

# West Ranch High School

*“Imagine the Possibilities!”*

Welcome to West Ranch High School! The next four years will be an exciting time as you build the foundations of the person you want to be. At West Ranch we want your experience here to be a positive cornerstone in your life. This starts with success in the classroom. But to truly make your high school experience a memorable one, I encourage you to get involved in one of the many activities we offer at West Ranch. Join a club. Participate in the arts. Try out for an athletic, dance, or cheerleading team. There are numerous ways to connect to West Ranch outside of the classroom. Doing this will make the most of your time as a Wildcat. I hope the 2019-2020 school year will be one that you will remember for years to come!

This Course Catalog is designed to provide you with information that will help you make informed decisions regarding your high<sup>1</sup> school years and beyond. The catalog will help you develop your academic plan for your four years at West Ranch High School. On the following pages you will find a wealth of topics including information on graduation requirements, a four year plan worksheet, a description of each course, necessary prerequisites, University of California and California State University admission requirements, and a guide for choosing electives based on your career interests.

West Ranch was built on the foundations of Relationships, Rigor, and Relevance. The relationships you have with those that are stakeholders in your education, your parents, your teachers, and your counselor are very important. Take the time to meet with them as you map out the plan for your future. The rigor of our courses are outlined in this catalog. Please read these to ready yourself for the challenges that will make you a strong student. Relevancy is a powerful learning tool. In an effort to ensure our Wildcat's college and career readiness, our teachers take pride in creating relevancy from the classroom to life beyond school. We partner these experiences with our Career Pathways that provide opportunities for all West Ranch students to connect the curriculum that they are learning to what they hope to become.

Please spend time with your parents reviewing this material and developing a plan for your future. Our counseling staff is here to help and will work individually with each of you to help you meet your goals.

Please visit our web site at [www.westranchhighschool.com](http://www.westranchhighschool.com) for additional information.

We want future success for all our students. I know that working together, we can make success a reality.

Mark Crawford, Principal  
Go Wildcats!

# West Ranch High School Course Catalog

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# West Ranch High School

## Academic Integrity

### ACADEMIC HONESTY

### AR 5131.9

The Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can achieve success at school, and later on in the workplace, as a result of their own efforts. The Board expects that students will not cheat, lie, or plagiarize. Teachers shall instruct students in research and study skills appropriate to each subject, so that all students may feel confident that if they prepare, they can succeed without cheating. Students shall be encouraged to see tests as a means for finding out what they have learned. They shall be reminded that students who cheat on tests are cheating themselves.

Cheating: Some examples of cheating include

- plagiarizing (see definition below)
- copying or exchanging assignments with other students, whether it is believed they will be copied or not
- using notes, electronics, or other means of assistance on an assignment or test without the expressed permission of the instructor
- providing work, answers, or information to other students about an assignment or test
- altering a teacher's grade book/records/tests
- taking a copy of a test or key to a test to use it for personal advantage or to distribute to other students
- any other trick or device used to create a misimpression about a student's performance
- using teacher manuals/solution manuals without the expressed permission of the instructor
- using a computer or other means to translate an assignment from one language into another language and submitting it as an original translation
- using any form of memory aid during tests or quizzes without the expressed permission of the instructor
- giving or receiving answers during tests or quizzes (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.)
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result

Plagiarizing: "Plagiarism is using others' ideas and words without clearly acknowledging the source of that information." (from: *Plagiarism: What It Is and How to Recognize and Avoid It*) Examples include

- taking someone else's assignment or portion of an assignment and submitting it as one's own
- submitting papers or portions of papers from the Internet written by someone else as one's own
- submitting purchased papers or portions of purchased papers as one's own
- presenting the work of anyone else, including parents, tutors, siblings, friends, as one's own
- submitting material written by someone else or rephrasing the ideas of another without citing the author's name or source

Sites and teachers have rules and procedures in place to handle incidences of academic dishonesty. Teachers may impose consequences for academic dishonesty in accordance with the procedures and policies they have communicated to students.

# Academic Terminology

## APPEAL

Students and/or parents have the right to appeal a course prerequisite or teacher recommendation. Such an appeal must be addressed with the principal.

## ATTENDANCE

Students who miss 15 days from any class during a semester are subject to a failing grade in that class. All absences, except for legitimate school activities, are counted toward the 15 absence rule.

## CLASS SCHEDULE

Ninth and tenth grade students must be enrolled in a minimum of six classes each semester. Eleventh and twelfth grade students must be enrolled in a minimum of five classes each semester.

## CONCURRENT ENROLLMENT

Juniors and Seniors have the opportunity to enroll in classes at College of the Canyons (COC). Permission forms must be signed by the counselor and parent and approved by the principal. It is the student's responsibility to submit a sealed transcript to the high school registrar to receive high school credit for COC courses.

## CREDITS

Five credits are earned for each semester class taken and passed with a letter grade of A, B, C, D or P.

## CREDIT DEFICIENCY

Students who are short credits may earn additional credits in the following ways:

1. Summer School – courses fill up quickly so apply as soon as applications are available.
2. Career and College Readiness classes in grades 10, 11 or 12 or after age 16
3. Concurrent enrollment at COC (College of the Canyons)
4. Concurrent enrollment at Golden Oak Adult School in grade 12.

## CREDIT SUMMARY

During the spring semester, the 11th grade counselors evaluate each student's credit standing. A general rule for normal progress through high school would require the completion of 60 credits at the end of each school year. A credit check form will be mailed home for each student.

## GRADES

<b>A</b>	4.0	Outstanding achievement	<b>I</b>	Incomplete
<b>B</b>	3.0	Good achievement	<b>N/M</b>	No mark
<b>C</b>	2.0	Average achievement	<b>P/Cr</b>	Pass
<b>D</b>	1.0	Minimum achievement		
<b>F</b>	0.0	Failure		

## GRADE POINT AVERAGE (GPA)

An average of all grades earned in a semester.

Example:	Eng. 9A	B = 3.0
	Team Sports	B = 3.0
	Biology	C = 2.0
	Algebra 1A	C = 2.0
	Art	A = 4.0
	Web Dev	B = 3.0
	Total	17.0 / 6 classes = 2.83 GPA

## PRE-REGISTRATION

Pre-registration is the process by which students select their classes for the following school year. The Catalog of Courses should be utilized in making class selections. Each student will meet with his or her counselor to review academic progress, post-high school goals, and course selections every year. A notice is mailed to all students in mid-August indicating when they should come to school and pick up their personalized registration materials and schedule of classes.

## PREREQUISITE

A prerequisite is a requirement that must be met satisfactorily before a student is allowed to take a particular course.

## REPEATED COURSES

Students repeating a course in which they earned a D grade or better will not receive additional credit for the class the second time.

## REPORT CARDS

Parents receive formal notification of their children's academic progress four times each semester. Only final semester grades are recorded on the students' transcripts. All grade reports are available on Infinite Campus. Reports are no longer mailed home.

First Semester	Second Semester	Notification
September	February	Progress report
October	March	Quarter grades
November	April	Progress report
December	June	Semester grades

## SCHEDULE CORRECTIONS

Student requests for schedule corrections are honored for the following reasons only and must be completed within the first 20 days of each semester:

1. specific grade level graduation requirements omitted from schedule
2. fewer than the required number of classes appearing on schedule
3. prerequisite not met
4. addition or deletion of specialized programs (sports, band, choir, ASB, ROP, etc.)
5. courses completed during summer school.

Students have the right to appeal a course prerequisite or teacher recommendation to the principal. Requests for program changes based upon teacher preference must be cleared with the principal.

## **DROP A CLASS**

Board Policy #5121 (14): "A parent/student initiated program change must be initialed within the first 20 days of each semester. A student who drops a class after the first 20 days receives an F grade on his/her permanent record, unless otherwise decided by the principal because of extenuating circumstances."

Every attempt will be made to prevent complete drops, and transfer to another class will be encouraged. Drops and transfers initiated before the 20th day may be done with no penalty.

## **TRANSCRIPT**

The transcript is a student's permanent record. At the student's request, it is sent to colleges, universities, or trade schools. It is updated at the end of each semester and includes the following:

1. all courses taken
2. grades earned
3. credits earned
4. class ranking (9th, 10th, 11th, 12th)
5. GPA

## **HONOR SCHOLARS**

Honor Scholars are students who have earned a Grade Point Average of 4.0 or higher through their first seven semesters at West Ranch High School. Honors Scholars wear gold gowns at graduation.


## **VALEDICTORIAN/SALUTATORIAN**

The West Ranch High School valedictorian will be the senior at the end of the 7<sup>th</sup> semester with the highest overall weighted grade point average. The West Ranch High School salutatorian will be the senior at the end of the 7<sup>th</sup> semester with the second highest overall weighted grade point average. The valedictorian and salutatorian must have attended a minimum of one full semester at West Ranch High School to qualify for this recognition.

# College and Career Readiness Pathways

The Hart District Career & College Readiness Courses (CCR) provide students the opportunity to explore various career paths. Students who enroll learn entry-level employment skills, explore careers, and prepare for advanced training programs. CCR benefits include, but not limited to:

- Courses in a variety of occupations
- Career & College Readiness Courses(CCR)-Pathway To My Future
- Unpaid internships
- College and A-G credits for some courses
- Certificate of Completion documenting competencies

	Pathways/Advisors
Animal Science	CCR Specialist
TV Production	Mrs. Overdeest
Engineering	Mrs. Brosche
Photography	Ms. Kornfeld
Dental Assisting	CCR Specialist
Medical Assisting	CCR Specialist
Pharmacy	CCR Specialist
Culinary Arts	Mrs. Griffin
Hospitality, Tourism, and Recreation	CCR Specialist
Information Technology	Mr. Casey Burrill
Marketing	Mrs. Jenkins
Fire Science	CCR Specialist
Criminal Justice	CCR Specialist
Automotive	CCR Specialist
Sports Medicine	CCR Specialist

A complete list of requirements are available in the College and Career Office or from the Pathway Advisor.

Register for CCR courses by contacting the CCR Specialist in the College and Career Center at West Ranch High School.



College and Career  
Readiness/Naviance  
Assignments/Tasks

**9th GRADE**

**Focus:**

**Fall:** Completion of *Cluster Finder*

**Spring:** Completion of *4-Year Plan*

**10th GRADE**

**Focus:**

**Fall:** Completion of *Career Interest Profiler*

**Spring:** Update of *4-Year Plan*

**11th GRADE**

**Focus:**

**Fall:** *Do What You Are 2.0*

**Spring:** *College and Scholarship Search*

**12th GRADE**

**Focus:**

**Fall:** Update *College List*

**Spring:** Completion of *Senior Survey*

# High School Graduation Requirements

<b>English</b>	<b>40 credits</b>
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Modern Civilizations, US History, American Government, Economics</li> </ul>	<b>30 credits</b>
<b>Science</b> <ul style="list-style-type: none"> <li>• Physical Science, Biological Life Science</li> </ul>	<b>20 credits</b>
<b>Mathematics</b>	<b>30 credits</b>
<b>Health</b>	<b>2.5 credits</b>
<b>Fine Arts</b> <ul style="list-style-type: none"> <li>• Art, Music, Photo, Theater</li> </ul>	<b>10 credits</b>
<b>Practical Arts</b>	<b>5 credits</b>
<b>Physical Education</b>	<b>20 credits</b>
<b>Electives</b>	<b>72.5 credits</b>
<b>Total Credits</b>	<b>230 credits</b>

1. AR 6146. 1 Instruction 7h. Physical Education-20 credits (not required for Adult Education students) Students shall be enrolled in physical education during each semester of attendance of the ninth grade and an additional two semesters in grades 10, 11, or 12.
2. Students will maintain a satisfactory citizenship record. Unsatisfactory citizenship may result in the denial of the privilege of participation in the graduation ceremony.
3. Five credits will be given for each semester subject satisfactorily completed; the full number of credits may be granted to a student who satisfactorily completes the requirements for each course in less than the prescribed time. Fewer than five credits may be earned in variable credit courses. Any variation from this will be permitted on an individual basis and have prior approval of the high school principal.
4. **A full year of Algebra must be completed in order to receive a diploma.**
5. No student who has failed to meet all graduation requirements will participate in the graduation ceremony.
6. Students will complete a minimum of (230) credits.
7. Any student enrolling in a comprehensive high school in the Hart District from another district must be enrolled in and pass a minimum of ten units of credit in order to graduate from a Hart District high school, regardless of the number of credits transferred from another school.
8. Any variation from the specific courses required for graduation by the Education Code must have the approval of the building principal.
9. Any course taken with the Wm. S. Hart Union High School District and used to meet a subject matter requirement as specified in these regulations must be approved by the Board of Trustees and appear on the adopted Master Course Directory.
10. All students will be required to attend high school for a minimum of eight full semesters, grades 9-12, excluding summer school. Waivers for early graduation may be granted under the provisions of Administrative Regulation 5127.1.

# Advanced Placement (AP)/Honors and College Classes (Dual Enrollment)

The comprehensive curriculum will include AP and Honors classes. Students enrolled in these classes will gain the knowledge, study habits, and reasoning skills that will prepare them for success in college and beyond.

Honors classes serve the industrious and motivated student. These classes move more quickly, require a good academic background, and allow the individual student to achieve his or her highest potential growth. Placement in honors courses depends upon previous grades in the subject, placement test results, and teacher recommendation.

Advanced Placement courses offer our honors students the opportunity to do college level work while still in high school. Upon completion of an AP course, students will take the nationally administered examination in May. College credit may be awarded if the student earns an acceptable grade on this exam. An AP grade report is sent in early July to students, their schools, and if requested, to selected colleges.

## **Honors Courses for Fall 2019 include:**

- Honors English 9 A/B, Honors English 10 A/B
- Honors Algebra 1 A/B Honors Geometry 1 A/B, Honors Alg. II/Trig A/B  
Honors Pre-Calculus A/B
- Honors Human Anatomy/Phys A/B, Honors Molecular Genetics and Microbiology, Honors Marine Biology, Honors Astronomy

## **Advanced Placement Courses for Fall 2019 include:**

- AP Language and Composition, AP Literature and Composition
- AP Biology, AP Chemistry, AP Physics 1, AP Physics C, AP Environmental Science
- AP Human Geography
- AP Psychology
- AP European History, AP World History: Modern, AP United States History, AP Government, AP Economics
- AP Calculus AB, AP Calculus BC, AP Statistics
- AP Music Theory, AP Studio Art, AP Art History, AP Computer Science A A/B, AP Computer Science Principles
- AP Spanish Language, AP French

## **COLLEGE NOW (COLLEGE OF THE CANYONS DUAL ENROLLMENT)**

Juniors and Seniors are able to take COC classes through **College Now**. Please see their website for more information. [canyons.edu/collegenow](http://canyons.edu/collegenow)

## **CALIFORNIA SCHOLARSHIP FEDERATION (CSF)**

The CSF is both a service organization and an honor society, which acknowledges outstanding students for their achievements. Membership is for one semester and is based on grades from the previous semester. Students must complete an application for membership every semester.

To secure CSF membership, a student must earn 10 points based on the number of A and B grades earned in courses certified as meeting CSF eligibility. See the CSF Advisor for the CSF course list.

