Wheatland Union High School
Course Catalog

Board of Education

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Vision

Wheatland Union High School sets high standards for both students and staff using a collaborative system of support. We believe every student can obtain academic excellence. Students are given the tools necessary to enhance their work ethic, develop life skills, and utilize today’s technology to create college and career connections that have real world relevance.

Mission

“Together, Building a Foundation for Life”
# Table of Contents

**School Information** .......................................................................................... i

**POLICIES AND PROCEDURES** ........................................................................ i

**Counseling Department** .................................................................................. 1

**Course Selection 2020-2021** .......................................................................... 2

**CLASS CHANGES** ............................................................................................ 2

**COURSE WITHDRAWAL POLICY** ..................................................................... 3

**Graduation Requirements** ................................................................................ 4

**Career Planning** ................................................................................................ 5

**FOUR-YEAR PLAN** ............................................................................................ 5

**A-G College Admission Requirements** ............................................................. 7

**Future Educational Options** ............................................................................. 8

**Special Programs** ............................................................................................. 10

**Alternative Education Programs** ..................................................................... 11

**Preparing for College – A Step By Step Guide** ............................................... 12

**2020-2021 SAT, ACT and AP Test Dates** ....................................................... 13

**Applying for Financial Aid** .............................................................................. 15

**Course Offerings 2020-2021** ........................................................................... 19

**Agricultural Education** ................................................................................... 19

**Business and Finance** ..................................................................................... 22

**Career Technical Education (CTE)** ................................................................. 23

**Career and Technical Education Pathways** .................................................... 23

**Culinary** ............................................................................................................. 24

**Foreign Language** ............................................................................................ 24

**Language Arts** ................................................................................................ 24

**Mathematics** ................................................................................................... 24

**Other** ............................................................................................................... 24

**Physical Education** .......................................................................................... 24

**Science** ............................................................................................................. 24

**Social Science** ................................................................................................ 24
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>24</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>24</td>
</tr>
<tr>
<td>Activities / Clubs / Sports</td>
<td>24</td>
</tr>
<tr>
<td>Staff</td>
<td>24</td>
</tr>
</tbody>
</table>
School Information

Welcome to Wheatland Union High School, a public four-year comprehensive school with approximately 800 students. Fully accredited by the Western Association of Schools and Colleges and the California Department of Education, Wheatland Union High School offers a comprehensive curriculum including Honors and AP courses in every discipline including science, social science, English, math, visual and performing arts, and world languages. In addition, numerous electives can be selected in various areas including Career and Technical Education (CTE) courses in Agriscience, Ornamental Horticulture, Agriculture Mechanics: Construction and Metal Fabrication, Product Innovation and Design, Food Service and Hospitality, and Design, Media and Visual Arts. WUHS strives to meet the needs of all students through our comprehensive course offerings and program support. Additionally, we encourage family involvement in all areas through various avenues including School Site Council and Booster Association. We are proud of all our programs and know we can challenge and accommodate your student.

POLICIES AND PROCEDURES

Report Cards

Report cards (semester grades) are mailed to parents/guardians at the end of each semester (two times per year). These grades are permanent grades that are posted to transcripts. Progress grades are issued at mid-marking periods (two times per year) for each semester and can be viewed online through your Aeries Parent Portal Account. Progress grades are NOT permanent grades and are not reflected on student transcripts.

Homework

Students can expect homework 3-5 days per week for one hour each evening in every academic class. Students taking more rigorous coursework such as Honors and Advanced Placement can expect to study up to 3 or more hours 3-5 evenings per week. You or your student may also obtain homework by contacting a student with the same class, via email directly with the teacher, or from our Aeries account or through the counseling office.

Attendance

Attendance in school is mandatory. Should a student need to be absent from school for illness, doctor’s appointment, or family emergency, all absences must be cleared by a parent, guardian or doctor writing a note to be hand carried to the school by the student, or parent calling the attendance office at (530) 633-3100. The school will determine if the absence is excused. Short term independent study (5-15 days) requires five business days’ notice.
Counseling Department

Our academic planning goal in Wheatland Union High School’s Counseling Department is to guide our students toward academic success and future employment. The education that students receive in our school prepares them for many future opportunities. Therefore, careful planning and thoughtful course selection are critical for students to make the most of their four years at our school.

Students are given the opportunity during the spring term of each school year to select classes for the following year. It is important that the student and student’s parent select courses according to both graduation requirements and the student’s career objectives. Students must carefully check that they have taken the proper prerequisites for each course selected and that these chosen classes reflect their personal 4-year plan.

The Counseling Department makes every effort to match student needs with available classes. Therefore, there should be no reason for a schedule change unless there is an error on the student’s schedule. The Counseling Department WILL NOT consider schedule changes for the following reasons: 1. To be with friends; 2. To change teachers.

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent transcript. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Classes are graded A-F, with Office Practice, Teacher’s Aide and Library Practice graded pass/fail. Grade point averages are calculated on a 4-point system with the exceptions of Sophomore Honors and AP classes which are calculated on a 5-point system for grades ‘A’, ‘B’ or ‘C’.

This publication is intended for students and parents to review together and make informed decisions about educational programs that will interest and challenge the students intellectually. Students should be encouraged to select an academically rigorous program in order to develop their full potential.

School counselors are available to advise both students and parents regarding course selection and college/career preparation. Please attend parent nights and contact your counselor at the school any time during the registration process for assistance.

If you have any questions, please contact the WUHS Counseling Office at (530) 633-3100

School Counselors:  

Preet Cheema (A – L)  
Extension:  178  
pcheema@wheatlandhigh.org

Chris Jorrin (M – Z)  
Extension:  179  
cjorrin@wheatlandhigh.org
Course Selection 2020-2021

It is extremely important that students adhere to the guidelines listed below when selecting their courses for the 2020-2021 year. Students and parents are expected to read the instructions on the course selection forms before starting to make course selections.

1. Review their transcripts and complete or revise their four-year educational plans. Students must complete all graduation requirements. In addition, they should select courses that support their plans for college and other training.

2. Make certain that they meet the pre-requisites for the courses selected. If a course requires a teacher’s permission, they must obtain the proper signature on the course selection form and must follow the application or placement procedures for a designated course.

3. Complete course selections, obtain parent or guardian’s signature and submit the selection form on the expected date.

The course descriptions contained in this catalog will help students understand what each course will offer and will assist them in making final selections for registration.

The assignment of teaching staff for the 2020-2021 year will be determined by the data gathered from your course selections. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students and parents should plan to select courses carefully. It will be extremely difficult to change a course once a selection has been made.

CLASS CHANGES

The counseling department will make class changes based on the following reasons:
1. Obvious schedule errors, or;
2. Class at incorrect level, inappropriate placement.

CLASS CHANGE PROCESS

All class changes must be initiated through the student’s counselor by completing the schedule change request form including appropriate signatures.

All class changes must be completed during the first week of the semester.

If a student has a concern about a class/teacher, the counselor will recommend the following procedure:

1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student’s concerns or frustrations and will facilitate getting additional help from the teacher.

2. If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments could be scheduled by phone or e-mail for a parent/teacher/student conference or a parent/teacher/student conference scheduled by the counselor.

3. If both student and teacher have tried to improve the student’s progress in the class, the parents can appeal for the administrative action with the vice principal. The vice principal will then meet with the parent, student, teacher and counselor to determine if there is anything else that can be done to resolve the conflict in the class.
This process is designed with the intent of placing effort and responsibility with the student. We hope that the parent teacher conference will improve communication and promote a more positive learning environment for all students.

**COURSE WITHDRAWAL POLICY**

Students wishing to drop a class prior to the start of school need to make an appointment with their counselor in August. Two days will be set aside to accommodate these students. Students wishing to drop a class after the start of school must fill out a Schedule Change Request form and complete the process by the second week of school. Students will not be allowed to drop a class if, in the opinion of their counselor, doing so will adversely impact the student’s academic progress or create undue hardship on the school staff or other students.

Course Withdrawal (Drop) Policy – Students will receive a withdrawal (drop) "F" grade if any class is dropped after the first six weeks of the semester.

Special Education class changes will be reviewed on an individual basis.
Graduation Requirements

- Satisfactory citizenship and attendance
- Pass Integrated Math I
- Must earn 240 credits including the following required subjects.
- Requirements must be met with a grade of at least a “D” or better in classes below:

### Class of 2021 and 2022

<table>
<thead>
<tr>
<th>Subject</th>
<th># of Classes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Visual and Performing Arts/Foreign Language</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
<td></td>
<td><strong>240</strong></td>
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</tbody>
</table>

### Class of 2023 and 2024

<table>
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<th># of Classes</th>
<th>Credits</th>
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<td>Social Science</td>
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<tr>
<td>Math</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Get Focused Stay Focused (GFSF)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Visual and Performing Arts/Foreign Lng.</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Career Technical Education Pathway (CTE)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS REQUIRED</strong></td>
<td></td>
<td><strong>240</strong></td>
</tr>
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</table>
Career Planning

One of the primary goals of high school is to prepare students for work and post-secondary education. When selecting courses, students are strongly encouraged to consider their career and educational plans and select courses which will best help them reach their goals. The counseling office offers:

- Assistance in decision making
- Specific information on jobs and training requirements
- Identification of high school prerequisites for college
- Identification of high school courses to prepare for various occupations
- Information on Career and Technical Education
- Information on financial assistance for college.

The counselors are available to assist students with making their course selections, developing four-year plans, exploring careers and searching post-secondary educational plans. In addition, helping all students complete the admission requirements such as (A-G College Preparation Course, Assessment Testing, Academic Reports etc.).

Additional Career Resources:

FOUR-YEAR PLAN

The purpose of this four-year plan is to assist with your long-range goals. A meeting with your counselor each school year will assure that you are meeting all the graduation requirements for high school while working toward these goals.

