Mathematics I Plus-Honors

A TI-84 graphing calculator is recommended for this course

Mathematics II is the second course of the three course sequence; Mathematics I, Mathematics II, and Mathematics III. This one year course satisfies the California Common Core Standards for Integrated Mathematics II. The Mathematics II course focuses on the following areas: laws of exponents including rational exponents; compare key characteristics of quadratic functions to linear and exponential functions; create and solve equations and inequalities involving linear, exponential, and quadratic expressions; extend work with probability; similar triangles based on dilations and proportional reasoning; right triangle trigonometry; and consolidate functions in Geometry to create models and solve contextual problems.

Mathematics II Plus-Honors (#4482) Grades: 9 - 10

**Recommendation: “B” or better in both semesters of Mathematics I Plus Honors OR
“B” or better in both semesters of Advanced Math 8**

A TI-84 graphing calculator is recommended for this course

Mathematics II Plus-Honors is the second course of the three course honors sequence. This one year course satisfies the California Common Core Standards for Mathematics II AND incorporates some California Common Core Standards for Pre-Calculus (the “plus” standards). The Mathematics II Plus-Honors course focuses on all topics covered in Mathematics II and complex numbers and their conjugates; graphing complex numbers; add, subtract, multiply, and divide complex numbers; introduction to vectors and vector quantities; component form of a vector; problem solving with vectors; add, subtract, and multiply vectors graphically and in component form; magnitude of a vector; and connecting vectors to matrices.

Mathematics III (#4486) Grades: 10 - 11

**Recommendation: “C” or better in both semesters of Mathematics II or
“D” or better in both semesters of Mathematics II Plus-Honors**

A TI-84 graphing calculator is strongly recommended for this course

Mathematics III is the third course of the three course sequence: Mathematics I, Mathematics II, and Mathematics III. This one year course satisfies the California Common Core Standards for Integrated Mathematics. The Mathematics III course focuses on the following areas: the complex number system; seeing structure in expressions; polynomials and rational expressions; creating equations; reasoning with equations and inequalities; functions; linear, quadratic, and exponential models; trigonometric functions; similarity, right triangles and trigonometry; conics; modeling with geometry; interpreting categorical and quantitative data; justifying conclusions; and probability.

Mathematics III Plus-Honors (#4483) Grades: 10 - 11

Recommendation: “B” or better in both semesters of Mathematics II Plus-Honors

A TI-84 graphing calculator is strongly recommended for this course

Mathematics III Plus-Honors is the third course of the three course honors sequence. This one year course satisfies the California Common Core Standards for Mathematics III AND incorporates some California Common Core Standards for Pre-Calculus (the “plus” standards). The Mathematics III Plus- Honors course focuses on all topics covered in Mathematics III and more analysis and operations with complex numbers; addition, subtraction, multiplication and division of rational expressions; understand and graph functions and equations defined parametrically; graph polar coordinates and curves; convert between the polar and rectangular coordinate systems; more in depth analysis of inverse functions; inverse trigonometric functions; solve trigonometric equations using inverse functions and technology; prove and apply trigonometric identities; conics-ellipse and hyperbola; use completing the square to change the general conic equation into standard form for all conics and identify which conic is represented; Law of Sines and Law of Cosines; using trigonometry to find the area of a triangle; more difficult factoring problems; use polynomial long division to rewrite polynomials; convert formulas into other forms; more in depth analysis of the graphs of functions; more in depth modeling real world problems with the appropriate type of functions.

AP Statistics^ (#4592)