**LIST I** List I is comprised of those subjects which the principal has certified to the University of California as satisfying the “a” to “g” requirements. The visual and performing arts courses designated in the “f” requirement excluded.

**LIST II** List II is comprised of other subjects whom the principal and the CSF advisor have certified to CSF as being of equivalent academic caliber to those on List I.

**LIST III** List III is comprised of all other courses awarded semester credit except for physical education, courses taken in lieu of physical education, repeated subjects, and courses such as student service.

## **NATIONAL HONOR SOCIETY (NHS)**

The purpose of NHS is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools. At the beginning of their 10<sup>th</sup> grade year and each year thereafter, students with a minimum GPA of 3.5 may apply to NHS. Students must complete an application for membership and are rated in the areas of character, leadership, and service.

# Colleges and Universities

## **COMMUNITY COLLEGES**

There are over one hundred community colleges in the state of California. Some of the colleges in our surrounding area are College of the Canyons, L.A. Mission, L.A. Valley, Pierce and Ventura. Community colleges offer students an excellent opportunity to complete their first two years before transferring to a four-year college at a fraction of the cost of four-year institutions. They also offer two-year certificate programs in a variety of occupational areas. Students with a high school diploma or who are eighteen years of age may attend a community college.

## **VOCATIONAL TRADE SCHOOLS**

Entrance requirements for business, trade, and technical schools vary. Students may obtain information from various reference books in the College/Career Center.

## **MILITARY ACADEMIES**

College catalogs on the four major military academies are available in the College/Career Center. Students must successfully complete a highly academic program to be eligible for entrance into an academy. Interested students must contact their congressperson regarding a congressional appointment. Pre-candidate questionnaires must be sent in the eleventh grade.

## **PRIVATE COLLEGES AND UNIVERSITIES**

Admission requirements for private colleges vary. It is important that students research the particular school's requirements early in their high school years. College catalogs are available in the College/Career Center to aid students in this endeavor. Most colleges prefer students who have met the CSU or UC admission requirements. Essays and letters of recommendation may be required.

## **CALIFORNIA STATE UNIVERSITY (CSU)**

CSU Bakersfield	CSU Long Beach	San Diego State
CSU Channel Islands	CSU LA	San Francisco State
CSU Chico	CA Maritime Academy	San Jose State
CSU Dominguez Hills	CSU Monterey Bay	Cal Poly San Luis Obispo
CSU Fresno	CSU Northridge	CSU San Marcos
CSU Fullerton	Cal Poly Pomona	Sonoma State
CSU East Bay	CSU Sacramento	CSU Stanislaus
Humboldt State	CSU San Bernardino	

## **UNIVERSITY OF CALIFORNIA (UC)**

UC Berkeley	UCLA	UC Santa Barbara
UC Davis	UC Riverside	UC Santa Cruz
UC Irvine	UC San Diego	UC Merced
UC San Francisco		

# California State University and University of California Admission Requirements (A-G)

Students are encouraged to enroll in academic courses beyond the minimum requirements listed below. Additional academic, honors, and AP courses have a positive effect on students' overall standing when being considered for admission. The UC recommends extra years of science, math, and foreign language.

	<b>California State University</b>	<b>University of California</b>
<b>GPA</b>	2.0 + GPA (grades 10 & 11 all courses except P.E.)	3.0+ GPA (grades 10 & 11- UC approved courses)
<b>Tests</b>	SAT or ACT (if GPA is less than 3.0)	SAT or ACT SAT Subject Area Test - Optional From two different subject areas. If you take Math (It must be level 2)
<b>Courses*</b>	U.S. History-1yr.  English-4yrs. Mathematics-3yrs: Algebra 1 Geometry Algebra 2 Laboratory Science- 1yr. Biological 1yr. Physical Foreign Language- 2yrs.  Visual/Performing Arts-1yr. (same subject area) College Prep Electives-1yr.	<b>a)</b> U.S. History-1yr. World History-1yr. <b>b)</b> English-4yrs. <b>c)</b> Mathematics-3yrs(minimum) Algebra 1 Geometry Algebra 2 <b>d)</b> Laboratory Science- 2yrs. (3-4 highly recommended – Biology, Chemistry, Physics) <b>e)</b> Foreign Language-2yrs. (3 highly recommended) <b>f)</b> Visual /Performing Arts-1yr. (same subject area) <b>g)</b> College Prep Elective 1 yr.
<b>Essay</b>	No	Yes
<b>Recommendation</b>	No	No

\* For an updated list of UC approved courses please visit the University of California Website: [West Ranch High School Course List](#)

The list is updated on a yearly basis. Courses approved by the University of California are in turn approved by the California State University system as well.

## NCAA

Please note that if you are an athlete and intend to play on a college team, you **MUST** register with the NCAA. To play sports at an NCAA Division I or II institution, the student must: complete a certain number of approved high school courses, earn a minimum grade point average in these core courses, earn a minimum score on the SAT or ACT, graduate from high school. It is the responsibility of the student and parent to register with NCAA and maintain contact with them to ensure all requirements are met. It is highly recommended that both student and parent also attend the yearly district workshops and access the online resources provided by West Ranch High School.

# Sample Four-Year Educational Plan

## For the College-bound Student\*

	<u>First Semester</u>	<u>Second Semester</u>
<b>9th Grade</b>	<ul style="list-style-type: none"> <li>• English 9A</li> <li>• Algebra 1A</li> <li>• Biology 1A</li> <li>• Physical Education</li> <li>• Foreign Language</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• English 9B</li> <li>• Algebra 1B</li> <li>• Biology 1B</li> <li>• Physical Education</li> <li>• Foreign Language</li> <li>• Elective</li> </ul>
<b>10th Grade</b>	<ul style="list-style-type: none"> <li>• English 10A</li> <li>• Geometry 1A</li> <li>• Chemistry A</li> <li>• Modern Civilization A</li> <li>• Foreign Language</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• English 10B</li> <li>• Geometry 1B</li> <li>• Chemistry B</li> <li>• Modern Civilization B</li> <li>• Foreign Language</li> <li>• Physical Education</li> </ul>
<b>11th Grade</b>	<ul style="list-style-type: none"> <li>• American Literature A</li> <li>• Algebra II/Trig A</li> <li>• UC Approved Science</li> <li>• U.S. History A</li> <li>• Foreign Language</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• American Literature B</li> <li>• Algebra II/Trig B</li> <li>• UC Approved Science</li> <li>• U.S. History B</li> <li>• Foreign Language</li> <li>• Health</li> </ul>
<b>12th Grade</b>	<ul style="list-style-type: none"> <li>• American Government</li> <li>• 12<sup>th</sup> Grade English</li> <li>• Higher Level Math</li> <li>• Physics A or UC Approved Science</li> <li>• Elective</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Economics</li> <li>• 12<sup>th</sup> Grade English</li> <li>• Higher Level Math</li> <li>• Physics B or UC Approved Science</li> <li>• Elective</li> <li>• Elective</li> </ul>

**\*One year of Fine Arts Electives and one semester of Practical Arts elective are required for graduation.**

**\*Mathematics course in Algebra must be completed, Junior High School Algebra accepted.**



# Sample Four-Year Educational Plan

## University-Bound Honors Student\*

	<u>First Semester</u>	<u>Second Semester</u>
<b>9<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• English 9A Honors</li> <li>• Geometry A Honors</li> <li>• Biology A (AP)</li> <li>• Foreign Language</li> <li>• Physical Education 9A</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• English 9B Honors</li> <li>• Geometry B Honors</li> <li>• Biology B (AP)</li> <li>• Foreign Language</li> <li>• Physical Education 9B</li> <li>• Elective</li> </ul>
<b>10<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• English 10A Honors</li> <li>• Algebra 2/Trig. A Honors</li> <li>• Chemistry (AP)</li> <li>• Euro or World History (AP)</li> <li>• Foreign Language</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• English 10B Honors</li> <li>• Algebra 2/Trig. B Honors</li> <li>• Chemistry B (AP)</li> <li>• Euro or World History (AP)</li> <li>• Foreign Language</li> <li>• Physical Education</li> </ul>
<b>11<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• English Lang &amp; Comp A (AP)</li> <li>• Pre-Calculus Honors</li> <li>• Advanced Science</li> <li>• U.S. History A (AP)</li> <li>• Foreign Language</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• English Lang &amp; Comp B (AP)</li> <li>• Pre-Calculus Honors</li> <li>• Advanced Science</li> <li>• U.S. History B (AP)</li> <li>• Foreign Language</li> <li>• Health</li> </ul>
<b>12<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• English Comp/Lit A (AP)</li> <li>• Advanced Math</li> <li>• Physics 1 (AP)</li> <li>• Government (AP)</li> <li>• Foreign Language (AP)</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• English Comp/Lit B (AP)</li> <li>• Advanced Math</li> <li>• Physics 1 (AP)</li> <li>• Economics (AP)</li> <li>• Foreign Language (AP)</li> <li>• Elective</li> </ul>

**\*Mathematics course in Algebra must be completed, Junior High School Algebra accepted.**

**\*One year of Fine Arts Elective and one semester of Practical Arts electives are required for graduation.**

# College Entrance Examination Information

## PSAT/NMSQT

Test Date	Test
Wednesday, October 16, 2019	PSAT/NMSQT (see counselors for registration information)

### SAT Test Dates\*

<http://www.collegeboard.com>

SAT Reasoning Test as well as Subject Test dates and registration dates are available on the College Board Website (link above)

### ACT Test Dates\*

<http://www.act.org>

ACT Test dates and registration dates are available on the ACT Website (link above)

### SAT and ACT Compared\*

	SAT	ACT
Why Take it?	Colleges use SAT scores for admissions and merit-based scholarships.	Colleges use ACT scores for admissions and merit-based scholarships.
Test Structure	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing and Language</li> <li>• Math</li> <li>• Essay (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Math</li> <li>• Reading</li> <li>• Science Reasoning</li> <li>• Essay (Optional)</li> </ul>
Length	3 hours, 50 minutes(with essay)	3 hours, 40 minutes(with essay)
Reading	5 reading passages	1 science section testing your critical thinking skills(not your specific science knowledge)
Math	Covers: <ul style="list-style-type: none"> <li>• Arithmetic</li> <li>• Algebra I and II</li> <li>• Geometry, Trigonometry and Data analysis</li> </ul>	Covers: <ul style="list-style-type: none"> <li>• Arithmetic</li> <li>• Algebra I and II</li> <li>• Geometry and Trigonometry</li> <li>• Statistics and Probability</li> </ul>
Calculator Policy	Some math questions don't allow you to use a calculator.	You can use a calculator on all math questions
Essays(Many Colleges Require it so add to your exam date)	Optional. The essay will test your comprehension of a source text.	Optional. The essay will test how well you evaluate and analyze complex issues.
How It's scored	Scored on a scale of 400-1600	Scored on a scale of 1-36

\*For more detailed and up to date information visit [www.westtranchhighschool.com/counseling](http://www.westtranchhighschool.com/counseling) and Naviance for College Workshop PowerPoints

WEST RANCH HIGH SCHOOL 4 YEAR PLAN

<b>COURSES AND CREDITS NEEDED</b> <i>See attached chart for details</i>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>(A) HISTORY</b> - 30 credits	<i>Optional elective: AP Human Geography</i>	Modern Civilizations or AP European History	U.S. History or AP U.S. History	Government/Economics <i>Or</i> AP Econ and AP Gov
<b>(B) ENGLISH</b> – 40 credits	English 9 or Honors English 9	English 10 or Honors English 10	American Lit or AP Lang & Composition	English 12 or AP Comp & Literature
<b>(C) MATH</b> - 30 credits See Math Sequencing Chart				
<b>(D) SCIENCE</b> – 20 credits	Biology or AP Biology	Earth Science or Chemistry or AP Chemistry	<i>Science Elective</i>	<i>Science Elective</i>
<b>(E) FOREIGN LANGUAGE</b> Not a HS graduation requirement, but 2 yrs required, 3 yrs recommended to fulfill A-G Requirement <i>French, Spanish, Am Sign Lang</i>				
<b>(F) FINE ART/VISUAL &amp; PERFORMING ART</b> – 10 credits				
<b>(G) COLLEGE PREP ELECTIVE</b> Not a HS grad requirement, but needed to fulfill A-G requirement				
<b>OTHER REQUIREMENTS</b>				
<b>HEALTH</b> - 2.5 credits				
<b>PRACTICAL ART</b> – 5 credits				
<b>PHYSICAL EDUCATION</b> – 20 credits				
<b>ELECTIVES</b> - 72.5 Courses taken after meeting HS graduation requirements				
<b>TOTAL CREDITS NEEDED – 230</b>				

# Career Technical Arts

The mission of the West Ranch High School Career Technical Art's Department and William S. Hart School District Career & College Readiness Department is to provide rigorous career pathways and resources that prepare students with academic and employability skills for the careers of tomorrow.

## **Possible Career Objectives for the Student with Business Training**

Accountant	International Business and Trade
Actuary	International Marketing
Advertising Executive	Investment Banker
Banking and Finance	Management
Budget Analyst	Market Research Analyst
Business Consultant	Marketing Manager
Business Operations Manager	Personal Finance Manager or Advisor
Entrepreneur	Product or Sales Manager
Financial Management or Analyst	Public Relations and Communications
Human Resource Manager	Stock Broker

## **Possible Career Objectives for the Student with Culinary Arts Training**

Baker	Food Critic
Cake Decorator	Food Journalist
Caterer	Food Stylist
Catering/Restaurant Manager	Guest Services
Chef	Hotel Manager
Cruise Ship Food and Beverage	Kitchen Manager
Coordinator	Nutritionist
Dietician	Pastry Chef
Director of Food and Beverage	Sous Chef
Events Manager/Coordinator	Test Kitchen Chef
Food Blogger	

## **Possible Career Objectives for the Student with Technology Training**

Computer Programmer	Network and Systems Administer
Computer Software Engineer	Software Architect
Computer Support Specialist	Software Developer
Computer Systems Analyst	Software Development Manager
Computer Systems Network Specialist	Software Engineer
Database Administer	Software Quality Assurance Engineer
Information Security Analyst	User Experience Designer
Information Systems Manager	Video Game Designer
Information Technology Manager	Web Developer
Mobile Developer	

### **Possible Career Objectives for the Student with Film Training**

Producer	Public Relations
Director	Screenplay writer
Editor	Script Supervisor
Director of	Sound Engineer
Photography/Cinematographer	Special Effect Editor
Lighting Supervisor	

### **Possible Career Objectives for the student with Broadcasting Training**

Anchor	Reporter
Broadcast Journalist	Sports Reporter
Content Editor	Technical Director
Director of Programming	
Media/Public Relations	
Multi Camera Director	
News Director	

## **INTRODUCTION TO BUSINESS A/B**

Grades 9-12

Credits 5

This course is designed to prepare students to work in a real business environment by learning about the nature of business, entrepreneurs, finance and accounting, credit, personal finance, the stock market, management, future careers and employment, production and operations, our global economy, social responsibility and ethics, and advertising/marketing. Students will participate in the Internet Stock Market Game Simulation during the class. Students will demonstrate competency by performing multiple tasks required to effectively research, analyze data and produce usable information in a business environment. Integrated throughout the course are career preparation standards, which include communication, critical thinking, creativity, innovation, interpersonal, problem solving, and other employable skills. UC Approved. (College-Prep “G” Elective)

## **21st CENTURY MARKETING**

Grades 10-12

Credits 5

Prerequisite: Introduction to Business A/B with a grade of C or better.