Post-Secondary Goal:

_____ 4-year College/University  _____ 2-year Community College  _____ 2-year community / 4-year transfer

_____Career Tech Ed/Trade School  _____ Military  _____ Other

College Major: _____________________________  Career Goal: ______________________________

College Entrance Exam:

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>PSAT (October)</td>
<td>PSAT NMSQT (October)</td>
<td>SAT I (October - December)</td>
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<tr>
<td>SAT I (March - April)</td>
<td>SAT II (October - December)</td>
<td></td>
</tr>
<tr>
<td>SAT II (May – June)</td>
<td>ACT (October – December)</td>
<td></td>
</tr>
<tr>
<td>ACT (March – April)</td>
<td></td>
<td></td>
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</table>
# Create Your Personal Four-Year Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Courses</th>
<th>Student Courses</th>
<th>Career Information and Plans</th>
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<tbody>
<tr>
<td>9</td>
<td>English</td>
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<td>Career Goal/Major:</td>
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<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Math</td>
<td></td>
<td>Supporting Activities: (9-12)</td>
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<tr>
<td>credits</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td></td>
<td></td>
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<td></td>
<td>Visual &amp; Perform. Arts/Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective / GFSF*</td>
<td></td>
<td>Co-Curricular Activities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Summer Plan:</strong></td>
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<td><strong>Total Credits to Date:</strong> 60 of 60</td>
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<tr>
<td>10</td>
<td>English</td>
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<td>Career Goal/Major:</td>
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<td></td>
<td>Social Science</td>
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</tr>
<tr>
<td>120</td>
<td>Math</td>
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</tr>
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<td>Science</td>
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<td></td>
<td>Physical Education</td>
<td></td>
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<tr>
<td></td>
<td>Visual &amp; Perform. Arts/Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective / CTE**</td>
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<td><strong>Summer Plan:</strong></td>
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<td><strong>Total Credits to Date:</strong> 120 of 120</td>
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<td>English</td>
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<td>Career Goal/Major:</td>
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<td>Social Science</td>
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<td></td>
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<tr>
<td>180</td>
<td>Math</td>
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<tr>
<td>credits</td>
<td>Science</td>
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<td>Elective / CTE**</td>
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<td><strong>Summer Plan:</strong></td>
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<td>240</td>
<td>Math</td>
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<td>credits</td>
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<td>Visual &amp; Perform. Arts/Foreign Language</td>
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<td></td>
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<tr>
<td></td>
<td>Elective / CTE**</td>
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**Post High School Goal:** CAREER / JUNIOR COLLEGE / 4-YEAR COLLEGE  **Total Credits to Date:** 240 of 240

* Get Focused Stay Focused
** Career Technical Education Pathway Course
A-G College Admission Requirements

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>UNIVERSITY OF CALIFORNIA (UC)</th>
<th>CALIFORNIA STATE UNIVERSITY (CSU)</th>
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</thead>
<tbody>
<tr>
<td>Social Science (a)</td>
<td>2 Years</td>
<td>2 Years</td>
</tr>
<tr>
<td>English (b)</td>
<td>4 Years</td>
<td>4 Years</td>
</tr>
<tr>
<td>Math (c)</td>
<td>3 Years (4 recommended)</td>
<td>3 Years</td>
</tr>
<tr>
<td>Science (d)</td>
<td>2 Years (3-4 recommended)</td>
<td>2 Years</td>
</tr>
<tr>
<td>Language Other Than English (e)</td>
<td>2 Years (3 recommended)</td>
<td>2 Years</td>
</tr>
<tr>
<td>Visual Performing Arts (f)</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
<tr>
<td>Electives (g) – Must be College Prep Courses</td>
<td>1+</td>
<td>1+</td>
</tr>
<tr>
<td>Minimum GPA – No D or F Grades Admissible</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Required Testing</td>
<td>SAT or ACT</td>
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<tr>
<td>Application Essay Required</td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

More information found at [www.universityofacalifornia.edu](http://www.universityofacalifornia.edu) [https://www2.calstate.edu](https://www2.calstate.edu)

Please see course descriptions for UC/CSU status of specific courses.

Requirements must be met by completing 11 out of 15 college preparatory courses with a grade of C or better by the end of 11th grade.

Students planning to attend college after graduation should take A-G college preparatory courses. Most private universities and state colleges require completion of these courses for their minimum admission requirements. In addition, many private universities and state colleges have additional course requirements. You should check with the universities directly for additional admission requirements. Students may need higher GPA, ACT and/or SAT scores to be competitive for admission acceptance to many popular colleges and universities. Students who plan to attend a community college should take and pass as many of the A-G courses as possible to be prepared for rigorous college work. Students who complete A-G requirements in high school will be prepared to complete an AA Degree or Transfer Guarantee Agreement sooner than students who do not challenge themselves in high school.
Future Educational Options

UNIVERSITY OF CALIFORNIA  The UC System includes nine four-year universities offering a variety of BA and BS degrees. Master’s and Doctoral postgraduate programs are also available. UC’s mix of academic excellence, research prowess and its commitment to social mobility propel its campuses to the top of many college ranking lists. To qualify for entrance students must have a high school diploma. Students must follow a university preparatory program and must successfully complete 11 courses by the end of junior year listed above with a C or better. Students must have a high school grade point average of a 3.0 or higher to be eligible for the UC System. Those with GPA of below a 3.3 must score proportionately higher on the ACT or SAT College Entrance Examinations. In addition to the ACT or SAT Examination, UC applicants must take two SAT subject tests in two different fields chosen from the following: English, history and social studies, mathematics (Level 2 only), science or language other than English. No subject test requirement for class of 2012 and beyond. Note: Entrance GPA and Examination requirements may vary depending on the major area of study and campus selected. See more at:  www.universityofcalifornia.edu

CALIFORNIA STATE UNIVERSITY  The CSU System includes 23 four-year universities offering a variety of BA and BS degree programs. Master’s degree programs are also available. To qualify of entrance students must have a high school diploma. Students must follow a college/university preparatory program and must successfully complete the courses listed above with a grade of C or better. Students must have a high school grade point average of 2.0 or higher to be eligible for the CSU system. Those GPA’s below 3.0 must score proportionately higher on the ACT or SAT College Entrance Examination. Entrance GPA and requirements may vary depending on major area of study and a campus selected. See more at:  www2.calstate.edu.apply/eligibility-index/  www.calstate.edu

PRIVATE UNIVERSITIES: There are many private universities and colleges in California and around the country. Many selective private universities have similar entrance requirements to those of the University of California or California State University systems. Other admissions factors may include courses taken, teacher and counselor recommendations, college prep course grades, personal essays, class rank, Standardized College Admissions Tests (SAT I, SAT II, and/or ACT with Writing). Please consult college catalogs or each school prospective student admissions web site for detailed clarification. See more at:  www.californiacolleges.edu  www.fihe.org  www.aiccu.edu

COMMUNITY COLLEGE: The California Community College system includes 114 campuses which offer AA or AS degrees and certificates as well as training in the many trades and technical fields. Community colleges also provide a two-year college transfer program where the classes taken for credit can be transferred to the University of California or California State University and private universities or colleges. See more at:  http://www.cccco.edu  www.assist.org  www.csumentor.edu/General/transferinfo.html

TECHNICAL AND BUSINESS SCHOOLS: These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time. Some of these schools are available as close as Sacramento. See more at:  www.rwm.org
ADDITIONAL RESOURCES:

All College and Universities in US
www.californiacolleges.edu
www.allaboutcolleges.com
www.princetonreview.com/have.asp
www.collegenet.com
www.campustours.com

Local Community Colleges
Yuba College: https://yc.yccd.edu/
Sierra College: www.sierra.cc.ca.us
American River College: www.arc.losrios.edu
Sacramento City College: www.scc.losrios.edu

Test Prep
www.collegeboard.org
www.actstudent.org
www.kaplan.com
www.khanacademy.com
Special Programs

COMMUNITY COLLEGE CONCURRENT COURSES
Some high school students like to take enrichment courses at the community college while they still attend WUHS. These courses offer students the opportunity to expand breadth of their academic program and take higher level courses. Consult Yuba College catalog or counselors for more information. All students must:
1. Have a 2.0 GPA higher
2. Must have a High School Recommendation Form signed by your counselor
3. Must submit high school transcripts with Parent and Students signatures on the High School Recommendation form
4. Students are responsible for the registration process with Yuba College

HONORS/ADVANCED PLACEMENT PROGRAM
The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board and high schools. Since many young people can complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. These courses are provided for college bound students who want to take the most rigorous challenging classes available in high school. Most AP classes are comparable to first-year college courses, so they aren't easy. The extra effort and time your child will put into an AP course are definitely worth it. Students will have the opportunity to study a subject in-depth, at the college level, so he/she will be more prepared for college work. If a student receives a qualifying grade on an AP Exam, he/she may be eligible for advanced placement or course credits at the vast majority of colleges and universities in the United States. More than 1,400 institutions in the United States alone grant a full year's credit to students with satisfactory grades on enough AP Exams. It's called "sophomore standing."

Honors classes are available for all students. An extra grade point will be added to the calculation in the college and cumulative GPA for student’s high school transcript. Students enrolled in Honors and Advanced Placement courses will receive the extra grade point for earning grade of C or better in the course.

Students who choose to participate in the AP programs will have the option to take the AP Exams and mandatory attendance to this class. The College Board recommends that students be enrolled in no more than two honors or AP classes during a school term. These courses are very rigorous, time intensive and impact extra-curricular activities. Therefore, students and families need to carefully consider enrollment in these courses and the time required for success in Advanced Placement or Honors classes. Since there are a limited number of sections each year and these courses are traditionally smaller than regular courses students will not be allowed to drop these classes once they are scheduled.

SPECIAL EDUCATION
The program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP). Several special education programs are available at Wheatland Union High School for individuals with exceptional learning needs. All students will have the opportunity to replace an elective with academic support provided by special education certified instructors.
DUAL ENROLLMENT AND ARTICULATION
Dual Enrollment is an acceleration program that allows secondary students, including our independent study students as well as continuation school students and students with disabilities, to take postsecondary coursework and simultaneously earn credit toward a high school diploma, a career certificate, an industry certification, or an associate or baccalaureate degree at a California public or eligible private institution.