Grades: 10, 12

Recommendation: "B" or better in both semesters of Mathematics III OR

"C" or better in both semesters of Mathematics III Plus Honors OR

"B" or better in both semesters of Statistical Reasoning OR

"A-" or better in both semesters of Mathematics II Plus Honors

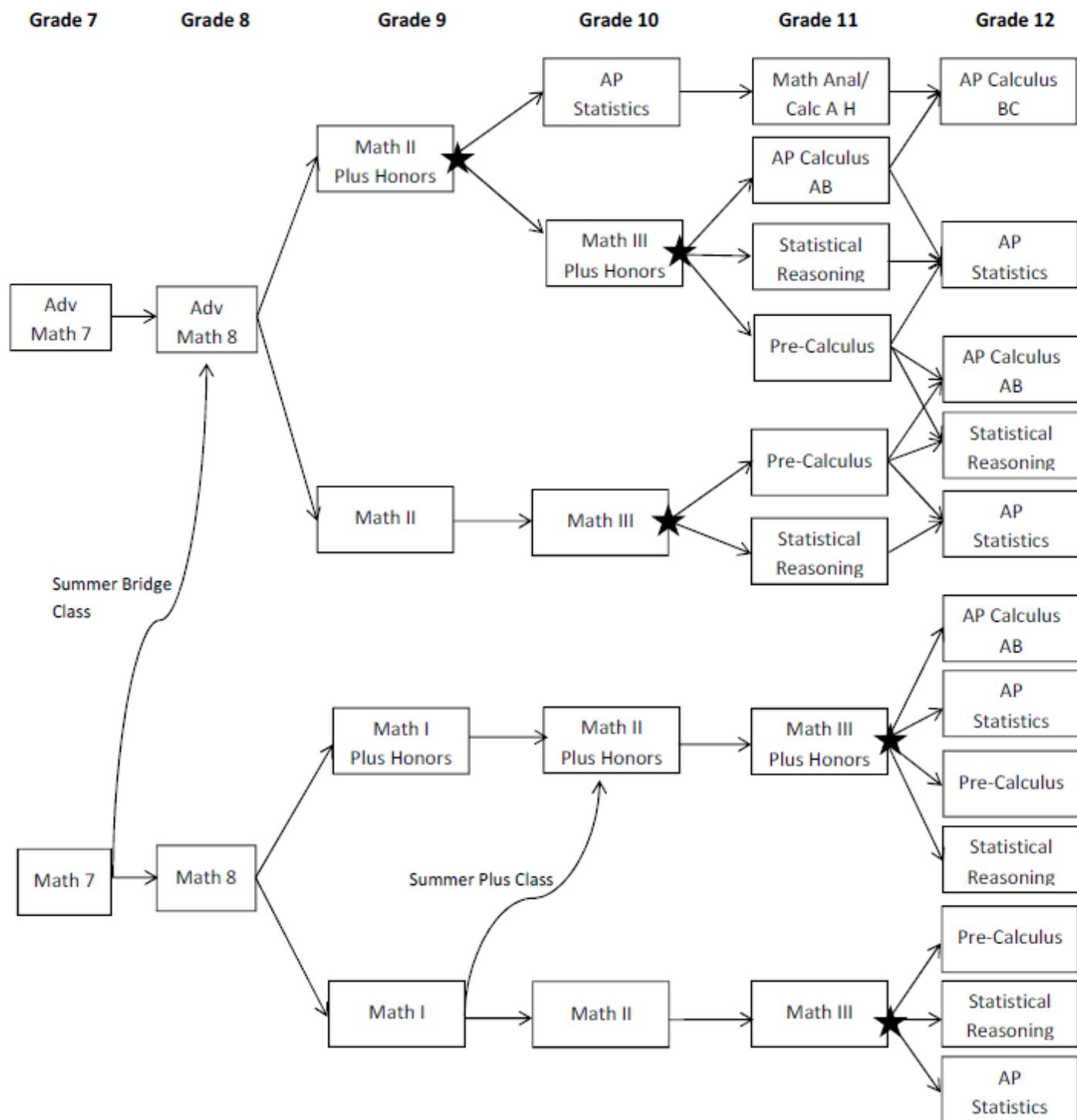
(Current 9th grade only)

A TI-84 graphing calculator is required, as per the College Board, for this course

This is an Advanced Placement course that covers the topics determined by the College Board.

See website above for topics. This challenging, demanding, and rigorous course prepares students for the Advanced Placement test in AP Statistics. Some outside class hours are required.

MATH PROGRESSION FLOWCHART



★ Calculus Focus: for careers in math, engineering, physics, chemistry, etc.

★ Statistics/Exposure to Research Focus: for careers in the humanities, nursing, psychology, English, history, or for other research based careers

Physical Education

- * 9-12th graders may elect, under certain circumstances according to Board Policy at the start of the semester, to receive a “Credit / No Credit” grade for these courses. Please see your Student Advisor for more information *

Petition to waive one year of P.E. requirement

Students in grades 10-12 who have passed the Fitness Gram and meet the board policy requirements, are currently nationally ranked in athletics, and are actively training for national or international competition may be granted a waiver of one year (two semesters) of the P.E. subject requirement. This waiver shifts the credit requirement from “P.E.” to the “Elective” category, so the total credits required for graduation remains the same (230). See student advisors for board policy information and required documentation.

P.E Requirement (#6090) Grades: 7-12

This course introduces students to various team and individual sports. Co-ed team sports include track and field, volleyball, softball, basketball, football, badminton, soccer, and ultimate frisbee. Instruction and individual preparation for the California Physical Fitness Test (Fitness Gram) is provided for all students. Participation, physical fitness, short and long term goal planning, and sportsmanship are emphasized throughout the year.

Auxiliary Units/Pep (#6018) Grades: 9-12

Recommendation: Auditions in spring.

This class is for Pep Squad members. This unit practices after school, performs at pep rallies and home games, and may compete in local cheer competitions.

P.E. Athletics (See numbers below) Grades: 9-12

Recommendation: Intention to play high school sport(s), approval of Athletic Director, GPA of 2.0 or better, and all paperwork as described below.

These courses are only for students participating in high school athletics. All 9th and 10th grade athletes must enroll in PE Athletics all 4 quarters. 11th – 12th grade athletes who have passed the Fitness Gram may choose whether to enroll in PE Athletics off-season based on their PE credit needs (20 credits for graduation). Practice and game times will go beyond the regular school day hours, and teams will travel to compete with other high schools. Students should sign up for any sports they are interested in playing before June. After the school year begins, schedule changes for sports may not be possible. Students must complete and return the following by the designated date or may be dropped from PE Athletics:

- 1.) A physical taken after June 1st of current year on Pre-participation Physical Evaluation Form
- 2.) A copy of health insurance card (proof), or purchase insurance through the school
- 3.) A Student-Athlete Code of Ethics signed by student and parent
- 4.) A signed Concussion Information Sheet
- 5.) A completed “Blue Card” (permission to transport & emergency contacts) for each sport
- 6.) A signed Whitney Athletics Participation Form & Waiver

To offset rising transportation costs, a one-time-a-school year transportation fee will be charged to all members of athletic teams and auxiliary units. Transportation fees need only to be paid once a school year regardless of how many sports/units in which a student participates. A \$120 transportation fee will become an obligation if not paid. Fees are non-refundable.