This year-long course is designed as an introduction to business management across all functional areas of an organization to meet the needs for a solid understanding of marketing fundamentals to succeed in the 21st century. The key concepts covered in this course are: Marketing, Economics, Business & International Marketing, Social Responsibility Marketing, Marketing Information and Research, Competition, Social Media Marketing, Communication Skills, Selling, Promotion, Distribution, Pricing, E-Commerce, Developing Successful Products, and Creating a Marketing Strategy and Business Plan. This is especially important in today’s economy since the significance of a “marketing orientation” for both profit and nonprofit organizations are widely recognized in today’s global business environment and give students the upper edge over their competitors. Students will demonstrate competency by performing

multiple tasks required to effectively research, analyze data and produce usable information in a business environment. Integrated throughout the course are career preparation standards, which include communication, critical thinking, creativity, innovation, interpersonal, problem solving, and other employable skills. UC Approved (College-Prep “G” Elective)

## **GRAPHIC DESIGN A/B**

Grades 9-12

Credits 5/5

Prerequisite: Graphic Design B requires a "C" grade or better in order to continue or instructor approval. This is an introductory 2-dimensional design and composition course with emphasis on the elements and principles of art & design. Students explore visual communication, self-expression, and creative problem solving through the creation of commercial, interactive and fine art. Students apply the creative process in each assignment: Research, Thumbnails, Comprehensive Rough, Critique, and Final Version. Students use hand skills along with various graphics software such as: Adobe Illustrator and Photoshop to solve the creative problems presented. The acquisition of skills, creative problem solving, and creative expression, through a professionally presented message, will be the focus. UC Approved

## **DIGITAL ANIMATION A**

Grades 9-12

5 Credits

The course reviews history of animation, and investigates the use of digital technology in animation. Students will learn to create animations using Adobe Flash including motion tween, shape tween, and character animation. Students will explore interactivity with some basic programming.

## **DIGITAL GAME DESIGN**

Grades 9-12

5 Credits

This class is an introduction to computer programming using a framework of game design. Students will learn basic programming structures, problem solving, and structured thinking as they create computer games. Students will need to be able to follow written instructions, analyze errors, and think creatively.

## **COMPUTER SCIENCE PRINCIPLES (AP)**

Grades 9-12

10 Credits

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep understanding of computational content, develops computational thinking skills and engages students in the creative aspects of computing. UC Approved

## **WEB DEVELOPMENT I**

Grades 9-12

Credits 5

This course will focus on three areas: HTML, web design, and web production. Students will learn to use the web as well as how to design web pages. Topics include browsers, search engines, HTML, frames, tables, links, forms, and layout.

## **WEB DEVELOPMENT II**

Grades 9-12

Credits 5

Prerequisite: Completion of Web Development with a grade of “C” or better.

Web Development II uses challenging projects for the experienced web designer to continue to refine his/her craft. Web Development II is an elective course that offers the student’s hands on experiences with Adobe Creative Suite software to create various web projects with Professionalism emphasized. Equipment being used will be computers, digital camera, cell phones, and web development software. Students will be taught how to create and maintain websites for business clients. Emphasis will be placed on real world experiences.

## **DIGITAL PHOTOGRAPHY 1 A/B**

Grades 9-12

Credits 5/5

Prerequisite: "C" or better in Photography 1A for Photography 1B or instructor approval

This course is designed to give students a thorough understanding of digital photographic techniques and equipment. Emphasis will be on composition, communication, tonality and image manipulation. Students will increase their visual awareness and their ability to read images. Historical and contemporary photography will be analyzed and discussed. The digital camera, imaging software, scanners and digital output will be covered. UC Approved

## **DIGITAL PHOTOGRAPHY 2A/B**

Grades 10-12

Credits 5/5

Prerequisite: Adjustable 35mm camera and a "C" grade or better in Photo 1A and B or previous experience and instructor approval

This course is designed for the student who completed Photo 1A and 1B. New skills developed will include advanced camera operation, twin lens reflex, medium format SLR, the application of color theory, and color slides. Photography 2B will intensify instruction in these areas and will emphasize portfolio preparation. UC Approved

## **VIDEO PRODUCTION 1A**

Grades 9-12

Credits 5

This course will provide an understanding of all aspects of the film and television industry while learning how to produce videos. Students will be trained in the use of digital cameras, computer editing, script writing, and story boarding. Students will learn the basic steps needed to produce their own video projects. Projects will include a commercial, public service announcement, interpreting literature into video and recreating a scene from a movie. Emphasis will be placed on the understanding of how to use digital editing. UC Approved

## **VIDEO PRODUCTION 1B**

Grades 9-12

Credits 5

Prerequisite: Completion of Video Production 1A with a “C” or better.

Students will learn the more advanced techniques of video production in preparation for a career. Students will be learning the various stages of producing a new story and writing their own mini-

documentary. Students will also learn about the movie making industry as they create various forms of productions and end the semester writing their own short subject. UC Approved

### **BEGINNING TV PRODUCTION A/B**

Prerequisite- Completion of Video Production 1A/1B and teacher approval

In this broadcast and digital storytelling course, students study the historical role of communication media and, through their own projects, understand the social impact of this practical art. Beginning TV Production gives students a creative voice in the school community and connects them to the communication and leadership opportunities in journalism programs and industry partners. As digital storytellers, students strengthen their skills in the entire process, from developing story ideas to producing short films using Adobe Premiere Pro. Additionally, students will begin creating video content for the school community and work on the daily live morning broadcast show.

### **ADVANCED TV PRODUCTION A/B**

Prerequisite-teacher approval

This course advances the skills students have already learned in both Video Production 1A/1B and Beginning TV Production. Course provides instruction and training for students interested in careers in the video, broadcast, and film production industries. Students experience both the creative and technical aspects of filmmaking and TV production in conjunction with learning about historical and contemporary traditions and conventions. Students will explore different aspects of the media and entertainment industry as it relates to potential career selections. Students achieving competency in this course will be prepared to enter a film or broadcast journalism course of study at the college level or be prepared for entry level employment in those fields.

### **FILM AND TV PORTFOLIO A/B**

Prerequisite-teacher approval

This course is designed to be for students who are interested in a career in Arts, Media and Entertainment industry and who are currently enrolled in their fourth year of the TV/Film Production pathway. Emphasis is on each student mastering the creative, practical, technical, and theoretical concepts related to TV/Film production. Students will also build their leadership and mentoring skills of their peers in the pathway. This portfolio style class asks senior students to choose a possible career focus and create pieces of work that are catered to that focus. They will then put their best content together on a portfolio website.

### **CULINARY ARTS 1A/B**

Grades 9 -12

Credits 5

Students learn how to function safely and efficiently in the kitchen through small group lab experiences. At the same time, students will learn the importance of nutrition and how it affects their health. Emphasis is placed on kitchen safety and sanitation, recipe skills and preparation methods, the nutrition guidelines, nutrients, food labeling, and healthy food choices.

(College-Prep “G” Elective)

### **CULINARY ARTS II A/B**

Grades 9-12

Credits 5

**Prerequisite:** A minimum grade of “B” in Culinary Arts I



This class builds on the concepts and skills learned in Culinary Basics I and is designed for students who would like to further develop their cooking skills or have an interest in the culinary arts. Emphasis is placed on a variety of cooking and baking methods, menu planning, meal presentation, and development of effective consumer skills.

### **ADVANCED CULINARY ARTS 3**

Grades 10-12

Credits 5

**Prerequisite:** Completion of Culinary Arts I and II with a minimum grade of “B” and teacher approval.

Advanced Culinary Arts 3 introduces students to a career in the culinary arts. Through hands-on lab experiences students learn about professional food safety and sanitation practices, knife skills, a variety of cooking and baking techniques as well as professional food service procedures within the hospitality industry.

### **ADVANCED CULINARY ARTS 4**

Grade 10-12

Credits 5

**Prerequisite:** Completion of Culinary Basics I/II and Advanced Culinary Arts 3 with a minimum grade of “B” and teacher approval.

Advanced Culinary Arts 4 is designed for students who are interested in pursuing a career in the culinary arts. Through hands-on lab experiences students will learn professional knife skills, work with a variety of food products, plan balanced menus, develop knowledge of professional cooking and baking techniques and terminology, as well as an understanding of the purchasing and receiving process. Students will be prepared to take the food handlers certification exam.

### **INTRODUCTION TO ENGINEERING DESIGN A/B**

Grades 9-12

Credits 10

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. UC Approved (College-Prep “G” Elective)

### **PRINCIPLES OF ENGINEERING A/B**

Grades 9-12

Credits 10

**Prerequisite:** Completion of Introduction to Engineering A/B with a grade C or better or teacher approval.

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. UC Approved (College-Prep “G” Elective)

### **ENGINEERING DESIGN AND DEVELOPMENT (EDD)**

Grades 11-12

Credits 10

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and

develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

# English

Communication is a vital part of everyone's life. Reading, writing, speaking, and listening are skills that everyone needs in order to be better communicators. The English program at West Ranch High School is designed to help the student learn and improve these skills. These courses provide the basis for the development of more sophisticated skills in the areas of critical thinking, listening, speaking, writing, and reading. The program is modeled after the state-developed Model English Curriculum Standards. The curriculum is literature-based and requires intensive reading, writing, speaking, and listening. Short stories, plays, novels, poetry, essays, and non-fiction will be used to broaden creative thinking and analytical skills.

## **Possible Career Objectives for the Student with English Training**

Advertising Copywriter	Playwright
Broadcaster	Politician
Business Administrator	Public Relations Officer
Clergy, Minister	Public Service Worker
Court Reporter	Record Keeper
Data Entry Operator	Salesperson
Journalist	Screenwriter
Law Enforcement Officer	Secretary
Lawyer	Speech Writer
Legal Assistant	Teacher
Newscaster	Technical Writer
Payroll Clerk	Writer
Columnist/Journalist	Publisher
Editor/Evaluator	Writing Consultant

## **ENGLISH 9 A/B**

Grade: 9

Credits: 10

This course will develop writing competence in expository and argumentative writing. Committed students will develop critical thinking and reading skills, which are demonstrated through discussion, writing, and classroom presentations. Class discussion and writing assignments will build upon, relate to, and analyze essential questions. Language conventions and vocabulary will be addressed with the goal of improving student writing.

UC approved.

## **ENGLISH 9 A/B (HONORS)**

Grade: 9

Credits: 10

Honors English 9 will include all the objectives of Regular English 9 with additional readings and elements. The class is more rigorous than English 9 in that students are asked to think more deeply about curriculum and are expected to be able to do so with less teacher support. The increased rigor will emphasize independent and group literary analysis, research writing (both semesters), vocabulary analysis, classroom presentations, and broad competence in conventions. A commitment to remain in the course for the entire semester (fall and spring) is expected. It is recommended that a student earn an A in both semesters of English 8 to enroll.

UC approved.

## **INTERVENTION ENGLISH**

Credits: 5 (Elective Credit Only)

Intervention English is a required parallel support class for 9th grade students who experience challenges in English Language Arts. Students are selected for this required parallel class based on their standardized assessments, grades/progress reports, and other data from their 8th grade year. The Intervention English class is taken in 9th grade in tandem with an English Department course offering and is designed to address each individual student's challenges to bridge the gap in their performance.

## **ENGLISH 10A/B**

Grade: 10

Credits: 10

This course expands upon the critical reading, thinking, and writing skills attained in the preceding year by examining challenging non-fiction articles, novels and plays. The difficulty level in the materials read, discussed, and written about will exceed that of the 9th grade course. The course will include an intensive review of fundamental grammar, usage, and mechanical skills of writing, with special attention given to writing effective essays. The primary objective of the class is to develop each student's ability to write clear, correct, coherent, and interesting multi-paragraph compositions. UC Approved

## **ENGLISH 10A/B (HONORS)**

Grade: 10

Credits: 10

Designed to prepare students for the rigor and skills to be successful in AP Language and Composition in their junior year, English 10 Honors expands upon the critical reading, thinking, and writing skills attained in English 9 Honors. Course literature centers on non-fiction articles, novels and plays, while grammar, usage, vocabulary, and writing instruction focuses on skills and language development necessary to write clear, correct, coherent multi-paragraph compositions. Students are expected to be more independent and critical in their reading and writing than what is expected at the regular level. This course also introduces students to concepts that will be addressed more thoroughly in the Advanced Placement English 11 class. Though there are no prerequisites for entry into the course, students who achieve an "A" or "B" in English 9 or 9 Honors, receive a teacher recommendation, and demonstrate a strong desire to work at a more intensive and rigorous pace will be most successful. UC Approved

## **AMERICAN LITERATURE A/B**

Grade: 11

Credits: 10

American Literature is a Common Core State Standards-based course that provides a broad overview of American literary development. Through a commitment to high-quality education, California has joined with 44 other states in adopting the Common Core State Standards (CCSS) for English Language Arts. The Common Core State Standards for English Language Arts are rigorous, research/evidence-based, internationally benchmarked, and address the demands of today to prepare student to succeed in the 21<sup>st</sup> century. These standards will be implemented through the English 11 course curriculum. Readings may include non-fiction forms such as autobiographies, journals, sermons, and essays, as well as poetry and fiction. While focusing on the cultural and historical significance of the texts, students will engage in a wide variety of reading, writing, speaking, and listening activities. In addition, students will have daily practice in English language conventions (grammar) and vocabulary development. This course meets the requirement for both high school graduation and acceptance to a four-year university. UC Approved

## **ENGLISH LANGUAGE AND COMPOSITION (AP)**

Grade: 11

Credits: 10

Recommended: Grade of “B” or better in English 10 Honors, “A” or “B+” in English 10 A/B.

AP English Language and Composition is a two semester course offered to advanced level juniors. It is intended to be the equivalent of a college freshman composition course which will engage students in becoming skilled readers and writers. Emphasis will be on synthesis, analytical, and argumentative writing as a basis for academic and professional communication. The primary goal of the class is to develop each student’s ability as a critical reader and analytical writer. Weekly written assignments and extensive reading are important components of this class and require consistent effort from each student. Students are expected to leave this class with the writing ability of a college sophomore. All students are expected to take the AP exam. A passing grade on the exam may qualify for college credit. UC Approved.

## **AP LITERATURE AND COMPOSITION A/B**

Grade: 12

Credits: 10

AP English Literature and Composition is a two semester course offered to advanced level seniors and is designed to be a college/university-level course. This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course. As a culmination of the course, it is the expectation that students will take the AP English Literature and Composition Exam given in May. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States. Due to the depth and rigor of the course, students should be prepared for the extra time and effort required to succeed academically. UC Approved

## **EXPOSITORY READING AND WRITING COURSE (ERWC) A/B**

Grade: 12

Credits: 10

ERWC is a two-semester course designed by a California State University Task Force to prepare high school seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this rhetoric-based course develop advanced proficiency in expository, analytical,

and argumentative reading and writing. Students who receive a score of “college ready- conditional” on CAASPP and who pass both semesters of ERWC with a “C” grade or better will be eligible for placement directly into Freshman Composition upon acceptance to a CSU or Community College without having to take an English Placement Test. Students will learn how to read, comprehend, and respond to nonfiction and literary texts. Students will read closely to examine the relationship between an author’s argument or theme and his/her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Two of the modules are based on full-length works (one novel and one work of nonfiction). UC Approved

# Fine Arts

Classes in the visual and performing arts provide students the opportunity to discover or develop a talent, explore an area of interest, or acquire appreciation for human achievement. Self-motivation, persistence, self-discipline, and patience are qualities that will serve well if pursuing a career in the visual and performing arts.