Alternative Education Programs

INDEPENDENT LEARNING ACADEMY
In addition to a continuation school, Wheatland Union School District opened the Independent Learning Academy to provide an educational alternative to students who are not credit deficient but for numerous reasons cannot fully attend Wheatland Union High School. Some students must work to help support their families or are involved in some demanding extra-curricular activity and will miss too much time at school to continue earning credits at WUHS. Students interested in transferring to the ILA must initiate the move by meeting with their high school counselor. The alternative education counselor will meet with each family after the high school counselor makes a referral to an alternative education program. Students in the ILA will be assigned a weekly appointment with their teacher who will provide educational support and direction. Students attending ILA will complete all WUHS requirements prior to graduation and will participate in the WUHS graduation ceremony.
Preparing for College – A Step By Step Guide

FRESHMAN
- Take High School Math I or II and a Language Other Than English
- Maintain A’s and B’s in all subjects, and do at least 1 hour of homework each night
- Form a study group with friends who also plan to go to college, and study together often
- Create a personal resume file to save: report cards, diplomas and certificates presented to you, list of honors and awards you receive, list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid or volunteer). Update this file each semester.
- Begin visiting local community colleges, state universities, and an independent college or university with your family and friends. Call the admissions office for information about campus tours
- Participate in academic enrichment programs

SOPHOMORE
- Review your freshman and sophomore grade class schedule with your family and/or a counselor to make sure you are taking more rigorous college prep classes.
- Maintain A’s and B’s and do at least one to two hours of homework every night
- Continue to form study groups with friends
- Update your personal resume file
- Continue to visit local community colleges, state universities and private schools
- Take the PSAT in October, Prepare for SAT and ACT over the summer
- Continue to participate in academic enrichment programs. Many are held on college campuses and some offer scholarships.

JUNIOR
- Maintaining grades of A’s and B’s is especially important during your junior should be doing a minimum of two hours of homework each night and continuing to participate in study groups
- Prepare for and take the PSAT in October. The results will give you an idea of your strengths and the areas you need to improve as you prepare for college admission
- Challenge yourself with more rigorous courses. If you take AP Courses prepare for the exams, passing scores may earn you college credit
- Do Research on college majors, admissions, financial aid and create a file on colleges that seem to be the right fit. Visit potential colleges
- Prepare for college entrance exams SAT Reasoning, ACT w/ writing and SAT Subject (If necessary) Schedule tests in the Winter or Spring to allow for retesting to improve
- Complete the NCAA clearinghouse initial eligibility application (Athletes)

SENIOR
- Register for SAT or ACT exams in August
- Begin completing online applications for all schools in October. Learn about financial aid and scholarship opportunities at each school. Begin the FAFSA process.
- Keep a file or spread sheet on each school that includes all required admissions items, such as transcripts, application fees, recommendations, essays, test scores etc. Pay close attention to deadlines put them on your calendar. Apply Early
- Complete applications on CSU Calstate Apply and UC admissions websites in November.
- Attend Financial Aid Meetings and encourage parents to complete income tax statements as soon as possible for financial aid consideration at most schools
- Complete Cal Grant GPA verification forms
- Complete Free Application for Federal Student Aid (FAFSA) online in October
- Continue to form study groups and complete two to three hours of homework nightly. Maintain A’s and B’s your grades are still important
- Check with counselors for information about scholarships awarded by your school, local companies or community groups
- After receiving acceptance letters. Decide which school with best financial package is and mail your commitment by May 1st. Inform other colleges of your decision
- Prepare to and take AP exams in May
2020-2021 SAT, ACT and AP Test Dates

Early plans should be made in developing a high school course schedule. Everyone knows that high school grades count for admission to college, but many people do not realize that a college education also builds on the knowledge and skills acquired in each student’s earlier years. Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT (Scholastic Aptitude Test), SAT Subject Test and ACT (American College Test) are some of the tests required by many colleges and universities. These tests should be taken prior to the student’s senior year. We recommend taking both exams because every student is different and may prefer one over the other.

Your high school preparation for college entrance begins with the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). This test identifies the National Merit Scholarship candidates in the junior year and predicts the score for your SAT exam. It tells you your strengths and weaknesses and provides a focus for your SAT preparation. Students are encouraged to discuss college plans and testing with their school counselors and to register using the dates below. Students should register for the PSAT with your counselor.

<table>
<thead>
<tr>
<th>Advanced Placement (AP) Examinations 2020</th>
<th>May 4-May 8, 2020 and May 14-May 15, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PSAT examinations are offered in October</td>
<td></td>
</tr>
<tr>
<td>SAT 2020-2021: REGISTER AT <a href="http://www.collegeboard.com">www.collegeboard.com</a></td>
<td></td>
</tr>
<tr>
<td>Test Dates</td>
<td>Regular Deadline</td>
</tr>
<tr>
<td>Aug 29, 2020</td>
<td>July 31, 2020</td>
</tr>
<tr>
<td>Dec 5, 2020</td>
<td>Nov 6, 2020</td>
</tr>
<tr>
<td>Mar 13, 2021</td>
<td>Feb 12, 2021</td>
</tr>
<tr>
<td>May 8, 2021</td>
<td>Apr 2, 2021</td>
</tr>
<tr>
<td>ACT 2020-2021: REGISTER AT <a href="http://www.actstudent.org">www.actstudent.org</a></td>
<td></td>
</tr>
<tr>
<td>Test Date</td>
<td>Deadline</td>
</tr>
<tr>
<td>Dec 12, 2020</td>
<td>Nov 6, 2020</td>
</tr>
<tr>
<td>Feb 6, 2021</td>
<td>Jan 8, 2021</td>
</tr>
<tr>
<td>Apr 17, 2021</td>
<td>Mar 5, 2021</td>
</tr>
</tbody>
</table>

SAT / ACT TEST INFORMATION
Many colleges accept ACT or SAT: Check with the college or university website of your choice to make sure what the testing requirements are for admissions On both the SAT and ACT, students will be asked to write an essay: these sections are optional Students will need to check with specific colleges to see if they want to opt out of the writing component of these exams. Most schools still want this information even if it is not required. They will use the assessment to determine English Language Placement.

SAT
The SAT is a three-hour-and-forty-five-minute test that measures the critical thinking, mathematical reasoning, and writing skills. A student’s SAT score gives admission officers an idea about how well he or she might perform academically at college. Each SAT section is scored on a scale of 200-800.
SAT SUBJECT TESTS
Most of the SAT Subject Tests measure the student’s knowledge or achievement in specific fields. Each test is one-hour long. Up to two tests may be taken on a single test date. Students should consider taking the Subject tests in a particular subject at the end of the subject term or year in which they have completed the course. If a student is confident about knowledge of biology for example, then seriously consider taking the biology subject test after completing the course while it is still fresh in your mind. Students are encouraged to use the free College Board test preparation booklet, “Taking the SAT: Subject Tests” or download it from their website. This publication provides useful information and provides a description of the test format, as well as a statistical breakdown of the test content for each test.

ACT
The ACT (American College Testing) Program consists of four subject tests: English, Math, Reading and comprehension and scientific reasoning. The ACT offers a 30-minute writing Test as an optional component. The ACT motivates students to perform to their best ability. Test scores reflect what students have learned throughout high school and provide colleges and universities with information for recruiting, advising, placement, and retention. Many times, students who are not considering higher education rethink their plans when they see their ACT test results. To support college and career planning, the ACT also offers a career exploration component to help students identify career options.

REGISTERING FOR TESTS
Information bulletins about the SAT and ACT examinations are posted in Counseling. Students should review, meet with counselor or visit the website for detailed information regarding registration procedures and testing dates. Students typically can register online. Remember: Students must plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year. ACT/SAT has school and organization codes known as the CEEB Codes that they require for reporting. The CEEB code for WUHS is 053750. When taking these exams, it is recommended to send the scores directly to prospective colleges and organizations that may need this information.

STUDENTS WITH DISABILITIES
Some students with a documented learning disability are eligible for “extended time” “extra breaks” or other necessary accommodations on standardized tests. These students are currently receiving extended time on tests in high school as part of an Individual Education Plan or 504 Accommodation Plan. A student must apply to the testing company for the right to receive any accommodations on these standardized tests. The process takes several weeks. If you think you might be eligible, see your counselor. The testing services may require additional testing and deny some requests, so it is advisable to begin this process early.
Applying for Financial Aid

Financial aid is awarded based on merit (Academic Achievement), financial need, or some combination of both. Some schools will offer merit scholarships to attract students who are high achieving relative to the school's applicant pool. Few schools maintain “need-blind” admissions, meaning that applicants are admitted without regard to their ability to pay. Schools who do maintain need blind admissions will state this in their financial aid information because they are proud of this fact.

Probably more than half of all student applicants apply for financial aid. Colleges themselves are the greatest sources of financial aid because they distribute money made available through the US Government. Aid from colleges is usually awarded as a package consisting of:

- A grant, this is a gift and does not have to be repaid
- A student loan, this must be repaid by the student
- Work-study, this is an opportunity to work for pay for a certain number of hours per week on campus.

The FAFSA, the Free Application for Federal Student Aid, is required by all colleges in order to apply for financial aid. File on the web at www.fafsa.ed.gov. However, you must first apply for a FSA ID, because you need a FSA ID to electronically sign your FAFSA. The FAFSA cannot be filed until October 1st of the year in which the student will be a Senior.

From detailed financial information reported in the FAFSA, formulas produce the expected family contribution, or EFC. This sum is considered an amount that the family can be reasonably expected to pay over time, not just currently from income and assets. Each year in October the counseling department invites students and parents to informational meetings in preparation for completion of the FAFSA/ Cash for College Workshop.

In addition to the FAFSA, some colleges also require the CSS College Profile when applying for financial aid. The Profile is offered through the College Scholarship Service, which is the financial aid division of the College Board. One can apply online at www.collegeboard.com. The family must complete the CSS College Profile for many private or independent colleges. The FAFSA is free but the Profile costs money. If a college requires it, however, you must complete this form. The CSS College Profile collects even more information about the finances of the student and parents.

All Citizens of California are eligible for the Cal Grant. If you are not a citizen, but attended a California high school for at least three years or graduated early from a California high school with the equivalent of at least three years of credits and attended three years of elementary and secondary school, graduated from a California high school or the equivalent, and are or will be attending an accredited California college or university, you should file the California Dream Act Application.

Some colleges also require students to fill out a financial aid form from the college as well. Be sure to check with the colleges you are applying to be sure that you complete all of the necessary forms. Be aware of financial aid deadlines as well, these differ from one college to another.