The transportation fee is as follows:

* \$120 Transportation fee paid at the Finance Office

The purchase of an ASB card provides students/families with school event discounts.

Failure to complete ALL required paperwork and financial standards will preclude participation in ANY athletic practices or games. Please see your Student Advisor if you and/or your family is experiencing monetary hardships.

All students in all sports must be enrolled in the Athletics course(s) in which they participate.

All students must enroll in the quarter(s) of PE Athletics that correspond to the quarters of their sports. For 11th – 12th graders, enrollment in PE Athletics during off-season quarters is optional based on PE credit needs.

| | | | | |
|---|-------------------------|------|-------------------|------|
| <u>1st Quarter (Fall)</u> 2.5 Credits | Girls' Volleyball | 6101 | Girls' Tennis | 6109 |
| | Boy's Waterpolo | 6108 | Cross Country | 6113 |
| | | | Girl's Golf | 6111 |
| <u>2nd Quarter (Winter)</u> 2.5 Credits | Girls' Soccer | 6103 | Girls' Basketball | 6105 |
| | Boys' Soccer | 6104 | Boys' Basketball | 6106 |
| | Girls' Waterpolo | 6063 | | |
| <u>3rd Quarter (Spring)</u> 2.5 Credits | Boys' Volleyball | 6102 | Softball | 6114 |
| | Swim | 6107 | Baseball | 6115 |
| | Boys' Tennis | 6110 | Boy's Golf | 6111 |
| | Track | 6112 | Badminton | 6071 |
| <u>Quarterly PE Athletics</u> 2.5 Credits per quarter | 1 st Quarter | 6116 | | |
| | 2 nd Quarter | 6117 | | |
| | 3 rd Quarter | 6118 | | |
| | 4 th Quarter | 6119 | | |

Science 8 Honors (#7889) Grade: 8

This course integrates aspects of life, physical and earth sciences in accordance with the Next Generation Science Standards - science concepts will be taught using science and engineering processes, while emphasizing the role of crosscutting concepts as themes in science. Course topics will include geologic history, forces and motion, astronomy, electromagnetism, genetics, and evolution.

Biology Honors (#7621)^ Grade: 9

Biology Honors is a one-year laboratory science course devoted to the study of living organisms and their interaction with their environment. Topics include the chemistry of life, cell structure and function, heredity, molecular genetics, evolutionary biology, diversity of organisms, human physiology, and ecology. Students are expected to demonstrate critical thinking skills and higher levels of understanding.

Chemistry – CP (#7630) Grade: 10

Recommendation: Completion of Biology

Chemistry CP is a one-year laboratory science course. It is an introduction to inorganic chemistry and is intended to expose students to the fundamentals of chemistry. Topics include ionic bonding, nomenclature, solution chemistry, precipitation reactions, acid/base reactions, redox reactions, gas laws, energy, molarity, stoichiometry, and equilibrium.

Chemistry Honors^ (#7631) Grade: 10

Recommendation: Concurrent enrollment in Math III plus honors or AP Statistics OR “A” or better both semesters in Math II OR “A” or better both semesters of Math I Plus Honors

This is an *accelerated* laboratory-based science course designed for students who are ready for a challenging and rigorous study of chemistry. Quantitative problem solving is continually emphasized as are the tools and language of chemistry. Major units include solutions, thermochemistry, bonding and structures, the behavior of gases, reaction rates, acid/based chemistry, and chemical equilibrium. Nuclear chemistry and organic chemistry are introduced.

Physics - CP (#7640) Grades: 11-12

Recommendation: Completion of Chemistry

This course is intended for students who are not planning on studying a Physical Science related field in college, but rather are interested in a life enriched through the understanding of Physics. Students will use the topics of Forces and Motion, Momentum, Energy, Physical and Electromagnetic Waves, and Earth and Space Science to better understand the world around them. There is a strong emphasis on the way Physics interacts with other subjects, from mathematically analyzing large geographic data sets to synthesizing the social, economic, and cultural issues that can conflict with what would be seen as ideal through only the lens of Physics

Physics Honors (#7641)**Grades: 11-12****Recommendation: “B” or better in Chemistry honors or “A” or better in Chemistry CP**

This is a course for students who are ready to explore what their mind is truly capable of. The science of physics has always been known not simply as the foundational science of the Scientific Revolution, but also for producing thinkers who can take what they’ve learned in physics and use it to bring insight into the rest of the scientific world and other fields altogether - which is why physics majors are in demand in occupations that seem to have nothing to do with physics. This is a class for students who want to gain deep understanding not simply about physics, but about the physical world around them. Topics covered will include Forces, Kinematics, Conservation of Momentum and Energy, Waves, Electricity, and Magnetism along with new topics brought in by the NGSS standards such as the Physics of Information, Astrophysics, and Geophysics. Students will gain exposure to the topics themselves, to the science and engineering practices that go with them, and to what the NGSS calls crosscutting concepts which are central to the use of creativity in any kind of problem solving setting.