## **Possible Career Objectives for the Student with Visual Art Training**

Art Director	Ceramist
Graphic Designer	Museum Curator
Animator	Interior Designer
Art Collector	Photographer
Art Historian	Architect
Painter	Art Teacher
Illustrator	Sculptor
Set Designer	Historian
Product Designer	Art Critic
Museum/Gallery Director	Muralist

## **Possible Career Objectives for the Student with Music Training**

Conductor/Director	Performer - Instrumentalist
Music Composer	Performer - Vocalist
Music Critic	Teacher
Accompanist	Arranger
Audio Engineer	Historian

## **Possible Career Objectives for the Student with Theater Training**

Actor	Newscaster
Broadcaster	Playwright
Costume Designer	Sound Technician
Director	Stage Designer
Lighting Technician	Teacher

## **CHORAL MUSIC**

### **CONCERT CHOIR A/B and WOMEN'S CHAMBER**

Grades 9-12

Credits 5-40

Prerequisite: Instructor verbal approval and/or audition

Choir is a year-long course in which we will be exploring all aspects of music: music theory, sight-reading, history, and terminology. We will be using videos, writing, and various daily exercises to gain an understanding of music. In addition, students in choir study the performance aspects of music both in class daily and at concerts scheduled throughout the year. The choral literature performed by the choral group comes from a unique, deep, and widely varied choral history. The choir will perform in school, community, and festival programs. Attendance at performances is mandatory and considered to be part of the course requirements.

UC Approved

## **INSTRUMENTAL MUSIC**

### **JAZZ ENSEMBLE**

Grades 9-12

Credits 5-40

Prerequisite: Prerequisite: Membership in marching band fall semester and one of the following other courses: Concert Band, Orchestra, Symphonic Band, or Wind Ensemble (This requirement can be waived at the director of instrumental music's discretion in the case of students playing non-traditional band instruments). Audition and/or consent of instructor is required.

Jazz Ensemble is a year-long course in which intermediate level students study and perform music in the jazz idiom as arranged for the standard "big band" instrumentation of 4 to 5 trumpets, 4 to 5 trombones, 5 saxophones, and rhythm section consisting of at least piano and/or guitar, bass, and drums. This band may play concerts for both the student body and the public and may also compete in jazz band festivals. The group is limited to one player per instrumental part and emphasis is placed on the development of improvisational techniques. Attendance at all rehearsals and performances is mandatory and considered to be a part of the course requirements. This course is designed to meet California Content Standards. Completion of 1 year of this course fulfills the University of California and the California State University Fine Arts requirement.

### **ADVANCED JAZZ ENSEMBLE**

Grades 9-12

Credits 5-40

Prerequisite: Prerequisite: Membership in marching band fall semester and one of the following other courses: Concert Band, Orchestra, Symphonic Band, or Wind Ensemble (This requirement can be waived at the director of instrumental music's discretion in the case of students playing non-traditional band instruments). Audition and/or consent of instructor is required.

Jazz Ensemble is a year-long course in which advanced level students study and perform music in the jazz idiom as arranged for the standard "big band" instrumentation of 4 to 5 trumpets, 4 to 5 trombones, 5 saxophones, and rhythm section consisting of at least piano and/or guitar, bass, and drums. This band plays concerts for both the student body and the public and also competes in jazz band festivals around



Southern California and beyond. Overnight touring is also likely. The group is limited to one player per instrumental part and emphasis is placed on the development of improvisational techniques. Attendance at all rehearsals and performances is mandatory and considered to be a part of the course requirements. This course is designed to meet California Content Standards. Completion of 1 year of this course fulfills the University of California and the California State University Fine Arts requirement.

### **WIND ENSEMBLE**

Grades 9-12

Credits 5-40

Prerequisite: Membership in marching band fall semester and audition and/or consent of instructor is required.

Wind Ensemble is a year-long musical ensemble for the school's most advanced musicians. Emphasis in this course is placed on contemporary and classical wind band repertoire suitable to concert band festivals and the concert stage. This group performs at festivals and concerts of various types at set times throughout the year. As the most advanced performing ensemble on campus, attendance at all rehearsals, sectionals and performances are mandatory. This course is designed to meet California Content Standards. Completion of one year of this course fulfills the University of California and the California State University Fine Arts requirement.

### **CONCERT BAND**

Grades 9-12

Credits 5-40

Prerequisite: Membership in marching band fall semester and audition and/or consent of instructor is required.

Concert Band is a year-long musical ensemble for novice to intermediate musicians. Emphasis in this course is placed on tone, technique, and musicality development, with the goal of advancing students into higher level ensembles. This group performs at festivals and concerts of various types at set times throughout the year. Attendance at all rehearsals, sectionals, and performances are mandatory. This course is designed to meet California Content Standards. Completion of one year of this course fulfills the University of California and the California State University Fine Arts requirement.

### **PERCUSSION ENSEMBLE (2<sup>nd</sup> Semester Only)**

Grades 9-12

Credits 5-20

Prerequisite: Membership in Concert Band, Symphonic Band, Wind Ensemble, Orchestra and/or consent of the instructor.

Percussion Ensemble is a course dedicated to the blending of percussion performance and movement. The class combines performance/competition preparation with musical and marching instruction at the introductory through advanced level. Membership requires dedication and commitment since all rehearsals, performances, and competitions occur outside of regular school hours. Attendance at all rehearsals, sectionals, and performances are mandatory.

## **CONCERT ORCHESTRA**

Grades 9-12

Credits 5-40

Prerequisite: Participation in junior high school orchestra and/or consent of the instructor.

Concert Orchestra is a year-long instrumental ensemble comprised solely of stringed instruments. Performance repertoire includes literature from the Baroque through the modern period, plus various contemporary styles. Class activities are designed to develop students' individual and ensemble performance techniques with emphasis on such aspects as bowing techniques, tone production, intonation, phrasing and expression. Performances include local concerts as well as participation in festivals and competitions. Attendance at all rehearsals and performances is mandatory and considered part of the course requirements. This course is designed to meet California and National Arts Standards. Completion of 1 year of this course fulfills the University of California and the California State University Fine Arts requirement.

## **CHAMBER ORCHESTRA**

Grades 9-12

Credits 5-40

Prerequisite: Participation in junior high school orchestra and audition and/or consent of the instructor.

Chamber Orchestra is a year-long, advanced instrumental ensemble comprised of the school's most advanced string musicians. Performance repertoire includes the most challenging literature from the Baroque through the modern period, plus various contemporary styles. Performances include local concerts as well as participation in festivals and competitions. Attendance at all rehearsals and performances is mandatory and considered part of the course requirements. This course is designed to meet California and National Arts Standards. Completion of 1 year of this course fulfills the University of California and the California State University Fine Arts requirement.

## **MARCHING BAND (1<sup>st</sup> Semester Only)**

Grades 9-12

Credits 5-20 (Physical Education Credit)

Prerequisite: Membership in Concert Band, Wind Ensemble, Orchestra and/or consent of the instructor.

The West Ranch Wildcat Marching Band is the largest performing ensemble on campus. The band is made up of not only instrumental players, but also members of the West Ranch color guard. The focus of this course is on learning a wide variety of marching band literature and contemporary marching techniques. The Wildcat Marching Band performs numerous times throughout the fall at all home football games and several marching competitions. Attendance at all rehearsals, sectionals, and performances are mandatory. Students enrolled will receive five units of P.E. credit for each semester of participation.

## **SYMPHONIC BAND**

Grades 9-12

Credits 5-40

Prerequisite: Membership in marching band fall semester and audition and/or consent of instructor is required.

Symphonic Band is a year-long musical ensemble for intermediate to advanced musicians. Emphasis in this course is placed on developing superior technique, intonation, and musicality. This group performs at festivals and concerts of various types at set times throughout the year. Attendance at all rehearsals,

sectionals, and performances are mandatory. This course is designed to meet California Content Standards. Completion of one year of this course fulfills the University of California and the California State University Fine Arts requirement. Material costs.

## **COLORGUARD**

Grades 9-12

Credits 5-40

Prerequisite: Audition and/or consent of the instructor.

The Color Guard is a pageantry orientated performance ensemble. This group visually interprets selected musical repertoire utilizing flags, rifles, sabers and other props together with basic dance moves, original choreography, and traditional marching techniques. Fall semester, the color guard performs as a unit with the Wildcat Marching Band. Students are expected to attend all marching band rehearsals and abide by all rules of the Wildcat Marching Band. During the spring semester, the Color Guard will learn a choreographed routine and compete at local “winter guard” competitions. Attendance at all rehearsals, sectionals, and performances are mandatory. Students enrolled will receive five P.E. credits for each semester of participation.

## **GUITAR A/B**

Grades 9-12

Credits 5-10

Prerequisite: Students must provide their own acoustic guitar.

Prerequisite Guitar B: Permission of instructor

Guitar is a semester long course in which we will be exploring all aspects of music and guitar: theory (reading and writing music), sight-reading (and singing), history, terminology, and performance. Strumming and picking techniques will be covered, along with rehearsal and practice techniques. Tuning and care of the guitar will also be explored. Basic instructional material will be provided (not guitars). We will be using group projects, videos, writing, singing, playing, and other various daily exercises to gain an understanding of music and the guitar. UC Approved

## **AP MUSIC THEORY**

Grades 11-12

Credits 5-10

Prerequisite: Previous music training, including the ability to read music at an advanced level.

AP Music Theory is a college level course for students with significant musical background and training and the ability to succeed in highly demanding academic courses. The purpose of the course is to enable students to write music that is consistent with the principles that have been established as common practice in the European/American tradition, to develop the students’ aural acuity so that they can sing unfamiliar music at sight and also write down music that they hear. This two-semester course is intended as a comparable course to the first music theory course required of music majors in most colleges. It is an academically demanding course requiring a mature approach to learning and a determination to succeed. This course is designed to meet California Content Standards. Completion of 1 year of this course fulfills the University of California and the California State University Fine Arts requirement.

## **THEATER ARTS**

### **THEATER ARTS 1A: INTRODUCTION TO THEATER ARTS**

Grades 9-12

Credits 5/5

Theater Arts 1A is an introductory level performance based course designed to expose students to the theatrical arts. This is done through rigorous performance oriented training: acting exercises, structured improvisation, monologues and group scene work. Assignments will also expose students to reading plays, textbook theory, playwriting, theater history, stagecraft, costuming and makeup. Emphasis is placed on the collaborative nature of the theatrical arts which requires creativity, dedication, personal responsibility, and the ability to work as an ensemble. Participation in classroom performances is required. UC/CSU Approved Visual/Performing Arts

## **THEATER ARTS 1B: FUNDAMENTALS OF ACTING, PERFORMANCE AND PRESENTATION**

Grades 9-12

Credits 5/5

Prerequisite: A grade of “C” or better in Theater Arts 1A to advance to 1B

Theater Arts 1B is a performance oriented course designed to give students the basic tools and skills required in the art and craft of acting. Through performance exercises, structured improvisation, monologues and scene work, students exercise their imaginations and develop a sense of their bodies as expressive instruments. Assignments expand on topics introduced in Theater Arts 1A and include the study of works from classical and contemporary playwrights. Students will also develop their skills, knowledge, and understanding of public speaking and presentation. Emphasis is placed on the collaborative nature of the theatrical arts which requires creativity, dedication, personal responsibility, and the ability to work as an ensemble.

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## **THEATER ARTS 2 A/B: ADVANCED THEATRE ARTS II**

Grades 10-11

Credits 5/40

Prerequisite: Must have received an “A” in Theater Arts 1 A/B and permission of instructor (by audition/interview)

Theater Arts 2 A/B is a rigorous one year course for intermediate students who want to further their training in the theatrical arts through play production. Students who would like to participate in the school’s fall, winter and spring play productions must audition for this course. Requirements include stage performance as well as contributions in technical areas of play production: stage management, set construction, costumes, makeup, props, lights and sound. Emphasis is placed on the collaborative nature of the theatrical arts which requires creativity, dedication, personal responsibility, and the ability to work as an ensemble. Attendance at after school rehearsals and performances are a requirement of this course.

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## **THEATER ARTS 3 A/B: ADVANCED THEATRE ARTS III**

Grades 11 -12

Credits 5/40

Prerequisite: Must have received an “A” in Theater Arts 1 A/B and/or 2 A/B and permission of instructor (by audition/interview)

Theater Arts 3 A/B is a rigorous one year course for advanced theater students pursuing an intensified study of the theatrical arts through play production. Students who would like to participate in the school’s fall, winter and spring play productions must audition for this course. Requirements include stage performance as well as contributions in technical areas of play production: stage management, set construction, costumes, makeup, props, lights and sound. Emphasis is placed on the collaborative nature of the theatrical arts which requires creativity, dedication, personal responsibility, and the ability to work as an ensemble. Attendance at after school rehearsals and performances are a requirement of this course.

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## **THEATER ARTS 3 A/B: STAGECRAFT**

Grades 10-12

Credits 5/40

Prerequisite: Must have received an "A" in Theater Arts 1 A/B and permission of instructor

Stagecraft is a course designed to train students in the craft of technical theatre: stage management, props/set design and construction, lighting/sound design and operations, makeup design and applications, costume design and coordination. This is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way supporting West Ranch Theater play productions. Emphasis is placed on the collaborative nature of Theater Arts which requires creativity, dedication, personal responsibility, and the ability to work as an ensemble. Attendance at after school rehearsals and performances are a requirement of this course. UC/CSU Approved Visual/Performing Arts

## **VISUAL ARTS**

### **ART 1 A/B**

Grades 9-12

Credits 5/5

Prerequisite: "C" grade or better in Art 1A in order to move onto Art 1B or instructor approval

This course is an introduction to the visual arts including art concepts, techniques, art media and art history. Students will develop an appreciation for a variety of artists and art movements. Emphasis is placed on the elements and principles of design, creativity, individual voice, exploration and problem solving. Completion of this one-year program fulfills the UC/CSU Fine Arts requirement.

### **PAINTING AND DRAWING STUDIO A/B**

Grades 9-12

Credits 5/5

Prerequisite: Art 1A/B or showing previous work to instructor for approval. Painting and Drawing Studio B requires a "C" grade or better in order to continue or instructor approval.

This art course is designed to give students an advanced opportunity to gain a critical new view in observing, recording and interpreting their environment with creativity while building on their art skills. It provides an opportunity to develop an individual style through a variety of techniques and media. Emphasis will be placed on acquiring knowledge, producing artwork, communicating ideas and on forming a value system for art criticism. Creative problem solving, and creative expression will be strongly encouraged.

### **STUDIO ART (AP) – Drawing Portfolio**

Grades 11-12

Credits 10

Prerequisite: Art 1A/B and permission of AP instructor. Art 2D A/B is recommended.