After the colleges themselves, the best sources of financial aid are local. If you have more questions about possible scholarships consult with your counselor.
ADDITIONAL RESOURCES

➢ www.csac.ca.gov
➢ www.fastweb.com
➢ www.salliemae.com
➢ www.finaid.com
➢ www.srnexpress.com
➢ www.freschinfo.com
➢ www.gotocollege.com
➢ www.scholarsite.com
➢ www.absolutelyscholarships.com
➢ www.mapping-your-future.org
➢ www.icanaffordcollege.com
Agricultural Biology – P3
Grade Level: 9 - 12  
Graduation Requirement: Science  
Prerequisites: None  
UC/CSU: Science (“D”) requirement  
Credits: 10.0

Agricultural Biology meets the CSU/UC laboratory science requirement for admission and the Wheatland Union High School life science requirement for graduation. This yearlong laboratory science course is designed for the collegebound student with an interest in agriculture, applied biology sciences, environmental studies and natural resource management. Included in the course are the study of molecular and cellular aspects of life, the basic concepts of biochemistry, and the structure of atoms as they relate to energy production, nutrition, digestion, genetics, nervous systems, immune systems, circulatory system, comparative anatomy, physiology, and growth and reproductions of plants and animals. Students will have the opportunity to participate in leadership activities through involvement in the FFA, they are required to keep a record book and have a supervised agricultural project.

Chemistry and Agriscience - P
Grade Level: 9 - 12  
Graduation Requirement: Science  
Prerequisites: Successful completion of Biology or Agricultural Biology.  
UC/CSU: Science (“D”) requirement  
Credits: 10.0

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in-depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

The Art and History of Floral Design - P
Grade Level: 9 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: None  
UC/CSU: VAPA (“F”) requirement  
Credits: 10.0

This class provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

Advanced Floral Design – P (Articulated)
Grade Level: 10 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: Student must have passed The Art and History of Floral Design with a “C” or better  
UC/CSU: English (“F or G”) requirement  
Credits: 10.0

This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and
arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price, and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business. Students will automatically become members of FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course.

**Farm Equipment and Metal Fabrication**
Grade Level: 9 - 12
Graduation Requirement: CTE
Prerequisites: None

This course will introduce students to advanced equipment and fabrication techniques. Students will be encouraged to build advanced, larger projects of wood and metal. Units will include equipment operation and repair, all aspects of welding, and wood/metal shop tool use and methods. Development of a tech manual and portfolio will be stressed. FFA and records are integral to the course. Welder certification is possible in this course.

**Advanced Agricultural Mechanics and Design (Articulated)**
Grade Level: 10 - 12
Graduation Requirement: CTE
Prerequisites: 1 year of successful completion of Farm Equipment/Metals Fabrication with a “C” or better

Students will complete advanced certifications in the American Welding Society (AWS) Structural Welding Code D1.1. Focus will be on the 3G (vertical up), 4G (overhead) plate certifications, and the 6GR (45-degree fixed position with restriction ring) schedule 120 4” and 8” pipe certifications. Internships, business partnerships, and work experience in related occupations will be discussed as possible outcomes for program participants and completers.

**Agricultural Construction - Basic**
Grade Level: 9 - 12
Graduation Requirement: CTE
Prerequisites: None

Construction Basic is a “hands-on” introduction to the woodworking trades and agricultural mechanics. You will learn by building projects. You will go from the most basic of woodworking processes to the advanced. The projects you will make are designed to take a beginner from simple trace and cut projects to projects where you draw the plans, glue the boards, make correct cuts and then you assemble. You will use every tool in the shop, from the hand tools to the machines. You will learn about different finishes, wood joints, fasteners, and power tools. This class includes an introduction to concrete, electrical, plumbing, and metalwork.

**Agricultural Construction Design and Build**
Grade Level: 9 - 12
Graduation Requirement: CTE
Prerequisites: None

In this course students can expect to learn about the construction industry. You will participate in hands-on exposure to constructing a building from the floor up. The class will build a storage building from framing to finish. You will learn everything from framing walls, installing siding, window and door installation, cutting and installing rafters, and roof installation. Each semester the students will contribute to the construction of a practice Design/Build storage building. You will be involved in the selection of a building design and go through the entire building plan process from beginning ideas to local building department approval. Students who choose will have the opportunity to be part of the Design/Build Team.

**Agricultural Animal Science (Dual Enrollment)**
Grade Level: 11 - 12
Graduation Requirement: 3rd year Science or CTE
Prerequisites: Student must have passed Agricultural Biology or Biology and Integrated Math I with a “C” or better.

This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successful prepare students for entry level employment after high school, as well as those students who plan on majoring in Agricultural Sciences at a post-secondary institution.
**Agricultural Plant and Soil Science (Dual Enrollment)**  
Grade Level: 11 - 12  
UC/CSU: English ("D") requirement  
Credits: 10.0  
Graduation Requirement: 3rd year Science or CTE  
Prerequisites: Student must have passed Agricultural Biology or Biology with a "C" or better.

This course is designed to provide the student with theories and principles of Agriculture and Plant & Soil Science through “hands on” learning. Utilizing our greenhouse and school garden we are able expand learning beyond the traditional classroom and textbook and spend much more time learning biology concepts through experiential laboratory lessons. Students will become proficient in academic foundation standards, agriculture career standards (including CDE Agriculture and Natural Resource standards and Plant and Soil Science standards) and biology standards. Laboratory investigations/experimentation, reports and data are held to rigorous standards and follow the principles of the Scientific Method. Investigations/Experiments are designed to address key concepts as well as industry standards when possible so that students are more prepared for higher education and careers in Agriculture and the Plant & Soil Science industry.

**Agricultural Leadership and Communications**  
Grade Level: 9 - 12  
Credits: 10.0  
Graduation Requirement: CTE  
Prerequisites: None

This course is designed to promote and develop leadership in the Agriculture Industry. Through the planning and execution of numerous events for the school’s FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real-world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, project will be part of the grade for this course.
**Business and Finance**

**Business Computer Applications (Articulated or Dual Enrollment)**

Grade Level: 9 - 12  
UC/CSU: Elective (“G”) requirement  
Credits: 10.0  
Graduation Requirement: CTE  
Prerequisites: Students must have completed or be concurrently enrolled in PirateFOCUS.

Business Computer Applications is an introduction to computer applications as it relates to business and home use. The course introduces software topics in Microsoft Windows, Microsoft Office, Typing, Internet, World Wide Web, electronic mail, file management, and data communications. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and etiquette in today’s business computing environment. Business Computer Applications will provide students with computer knowledge and skills to increase their productivity which will give them a competitive advantage in the job market.

**Digital Design (Business and Marketing)**

Grade Level: 10 - 12  
UC/CSU: Elective (“G”) requirement  
Credits: 10.0  
Graduation Requirement: CTE  
Prerequisites: Students must have completed PirateFOCUS or have a teacher recommendation.

Digital Design is a course designed for students who are interested in exploring the real-world applications of the arts and marketing techniques. The course focuses on design and how it pertains to a variety of creative techniques including digital photography, computer illustration, desktop publishing, and the video editing using the Adobe Creative Suite Applications. Students develop skills in technology-based programs, marketing techniques, problem solving, communication and time management that contribute to lifelong learning and career skills. *Meets FBLA course requirement.*
Career and Technical Education Pathways

**Agriscience**
- Pirate Focus (Dual Enrollment) 9th Grade
- Agricultural Biology 9th Grade
- Chemistry and Agriscience 10th Grade
- Plant Science or Animal Science (Dual Enrollment) 11th and 12th Grade

**Ornamental Horticulture**
- Pirate Focus (Dual Enrollment) 9th Grade
- Art and History of Floral Design
- Advanced Floral Design
- Plant Science (Dual Enrollment)

**Design, Media & Visual Arts**
- Pirate Focus (Dual Enrollment) 9th Grade
- 3D Animation and Graphics
- 3D Animation and Graphics 2

**Food Service and Hospitality**
- Pirate Focus (Dual Enrollment) 9th Grade
- Culinary 1
- Culinary 2
Wheatland Union High School District

Wheatland Union High School
Course Catalog

Year: 2020-2021

Agriculture Mechanics:
Construction & Metal Fabrication

Pirate Focus (Dual Enrollment)
9th Grade

Agriculture Construction

Agriculture Construction Design

Farm Equipment and Metal Fabrication

Farm Equipment and Metal Fabrication (Dual Enrollment)

Product Innovation
& Design

Pirate Focus (Dual Enrollment)
9th Grade

VEX Robotics

Principles of Engineering

Honors Engineering

Aerospace Engineering

Engineering Design and Development

Business Management

Business Computer Applications

Digital Design
(Business and Marketing)

Business Management and Leadership

Entrepreneurship

Business and Marketing
The Art and History of Floral Design - P
Grade Level: 9 - 12
Graduation Requirement: CTE or Fine Arts
Prerequisites: None
This class provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

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Grade Level: 10 - 12
Graduation Requirement: CTE or Fine Arts
Prerequisites: Student must have passed The Art and History of Floral Design with a “C” or better
This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price, and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business. Students will automatically become members of FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course.

Farm Equipment and Metal Fabrication
Grade Level: 9 - 12
Graduation Requirement: CTE
Prerequisites: None
This course will introduce students to advanced equipment and fabrication techniques. Students will be encouraged to build advanced, larger projects of wood and metal. Units will include equipment operation and repair, all aspects of welding, and wood/metal shop tool use and methods. Development of a tech manual and portfolio will be stressed. FFA and records are integral to the course. Welder certification is possible in this course.

Advanced Agricultural Mechanics and Design (Articulated)
Grade Level: 10 - 12
Graduation Requirement: CTE
Prerequisites: 1 year of successful completion of Farm Equipment/Metals Fabrication with a “C” or better
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Agricultural Construction - Basic
Grade Level: 9 - 12
Graduation Requirement: CTE
Prerequisites: None
Construction Basic is a “hands-on” introduction to the woodworking trades and agricultural mechanics. You will learn by building projects. You will go from the most basic of woodworking processes to the advanced. The projects you will make are designed to take a beginner from simple trace and cut projects to projects where you draw the plans, glue the boards, make correct cuts and then you assemble. You will use every tool in the shop, from the hand tools to the machines. You will learn about different finishes, wood joints, fasteners, and power tools. This class includes an introduction to concrete, electrical, plumbing, and metalwork.
Agricultural Animal Science *(Dual Enrollment)*

**Grade Level:** 11 - 12  
**Graduation Requirement:** 3rd year Science or CTE  
**Prerequisites:** Student must have passed Agricultural Biology or Biology and Integrated Math I with a “C” or better.

This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successful prepare students for entry level employment after high school, as well as those students who plan on majoring in Agricultural Sciences at a post-secondary institution.

**UC/CSU:** Science (“D”) requirement  
**Credits:** 10.0

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Agricultural Plant and Soil Science *(Dual Enrollment)*

**Grade Level:** 11 - 12  
**Graduation Requirement:** 3rd year Science or CTE  
**Prerequisites:** Student must have passed Agricultural Biology or Biology with a “C” or better.