Chemistry of Living Systems (#7635)^**Grades: 11-12****Recommendation: “B” or better in Biology AND “B” or better in Chemistry Honors or “A” in Chemistry- CP. Note: The recommendations for AP Biology are different.**

This class is designed to teach major concepts and principles of Chemistry, Biochemistry and Molecular Biology. The first half of the class covers Inorganic Chemistry and an introduction to Organic Chemistry. The second half is an introduction to Molecular Biology. Topics include energy transfer, metabolic pathways, storage and transfer of information, protein structure and function, Bioinformatics, Biotechnology and Bioethics. This class is a requirement for AP Biology but as a science elective the material covered in CLS is appropriate for students planning to major in the health-related sciences, Microbiology, Biotechnology, Molecular Biology, or Biochemistry. A series of activities and computer-based tutorials will reinforce principles and concepts presented during lectures. Students need a background in the concepts of Chemical Equilibrium, Oxidation-Reduction reactions as well as Acid Base equilibrium.

Advanced Topics in Biology^ (#7623)**Grades: 11-12****Recommendation: “C” or better in Biology AND Chemistry.**

This course is designed as an alternative for students interested in pursuing a third or fourth year of college preparatory science, but would prefer a course less rigorous than AP Biology. The emphasis of this course will be on current research and the process of science. Throughout the year, students will deliver presentations relating materials learned in class with student directed areas of interest. Possible topics may include animal behavior and sexual selection, biology and human affairs, microbes and society, drugs and the human body, and conservation biology.

AP Physics (#7642) **Grade: 12**

Recommendation: “B” or better in Physics Honors AND concurrent enrollment or completion of AP Calculus AB or BC.

This is a second year physics course. It is a calculus-based course that covers mechanics in greater depth. The content includes motion in one and two dimensions, Newton’s Laws of motion, circular motion, work, energy, momentum, torque, rotation of rigid objects, gravitation. This course is a beginning, university-level course of study for science and engineering majors. It prepares students for the Advanced Placement Physics “C” mechanics portion of the exam.

For more information visit:

<http://collegeboards.com/digitalServices/pdf/ap-courseoverviews/ap-physics-c-mechanics-course-overview.pdf>

AP Biology^ (#7622) **Grade: 12**

Recommendation: “B” or better in CLS and “B” or better in Biology Honors, AND a “B” or better in Chemistry Honors, or “A” in Chemistry CP. Concurrent enrollment in CLS will only be allowed for seniors.

This course is a university level, introductory course intended for Life Science majors. Students will cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, biochemistry, genetics, physiology, and ecology. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

For more information visit:

<http://media.collegeboard.com/digitalServices/pdf/ap/13b-7589-AP-Biology-ADA-v0.1.pdf>

AP Chemistry (#7632) **Grades: 11-12**

Recommendation: Completion of Chemistry Honors.

AP Chemistry covers content typical of a first-year college general chemistry course. To succeed in this course, students must exhibit high levels of commitment, motivation, and academic maturity. Students will spend about two hours per week working on college level experiments, including Inquiry Labs. The rigorous and thorough treatment of six big ideas are further outlined in the AP Chemistry College Board link:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-chemistry-course-overview.pdf>

STEM Related Career and Technical Education Pathways

Robotics Pathway

The Whitney High School Robotics Pathway is intended for students who are contemplating a career in any of the following industries:

- * Robotics
- * Artificial Intelligence
- * Computer information research
- * Software development applications
- * Software development, systems software
- * Computer programming/computer sciences
- * Computer systems analysis/ engineering /architecture
- * Web developing
- * and so much more!

All courses in this pathway will be taken in the following sequential order:

Course #1: Robotic Technologies (#1643) Grades: 9-10

This year-long course is designed to introduce students to the skills and programs necessary to program and engineer new devices and technologies. In this course, students will learn and practice the techniques necessary to efficiently utilize computer assisted drafting and design programs, the fundamentals of the engineering design process, and research the scientific content necessary to successfully design and construct simple machines. With these engineering fundamentals, students will then focus on robotics technologies using Lego robotics components. Students will design, construct, program, and refine both controlled and autonomous robots while exploring the holistic processes involved in robotics engineering including budget management and marketing.

Course #2: AP Computer Science Principles (#4667) Grades: 10-11

Priority given to students who completed the first course in the Pathway.

AP Computer Science Principles is a course designed by the College Board to ground students with a foundation of the most important concepts and uses of computing and technology. Our Career Technical Education (CTE) pathway course, AP Computer Science Principles is designed with the AP Computer Science Principles exam as the starting point, but as a part of the Pathway, we want students to go beyond simply focusing on the exam. This course connects with the Robotics Technologies course, the introductory course in the CTE Robotics Pathway. This course will drive students forward toward independent and personalized learning by allowing students to pursue their keenest interests within this broad field, as well as, develop life-long learning skills along the way.

Course #3: Computer Programming for Solving Applied Problems with an Emphasis on Artificial Intelligence (Course # TBD) Grades: 11-12

Priority given to students who completed the first and second courses in the Pathway.

This course is the capstone of our CTE Robotics Pathway. This course will take further the content knowledge developed in the first two Pathway courses. This course will continue with the theme of automation started at the beginning of the Pathway by providing students a foundation in Artificial Intelligence. Students will get exposure to multiple computer programming languages, many algorithmic and machine learning techniques, autonomous robotics, and the practical and ethical realities of this field growing field. Students will continue to move toward independent goal-setting and learning.