This course will address a very broad interpretation of drawing and design issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. The student will expand visual communication through the exploration of design processes, composition, and aesthetic concepts, and develop mastery in concept, composition and execution of ideas.

The Advanced Placement Studio Art course requires students to develop a portfolio of 25-35 pieces of artwork that will be evaluated in three sections: quality, concentration, and breadth. UC Approved

### **STUDIO ART: 2-D Design (AP)**

Grades 11-12

Credits 10

Prerequisite: Art 1A/B and permission of AP instructor. Art 2D A/B is recommended.

This course will address a very broad interpretation of two-dimensional design issues that will involve purposeful decision-making about how to use the elements and principles of art in an integrative way. The student will expand visual communication through the exploration of design processes, composition, and aesthetic concepts, and develop mastery in concept, composition and execution of ideas. The Advanced Placement Studio Art course requires students to develop a portfolio of 25-35 pieces of artwork that will be evaluated in three sections: quality, concentration, and breadth. UC Approved

### **STUDIO ART: 3-D Design (AP)**

Grades 11-12

Credits 10

Prerequisite: Ceramics 1A/B and permission of AP instructor. Ceramics 2A/B is recommended.

This course will address a very broad interpretation of three-dimensional design issues that will involve purposeful decision-making about how to use the elements and principles of art as they relate to three-dimensional form, depth and space. The student will develop and demonstrate mastery in concept, form-making, composition and execution of ideas. The Advanced Placement Studio Art course requires students to develop a portfolio of 15-18 pieces of artwork that will be evaluated in three sections: quality, concentration, and breadth. UC Approved

### **AP ART HISTORY A/B**

Grades 9-12

Credits: 10

This class is designed to provide the same benefits to high school students as an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Through writing and discussion of readings, students examine and analyze major forms of artistic expression from the ancient past to the present. Many colleges and universities offer advanced placement and/or credit to a student who performs successfully on the AP Art History Exam. UC Approved

### **CERAMICS 1A**

Grades 9-12

Credits 5

This is an introductory course providing experiences in ceramics. Students will learn techniques in the areas of hand building, throwing, firing, and glazing. Emphasis will be placed on non-functional and sculptural aspects of the medium. UC Approved Visual/Performing Arts

### **CERAMICS 1B**

Grades 9-12

Credits 5

Prerequisite: "C" grade or better in Ceramics 1A or instructor approval

This is an intermediate course providing experiences in ceramics. Students will refine their techniques in areas of hand building, throwing, firing, and glazing. Emphasis will be placed on non-functional and sculptural aspects of the medium. UC Approved Visual/Performing Arts

### **CERAMICS 2A/2B**

Grades 10-12

Credits 10

Prerequisite: "C" grade or better in Ceramics 1A and 1B or instructor approval

Ceramics 2 is an advanced course that is designed to challenge the ceramic students in their thinking and understanding of the art of clay. Students will be working towards the completion of a ceramics portfolio with a concentration on creating independent style and mastering different techniques and craftsmanship. Art history and the critiquing process are an integral part of the ceramics process and will be incorporated in ceramics 2. Sketch books are kept to mark the progress made in all creative thought processes leading up to final projects. The object of this course is to allow students a broader and more expressive arena to work with clay. Students will be learning more wheel throwing and hand building techniques to improve on their skills and will be required to incorporate these techniques into their work. Students will be continually introduced to new ceramic artists to stimulate their ideas and cultivate new ones. UC Approved

### **DIGITAL PHOTOGRAPHY 1 A/B**

Grades 9-12

Credits 5/5

Prerequisite: "C" or better in Photography 1A for Photography 1B or instructor approval

This course is designed to give students a thorough understanding of digital photographic techniques and equipment. Emphasis will be on composition, communication, tonality and image manipulation. Students will increase their visual awareness and their ability to read images. Historical and contemporary photography will be analyzed and discussed. The digital camera, imaging software, scanners and digital output will be covered. UC Approved

### **DIGITAL PHOTOGRAPHY 2A/B**

Grades 10-12

Credits 5/5

Prerequisite: Adjustable 35mm camera and a "C" grade or better in Photo 1A and B or previous experience and instructor approval

This course is designed for the student who completed Photo 1A and 1B. New skills developed will include advanced camera operation, twin lens reflex, medium format SLR, the application of color theory, and color slides. Photography 2B will intensify instruction in these areas and will emphasize portfolio preparation. UC Approved

### **VIDEO PRODUCTION 1A**

Grades 9-12

Credits 5

This course will provide an understanding of all aspects of the film and television industry while learning how to produce videos. Students will be trained in the use of digital cameras, computer editing, script writing, and story boarding. Students will learn the basic steps needed to produce their own video projects. Projects will include a commercial, public service announcement, interpreting literature into video and recreating a scene from a movie. Emphasis will be placed on the understanding of how to use digital editing. UC Approved

## **VIDEO PRODUCTION 1B**

Grades 9-12

Credits 5

Prerequisite: Completion of Video Production 1A with a “C” or better.

Students will learn the more advanced techniques of video production in preparation for a career.

Students will be learning the various stages of producing a new story and writing their own mini-documentary. Students will also learn about the movie making industry as they create various forms of productions and end the semester writing their own short subject. UC Approved

## **GRAPHIC DESIGN A/B**

Grades 9-12

Credits 5/5

Prerequisite: Graphic Design B requires a "C" grade or better in order to continue or instructor approval.

This is an introductory 2-dimensional design and composition course with emphasis on the elements and principles of art & design. Students explore visual communication, self-expression, and creative problem solving through the creation of commercial, interactive and fine art. Students apply the creative process in each assignment: Research, Thumbnails, Comprehensive Rough, Critique, and Final Version. Students use hand skills along with various graphics software such as: Adobe Illustrator and Photoshop to solve the creative problems presented. The acquisition of skills, creative problem solving, and creative expression, through a professionally presented message, will be the focus. UC Approved



# Mathematics

The mathematics curriculum is designed to benefit both the student who plans to enter a mathematics-related occupation as well as the student whose objectives do not require a strong background in mathematics. The program encompasses a complete college preparatory sequence of classes, together with classes designed to bring the student to a satisfactory level of competence in basic mathematical skills. The ultimate goal is to provide each student with the best mathematics education possible. Placement may be adjusted to meet the student's needs with the approval of the teacher, parent, and counselor.

**California Senate Bill 1354 states that beginning with the class of 2004, completion of Algebra is a requirement for graduation from high school.**

## **Possible Career Objectives for the Student with Mathematics Training**

Accountant	Financial Analyst
Actuary	Mathematician
Banker	Physicist
Business Manager	Statistician
Computer Scientist	Stock Broker
Economist	Systems Analyst
Engineer	Teacher
Appraiser	Assessor
Auditor	Budget Analyst
Computer Programmer	Controller

### **ALGEBRA 1A/B**

Grades 9-12

Credits: 10

Prerequisite: A grade of "C" or better in Math 8 or placement test results

This class is a year-long Algebra course that covers functions, inequalities, systems of equations and inequalities, polynomials, quadratics, exponential functions and statistics. The class is designed primarily for freshmen entering high school who have not completed the Algebra requirement in junior high.

Students in this class will develop algebraic thinking and problem solving skills and will build the necessary foundation for the upper level math electives. UC Approved

### **ALGEBRA 1A/B (HONORS)**

Grades 9-12

Credits 10

This class is a year-long Honors Algebra course and will cover Common Core Algebra Standards, some Pre-calculus concepts, and build the necessary foundation for the upper level math Common Core honors curriculum and AP Calculus. Students who master Honors Algebra 1 will gain experience with relationships between quantities, reasoning with equations and their graphs, vectors and matrices (Pre-

calculus), linear and exponential functions, polynomials, quadratic expressions, complex numbers and their transformations (Pre-calculus), descriptive statistics, and modeling.

### **ALGEBRA 1 PREP**

Grades 9-12

Credits 5

Algebra 1 Prep is a one semester course in which we strengthen and reinforce mathematical content and concepts that are critical for success in Common Core Algebra 1, and build the necessary foundation for the upper level math in the Common Core curriculum. Students who master Algebra 1 Prep will gain experience with manipulating integers and fractions, graphing and writing equations of lines, solving equations, graphing and solving systems of equations, and solving word problems.

### **STRATEGIC MATH A/B**

Grades 9 - 12

Credits 5/5

Strategic Math Acceleration is designed for students who are not fluent in basic math skills or who have significant gaps in procedural skills involving fractions, decimals, and percents. Students targeted are 1) those who are/were marginal or unsuccessful in-Pre Algebra, Algebra 8, or Algebra A 2) those students who were unsuccessful in math during elementary school, or 3) English Learners who have significant gaps in math achievement. Students who need remediation will tend to perceive their low abilities to be unchangeable, expect to fail in the future, and give up readily when confronted with difficult tasks. Their continued failure tends to confirm their low expectations of achievement, which perpetuates a vicious cycle of additional failure. By explicitly teaching them the study tools necessary to participate actively during class and to complete homework or study independently outside of class, students will see steady measurable progress, showing them that whatever difficulties they might have had in the past, they are learning mathematics now. Successful completion of this course ensures that students have both the academic and behavioral skills necessary to successfully complete a rigorous algebra course.

### **INTERVENTION MATH**

Credits 5 (Elective Credit Only)

Intervention Math is a required parallel support class for 9th grade students who experience challenges in Mathematics. Students are selected for this required parallel class based on their standardized assessments, grades/progress reports, and other data from their 8th grade year. The Intervention Math class is taken in 9th grade in tandem with a Math Department course offering and is designed to address each individual student's challenges to bridge the gap in their performance.

### **GEOMETRY 1 A/B**

Grades 9-12

Credits 10

Prerequisite: A grade of "C" or better in Algebra 1 A/B. Incoming Freshmen placement will be determined by the combination of the district placement test and previous course grade. This course covers the basic concepts of two and three-dimensional Geometry. The course stresses inductive and deductive reasoning, formal logic, and proof. An understanding of postulates, theorems, and definitions will be interwoven through all strands of the course.

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## **GEOMETRY 1 A/B (HONORS)**

Grades 9-12

Credits 10

Prerequisite: A grade of "B" or better in Honors Algebra 1, or a grade of "A" with a 95% test average AND teacher recommendation in CP Algebra 1. Incoming freshmen placement will be determined by the combination of the district placement test and previous course grade. Students coming in from CP Algebra 1 must also complete the Bridge to Honors Geometry Summer school class.

This course covers the topics in Geometry 1 A/B at an accelerated rate and in greater depth as well as covering the Common Core Plus Standards. Students must earn a "B" or better at the semester grading period to continue in Honors Geometry, and a "B" or better at the end of the year to continue onto Honors Algebra II/Trig. UC Approved.

## **GEOMETRY PREP**

Grades 9-12

Credits 5

Geometry Prep is a one-semester spring course focused on preparing students to re-take Geometry during the following fall semester. This course covers the pertinent prerequisite Algebra skills essential for success in Geometry, as well as the introductory Geometry topics discussed in Geometry 1A. A focus is placed on the beginning California Common Core Standards for Geometry, and the course aims to further develop student's mathematical proficiency through the Common Core Standards for Mathematical Practice. An emphasis is also be placed on aspects of the Geometry sequence that lend well to real-world applications.

## **ALGEBRA 2/TRIGONOMETRY A/B**

Grades 9-12

Credits 10

This class is a year-long course open to students who have successfully completed Algebra I and Geometry with a grade of C or higher. In this course, we will cover the key California Common Core Standards for Mathematics and further develop your student's mathematical proficiency through the Common Core Standards for Mathematical Practice. Mastering these topics is preparation for Pre-Calculus and AP Calculus.

## **ALGEBRA 2/TRIGONOMETRY A/B (HONORS)**

Grades 9-12

Credits 10

Prerequisite: A grade of "B" or better in Geometry 1 Honors and/or teacher recommendation and scoring 90% on the Algebra 2/Trig placement exam.

This course covers the topics in Algebra 2/Trigonometry A/B at an accelerated rate and in greater depth. UC Approved

## **ALGEBRA 2 PREP**

Grades 9-12

Credits 5

This is a one semester Spring course open to students who have successfully completed Algebra 1 with a grade of C or better or who do not have a Spring math course (for one of the following reasons: failed Algebra 2A, completed Algebra C or Geometry C in the fall). The purpose of this course is to give students the opportunity to strengthen their Algebra skills and reinforce the concepts of Algebra 1 that are essential for success in Algebra 2, college placement exams, and to perform well on the state exams in

Algebra. The topics covered are Solving Equations and Inequalities, Graphs of Linear Equations and Inequalities, Systems of Equations and Inequalities, Polynomials and Exponents, Quadratic Functions.

### **PREPARATION FOR ADVANCED MATHEMATICS A/B**

Grades 11-12

Credits 10

This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students that need math credits or that have traditionally struggled in the area of math and are looking to develop, reinforce, and maintain foundational concepts and skills. This course covers four Mathematics disciplines (Algebra, Geometry, Statistics, and Personal Finance) throughout two semesters.

### **PRE-CALCULUS A/B**

Grades 11-12

Credits 10

Prerequisite: A grade of "C" or better in Algebra 2/Trigonometry A/B

This elective course expands on the concepts learned in Algebra 2 and Geometry. It emphasizes, vectors, analytic geometry, functions, complex numbers, polynomials, logarithms, trigonometry, graphing, and limits.

UC Approved

### **PRE-CALCULUS A/B (HONORS)**

Grade 10-12

Credits 10

Prerequisite: A grade of "B" or better in Algebra 2/Trigonometry Honors and/or teacher recommendation.

This course covers the topics in Math Analysis A/B at an accelerated rate and in greater depth as well as early calculus topics of limits, derivatives, and integrals. UC Approved

### **CALCULUS A/B (AP)**

Grade 11-12

Credits 10

Prerequisite: A grade of "B" or above in Pre-calculus (Honors) and teacher recommendation.

This two-semester elective mathematics course covers polynomial functions, limits, differentiation, integration, exponential and logarithmic functions, inverse trigonometric functions, and analytic geometry. This course prepares students to take the Advanced Placement Calculus Examination for college credit. UC Approved

### **CALCULUS B/C (AP)**

Grade 12

Credits 10

Prerequisite: A grade of "B" or above in Pre-calculus (Honors) and teacher recommendation.

This two-semester elective covers the topics in Calculus A/B at an accelerated rate as well as the topics of sequences and series, parametric and polar equations. This course prepares students to take the Advanced Placement Calculus Examination for college credit. UC Approved

### **COMPUTER SCIENCE A/B (AP)**

Grades 11-12

Credits 10

Prerequisite: A grade of "B" or better in Algebra 2/Trig. Or Pre-Calculus, or instructor's permission

This, two semester elective emphasizes programming methodology with an emphasis on problem solving and algorithm development. Students will develop code programs using JAVA. This course prepares students for the “AP” exam. UC Approved elective only

### **STATISTICS A/B (AP)**

Grades 11-12

Credits 10

Prerequisite: Enrollment in or completion of Pre-Calculus and instructor recommendation.

This is a one year course in introductory probability and statistics. Students will learn procedures for collecting, organizing and analyzing data. Use of TI-83 graphing calculators and computers will be required. This course prepares the student to take the AP exam for collect credit.