This course is designed to provide the student with theories and principles of Agriculture and Plant & Soil Science through “hands on” learning. Utilizing our greenhouse and school garden we are able expand learning beyond the traditional classroom and textbook and spend much more time learning biology concepts through experiential laboratory lessons. Students will become proficient in academic foundation standards, agriculture career standards (including CDE Agriculture and Natural Resource standards and Plant and Soil Science standards) and biology standards. Laboratory investigations/experimentation, reports and data are held to rigorous standards and follow the principles of the Scientific Method. Investigations/Experiments are designed to address key concepts as well as industry standards when possible so that students are more prepared for higher education and careers in Agriculture and the Plant & Soil Science industry.

**UC/CSU:** Science (“D”) requirement  
**Credits:** 10.0

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Agricultural Leadership and Communications

**Grade Level:** 9 - 12  
**Graduation Requirement:** CTE  
**Prerequisites:** None

This course is designed to promote and develop leadership in the Agriculture Industry. Through the planning and execution of numerous events for the school’s FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real-world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, project will be part of the grade for this course.

**Credits:** 10.0

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Business Computer Applications *(Articulated or Dual Enrollment)*

**Grade Level:** 9 - 12  
**Graduation Requirement:** CTE  
**Prerequisites:** Students must have completed or be concurrently enrolled in PirateFOCUS.

Business Computer Applications is an introduction to computer applications as it relates to business and home use. The course introduces software topics in Microsoft Windows, Microsoft Office, Typing, Internet, World Wide Web, electronic mail, file management, and data communications. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and etiquette in today’s business computing environment. Business Computer Applications will provide students with computer knowledge and skills to increase their productivity which will give them a competitive advantage in the job market.

**UC/CSU:** Elective (“G”) requirement  
**Credits:** 10.0

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Business Management and Leadership  
**BEGINNING:** 2021-2022 SCHOOL YEAR

**Grade Level:** 9 - 12  
**Graduation Requirement:** CTE  
**Prerequisites:** PirateFOCUS, Business Computer Applications or Digital Design, or teacher recommendation and approval.

Skilled leaders motivate people or groups to achieve a common goal. Skilled managers plan, organize, staff, direct, and control an organization or group for the purpose of accomplishing a goal using available resources efficiently and effectively. This course explores leadership styles and economics, personal finance and soft skills, while providing a background in business. Students engage with their
peers, business professional, and their community to actively practice the 21 Century skills of Communication, Collaboration, Creativity and Critical Thinking.

**Culinary 1**  
**Grade Level:** 9 - 12  
**UC/CSU:** Elective (“G”) requirement  
**Credits:** 10.0  
**Graduation Requirement:** Elective  
**Prerequisites:** None  

This course covers the history of the culinary profession, explores the numerous avenues of opportunity, and studies the advantages of continuing education in the field. It also covers the backgrounds and approaches of successful chefs and restaurateurs. Field trips are required and provide exposure to different types of kitchens, industry food shows, and/or markets. The course also covers all phases of food sanitation, including the cause, control and investigation of illness related to food contamination. Sanitary practices in food preparation; proper dishwashing procedures sanitation of kitchen, dining room, and all equipment; cleaning materials and procedures and garbage and refuse disposal. This course includes general safety precautions, maintenance and operation of appropriate food service equipment, along with elements of kitchen planning and types of equipment used. Successful completion of this course results in ServSafe certification.

**Culinary 2**  
**Grade Level:** 9 - 12  
**UC/CSU:** Fine Art (“F”) requirement  
**Credits:** 10.0  
**Graduation Requirement:** CTE or Fine Art  
**Prerequisites:** 1 year of successful completion of Culinary 1 with a “C” or better

Introductory course that will prepare students to enter the Foodservice and Hospitality pathway. The course is designed to give students classroom instruction and applied practice in kitchen safety and sanitation, food preparation techniques, nutrition, and cuisine of the world. Students will develop skills through the uses of authentic application of industry standards. The course will prepare students for entry-level positions common to the catering industry. The course builds on the successful completion of the foundation culinary arts courses and is designed to give students classroom instruction and applied practice in planning, preparing, and serving catered events, effectively managing a beverage service facility and developing a passion for the hospitality industry. Students will develop skills through the use of authentic application of industry standards.

**Digital Design (Business and Marketing)**  
**Grade Level:** 10 - 12  
**UC/CSU:** Elective (“G”) requirement  
**Credits:** 10.0  
**Graduation Requirement:** CTE  
**Prerequisites:** Students must have completed PirateFOCUS or have a teacher recommendation.

Digital Design is a course designed for students who are interested in exploring the real-world applications of the arts and marketing techniques. The course focuses on design and how it pertains to a variety of creative techniques including digital photography, computer illustration, desk top publishing, and the video editing using the Adobe Creative Suite Applications. Students develop skills in technology-based programs, marketing techniques, problem solving, communication and time management that contribute to lifelong learning and career skills. Meets FBLA course requirement.

**Entrepreneurship**  
**BEGINNING:** 2021-2022 SCHOOL YEAR  
**Grade Level:** 9 - 12  
**UC/CSU:** Elective (“G”) requirement PENDING  
**Credits:** 10.0  
**Graduation Requirement:** CTE  
**Prerequisites:** PirateFOCUS, Business Computer Applications or Digital Design, or teacher recommendation and approval.

This course is designed to empower entrepreneurial literacy among high school students through a project-based learning approach. Students will synthesize the aspects of entrepreneurship in teams working with local entrepreneurs and their instructors while developing a formal Business Plan. At the completion of Entrepreneurship students will successfully apply concepts regarding the human characteristics (collaboration, communication, creativity, and critical thinking) vital for entrepreneurial thinking in a 21st century global world.

**Honors Engineering**  
**Grade Level:** 11 - 12  
**UC/CSU:** Elective (“D”) requirement  
**Credits:** 10.0  
**Graduation Requirement:** CTE  
**Prerequisites:** VEX Robotics, Principles of Engineering

Students develop 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 an engineering notebook to document their work. This course also meets the Wheatland Union High School computer application requirements.
**Honors Engineering Design and Development**
*Grade Level: 11 - 12*  
*UC/CSU: Elective ("G") requirement*  
*Credits: 10.0*

**Graduation Requirement:** CTE  
**Prerequisites:** Completion of Principles of Engineering, Honors Engineering, or VEX Robotics and Integrated Math II with a "C" or better. Students may also enter the class upon teacher request.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

**Principles of Engineering**
*Grade Level: 10 - 12*  
*UC/CSU: Science ("D") requirement*  
*Credits: 10.0*

**Graduation Requirement:** CTE  
**Prerequisites:** Completion or concurrent enrollment in Integrated Math II. Highly recommended: Completion of Introduction to Engineering

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.

**VEX Robotics**
*Grade Level: 9 - 12*  
*UC/CSU: Science ("D") requirement*  
*Credits: 10.0*

**Graduation Requirement:** CTE  
**Prerequisites:** None

This STEM course will emphasize problem solving and experimentation. Specific topics will include: Design Process, Perspective Drawing, Robot C computer programming, Arduino computer programming, 3D modeling and participation in Vex Robotics.
Culinary 1
Grade Level: 10 - 12
Graduation Requirement: Elective
Prerequisites: None
UC/CSU: Elective ("G") requirement
Credits: 10.0

This course covers the history of the culinary profession, explores the numerous avenues of opportunity, and studies the advantages of continuing education in the field. It also covers the backgrounds and approaches of successful chefs and restaurateurs. Field trips are required and provide exposure to different types of kitchens, industry food shows, and/or markets. The course also covers all phases of food sanitation, including the cause, control and investigation of illness related to food contamination. Sanitary practices in food preparation; proper dishwashing procedures sanitation of kitchen, dining room, and all equipment; cleaning materials and procedures and garbage and refuse disposal. This course includes general safety precautions, maintenance and operation of appropriate food service equipment, along with elements of kitchen planning and types of equipment used. Successful completion of this course results in ServSafe certification.

Culinary 2
Grade Level: 9 - 12
Graduation Requirement: CTE or Fine Art
Prerequisites: 1 year of successful completion of Culinary 1 with a "C" or better
UC/CSU: Fine Art ("F") requirement
Credits: 10.0

Introductory course that will prepare students to enter the Foodservice and Hospitality pathway. The course is designed to give students classroom instruction and applied practice in kitchen safety and sanitation, food preparation techniques, nutrition, and cuisine of the world. Students will develop skills through the uses of authentic application of industry standards. The course will prepare students for entry-level positions common to the catering industry. The course builds on the successful completion of the foundation culinary arts courses and is designed to give students classroom instruction and applied practice in planning, preparing, and serving catered events, effectively managing a beverage service facility and developing a passion for the hospitality industry. Students will develop skills through the use of authentic application of industry standards.
## Foreign Language

### German I (Online) - P
- **Grade Level:** 9 - 12
- **Graduation Requirement:** Fine Art
- **Prerequisites:** None

In this course, students begin their foreign language study through listening, speaking, reading and writing activities based on pedagogically proven methods of foreign language instruction. The course is aligned to the national Foreign Language standards. In first semester, topics include greetings, the numbers 0-20, likes & dislikes, leisure activities, family & pets, physical descriptions, school subjects & schedules, and time. In second semester the topics of study are clothing & shopping, ordering & eating in a cafe/restaurant, giving opinions, leisure activities, household chores, weather, food, and the city.

Throughout the course, students learn to express themselves using an ever-increasing vocabulary, present tense verbs, articles and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course to help the learner understand the German-speaking world and their culture, people, geographical locations and histories.

### Italian I - P
- **Grade Level:** 9 - 12
- **Graduation Requirement:** Fine Art
- **Prerequisites:** None

This course covers elements of the Italian language for beginning students who have had little or no preparation. Aspects of Italian culture are included in this course including culinary and traditional customs, as well as emphases on conversation, pronunciation, reading, writing and grammar.

### Spanish I - P
- **Grade Level:** 9 - 12
- **Graduation Requirement:** Fine Art
- **Prerequisites:** None

**NOTE:** Freshmen who request Spanish I will be assigned based on space available. Freshmen who pass the Spanish I Challenge Test with 80 percent proficiency may take Spanish II. This course is designed to give students a rudimentary knowledge of conversational Spanish; some basic grammatical concepts; and culture through music, poetry, news articles, Spanish television, the Internet, and supplementary materials. The curriculum meets the Foreign Language Standards of cultures, communication, comparisons, connections, and communities.