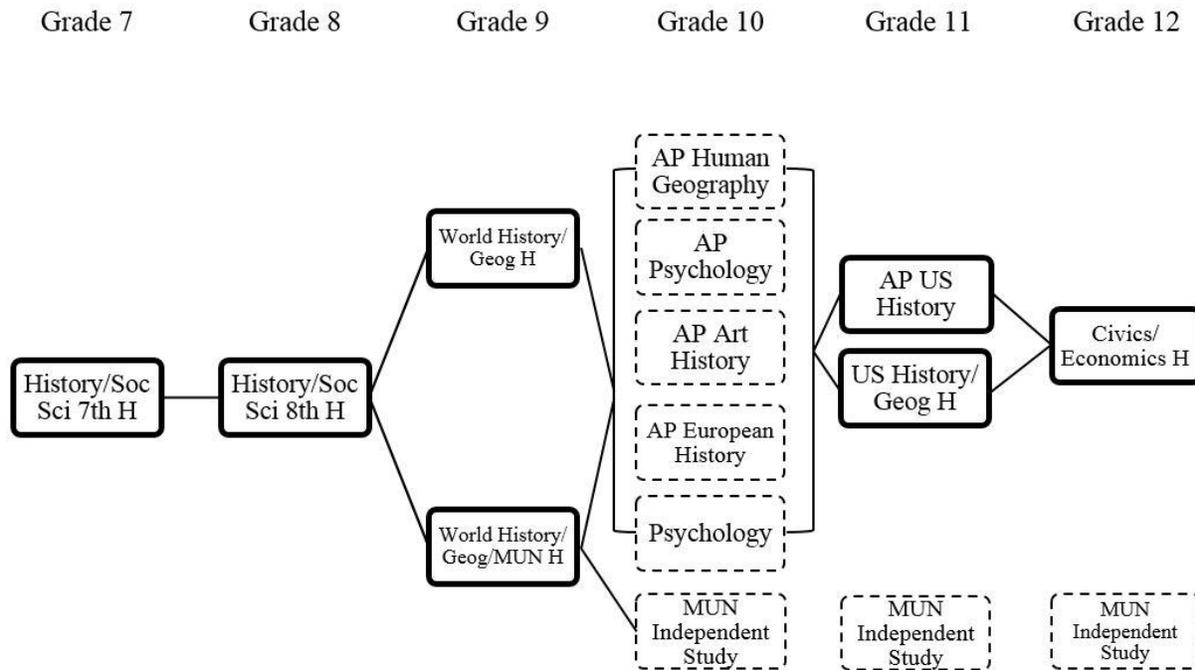
The Robotics Pathway Sequence

| Introductory Course (Year 1) | Concentrator Course (Year 2) | Completer Course (Year 3) |
|---|---|---|
| Course # 1643 | Course #4667 | Course #TBD |
| Robotics Technologies | AP Computer Science Principles | Computer Programming for Solving Applied Problems with an Emphasis on Artificial Intelligence |

Priority for Pathway Courses will be given to those who are in the Pathway and have completed the First Pathway Course

Social Science

** The prerequisite recommendations for social science courses are based upon the experience and content expertise of our faculty. However, we recognize your right to disagree with these recommendations, and within certain parameters, to appeal the recommendations of our staff. An appeal may be honored only in situations where the student came close to meeting the recommendations, and/or due to extenuating circumstances, should be allowed to attempt the more challenging level. Please sign up for the course you qualify for and submit the appeals form to your Student Advisor when you turn in your course request form.**



All students must take these classes at the grades indicated. World History and US history will satisfy UC's "a" subject requirement.

Elective course: AP European History, AP Human Geography, AP Psychology, Psychology, AP Art History, and MUN Independent Study, can be taken in grades 10th through 12th grade.

History/Social Science 7 Honors (#8371) ^ **Grade: 7**

Medieval and Early Modern Times

Students examine world history from the fall of Rome to the Renaissance. Emphasis is placed on the political, social, cultural, and economic influences of each period. A research-oriented semester project is required, stressing a creative summary of a historical topic focused on a specific theme. This course emphasizes the skills necessary to participate effectively in the Whitney Program: time management, studying techniques, note taking, outlining, researching and analyzing primary and secondary sources, and writing analytical reports.

History/Social Science 8 Honors (#8381) ^ Grade: 8

Early United States History and Geography

This course emphasizes significant events in the American experience from the nation's founding to 1914 that have generated emotions, ideals, institutions, and values in the United States. Students become acquainted with the people who lived during those critical times and get a sense of their feelings, values, and motivations. Students become knowledgeable of the contributions of women, men and members of various ethnic groups to the political, economic, social, and aesthetic dimensions of American life. This course stresses the common American experience and culture that transcends classifications. A research based semester project revolving around a historical theme is required.

World History/Geography Honors (#8004) ^ Grades: 9-10

This course reviews the historical, political, social, and cultural developments of the world from the late 18th century to the present. Major themes covered include the French Revolution, the Industrial Revolution, the Rise of Imperialism, World War I, World War II, and Nationalism in the contemporary world. It includes two major semester projects that emphasize original research, analytical and creative thinking, as well as, skill development in the process of writing a historical research paper.