UC Approved.

### **PERSONAL FINANCE**

Grades 11-12

Credits 5

Prerequisites: Successful completion of Algebra II/Trig

Personal Finance focuses on real-world financial literacy, personal finance, and business subjects.

Students apply what they learned in Algebra 1 and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, investments, insurance, and retirement planning. This course aligns to state standards as they apply to Personal Finance and adheres to the National Council of Teachers of Mathematics’ (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards. UC Approved

### **SURVEY OF STATISTICS**

Grade 11-12

Credits 5

Prerequisite: Must have completed Algebra II/Trig

Survey of Statistics is a one semester course presenting the fundamental concepts of statistics, including, descriptive statistics, correlation, the normal distribution, and hypothesis testing. One variable statistics as well as two variable statistics presented in the descriptive statistics unit are calculations done by hand as well as supplemented with technology (MS Excel, TI-84+ graphing calculators, and scientific calculators). Many topics in the course will be investigated in depth through small group activities, where students research a topic of interest, perform calculations aligning to the current lessons, and use their calculations to analyze current trends in the data. Students enrolled in Survey of Statistics will learn to think critically about real world data and to communicate its use.

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# Physical Education

The West Ranch High School Physical Education Department is committed to preparing their students to achieve and maintain a healthy active lifestyle. Students will be exposed to a number of activities that will enable them to gain knowledge of important concepts of movement, health and fitness. By teaching students skills and knowledge, they gain the appreciation and confidence to live healthy, active lifestyles.

## **Possible Career Objectives for the Student with Physical Education Training**

Athletic Coach	Recreational Leader
Athletic Equipment Handler	Sporting Goods Salesperson
League Manager	Sports Journalist
Physical Therapist	Sports Doctor
Physiologist	Sports Psychologist
Professional Athlete	Teacher
Referee	Sportscaster

## **AEROBICS**

Grade 10-12

Credits 5-40

Students will develop an understanding and working knowledge of aerobics exercise routines including: warm-up, aerobic exercise, body toning and cool down. Developing the efficiency of the heart and lungs, burning more calories and controlling the percentage of body fat are the primary goals of the course. Participants will also learn the basics of strength training and nutrition.

## **PHYSICAL EDUCATION 9 A/B**

Grade 9

Credits 5-10

This is a year course for incoming 9<sup>th</sup> graders that provides an introduction to different sports/activities in approximately five week sessions. Activities that may be included will be among the following: Fitness Circuits, Basketball, Flag Football, Soccer, Softball, Volleyball, Badminton, Street Hockey, and Body Conditioning. All 9<sup>th</sup> grade students will participate in the California State Physical Fitness Test (PFT). Grading is based on 60% participation, 30% fitness, and 10% written. Dressing and participation is a major factor.

## **GENERAL PE**

Grade 10-12

Credits 5-40

General PE is a semester course. This physical education course focuses on developing a personal fitness plan, movement skills, and principles related to individual and dual activities, outdoor education, and analysis of movement. Student will develop an in-depth understanding in order to design a personal life-long activity plan. Participation may be in the following sports: Basketball, Flag Football, Soccer,

Softball, Volleyball, Badminton, Street Hockey, Body Conditioning. Grading is based on 60% participation, 30% fitness, and 10% written. Dressing and participation is a major factor.

## **BODY CONDITIONING**

Grades 10-12

Credits 5-40

Prerequisite: Participant on an athletic team

Body Conditioning will help you shape up and tone up your muscles using a variety of weights with high repetitions and is great for muscle definition and strength. In our Body Conditioning classes we use a variety of weights including dumb bells, kettlebells, power bags and medicine balls as well as body weight exercises. Our Body Conditioning Instructor works alongside you demonstrating and advising you on the exercises and correct techniques to ensure that you have a safe and fulfilling workout.

## **FRESHMAN CHEERLEADING**

Grade 9

Credits 5

Prerequisite: C or better in eighth grade physical education.

Freshman Cheerleading is a one-semester class offered in the fall of the ninth grade year. In order to maximize participation, uniform costs will be kept to a minimum. Members of the cheer squad will learn routines, support athletic teams, and participate in rallies, school activities, and community events. Due to the time commitment required, members may not participate in another sport. Participation on the squad requires excellent health and stamina. Participation in practices and performances is mandatory and considered to be a part of the course requirements.

## **JV/VARSITY CHEERLEADING**

Grades 9-12

Credits 5-35

Prerequisite: 9<sup>th</sup> grade spring semester through the fall semester of twelfth grade - Selection by a panel of judges

Members of the cheer squad will learn routines, support athletic teams, and participate in rallies, school activities, and community events. The term of commitment to the cheerleading squad runs from January through the following December. Due to the time commitment required, members may not participate in another sport. Participation on the squad requires excellent health and stamina. Participation in practices and performances is mandatory and considered to be a part of the course requirements.

## **DANCE TEAM (Dance Production)**

Grade 9-12

Credits 5-40

Prerequisite: Selection by a panel of judges

The dance team is a precision-oriented performance and competitive ensemble. Utilizing dance moves and original choreography, the team visually interprets selected musical repertoire. Participation in rehearsals, performances and competitions is mandatory and considered to be a part of the course requirements.

## **FLAGS AND BANNERS**

Grades 9-12

Credits 5-40

Prerequisite: Permission of the instructor

The team is a pageantry-oriented performance ensemble. This group visually interprets selected musical repertoire utilizing basic dance moves, original choreography, and traditional marching techniques, including use of props. The team performs both as an auxiliary unit of the marching band and as a separate unit. Participation in rehearsals and performances is mandatory and considered a part of the course requirements.

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## **INTERSCHOLASTIC ATHLETIC TEAMS**

Grades 9-12

Credits 2.5-40

Prerequisite: Permission from the head coach.

### FIRST SEMESTER

Fall teams include: cross country, football, girls' golf, girls' tennis, and girls' volleyball

Winter teams include: soccer, basketball

### SECOND SEMESTER

Spring teams include: baseball, boys' tennis, boys' volleyball, boys' golf, softball, swimming, track and field, Lacrosse

\* Students enrolled in a Winter Sport must stay in the class during Quarter 2 and 3. Students will not be allowed to drop the class at the end of the season.



# Science

Two years of laboratory science are required for high school graduation. The two years must include course work in life science and physical science. Science courses are designed to provide laboratory experiences in the methods of science and to develop an understanding of the biological and physical world. The student develops an understanding and appreciation of the influence of science on modern society. Through laboratory experience, skills in the use of scientific equipment are developed. Through investigation, data are collected to allow interpretation of natural phenomena.

## **Possible Career Objectives for the Student with Science Training**

Aerospace Engineer	Dentist	Medical Researcher
Architect	Doctor	Mechanical Engineer
Astronaut	Ecologist	Molecular Biologist
Astronomer	Electrical Engineer	Nuclear Scientist
Biochemist	Environmental Engineer	Nurse
Biologist	Forester/Park Ranger	Physicist
Biomedical Engineer	Game Warden	Physical Therapist
Botanist	Geologist	Pharmacist
Chemical Engineer	Industrial Engineer	Paramedic
Chemist	Laboratory Technician	Teacher
Computer Designer	Materials Scientist	Veterinarian
Computer Scientist	Medical Technician	Zoologist

## **BIOLOGY 1 A/B**

Grades 9-12

Credits 10

Prerequisite: Concurrent enrollment in Algebra or higher and teacher recommendation

Biology 1A is designed to meet the needs of the university bound student. The course investigates life. It recognizes the recent advances made in the area of biochemistry and its contribution to the understanding of the life processes. The course begins at the molecular level and uses this molecular level as the thread that informs and unites. One of the basic unifying themes of this program is scientific inquiry. About one-third of the student's time is spent in the laboratory. Open-ended experiments help the student develop a critical and creative attitude toward inquiry. The student is given the opportunity to learn proper laboratory procedure, to record data, and to use some sophisticated equipment and techniques for purposes of investigation. UC Approved

## **BIOLOGY A/B (AP)**

Grades 9-12

Credits 10

Prerequisite: Concurrent enrollment in or completion of Geometry, recommendation of teacher and counselor, application and acceptance to course, and successful completion of summer assignments

Advanced Placement Biology is a one-year college course, which is designed to prepare students to take the Advanced Placement Biology Exam given nationwide each May by the College Board. Students earn college credit if they pass the exam. Topics covered in the course include molecules, cells, genetics, evolution, organisms and populations. Twelve multi-part labs complement the course material and include experiments on diffusion and osmosis, enzyme catalysis, mitosis and meiosis, photosynthesis, cell respiration, molecular biology, genetics of drosophilae (fruit flies), population studies, transpiration, circulatory physiology and primary productivity in aquatic systems. Advanced Placement Biology is an intensive course and demands much additional time from the student. Course materials are passed out in June before the course begins and a summer assignment is given. At least four Saturdays are designated for quiz bowl and lab. Evening study sessions are also held periodically during the year. Students must be prepared to devote many extra hours of home study and school time to succeed in this course. UC Approved

### **CHEMISTRY A/B**

Grades 10-12

Credits 10

Prerequisite: Prerequisite: Completion of Biology 1 with a grade of "C" or better and concurrent enrollment in Geometry or a more advanced mathematics course.

Chemistry is a rigorous lab based course in the physical sciences. The class is appropriate for students who have made a definite commitment to attend a university, as the material is difficult and the work demanding. A major goal of the course is to help the student develop a sound method of problem solving through the basic activities of science. The course explores atomic theory, the nature and phases of matter, chemical periodicity, the mole concept, models of atoms, energy, rate and equilibrium characteristics of chemical reactions, acid-base behavior, oxidation reduction, and chemical bonding in gases, liquids, and solids, organs and biochemistry.

UC Approved

### **CHEMISTRY A/B (AP)**

Grade 10-12

Credits 10

Prerequisites: Completion of AP Biology with a grade of "C+" or higher or Biology 1A/B with a grade of "A or B", concurrent enrollment in Algebra II or more advanced mathematics course or H Geometry with teacher recommendation. Advanced Placement Chemistry is a one-year college course that is designed to prepare students to take the Advanced Placement Chemistry Exam given nationwide each May by the College Board. Colleges may give credit to students who pass the exam with a 3 or higher. AP Chemistry teaches the student how to analyze and interpret data, to think analytically on the submicroscopic level and how to problem solve. Topics covered in the course are conservation of matter, atomic structure and models, stoichiometry, gas laws, electrochemistry, thermodynamics, reaction rates, periodicity, chemical bonding, kinetics, acids and bases, electrochemistry, solutions, equilibrium, nuclear reactions and organic chemistry. The student is expected to spend 60 to 90 minutes on Chemistry homework every night. A summer assignment will be given to students in May.

UC Approved

### **ASTRONOMY A/B**

Grades 10-12

Credits 10

Prerequisites: Completion of all science requirements with a grade of C or better, Alg. II

This course will explore the mysteries of space, stellar phenomena, properties of the solar system, astronomical tools, and the fate of the Universe. We will perform solar, lunar and stellar observations,

and multiple dynamic labs. First semester provides the foundation and background for astronomical study, with a lunar observation midterm. Second semester consists of studies of starlight and stellar properties. Launching a high altitude (weather) balloon is one large project this semester, in which students design experiments to fly to near-space. Students are entirely responsible for the design, launch and retrieval of the balloon and analysis of their results. Final projects will allow students to control a telescope from the Deep Sky Network, which controls and communicates with all global satellites. Students will choose their observing target (supernova remnants, nebulae, star clusters, etc.) and capture deep space images. Both of these projects are unique to West Ranch High School. UC Approved

### **ASTRONOMY A/B (HONORS)**

Grades 10-12

Credits 10

Honors astronomy is a hands-on course connecting Earth based phenomena to universal observations through unique projects and challenges. Students conduct a variety of space-based experiments, such as atmospheric sampling on a high altitude balloon, conducting research on the surface of Mars with the Mars Spaceflight Facility, building and coding CubeSats, and other space based experiments. Students also collect their own space-based data and perform observations through class owned and remotely operated telescopes from around the World. Students work with NASA scientists and produce publishable research, and culminate the year with our annual Space Symposium. UC Approved

### **ENVIRONMENTAL SCIENCE (AP)**

Grades 11-12

Credits 10

Prerequisites: Biology with a B or better, completion of 2 years of science (one life, one physical)  
AP Environmental Science is an interdisciplinary course that looks at humanity's effects on the environment using scientific principles and analysis. It includes a laboratory component, and it is designed to be the equivalent of a one-semester, introductory college course in environmental science. Topics of study include ecology, human population, energy use, land use, water use, agriculture, and pollution. The goals of the AP Environmental Science course are to prepare for the Advanced Placement Environmental Science exam given in May. It provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to examine alternative solutions for resolving and/or preventing them. UC Approved

### **PHYSICS A/B**

Grades 10-12

Credits 10

Prerequisites: Completion of Algebra 1 and at least either Geometry or Algebra 2 with a grade of "C" or better. Many scientists and engineers consider physics to be the most basic of all sciences. Physics teaches the student how to think analytically and how to problem solve. It includes the study of motion, forces, energy, heat, waves, light, electricity, and magnetism. Physics focuses on the development of models deeply rooted in scientific inquiry, in which mathematics is used to describe and predict natural phenomena and to express principles and theories. UC Approved

## **PHYSICS 1 A/B (AP)**

Grade 11-12

Credits 10

Prerequisites: Recommended minimum math level placement in Pre-Calculus, recommendation of teacher and counselor. Advanced Placement Physics 1 is a one-year college course that is designed to prepare students to take the Advanced Placement Physics Exam given nationwide each May by the College Board. Students may earn college credit or advance their admission chances based on their performance on the exam. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. UC Approved

## **PHYSICS C MECHANICS A (AP)**

### **PHYSICS C ELECTRICITY/MAGNETISM B (AP)**

Grades 11-12

Prerequisites: Recommended minimum math level placement in Calculus, successful completion of either Physics or AP Physics 1.

Advanced Placement Physics C is a one-year college course that is designed to prepare students to take the Advanced Placement Physics Exams given nationwide each May by the College Board. Students may earn college credit or advance their admission chances based on their performance on the exam. AP Physics C is a calculus based, college-level first course for future science majors.

*AP Physics C Mechanics* provides instruction in: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

*AP Physics C Electricity and Magnetism* provides instruction in: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

UC Approved

## **HUMAN ANATOMY AND PHYSIOLOGY A/B**

### **HUMAN ANATOMY AND PHYSIOLOGY A/B (H)**

Grades 11-12

Credits 10

Prerequisite: Completion of two years of high school science and a "C" or better in Biology or "B" or better in Bio/Chem.