### Spanish II - P
- **Grade Level:** 9 - 12
- **Graduation Requirement:** Fine Art
- **Prerequisites:** Student must successfully pass Spanish I with a grade of "C" or better or passing the challenge exam with 80% proficiency. Native speakers may enter with teacher recommendation.

A continuation of Spanish I goals with increased levels of proficiency expected in all areas. There are more in-depth applications of the "5 C's." (Meets Foreign Language Standards.)

### Spanish III - P
- **Grade Level:** 10 - 12
- **Graduation Requirement:** Fine Art
- **Prerequisites:** Student must successfully pass Spanish I and Spanish II with a grade of "C" or better or passing the challenge exam with 80% proficiency. Native speakers may enter with teacher recommendation.

Advanced writing techniques; reading and listening comprehension; speaking and grammatical skills are enhanced through the textbook and teacher-developed units such as short story, music, poetry, and culture.
<table>
<thead>
<tr>
<th>AP Spanish - P</th>
<th>UC/CSU: LOTE (&quot;E&quot;) requirement</th>
<th>Credits: 10.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level: 10 - 12</td>
<td>Graduation Requirement: Fine Art</td>
<td>Credits: 10.0</td>
</tr>
<tr>
<td>Prerequisites: Successful completion of Spanish III.</td>
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The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners.
Language Arts

**College Prep English I - P**
Grade Level: 9 - 12  
Graduation Requirement: English  
Prerequisites: None  
UC/CSU: English ("B") requirement  
Credits: 10.0  
This is the standard entry-level course for high school graduation and college entrance. Instruction includes grammar and vocabulary, as well as research, writing, and literature study. Curriculum follows California Common Core State Standards.

**College Prep English II - P**
Grade Level: 10 - 12  
Graduation Requirement: English  
Prerequisites: None  
UC/CSU: English ("B") requirement  
Credits: 10.0  
This course fulfills high school graduation and college entrance requirements. Instruction includes grammar, vocabulary, speaking, writing, research, and literature analysis. Curriculum follows California State Standards.

**Honors English II - P**
Grade Level: 10 - 12  
Graduation Requirement: English  
Prerequisites: Enrollment will be based on grades in previous English course, teacher recommendation, and application.  
UC/CSU: English ("B") requirement  
Credits: 10.0  
In comparison with English II-P, this course will be faster-paced and will delve more deeply into written and spoken language. A strong emphasis will be placed on higher-level thinking skills, literary and rhetorical analysis, and composition writing. Students considering this course should be proficient readers and have a strong base of knowledge in grammar and mechanics. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students’ GPA. Curriculum follows California Common Core State Standards

**College Prep English III - P**
Grade Level: 11 - 12  
Graduation Requirement: English  
Prerequisites: None  
UC/CSU: English ("B") requirement  
Credits: 10.0  
This course fulfills high school graduation and college entrance requirements. Instruction increasingly emphasizes mature writing skills, literature analysis, and critical thinking skills. Grammar and vocabulary studies are maintained. Curriculum follows California State Standards.

**AP English Language and Composition - P**
Grade Level: 11 - 12  
Graduation Requirement: English  
Prerequisites: Student must have passed prior English classes with a "C" or better.  
UC/CSU: English ("B") requirement  
Credits: 10.0  
AP English Language and Composition engages students in advanced awareness of rhetorical strategies both as readers and writers. Careful reading and critical analysis of both written and spoken language increase students’ ability to appreciate the interplay of a writer’s purpose and craft. Students considering this course should be accomplished readers with strong understanding of grammar and mechanics. Students will be required to complete a summer assignment prior to admission and should expect an increased workload in comparison to English III-P. All students are encouraged and expected to take the AP Language Exam offered in May. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students’ GPA. Curriculum has been approved by CollegeBoard.
**College Prep English IV - P**

**Grade Level:** 12  
**Graduation Requirement:** English  
**UC/CSU:** English ("B") requirement  
**Credits:** 10.0

This course fulfills college entrance requirements and will develop higher-level reading comprehension, problem solving, thinking, and reasoning skills. Instruction includes analysis of literature, research, composition, and the development of speaking skills. California State Standards are followed.

**AP English Literature and Composition - P**

**Grade Level:** 12  
**Graduation Requirement:** English  
**UC/CSU:** English ("B") requirement  
**Credits:** 10.0

AP English Literature and Composition involves the student in the careful reading and informed critical analysis of imaginative literature. Close reading of selected works of literary merit will lead the student to an understanding and appreciation of the ways language is used in literature to provide meaning and pleasure to readers. Much class time will be devoted to discussion of works read, writing in response to the readings, and evaluation of those written responses. Students should read at or above grade level, and expect to put in many hours of work outside the classroom. Students will be required to complete a summer assignment prior to admission. All students are expected to take the AP Literature Exam offered in May. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students’ GPA. Curriculum has been approved by CollegeBoard.

**21st Century Yearbook Design Publication**

**Grade Level:** 10-12  
**Graduation Requirement:** Elective  
**UC/CSU:** VAPA ("F") requirement  
**Credits:** 10.0

This course is designed to produce an annual record of events that occurred during the entire school year. The functions of a class member include ad sales, publication terminology, yearbook sales, layout design, photography, interview techniques, story reporting, story writing, editing for content, editing for type font, and proofreading copy. Also required are input into cover and theme development, index log updates, extensive interaction with the public, and ability to work in a group. This course will fulfill one year of elective credits toward high school graduation.
Mathematics

Integrated Math I - P
Grade Level: 9-12  
Graduation Requirement: Math  
UC/CSU: Mathematics ("C") requirement  
Prerequisites: None  
Credits: 10.0

During the Integrated Math I course instructional time will focus on six critical areas: (1) Extend understanding of numerical manipulation to algebraic manipulation; (2) Synthesize understanding of function; (3) Deepen and extend understanding of linear relationships; (4) Apply linear models to data that exhibit a linear trend; (5) Establish criteria for congruence based on rigid motions; and (6) Apply the Pythagorean Theorem to the coordinate plane.

Integrated Math IA - P
Grade Level: 9-12  
Graduation Requirement: Math  
UC/CSU: Mathematics ("C") requirement  
Prerequisites: None  
Credits: 10.0

This course satisfies the California Common Core Standards for Integrated 1. Integrated 1A is part 1 of a 2 year course sequence to meet Integrated 1 standards and is open to all ninth graders. Integrated Math 1A builds and strengthens students' conceptual knowledge of equations, inequalities and functions, systems of equations, exponential and radical functions, data analysis and tools of geometry.

Integrated Math IB - P
Grade Level: 9-12  
Graduation Requirement: Math  
UC/CSU: Mathematics ("C") requirement  
Prerequisites: Successfully completed Integrated Math 1A with a "C" or better.  
Credits: 10.0

During the Integrated Math I course, instructional time will focus on six critical areas: (1) Extend understanding of numerical manipulation to algebraic manipulation; (2) Synthesize understanding of function; (3) Deepen and extend understanding of linear relationships; (4) Apply linear models to data that exhibit a linear trend; (5) Establish criteria for congruence based on rigid motions; and (6) Apply the Pythagorean Theorem to the coordinate plane.

Integrated Math II - P
Grade Level: 9-12  
Graduation Requirement: Math  
UC/CSU: Mathematics ("C") requirement  
Prerequisites: Pass each semester of Integrated Math I with a grade of “D” or higher.  
Credits: 10.0

Integrated Math II is the second course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math II and is intended for all 10th graders. Integrated Math II builds and strengthens students' conceptual knowledge and comparing of quadratic expressions, equations, and functions to the characteristics and behaviors of linear and exponential relationships from Integrated Math I.

Integrated Math III - P
Grade Level: 10-12  
Graduation Requirement: Math  
UC/CSU: Mathematics ("C") requirement  
Prerequisites: Pass each semester of Integrated Math II with a grade of “D” or higher.  
Credits: 10.0

Integrated Math III is the third course in the three-course sequence of Integrated Math I, II and III. In Integrated Math III students pull together the concepts they learned in Integrated Math I and II. Integrated III will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.
Trig/Pre-Calculus - P
Grade Level: 11-12
Graduation Requirement: Math
Prerequisites: Student must successfully pass Integrated Math II with a grade of “B” or better or recommendation from Integrated II teacher.

Pre-Calculus is a one-year course designed for college prep students who will learn the knowledge and skills necessary for a first-year college calculus course. Students will work on being proficient in the following areas: the fundamentals of college-level algebra, geometric and algebraic interpretations of functions, inverse functions, linear and quadratic inequalities, rational functions, exponential and logarithmic functions/applications, and trigonometric functions and their properties. They will also be introduced to limits.

AP Calculus AB - P
Grade Level: 10-12
Graduation Requirement: Math
Prerequisites: Student must successfully pass Pre-Calculus with a grade of “B” or better (or a “C” with Pre-Calculus teacher recommendation) and teacher recommendation. Student also needs to complete the summer homework packet which is due the first day of class.

NOTE: The class will consist of highly motivated students that have the time, as well as the desire, needed to excel. Students signing up for this class should have excellent writing and math skills. Students need to provide their own graphing calculator. In the event of a financial hardship, the teacher has a limited number of calculators available to loan. Students are encouraged to take the AP exam in the Spring. AP Calculus is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. The connections among these representations also are important. Students will use a graphing calculator to determine the value of a derivative at a point, to find the value of a definite integral, to graph a function in any window and to solve an equation. They will also use a graphing calculator to check their answers and create models of best fit from data. The student will then be able to present their solutions both verbally and precisely written. The college system recognizes the degree of difficulty, so this course is graded on a 5-point scale instead of the usual 4-point scale of GPA.

AP Calculus BC - P
Grade Level: 10-12
Graduation Requirement: Math
Prerequisites: Student must successfully pass Pre-Calculus with a grade of “B” or better (or a “C” with Pre-Calculus teacher recommendation) and teacher recommendation. Student also needs to complete the summer homework packet which is due the first day of class.