World History/Geography

Model United Nations Honors (#8010) Grades: 9-10

Recommendation: "B" or better in both semesters of 8th grade Social Science Honors.

This course follows the same guidelines as the World History/Geography course with a greater emphasis on current events and issues. In addition, students will attend and participate in Model United Nations activities and conferences at the school and throughout the Southland. MUN activities concentrate on conference preparation, debate skills, public speaking, and resolution writing. All students are required to attend at least two MUN conferences each semester. Parent participation is highly encouraged.

U.S. History/Geography Honors (#8026) ^ Grade: 11

The curriculum begins with a review of our nation's foundation and the Constitution, and moves quickly through the Civil War and Reconstruction periods. Areas of in-depth study include the U.S. Industrial Revolution, the era of Progressivism, World War I, the 1920's, the Great Depression, World War II, the Cold War, the Civil Rights Movement, and current topics. Students will explore these major topics of U.S. history and critically examine the social, economic, and political consequences of these events. A semester research project is required

AP European History (#8090) Grades: 10-12

Recommendation: All students, including Juniors and Seniors, must have a "B" grade or better in both semesters of their prior year's Social Science course.

****Note: A grade of "B" or better in this course is recommendation for AP U.S. History****

This course emphasizes European history beginning in 1450, and also includes an examination of the political and diplomatic, intellectual, cultural, social and economic history of Europe. A commitment to academic achievement is essential. A summer reading or research project may be required.



AP Psychology (#8129)

Grades: 10-12

Recommendation: All students, including Juniors and Seniors, must have a “B” or better in both semesters of their prior year’s Social Science course.

****Note: A grade of “B” or better in this course is recommendation for AP U.S. History****

The AP Psychology course is a **college-level** course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Psychology (#8130) ^

Grades: 10-12

Recommendation: Completion of a World History/Geography course. Enrollment priority will be given to 10th grade students.

**** Note: An “A” in this class the recommendation for AP U.S. History. ****

This course is a **high school level** course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will acquire some of the skills necessary to address problem areas of life and make life more enjoyable. Students are exposed to facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods used in modern psychological practice.

Student Government 9-12 (#8111)7 & 8 (#5920)

Grades: 7-12

Recommendation: Elected or appointed students in ASB must meet academic and citizenship requirements

Enrollment in Leadership is required for all students who hold appointed or elected ASB offices. The students in the class form the ASB Student Council. They conduct meetings, prepare and plan activities for the entire school, and represent the student body to the administration and staff. The students will work together and develop their leadership and organizational skills.

Model United Nations : Independent Study (#8193)

Grades: 10-12

Recommendation: For 10th to 12th graders: Successful completion of the 9th grade World History/MUN class with a “B” or better, or instructor permission. For students repeating the course, successful completion of the MUN Independent Study Course with a “B” or better, though the instructor reserves the right to limit enrollment based on the quality of conference achievement * May be repeated for credit.

MUN Independent Study is an option for 10th to 12th grade students to continue their participation in the MUN program after taking the 9th grade World History/MUN Class. Students must attend at least two intermediate or one advanced conference a semester and participate in our MUN conference held in May. Students gain additional class credit for awards won and for assignments assisting the running of the MUN program such as publicity, website design, etc.

Visual and Performing Arts

AP Art History (#1533)

Grades: 10-12

Recommendation: “B” or higher in the social science class taken the previous year

This course counts for UC Fine Arts Credit

This AP Art History course explores such topics as the nature of art, its uses, its meaning, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters and in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history.

Beginning 2-Dimensional Art (#1547)

This course is the foundation for all the other visual arts courses offered and is recommended for any student who wants to enter the field of visual arts or who wants to experience a variety of techniques and media for pure enjoyment. A special emphasis is placed on right-brain drawing skills using supplement “Drawing on the Right Side of the Brain.” This course also integrates art history as it relates to the field of the visual arts and the text “Art Talk” will be used to teach design and composition. Students learn to draw, paint, and design.

Intermediate 2-Dimensional Art (#1548)

Recommendation: “B” or better in Beginning 2-Dimensional Art and instructor approval.

Students advance their drawing skills and gain technical competence in observing, recording and creatively interpreting the visual environment. Emphasis will be placed on exploring and developing one’s personal realistic shading style. Techniques for handling various media are explored by working on assigned problems in shading, perspective, water color, charcoal, ink, pencil, felt tip, and collage techniques.

Advanced 2-Dimensional Art (#1549)

Recommendation: “A” in Intermediate 2-Dimensional Art and instructor approval.

This advanced course is designed for students who plan to continue their education in the field of art and/or those who wish to develop further skills in art, especially work in color. The class emphasizes refined drawing and painting techniques and advanced in-depth work in several art media through the planning and development of individual projects. Students will use the supplement Discovering Art History as a reference for some assignments.

Applied 2-Dimensional Art (#1553)

Recommendation: “A” in Advanced 2-Dimensional Art and instructor approval.

This is an independent study course designed for the highly motivated, serious visual arts student who wants to pursue the fine arts in college and needs to work on preparing their portfolio. Each student is placed on a contract (based on attendance, classroom preparation, and independent work).

Ceramics I (#1509)

This course introduces students to the many possibilities of ceramics as an art form. They learn the basic handbuilding techniques such as pinch, coil, and slab methods, including glazing and firing processes. The students also have an opportunity to learn the basic skills of throwing on the potter's wheel.