Prerequisite for Honors: Teacher recommendation

Human Anatomy and Physiology is a two-semester course that will cover the basic structure and functions of the human body. The student will understand the organization of the body by studying the structure and function of cells, tissues, organs and organ systems. The student will also become familiar with the skeletal, muscular, integumentary, circulatory, respiratory, digestive, excretory, nervous, immune, endocrine and reproductive systems. This course is well suited for the student who has an interest in pursuing a career in the health related fields. There will be numerous hands on activities, labs, experiments and dissections. Also, diseases, medical tests, and health care career information will be included in the curriculum. UC Approved

## **MOLECULAR GENETICS (HONORS)**

Grades 11-12

Credits 5

Prerequisite: Completion of Biology with a grade of “B” or better (or) Completion of AP Biology with a grade of “C” or better

Molecular genetics is a one semester elective laboratory course for high ability 10-12 grade students who have completed general biology with a B or better. This course teaches biotechnology using genetic engineering. This course is designed to meet the needs of students who may be thinking about careers in the bio-medical fields or for the students who enjoy the challenges of the biological sciences. The students’ time is devoted to reading, lectures, laboratory sessions and one independent project. Students will understand modern techniques of biotechnology with genetics and will be able to see the versatility of the genetic code: DNA. Basic genetics concepts are reviewed, along with the structure of DNA.

Major biotechnology lab activities are performed included DNA electrophoresis gels, Polymerase chain Reactions, Restriction digests, and a DNA micro-array. Students will be prepared for any introductory college biotechnology course. UC Approved

## **MICROBIOLOGY (HONORS)**

Grades 11-12

Credits 5

Prerequisites: Completion of Biology with a grade of “B” or better (or) Completion of AP Biology with a grade of “C” or better

Microbiology is a one semester elective laboratory course for high ability students who have completed general biology with a ‘B’ or better grade and AP Biology with a ‘C’ or better and are in grades 11-12. This is a college level course using college text books. It is designed to meet the needs of students who may be thinking about careers in the bio-medical-health fields or for students unsure of their future career choices who enjoy the challenges of the biological sciences. This course is designed for students who show creative ability, independent thinking, and feel ‘at home’ in the laboratory. The students’ time is devoted to reading, lectures, laboratory sessions with critical thinking and analysis of the results, virtual labs, online projects, case studies with real life applications. The content includes, reviewing the organic compounds that make up living systems; the origin of life hypotheses and a thorough understanding of what makes a system living; cells and evolution; prokaryotic and eukaryotic cells; cell energy processes such as fermentation and respiration; the study of bacteria and how it affects every part of our lives; morphology of bacteria; growth cycles; spores; cysts; aerobic and anaerobic bacteria; Seventeen labs dealing with morphology, gram stain, negative staining, starch hydrolysis, hydrogen sulfide production, gelatin liquefaction, carbohydrate utilization, killing effects of ultra violet radiation; consumer bacteria, foods and dairy; bacteria and disease; disinfection and sterilization; culturing bacteria; identification of water contamination by coliform indicators. Extensive use of the research microscope will be employed and a general understanding of microscopy will be applied to the students’ laboratory skills. The final exam for the semester is a ten day lab session in which students, in their teams of two will separate, purify and identify two unknown bacteria.

UC Approved

## **MARINE STUDIES A (Physical Science) MARINE STUDIES B (Biological Science)**

Grades 10-12

Credit: 10

Prerequisites: Completion of Biology A/B, Earth Science A/B or Chemistry A/B and Completion or concurrent enrollment in Algebra. Marine Studies is a one year class that is designed to help students understand the mysteries of the ocean. The first semester is based on physical science requirements. This class uses labs to reinforce the understanding of the history of the ocean, plate tectonics, ocean floor

composition, ocean water properties, pressure, as well as wave dynamics. Second semester is based of life science requirements. Students will learn about the fundamentals of biology, zones of the ocean, micro-organisms, invertebrates, marine fish, reptiles, birds, and mammals. Through the use of labs (including dissection) the students will better understand the anatomical differences between varieties of organisms in the ocean. Students must complete Marine Studies A with a grade of “C” or better in order to move onto Marine Studies B. UC Approved.

## **HONORS MARINE BIOLOGY A/B**

Grades 11-12

Credit: 10

Prerequisites: Completion of Biology A/B and Earth A/B or Chemistry A/B.

This is a one-year course designed to introduce students with previous science experience to the many aspects of the ocean, careers in marine and how marine life is adapted to the environment.

This course will benefit students wishing to continue their education with an integrated approach to studying life science around a marine science theme. Students will learn about the formation of the earth and its oceans, investigate the ocean as a habitat for marine life, learn how organisms adapted to the marine environment and discuss current issues pertaining to the ocean and its organisms. Through labs, students will learn about the fundamentals of biology, zones of the ocean, protists, plankton, invertebrates, marine fish, reptiles, birds, and mammals. Students must complete the first semester with a grade of “C” or better in order to move onto Honors Marine Biology B. UC Approved.

# Social Studies

The social studies curriculum is designed to offer students the opportunity to learn about the world and their place in it, think critically, and read, write, and communicate clearly. History, civics and government, geography, and economics are integral in preparing students for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. It is our goal to provide all students with an engaging and relevant history-social science education that will shape how they participate in their world. (California History-Social Science Framework, adopted 2016)

## **Possible Career Objectives for the Student with Social Studies Training**

*The study of history prepares one for life in a global economy. Historical thinking skills are widely marketable. Students of history learn to think contextually, to recognize change over time, to grapple with the complexity of the human experience, and to distinguish cause and effect. The practice of empathy—working to understand the needs, beliefs, and emotions of people on their own terms—is an essential skill in a host of fields, from medicine to marketing.*

By John Fea - “The History Major: Opening Doors to Life in a Global Economy” in Careers for History Majors published by the American Historical Association - 2019

Archeologist/Anthropologist	Legislator
Biographer	Librarian
Cartographer	Media Producer/Researcher
Criminologist	Museum Curator
Cultural Resources Management	National Park Ranger
Diplomat	Police/Corrections Officer
Economist	Politician or Political Analyst
Financial Analyst	Psychologist
Geographer	Public Relations
Historian	Public Service Worker
Information Manager	Social Worker
Intelligence Officer	Sociologist
Investment Analyst	Teacher
Journalist	Urban Planner
Lawyer/Paralegal	Writer/Editor

## **10th Grade Graduation Requirement** (students choose one of the three options)

### **MODERN CIVILIZATIONS A/B**

Credits 10 UC Approved

Prerequisites: None

The tenth-grade course covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the important transition in

European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment. As students move through the years 1750 through the present, they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships. They explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. Students will study individual events and people in order to trace the development of even larger themes, such as the quest for liberty and justice, the influence and redefinition of national identity, and the right and responsibilities of individual citizens. The course will focus on the growing interdependence of peoples and cultures throughout the world by studying in depth the modern history and culture of Africa, Asia, Latin America, and the Middle East. Students will end the course with discussion and analysis of current world issues. Throughout the course, students will integrate document analysis, in depth critical thinking, and evidence based writing while practicing collaborative communication and exploring alternate opinions.

### **AP EUROPEAN HISTORY A/B**

Credits 10 UC Approved

\*May be taken as an elective by 11th and 12th grade students

Prerequisites: Application and successful completion of a summer assignment.

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. In addition, AP European History students will develop an understanding of how European history impacts our modern world, including expanding globalization and 21<sup>st</sup> Century outlooks. *This course is designed to enable students to achieve to the best of their ability on the AP European History Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

### **AP WORLD HISTORY: MODERN A/B**

Credits 10 UC Approved

\* May be taken as an elective by 11th and 12th grade students

Prerequisites: Application and successful completion of a summer assignment.

AP World History is designed to be the equivalent of a two-semester introductory college or university modern world history course. In AP World History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures; and



technology and innovation. *This course is designed to enable students to achieve to the best of their ability on the AP World History: Modern Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

### **11th Grade Graduation Requirement** *(students choose one of the two options)*

#### **U.S. HISTORY A/B**

Credits 10 UC Approved

Prerequisites: None

In this course, students examine major developments and turning points in American history from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding role of the federal government; economic developments and the role of organized labor; the role of the federal and state governments in regulating the economy and enacting reforms; the impact of technology on American society and culture; immigration, migration, and changing demographics; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and for women; the rights and responsibilities of citizenship; and the rise of the United States as a major world power and its changing role on the world stage. As students survey nearly 150 years of American history, they learn how geography shaped many of these developments, especially in terms of the country's position on the globe, its climate, and abundant natural resources. Students will examine questions such as how did the federal government grow between the late nineteenth and twenty-first centuries, what does it mean to be an American in modern times, how did the United States become a superpower, and how did the United States' population become more diverse over the twentieth century? Students will learn to source documents, corroborate ideas found in various documents, place primary source documents in their historical context, and closely read, analyze, and evaluate historical sources (including text-based, visual, audio, and media sources). During the course of the year, students will also examine American culture, including religion, literature, art, music, drama, architecture, education, and the mass media. The course includes a major focus on civic education, inquiry, and literacy.

#### **AP U.S. HISTORY A/B**

Credits 10 UC Approved

Prerequisites: Successful completion of summer assignments and prior Social Studies courses.

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. The course includes a major focus on civic education, inquiry, and literacy. *This course is designed to enable students to achieve to the best of their ability on the AP U.S. History Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

**12th Grade Graduation Requirement** (*students are required to take one semester of Government and one semester of Economics; students may choose either the regular or AP options*)

## **AMERICAN GOVERNMENT**

Credits 5 UC Approved

Prerequisites: None

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of American government. Students consider the role of and necessity for government as they think about: How much power should government have over its citizens? They consider how government can attain goals sanctioned by the majority while protecting its citizens from the abuse of power by asking: What are the trade-offs between majority rule and the protection of individual rights? They will review and expand their knowledge of the key elements of a representative form of democracy, such as the idea that the authority to govern resides in its citizens. They will compare the democratic system with authoritarian regimes of the past and today to understand the unique nature of American constitutional democracy. Their study will be grounded in the understanding that all citizens have certain inalienable rights such as due process, what to believe, and where and how to live. This course is the culmination of the civic literacy strand of history–social studies that prepares students to vote and to be informed, skilled, and engaged participants in civic life.

## **AP U.S. GOVERNMENT AND POLITICS**

Credits 5 UC Approved

Prerequisite: C or higher in U.S. History OR teacher approval is required

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. *This course is designed to enable students to achieve to the best of their ability on the AP U.S. Government and Politics Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

## **ECONOMICS**

Credits 5 UC Approved (College-Prep “G” Elective)

Prerequisites: None

The study of twelfth-grade economics provides students with a unique opportunity to consider the impact of choice on individuals, groups, and institutions. It offers a lens to understand and analyze human behavior, and it builds a student’s ability to make informed decisions based on relevant economic information such as an analysis of costs and benefits; the trade-offs between consumption, investment, and savings; the availability and allocation of natural resources; the distribution of resources among investors, managers, workers, and innovation; the role of the government in supporting, taxing, and investing in industries; and human and physical capital. Understanding how the economy functions and how economic reasoning can inform decision making will provide students with the tools to become financially literate and independent.

## **AP MACROECONOMICS**

Credits 5 UC Approved (College-Prep “G” Elective)

Prerequisite: C or higher in U.S. History OR teacher approval is required

This course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. *This course is designed to enable students to achieve to the best of their ability on the AP Macroeconomics Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

## **Social Studies Electives**

### **AP HUMAN GEOGRAPHY A/B**

Grades 9-12

Credits 10 UC Approved (College--prep “G” Elective)

Prerequisites: Successful completion of summer assignments. It is recommended that 9th Grade students be concurrently enrolled in Honors English 9A/9B.

The primary focus of this elective class is to develop geographic literacy and provide a college course in geography to high school students who are academically ready for this challenge. The topics covered are the nature and perspectives of geography, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Understanding human geography and individual roles in the continuing saga of our patterns of land and resource use enlightens students to the world around them and their place in the global community. Advanced Placement Human Geography is a demanding course and requires additional time from students. Students must be prepared to devote extra hours of study to succeed in the class and on the AP Human Geography exam given in May. *This course is designed to enable students to achieve to the best of their ability on the AP Human Geography Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

### **SOCIOLOGY**

Grades 10-12

Credits 5 UC Approved (College-Prep “G” Elective)

Prerequisites: None

This is a foundational course that provides students with an overview/introduction of the theories and principles of human interaction. “Sociology is the study of social life, social change, and the social causes and consequences of human behavior,” (ASA). This course requires student involvement and participation in gaining an understanding about Social Phenomena, Sociological Perspectives, Social Structures, Social Relationships, Social Stratification, and Methods of Inquiry/Scientific Data. While the course focuses on American Society frequent use of global examples are incorporated.

## **PSYCHOLOGY**

Grades 11-12

Credits 5 UC Approved (College-Prep “G” Elective)

Prerequisites: None

This course provides a general introduction to basic psychological principles focusing on human behavior. The topics covered require student involvement and participation in gaining an understanding about themselves and those around them through discussions, student reports, and video presentations. Student reports cover topics such as dreams, autism, hypnosis, phobias, eating disorders, and obsessive compulsive disorders..

## **AP PSYCHOLOGY A/B**

Grades 11-12

Credits 10 UC Approved (College-Prep “G” Elective)

Prerequisites: C or higher in 10th and 11th grade social studies courses OR teacher approval is required.

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning, cognitive psychology, developmental psychology, motivation, emotion, and personality, clinical psychology and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. *This course is designed to enable students to achieve to the best of their ability on the AP Psychology Examination. Students may earn college credit based on student achievement on the AP exam and individual college or university policy.*

# World Languages

West Ranch High School is devoted to promoting the expanding diverse society of today. All students will acquire fundamental interpersonal, interpretive and presentational skills in the target language that they choose. Students who continue their studies will develop their knowledge and understanding of their chosen world language and culture. Students who complete four years of their chosen language at West Ranch High School will receive the Bilingual Seal on their diploma.

With the ever-expanding online community and global connection, knowing a second language has become an increased asset. In the United States, knowing a second language has become a marketable skill that can be used for job applications, colleges, and future career opportunities.

## **Possible Career Objectives for the Student with Foreign Language Training**

Airline Flight Attendant	Hotel Industry Personnel
Bilingual Aide	Human Resources Officer
Business Representative, Overseas Officer	Interpreter
Court Reporter	Journalist
Cultural Anthropologist	Law Enforcement Officer
Customs Agent	Nurse
Department Store Personnel	Social Worker
Diplomatic Corps Member	Teacher
Doctor	Tour Director
Exporter/Importer	Translator
Hotel Industry Personnel	

## **AMERICAN SIGN LANGUAGE 1 CP A/B**

Grades: 9 – 12

Credits: 10

Prerequisite: “B” or better in English courses.

This introductory level course teaches students required skills and knowledge needed to sustain and navigate in interpersonal settings. Students will also begin to develop their interpretive and presentational skills. There will also be a focus on the products, practices, and perspectives of American Deaf culture. UC Approved

## **AMERICAN SIGN LANGUAGE 2 CP A/B**

Grades: 10 – 12

Credits: 10

Prerequisite: Successful completion of ASL 1A/B with a grade of “C” or better

This continuation course focuses on the continual development of the interpersonal, interpretive, and presentational skills of the student. Students will also focus on analyzing society, history, education, and more from a Deaf lens or perspective. UC Approved

### **AMERICAN SIGN LANGUAGE 3 CP A/B**

Grades: 11 – 12

Credits: 10

Prerequisite: Successful completion of ASL 2A/B with a grade of “C” or better

This continuation course allows students to plan and develop their interpersonal, interpretative, and presentational skills. Students will drive the course and the development of their language knowledge and abilities. Students will look at language from a linguistic perspective and will look into possible future career opportunities. UC Approved

### **FRENCH 1 A/B**

Grades 9-12

Credits 10

Prerequisite: A “B” or better in English courses.