NOTE: The class will consist of highly motivated students that have the time, as well as the desire, needed to excel. Students signing up for this class should have excellent writing and math skills. Students need to provide their own graphing calculator. In the event of a financial hardship, the teacher has a limited number of calculators available to loan. Students are encouraged to take the AP exam in the Spring. AP Calculus is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. AP Calculus BC is an extension of AP Calculus AB rather than an enhancement. Students will review topics covered in Calculus AB in addition to analyzing parametric, polar, and vector functions. Additional topics that are covered are polynomial approximations, Taylor and Maclaurin series, and integrating by parts, partial fractions, and improper integrals. The college system recognizes the degree of difficulty, so this course is graded on a 5-point scale instead of the usual 4-point scale of GPA.
**Academic Intervention**

*Grade Level:* 9-12  
*Graduation Requirement:* Elective  
*Prerequisites:* None.

This course aims to support students with organizational skills crucial for high school success.

**Counseling 25**

*Grade Level:* 9-12  
*UC/CSU:* Elective (“G”) requirement  
*Graduation Requirement:* Elective  
*Prerequisites:* None.

Survey of techniques of career exploration and planning selection. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, values, personality, life and personal circumstances. Students will create a comprehensive career plan/portfolio using career research and decision-making strategies. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students’ GPA. **In addition to the 10 high school credits earned for successful completion of this course, student will also earn 3 Yuba College units.**

**Pirate Focus**

*Grade Level:* 9  
*UC/CSU:* Elective (“G”) requirement  
*Graduation Requirement:* Elective  
*Prerequisites:* None.

Pirate Focus is designed to help students learn and practice valuable skills to help them to be college and career ready including computer skills such as Word Processing, Spreadsheets, etc. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper.

Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

Students will demonstrate their understanding of career paths through a variety of assessments such as mock interview simulations, 10-year plan speech presentations, researching colleges and jobs, writing and finalizing college personal statements, filling out college applications, applying for scholarships, completing a resume, and drafting a professional letter to seek recommendation letters among others.

In addition to College and Career Choices there will be an in-depth, hands-on introduction to business communication. Topics include the operating system and communication through digital documents, presentations, data computation and presentation, as well as how we represent ourselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports and presentation for both college and career situations.

Technology is embedded in all units of study/work.

**Teacher’s Aide / Office Aide / Library Aide**

*Grade Level:* 11-12  
*Graduation Requirement:* Elective  
*Prerequisites:* Permission from the counselor or instructor

Students interested in being a teacher’s aide, library aide or office aide will need to complete a request form and attach it to their class registration. Students need to see the appropriate teacher or office person if they would like to be their aide in order to obtain a request form. A minimum 2.5 grade point average is required.
Student Leadership
Grade Level: 9-12
Graduation Requirement: Elective
Prerequisites: Must hold a student body office or consent of the instructor.

The Leadership class is designed to engage students in shaping a positive campus environment and culture, and to develop students’ sense of social and civic responsibility. Students will develop leadership and management skills including organization, goal setting, communication, problem solving, and decision making. Students will use these skills to plan and implement student activities on the school campus.
Physical Education

P.E. 9th
Grade Level: 9
Graduation Requirement: P.E.
Prerequisites: None

This course is designed to involve the students in a variety of activities that will enhance their coordination, along with building their cardiovascular endurance. The activities are geared towards team sports, where the students learn not only the rules and strategies of the sport, but teamwork and socialization skills necessary for success, both in and out of the classroom. The California Physical Fitness Test is part of the 9th grade requirement, and students must score in the passing range on 5 of the 6 tests in order to pass this requirement.

P.E. 10, 11, 12
Grade Level: 10-12
Graduation Requirement: P.E.
Prerequisites: None

The class will be geared toward individual sports activities that give the student the opportunity to learn life-long skills for a healthy, physically fit lifestyle. These units include activities such as tennis, golf, archery, and ping pong.

Physical Fitness
Grade Level: 10-12
Graduation Requirement: P.E.
Prerequisites: None

A class designed to help the student look better and feel better through the use of aerobics and weight training. Emphasis will be in altering body dimensions, weight control, nutrition, and improved cardiovascular endurance. May be repeated for credit.

Athletic Physical Fitness
Grade Level: 10-12
Graduation Requirement: P.E.
Prerequisites: Must be pre-season / in-season athlete.

A course designed for athletes at WUHS who are interested in pre-season or in-season conditioning. The class will include weight training and cardiovascular conditioning, with individualized programs for students according to their sport and personal goals. Emphasis will be placed on proper training techniques and sport-specific exercises. Information on nutrition for athletes will also be offered. May be repeated for credit. Students must maintain sports eligibility to be enrolled in this course.
Science Department Pathways

WUHSD Requires 3 years for Class 2021 and beyond
UC/CSU Requires Two Years of a Lab Science (Life and Physical), Three Years Recommended
Biology - P
Grade Level: 9 - 12
Graduation Requirement: Science
Prerequisites: None

Biology meets the UC and CSU laboratory science requirement for admission and the WUHS Life Science requirement for graduation. Biology is a yearlong college preparatory course. Using NGSS Science and Engineering Practices students will develop an understanding of key scientific concepts that help make sense of life science. Disciplinary Core Ideas covered include: From molecules to organisms: structure and function, Ecosystems: interactions, energy and dynamics, Heredity: inheritance and variation of traits and Biological evolution; unity and diversity. Throughout the year, you will work collaboratively, in and out of the lab, as you explore and investigate these topics while learning about the interdependence of the biological and physical world around you.

Agricultural Biology - P
Grade Level: 9 - 12
Graduation Requirement: Science
Prerequisites: None

Agricultural Biology meets the CSU/UC laboratory science requirement for admission and the Wheatland Union High School life science requirement for graduation. This yearlong laboratory science course is designed for the collegebound student with an interest in agriculture, applied biology sciences, environmental studies and natural resource management. Included in the course are the study of molecular and cellular aspects of life, the basic concepts of biochemistry, and the structure of atoms as they relate to energy production, nutrition, digestion, genetics, nervous systems, immune systems, circulatory system, comparative anatomy, physiology, and growth and reproductions of plants and animals. Students will have the opportunity to participate in leadership activities through involvement in the FFA, they are required to keep a record book and have a supervised agricultural project.

NGSS Chemistry - P
Grade Level: 10 - 11
Graduation Requirement: Science
Prerequisites: Successful completion of Biology or Ag Biology.

Chemistry NGSS is a first-year chemistry laboratory course in which students will develop knowledge of the properties of matter. Students will investigate interactions between particles on the molecular and bulk scale. The course is arranged around seven main instructional segments, in which students will develop laboratory skills, engage in data analysis, develop models, and exercise critical thinking to explain chemical phenomena and interactions within the Earth. This course meets the Lab Physical Science requirement set by the universities and state colleges.

Advanced NGSS Chemistry Honors - P
Grade Level: 10 - 11
Graduation Requirement: Science
Prerequisites: Successful completion of Biology or Agricultural Biology.

Advanced Chemistry NGSS is a fast-paced, rigorous lab science course that challenges students to apply chemistry knowledge to predict chemical phenomena, design experiments, and provide solutions to complex problems, while incorporating more sophisticated calculations that require higher levels of math proficiency and problem-solving reasoning skills. Students in Advanced Chemistry NGSS Honors will develop critical thinking skills, essential laboratory skills, an understanding of how models are used in science, and specific scientific knowledge. This class is arranged around four major areas: Structure and Properties of Matter, Chemical Reactions, Conservation of Energy and Energy Transfer, and Chemistry of Climate Change.

AP Chemistry - P
Grade Level: 11 - 12
Graduation Requirement: Science
Prerequisites: Successful completion of Chemistry, Advanced NGSS Chemistry Honors, or Agricultural Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.
AP Computer Science - P
Grade Level: 11-12
Graduation Requirement: 3rd Year Science
Prerequisites: Student must successfully pass Integrated Math III with a grade of “B” or better or recommendation from the Math Department Chair.

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

NGSS Physics - P
Grade Level: 11-12
Graduation Requirement: Science
Prerequisites: Successful completion of Biology and Chemistry, successful completion of Integrated Math I and II highly recommended.

This is a first-year physics course aligned with the Next Generation Science Standards in which students survey selected topics in mechanics, waves, optics, electricity, and magnetism. Physics is a college preparatory science course that is required for students in grades 11-12 and fulfills the UC/CSU A-G requirements. The course is aligned with the Next Generation Science Standards and also implements Design Thinking Process to solve real world problems. Students will investigate observable phenomena, forces that govern them, and how these forces shape Earth and Universe, how energy and matter transfer from one system to another and how does this transfer relate to motion and momentum. Students will explore the relationship between electric and magnetic fields and how it is used to communicate in today’s world.

Advanced NGSS Physics Honors - P
Grade Level: 11-12
Graduation Requirement: Science
Prerequisites: Successful completion of Biology and Chemistry with a grade of “B” or better, completion of Integrated Math II with a grade of “B” or better. Successful completion of Integrated Math III highly recommended.

This is a rigorous first year, college preparatory physics course which offers a solid introduction to the fundamentals of physics for college bound students and fulfills the UC/CSU A-G requirements. This course will survey selected topics in mechanics, waves, optics, electricity and magnetism. The basic concepts are introduced in a logical sequence believed to be the most productive for beginning students. This course includes lecture, lab, problem solving, and group or individual projects. This course is aligned to the Next Generation Science Standards. This course utilizes more math than standard physics but has more concept foundations than AP Physics. The course will also differ from standard physics in the length, depth, and/or complexity per topic. This course prepares students for introductory college-level physics courses such as those regularly required for degrees in engineering, science or some pre-med fields.

AP Environmental Science - P
Grade Level: 11-12
Graduation Requirement: Science
Prerequisites: Successful completion of Biology and Chemistry and Integrated Math II with a grade of “C” or better.

Advanced Placement Environmental Science is an advanced science class for students who have completed both Biology and either Chemistry or Physics and have demonstrated subject mastery in both areas. The typical student candidate for an AP Environmental Science course is interested in the environment, has a desire to learn more about how our natural systems function, and is planning to attend a four-year university. Students who take and pass the AP Environmental Science Exam may earn college credit, depending on the university they plan to attend. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science. This course conforms to the standards instituted by the College Board for all AP courses and covers all of the topics in the AP Environmental Science Course Description: Earth Systems, Earth Resources, the Living World, Population, Land Use, Water Use, Energy Resources, Energy Consumption, Pollution, and Global Change. Student may receive college credit with passing AP Exam Score of 3 or better (University dependent).