Ceramics II (#1510)

Recommendation: "B" or better in Ceramics I and instructor approval.

This course is designed for the serious ceramics student who wants to explore extensive handbuilding techniques. Beginning Potters wheel skills are taught.

Ceramics III (#1511)

Recommendation: "A" in Ceramics II and instructor approval.

This course is designed for the very serious clay student to fine tune hand-building and throwing skills. Advanced surface design techniques will be taught as well.

Beginning 3-Dimensional Art (#1550)

This course introduces the student to the variety of three-dimensional design that is historically related to the diverse cultures of our world. Students work on three-dimensional projects in the following areas: spinning, weaving, basketry, wire, wood, felt-making, acrylic clay (Fimo), papermaking, fabric design, eco-dyeing, Shibori, beading, quilting, tie-dye, and much more!

Intermediate 3-Dimensional Art (#1551)

Recommendation: "A" in Beginning 3-Dimensional Art and instructor approval.

This is an intensive study for the highly-motivated and responsible student who excelled in Beg. 3-D Art. Curriculum centers on the textile/fiber arts and projects in other craft media. Additional project hours outside classroom time are required.

Advanced 3-Dimensional Art (#1552)

Recommendation: "A" in Intermediate 3-Dimensional Art and instructor approval.

This class is for the serious 3-D art student who is highly motivated and interested in working on both classroom and independent assignments in various 3-D media.

Special Studies in Advanced Art (#1554)

Recommendation: "A" in Advanced 3-Dimensional Art and instructor approval.

This class is for the very serious 3-D Art student who is interested in continuing working independently on a concentrated area of study as well as further developing a professional portfolio.

Digital Photography^ (#1628)

This is an introductory course in which students will learn how to produce, edit, and evaluate quality photographs. Students will learn to operate digital cameras and control shutter speed, aperture, ISO, and focal length to achieve desired effects. Students will learn to alter images digitally to improve color balance, contrast, saturation, and areas over/under-exposed. Students will develop a portfolio as they work in a range of genres. Regular critiques help students evaluate their own work and the work of peers and professionals. Students are encouraged to use their own cameras for highest relevance (temporary loaners may be available). Course may be repeated for credit.

Introduction to Multimedia Productions (#1635) Grades: 9-10

This introductory course, open to Freshmen and Sophomores, is designed to expose students to a range of digital media and the careers that utilize digital media. It is the initial course in the Digital Media Pathways. The course curriculum will be divided into four areas of emphasis:

- 1st Quarter-- Digital image and video production
- 2nd Quarter-- Digital sound and lighting production
- 3rd Quarter-- Game Design
- 4th Quarter-- Communicating with digital images and video.

Intermediate Film/Video Production^ (#7129) Grades: 10-12

This course covers the history and development of cinema, documentaries and new media and film technologies. Students learn the skills and practices in various aspects of cinema and video production by applying the elements of art, principles of design, integration of technology for the effective communication of ideas, feelings and values. Students develop skills, including camera/recording operation, framing and composition, manipulations of space and time, idea development and communication, editing, script writing, lighting, sound and impact.

Intermediate Broadcast Production (#1637) Grades: 10-12

Recommendation: See Mr. Ziolkowski

This course provides students skills and competencies in broadcast media including television, webcasting/streaming, and emerging broadcast technologies. Students will become familiar with current and emerging technology and practices and the variety of career opportunities that present themselves in live broadcasting. Whitney High School Live is a daily live TV show about our students and their interests produced by this class.

Introduction to Game Design (#1640) 1st Semester Grades: 10-12

This course introduces students to the rapidly developing field of Game Design and Production. They will explore current technologies, media and art applications, and emerging technological advances that impact this ever expanding field. They will combine foundations in design, animation, graphic imaging, and multimedia production to prepare for employment, advanced training, or higher education in project or software design. Students who request this course must also take Intermediate Game Design. These courses also serve as one year of a “concentrator” course for the Digital Media Pathway.

Intermediate Game Design (#1641) 2nd Semester Grades: 10-12

This course refines skills, and expands student knowledge in current technologies, media and art applications, and emerging technological advances the impact this expanding field. Students will refine skills in design, animation, graphic imaging, and multimedia production to prepare for employment, advanced training, or higher education in project or software design. Students will explore other industry applications, including mobile application design and technology. Students who request this course must also take Introduction to Game Design. These courses also serve as one year of a “concentrator” course for the Digital Media Pathway.

Advanced Cinema/Film/Video Production^ (#1636) Grades: 11-12

This is a capstone course in the Digital Media Pathway (Film/Video Option). This course will examine specific uses of film and video technology in various entertainment and industry sectors. Students receive advanced training in pre and post production jobs and competencies, current and emerging technologies, and the collaborative nature of the creative process involved in video production.

Advanced Game Design (#TBD) Grades: 11-12

This course will prepare students for entry level careers or continuing education in a particular area of game design. Students will use advanced skills to create collaborative projects, evaluate peer designs, and create a design portfolio and career plan.

Band/Advanced (#1962) Grades: 7-8

Recommendation: Band/Beginning or Intermediate or Instructor approval

Students are introduced to various techniques including articulation, tone production, ensemble techniques and musical interpretation. These techniques are taught through scales, methods studies and band literature. This group is required to perform at various concerts throughout the year.