This introductory course teaches communication in the French language through a balanced focus on the listening, speaking, reading, and writing skills. Emphasis is placed on learning about the customs and lifestyles of the French-speaking world. Successful completion of French 1A with a grade of “C” or better at the semester is required to continue with French 1B. UC Approved

### **FRENCH 2 A/B**

Grades 10-12

Credits 10

Prerequisite: Completion of French 1 with a grade of "C" or better

A continuation of French 1, this course is designed to further develop the skills of oral and written communication in French using more complex grammatical structures and vocabulary. Students will continue their study of French language and French culture. Successful completion of French 2A with a grade of “C” or better at the semester is required to continue with French 2B. UC Approved.

### **FRENCH 3 A/B**

Grades 10-12

Credits 10

Prerequisite: Completion of French 2 with a grade of "C" or better

This college preparatory course is designed to further develop the skills of oral and written communication in French by having the students continue to speak and write the language at an intermediate/advanced level. Students will continue their study of French language and culture, and they will increase their reading skills through literature. Successful completion of French 3A with a grade of “C” or better at the semester is required to continue with French 3B  
UC Approved

### **FRENCH A/B (AP)**

Grades 11-12

Credits 10

Prerequisite: Completion of French 3 with a grade of "C" or better

The French AP course is designed to prepare students for the AP French Language Exam. It provides students with a communicative ability in French language and the equivalent of a third-year college course in French. Emphasis is placed upon the development of student's ability to express himself or herself in French, both orally and in writing, coherently, resourcefully, and with reasonable fluency and accuracy. UC Approved

### **SPANISH 1 A/B**

Grades 9-12

Credits 10

Prerequisite: A “B” or better in English courses.

This introductory course in Spanish is designed for those who are preparing for college entrance or who want to lay the groundwork for extensive study of Spanish. The language's basic grammatical structure and vocabulary are taught through practice in reading, writing, listening, and speaking. Successful completion of Spanish 1A with a grade of “C” or better at the semester is required to continue with Spanish 1B. UC Approved

### **SPANISH 2 A/B**

Grades 9 – 12

Credits 10

Prerequisite: Completion of Spanish 1 with a grade of “C” or better

This course emphasizes using the language in the present and past tenses as well as the introduction of more complex grammatical structures, such as subjunctive mood and commands. Conversational Spanish is stressed as in Spanish 1. Successful completion of Spanish 2A with a grade of “C” or better at the semester is required to continue with Spanish 2B. UC Approved

### **SPANISH 3 A/B**

Grades 10-12

Credits 10

Prerequisite: Completion of Spanish 2 with a grade of "C" or better or teacher recommendation

This course consists of practice in speaking, reading, and writing Spanish with increased emphasis on reading, writing, vocabulary building, and further study of the language structure. Students will read cultural material that will be used as a basis for conversation and writing. Successful completion of Spanish 3A with a grade of “C” or better at the semester is required to continue with Spanish 3B. UC Approved

### **SPANISH LANGUAGE A/B (AP)**

Grade 11-12

Credits 10

Prerequisite: A grade of “C” or higher in Spanish 3 A/B or Spanish Speakers 1 A/B, and teacher or department recommendation.

This course will prepare students for the AP Spanish Language exam, i.e., helping them to achieve proficiency in listening comprehension, reading comprehension, speaking and writing; which includes grammar, vocabulary and culture. Students will also understand lectures in Spanish, participate actively in discussions, increase their confidence and hopes for the future success in achieving as much as they can presently. This course is comparable to a third year university course. The main goal is to develop students' communication skills in Spanish, thru conversations and compositions. UC Approved

### **SPANISH FOR SPANISH SPEAKERS 1A/B**

Grade-9-12

Credits 10

This course is designed for students who speak or understand the spoken language, but have never studied Spanish in a classroom setting. Students will further explore the five C’s communication (*speaking, listening, reading, writing*) culture (*understanding of the people, practices, products and perspectives*), connections (*with other subjects areas*), comparisons (*own*

*culture/language with another*), and communities (*using language beyond the school setting for personal and career development*) at the advanced proficiency level. Students will extend learning to include literature such as short stories, news articles and cultural readings. In addition, students will develop a deeper knowledge base in advanced grammar and vocabulary to allow for more complex and fluent communication, both oral and written, in a real world setting.

UC Approved



# English Language Acquisition

When students arrive in the Wm. S. Hart Union High School District, they are given a home language survey. Students will be given an Initial Assessment if: the student has a primary language other than English, the student has not taken the ELPAC before, and the student has not been classified before as an English learner. The Initial Assessment is used to identify a student as either an English learner who needs support to learn English, or as proficient in English. Students are given the Initial Assessment within 30 days of when they enroll. Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient. Identifying students who need help learning in English is important, so students can get the extra help they need to do well in school and access the full curriculum.

## **ACHIEVE A/B**

Grades 9, 10, 11, 12

Credit 10-40

Prerequisites: Assessment

Achieve is a Designated ELD course to support English Learners with grade-level content. This course will provide an opportunity during the regular school day to support language development, meaning making, effective expression, foundational skills, and content knowledge across the content areas so that students can reclassify. Achieve will provide a time for students to focus on the language of the content areas in ways that are closely aligned with what is happening in instruction. Students will have access to technology in order to conduct research and support their own learning when necessary. Students will also receive a broad exposure to literacy in other avenues, such as attending site theatre productions, on campus college presentations, and community speakers. Students will: practice speaking, listening, reading and writing in all content areas; practice academic vocabulary in all content areas; come prepared with questions in content areas; work collaboratively with peers and adults and actively participate in daily activities; be able to think critically, make connections, and understand content material through speaking and writing.

# Special Education

Students with a documented diagnosis of a disability may qualify for one of our special education programs (SPED).

**RESOURCE SPECIALIST PROGRAM (RSP)** Resource Specialists work with Resource students in Learning Strategies classes and in their general education classes. The goal of this program is for the student to remain in the general education setting, with monitoring and assistance as needed.

**SPECIAL DAY CLASS CORE CURRICULUM (SDCCC)** In this program, students receive Common Core Standards instruction in English, Math, Science, and Social Studies by teachers with special training and subject matter competency. The student/teacher ratio is lower than that of the general education classes in order to maximize the educational and transitional preparedness for post-secondary schooling/living.

**SPECIAL DAY CLASS EMOTIONAL/BEHAVIORAL NEEDS (SDCED)** SDCED program facilitators provide instruction and support to students whose emotional and/or behavioral challenges interfere with their ability to learn or maintain personal relationships. The goal of the program is to provide students with access to the Common Core Standards in select content areas through a positive behavioral support approach.

**SPECIAL DAY CLASS AUTISM HIGH FUNCTIONING (SDAHF)** Common Core academic core classes, in subject areas required for graduation, will be provided to students in the SDAHf program. These classes will be organized based on student enrollment and academic/subject matter needs. The student/teacher ratio is lower than that of the general education classes in order to maximize the educational and transitional preparedness for post-secondary schooling/living.

## **BASIC MATH APPLICATIONS A/B**

Grades 11-12

Credits 10

This course prepares the student who needs either math or elective credits or to maintain exposure to math during their senior year, for life beyond high school by applying math skills to real-life situations. Students will learn how to research jobs, housing, and other expenses. They will learn how to budget, pay bills, balance a checkbook, prepare income taxes, and will learn the benefits of saving money instead of accruing credit card debt. Students will also learn how to work collaboratively with their peers while researching various topics in which math relates to science, social studies, language arts, art, and sports and recreation.

## **PROGRAM FOR THE EDUCATION AND ENRICHMENT OF RELATIONAL SKILLS (PEERS)**

PEERS is a research based program that comes out of UCLA. Each class covers a structured skill and provides students with the opportunity to practice this skill. Topics include appropriate conversations, speaking on the phone, handling rejection, and appropriately using humor.

## **YES I CAN**

Yes I Can is an elective designed to build upon and enhance the social skills that are an area of need for our students. In Yes I Can you will improve your people skills, develop leadership skills, learn mentoring skills, learn social inclusion techniques, have service learning opportunities, and tackle everyday teen issues. The class consists of classroom instruction as well as activities, some of which may occur outside school hours. The class provides a place where peers can connect as individuals, rather than as labels or stereotypes, where the unique abilities and gifts of each person can be truly appreciated.

## **TRANSITION PARTNERSHIP PROGRAM - CLASS COMPONENT**

The Transition Partnership Program (or TPP) is a collaborative contractual agreement between the William S. Hart UHSD and the California Department of Rehabilitation (DOR). It involves cooperative activities between the two agencies. In order to enter the program, a student must meet DOR criteria (including being within two years of exit from the Hart District), be recommended and accepted through an established process at their school site, and most importantly, have a "personal desire" to participate. The TPP Class is one component of the program. It includes activities that address the following five areas as they apply to employment and careers: Self-awareness, Understanding of available resources, Where and how to look for employment, How to apply for and gain employment, and on-the-job issues.

## **WORKFORCE PREP**

Career Visions offers students with documented disability diagnoses strategies for securing long term employment in today's competitive work environment. Sponsored in part by California's Department of Rehabilitation, students enrolled should express a desire to gain work experience prior to exiting high school. The course will enable students to:

- Identify personal interests and abilities as they relate to potential career areas.
- Experience various job environments first hand.
- Conduct an effective search for employment.
- Fill out a job application and resume with cover letter.
- Successfully proceed through a job interview.
- Understand appropriate work site behavior.
- Identify other job related concerns such as money management.

# Special Interest Courses

## **AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

Grades 9-12

Credits 5-40

Prerequisite: Passing grade in all previous J ROTC courses

As a leadership laboratory, cadets are responsible for running the core; leadership, discipline, citizenship, and academics are stressed. Students learn about military courtesies, customs, and command structures. All cadets have opportunities to participate in activities such as field trips to military bases, flights on military aircraft, military balls, and community service. Cadets wear the Air Force uniform during the school day once per week. This course is held on the campus of Valencia High School.

**Science credit:** Topics studied include science of flight, space exploration, history of flight and air power, weather, and flight physiology.

**P.E. credit:** Cadets may try out for teams: Color Guard, Drill Team, or Rifle Team. Teams compete at drill meets and parades, and perform at school and community functions.

## **HEALTH FOR LIVING**

Grades 9 -12

Credits 5

This semester course focuses on the core concepts of the California Health Frameworks. Specifically it is designed to present students with facts and information concerning wellness, physical fitness, nutrition, mental and emotional health, tobacco, alcohol and drug addictions, diseases, sex education including sexually transmitted disease and AIDS. (Graduation Requirement)

## **JOURNALISM - Introduction to Journalism**

Grades 9-12

Credits 5-40

Prerequisite: A "B" or better in English classes already completed; teacher recommendation, no D's or F's in any class, keyboarding recommended

Students will learn the skills involved in journalistic writing and be exposed to practice of print journalism. Passing this course will enable students to explore other options in the field of mass communications including, but not limited to, broadcast journalism, advertising, public relations, photography, and graphic design. Stories written by students in this class will appear in the school newspaper. Students may use this course to meet either their Fine Arts or Practical Arts, graduation requirement. This course also fulfills the UC "G" elective" requirement and the Cal State elective requirement. This course is the first in the Journalism/Mass Communications Career Path. **UC Approved "G" Elective Only**

## **STUDENT GOVERNMENT (Associated Student Body - ASB)**

Grades 9-12

Credits 5-40

Prerequisite: Permission of instructor

Student Government is a required course for all students who are members of the ASB Executive Council. Course objectives deal with improving leadership skills, problem solving, publicity, community relations, business negotiations, parliamentary procedure, public speaking, budgeting and finance, communication, activities, and program evaluation. The course content centers around general and specific areas of concern to student body, student activities, and up-to-date reports and discussions on matters presented in school board meetings, department meetings, and other school-oriented meetings.

## **STUDENT SERVICE**

Grades 9-12

Credits 5-10

Prerequisite: Permission of the office supervisor and/or teacher involved

This course provides a practical work situation wherein students help in the school offices or assist individual faculty members. Reliable school attendance and a sense of responsibility are required. The report card mark at each grading period will be Pass or Fail rather than a letter grade. Students may enroll in this course no more than two semesters.

## **YEARBOOK**

Grades 9-12

Credits 5-40

Prerequisite: Permission of instructor

The main objective of this course is to produce a quality yearbook for the school. A one-year commitment is necessary to accurately record the entire school year. Excellent opportunities are available to develop specialized interests in photography, journalism, and visual arts. **Not a UC Approved Course**

## **LIBRARY SCIENCE I/II**

Grades 9-12

Credits 5/10

Prerequisite: None for Library Science I

Prerequisite for Library Science II: Grades 10-12 and must have taken Library Science I

West Ranch Library provides information and various information services for the entire school-students, teachers and staff. The Library Science elective provides opportunities for students to sample the occupations in a library where today's librarian is a high-tech information sleuth, a master of mining cool databases (well beyond Google) to unearth the desired nuggets. Promotions created by library science students appear on West Ranch TV. This course focuses on the aspects of the occupation of being librarians; who are interested in developing and providing services, resources and materials that inform and entertain, interest in information research, preservation and instruction and most of all willing to connect people with a wide variety of value and belief systems to materials that represent multiple points of view.

## **YES I CAN – MENTOR CLASS**

Grades 9-12

Credits 10

Prerequisite: Students must be referred by a teacher or friend and interviewed by the Yes I Can teacher to join the class. Students must exhibit compassion, patience, kindness and flexibility. This is a year-long class; students should be committed to this time frame.

Yes I Can is a social inclusion course designed for students with and without disabilities. It focuses on understanding different disabilities as well as learning about self-determination, self esteem and teen issues. The mentors from this class will work with students in the other Yes I Can classes to build community and improve social skills.

## **COLLEGE AND CAREER SEMINAR**

Grade 9

Credits 5

Freshman Seminar provides a forum for students to discuss, explore and understand the vast career choices available to them. The course is designed to help students develop their interest in careers and to make connections between where they are now and where they plan to be in the future. This course creates the optimum opportunity for students to properly decide which cluster and pathway might be right for their future and provides them with detailed job descriptions, educational requirements, salary information, interviews with industry professionals and more. This course is aimed at providing students with the focus and preparation needed for a successful transition from high school to postsecondary studies, trainings and future career success. Students will leave the class with a better understanding of themselves and who they will become in the future.

# CAREER & COLLEGE READINESS PROGRAM (Formerly Known as ROP)

The mission of the Hart District Career and College Readiness Department is to provide rigorous career pathways and resources that prepare students to develop the academic and employability skills for the careers of tomorrow.

Many CCR classes are one year long and some CCR courses are the equivalent of two periods. If the course is held off-campus, more time may be involved in traveling.

Notes:

- CCR classes are open to West Ranch students, 16 years of age or older, and adults. Priority is given to High School seniors and juniors.
- CCR students may be allowed a reduced course load of (4) courses on campus if enrolled in an off-campus class and the student is on track for graduation.
- Credit in all classes is variable and based on actual attendance. Maximum credit possible is listed on CCR updated schedule.

<http://pathwaytomyfuture.org/students-parents/regional-occupational-programs>