Concert Band (#1959) Grades: 7-8

This course is designed for the music student with little or no musical experience. Emphasis is placed on tone production and ensemble techniques taught through method books and concert literature. This group is required to play at concerts throughout the year.

String Orchestra (#1964 = Middle School) (#1723 = High School) Grades: 7-12

This group is a major performing ensemble. This course is open to all students who already play cello, string bass, viola, and violin and students who are interested in learning these instruments. Emphasis is placed on mastery of individual and ensemble performance techniques. These techniques are taught through presentation of appropriate high school and college level music. Performance in evening performances is required. Course may be repeated for credit (see school counselor).

Symphonic Band (#1688)

Recommendation: Instructor approval.

This group is a major performing ensemble. Emphasis is placed on mastery of individual and ensemble performance techniques such as: articulation, reading of time and key signatures, intonation, and musical interpretation. These techniques are taught through presentation of appropriate high school and college level music. Course may be repeated for credit.

Jazz Band (#1684)

Recommendation: Instructor approval through audition.

Student must be able to read music and may be concurrently enrolled in Advanced Band. This group is a small ensemble that studies and performs jazz literature. Styles covered include big band, swing, and contemporary. Membership is limited to saxophones (alto, tenor, baritone), trumpet, trombone, guitar, bass and drum set players. This group is required to perform at various concerts throughout the year. Course may be repeated for credit.

Theater Lab (#1651)

Grades: 8-12

Students utilize their creative imaginations to express themselves confidently in front of an audience through the use of improvisations, cold readings, monologues, scene study and play production. They learn to develop a character through various acting techniques, and will be expected to evaluate their own performance as well as constructively critiquing their classmates' work. The students also gain a general understanding of other areas of play production such as directing, set and lighting design, costume and make-up design, and playwriting through observation and analysis of live and taped productions. Grades are based on class participation and performance as well as written work.

Theater Lab II (#1649)

Grades: 9-12

Recommendation: Theatre Lab or instructor approval.

Students continue to develop skills learned in Theatre Lab with increased emphasis on character development and greater understanding of dramatic literature. Additional assignments include an oral report on a playwright and a written character analysis. Students are also responsible for directing students in a one-act play. Grades are based on class participation, performance, and written work.

Theater Lab III (#1648)

Grades: 10-12

Recommendation: Theatre Lab II or instructor approval.

Students in their third year of study continue to develop performing skills through an in-depth study of different acting techniques. They are also required to participate in school productions either as a director, performer, or stage manager. This is a commitment of approximately 100 hours of work in addition to completing all class assignments.

Stagecraft and Design (#1652)

Grades: 9-12

Students will construct sets and props for all major school productions. They will be trained in set design and construction, theater lighting, sound programming, and operation. They will learn the basics of costuming and make-up techniques. Participation and the ability to independently are essential to this course. Attendance at some school rehearsals and performances is required.

7th Grade Elective Course

The Exploratory Wheel: This is a one-year course with four different areas of study which students rotate through quarterly. Each segment will also include a technology component. The wheel courses are as follows:

Arts/Crafts is a study of basic design concepts fundamental in the visual arts. Students explore two-dimensional and three-dimensional art techniques. Various materials, such as graphite, charcoal, pastel, paper collage, wire and watercolor will be used to create with. Spatial concepts, materials, and diverse approaches to visual order are studied through assigned projects, lectures and critiques.

Keys to Middle & High School Success is a course that establishes a strong foundation for Whitney High School's 6-year program. Students will gain an understanding of middle and high school culture, learn how to utilize resources, support the development of interpersonal relationships, and focus on real-world applications as growing adults. Students will be guided through effective note-taking techniques, enhance study and test-taking strategies, and develop practical organizational skills for academic and personal success.

Drama develops basic performance skills through the use of scene study and improvisation: A general understanding and appreciation of all aspects of theater is taught through observation and analysis of live productions. Grades are based on class participation, performance, and written work.

Global Learning ^ focuses on analyzing the relationship between human beings around the world and the processes of communication as it relates to technology and other media. Students will explore social, gender, and cultural dimensions and its implications of communication on a global level through problem solving, collaboration, and analysis.

Other Course Numbers

Teacher Aide (#9998) **Grades: 7-12**

Recommendation: Office approval

Students must possess subject level knowledge and skills for the course or department. Applied learning, work-related performance, and attendance determine the grade. Students must be dependable, efficient, and work cooperatively with adults and students.

Office Aide (#5030) **Grades: 7-12**

Recommendation: Office approval

Requires interpersonal skills and a basic knowledge of organizations. Students apply and expand their verbal, organizational, and problem solving skills to a wide variety of projects. Students must have good attendance and citizenship.

No First Period (#0016) **Grades: 11-12**

Students who do not want to have a first period class need to use this number to hold that period open. This will show initially in schedule as “Conference,” but will be removed when schedule is finalized in September.

Athletic Clearance (#6125) **Grades: 9-12**

Students who have signed up for Athletics but have not yet been cleared to play due to incomplete Athletics Clearance paperwork will be removed from their requested sports and placed in this course. These students will have a limited amount of time to complete the documentation before they are removed from 7th Period Athletics and rescheduled.