Agricultural Animal Science (Dual Enrollment)
Grade Level: 11-12
Graduation Requirement: 3rd year Science or CTE
Prerequisites: Student must have passed Agricultural Biology or Biology and Integrated Math I with a “C” or better.

Wheatland Union High School District
This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successful prepare students for entry level employment after high school, as well as those students who plan on majoring in Agricultural Sciences at a post-secondary institution.

**Agricultural Plant and Soil Science (Dual Enrollment)**

**Grade Level:** 11 - 12  
**Graduation Requirement:** 3rd year Science or CTE  
**Prerequisites:** Student must have passed Agricultural Biology or Biology with a "C" or better.

This course is designed to provide the student with theories and principles of Agriculture and Plant & Soil Science through “hands on” learning. Utilizing our greenhouse and school garden we are able expand learning beyond the traditional classroom and textbook and spend much more time learning biology concepts through experiential laboratory lessons. Students will become proficient in academic foundation standards, agriculture career standards (including CDE Agriculture and Natural Resource standards and Plant and Soil Science standards) and biology standards. Laboratory investigations/experimentation, reports and data are held to rigorous standards and follow the principles of the Scientific Method. Investigations/Experiments are designed to address key concepts as well as industry standards when possible so that students are more prepared for higher education and careers in Agriculture and the Plant & Soil Science industry.

**Human Anatomy and Physiology - P**

**Grade Level:** 11 - 12  
**Graduation Requirement:** Science  
**Prerequisites:** Student must have passed Biology with a grade of “C” or better and successful completion of Chemistry.

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Emphasis is on developing the ability to ask questions, to observe, to experiment, to measure, to use computers and calculators, to problem solve/reason, to use tools of science, to gather data, and to communicate findings. Laboratory experiences should allow the student to manipulate compounds, models, and in some circumstances, parts of their own bodies such as measuring the length of their arms, legs, fingers, etc. Dissection of small animals either by virtual lab programs or prepared specimens will be an important part of exploring anatomical structures.

**Forensics - P**

**Grade Level:** 11 - 12  
**Graduation Requirement:** Science  
**Prerequisites:** Student must have successfully completed Biology and Chemistry.

Forensics is a third or fourth year of college-prep laboratory science for students that are college bound and/or interested in the field of Forensics. This class will introduce students to the field of Forensic Science providing a general overview of the scientific practices involved in solving crimes. Students will participate in many qualitative hands-on labs and simulations that develop practical and theoretical aspects of Forensics while developing proficiency in the eight Science and Engineering Practices (SEP) and seven Crosscutting Concepts (CCC) detailed in the Next Generation Science Standards. This class will integrate previous science courses and demonstrate the relevance of science education for practical use.

**Biology 10L - Dual Enrollment with Yuba College (4 units college credit)**

**Grade Level:** 11 - 12  
**Graduation Requirement:** Science  
**Prerequisites:** Student must have successfully completed Biology and Chemistry with a grade of "C" or better.

Science for Life is for non-science college majors and includes a combination of lab and lectures. Provides an overview of the world of living organisms including their classification and unifying characteristics. Introduces basic biological processes such as homeostasis, photosynthesis, cellular respiration, DNA function, cellular reproduction, evolution, and ecosystem interactions with an emphasis on the relationship of structure to function and the interrelationships of living organisms. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students’ GPA.
Social Science

World History - P
Grade Level: 10 - 12
Graduation Requirement: Social Science
Prerequisites: None
UC/CSU: History/Social Science ("A") requirement
Credits: 10.0
This is a survey of the various cultures of the world, emphasizing 1789 to the present. The course covers the development of mankind and his political, economic, social, and cultural institutions.

World History Honors - P
Grade Level: 10 - 12
Graduation Requirement: Social Science
Prerequisites: None
UC/CSU: History/Social Science ("A") requirement
Credits: 10.0
This full-year course explores the expansive history of the modern world. Students will learn many facts, but also the critical thinking skills necessary to analyze historical evidence as presented in primary sources. We will utilize the PIES themes as a framework in the chronological study of the world’s history; these themes are: Politics and power, Interaction between humans and the environment; Economic systems, and Social structures.

Military History - P
Grade Level: 10 - 12
Graduation Requirement: Elective
Prerequisites: None
UC/CSU: Elective ("G") requirement
Credits: 10.0
Military History is a course designed to provide all students with a comprehensive survey of the history, principles, effects, practices and the profession of armed conflict. Students will use skills in cooperative learning, project development, and world-class standards of technical reading, writing, research, decision making and public speaking as they study the processes and principles of warfare in the context of the complexities of modern-day foreign policy. Students will develop an awareness of the awful realities of war through eyewitness accounts, oral histories, film, video, pictures and literature. They will also apply knowledge and skills in tactics and strategy in the context of historical situations, and through the use of computer simulations, to learn the lessons of military history in relationship to today’s unpredictable global environment.

U.S. History - P
Grade Level: 11 - 12
Graduation Requirement: Social Science
Prerequisites: None
UC/CSU: History/Social Science ("A") requirement
Credits: 10.0
Junior social studies will cover social, political, geographical, and economic concepts and events in U.S. history with an emphasis on the 20th Century.

AP U.S. History - P
Grade Level: 11 - 12
Graduation Requirement: Social Science
Prerequisites: Student must have passed 10th grade World History and English courses with a "C" or better.
UC/CSU: History/Social Science ("A") requirement
Credits: 10.0
The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.
### Psychology - P

**Grade Level:** 11 - 12  
**Graduation Requirement:** Elective  
**Prerequisites:** None  
**UC/CSU:** Elective ("G") requirement  
**Credits:** 10.0  

This is an introductory course in the study of human behavior. Included for study are such subjects as perception, cognition, learning theory, intelligence, human development, mental health, and mental illness.

### AP Psychology - P

**Grade Level:** 11 - 12  
**Graduation Requirement:** Elective  
**Prerequisites:** None  
**UC/CSU:** Elective ("G") requirement  
**Credits:** 10.0  

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

### Economics - P

**Grade Level:** 12  
**Graduation Requirement:** Social Science  
**Prerequisites:** None  
**Credits:** 5.0  

This is a required class that covers the basic concepts involved in the American economic system, makes comparisons with other economic systems, and attempts to clarify the roles of the government, private sector, and the individual in “directing” our economy.

### Civics - P

**Grade Level:** 12  
**Graduation Requirement:** Social Science  
**Prerequisites:** None  
**UC/CSU:** History/Social Science ("A") requirement  
**Credits:** 5.0  

This is a required class that is designed to apply a student’s knowledge of history to current political, economic, and social events; and apply current political decisions to the democratic principles of this country. Reading the newspaper on a daily basis is strongly advised.

### AP United States Government and Politics - P

**Grade Level:** 12  
**Graduation Requirement:** Social Science  
**Prerequisites:** Student must have passed 11th grade U.S. History and English courses with a “C” or better.  
**UC/CSU:** History/Social Science ("A") requirement  
**Credits:** 5.0  

The Advanced Placement Program in Civics is designed to provide students with the analytical skills, writing skills, and factual knowledge necessary to deal critically with the problems and materials associated with Civics. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory course at a four-year university. The extra work provides the AP Civics student an additional grade point and the opportunity to earn college credit.
**VEX Robotics**
Grade Level: 9 - 12  
Graduation Requirement: CTE  
Prerequisites: None  
UC/CSU: Science ("D") requirement  
Credits: 10.0

This STEM course will emphasize problem solving and experimentation. Specific topics will include: Design Process, Perspective Drawing, Robot C computer programming, Arduino computer programming, 3D modeling and participation in Vex Roboti

**Principles of Engineering**
Grade Level: 10 - 12  
Graduation Requirement: CTE  
Prerequisites: Completion or concurrent enrollment in Integrated Math II. Highly recommended: Completion of Introduction to Engineering

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.

**Honors Engineering**
Grade Level: 11 - 12  
Graduation Requirement: CTE  
Prerequisites: Completion of VEX Robotics and Principles of Engineering with a "C" or better.

Students develop 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 an engineering notebook to document their work. This course also meets the Wheatland Union High School computer application requirements.

**Honors Engineering Design and Development**
Grade Level: 11 - 12  
Graduation Requirement: CTE  
Prerequisites: Completion of Principles of Engineering, Honors Engineering, or VEX Robotics and Integrated Math II with a "C" or better. Students may also enter the class upon teacher request.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.
Visual and Performing Arts

3D Animation and Graphics
Grade Level: 9 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: None  
UC/CSU: VAPA ("F") requirement  
Credits: 10.0

This course will be creating, writing, communicating, and studying modern and historical art and animation, both 2D and 3D, with a focus on the elements of art and principles of design. Computers will be the tool for visual problem solving, creative expression, research, and communication. Art criticism and aesthetic valuing are ongoing through verbal and written critique of student and professional work. Students will learn about various art careers and opportunities by working with community members to learn and create real products, develop portfolios, work in professional scenarios, and gain valuable experiences and insight into the Digital Art and Animation industry.

3D Animation and Graphics 2
Grade Level: 10 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: Successful completion of 3D Digital Art with a grade of “C” or better.  
UC/CSU: VAPA ("F") requirement  
Credits: 10.0

3D Computer Animation II is a studio class that provides students an opportunity to gain valuable Multimedia experience that will allow them to develop and communicate innovative and original ideas through the study and application of 2D and 3D Computer Animation and Digital Graphic skills. Using cutting edge industry standard software, including the Autodesk and Adobe computer suites, Students will develop, create, and produce, animated shorts, video games, scientific visualizations, architectural renderings, historical reconstructions, and Virtual Reality asset creations and productions. Storyboards will emphasize character development, design, architectural and landscape backgrounds, props, digital painting, special effects, and scene development and design, using industry standard digital production techniques and traditional principles of animation. Students will develop, create, and produce, an industry standard portfolio that may be used to pursue career and internship opportunities.

The Art and History of Floral Design - P
Grade Level: 9 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: None  
UC/CSU: VAPA ("F") requirement  
Credits: 10.0

This class provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

Advanced Floral Design – P (Articulated)
Grade Level: 10 - 12  
Graduation Requirement: CTE or Fine Arts  
Prerequisites: Student must have passed The Art and History of Floral Design with a “C” or better  
UC/CSU: English ("F or G") requirement  
Credits: 10.0

This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price, and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business. Students will automatically become members of FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course.
Art I - P
Grade Level: 9 - 12
Graduation Requirement: Fine Art
Prerequisites: None
This is a basic course recommended for all students interested in art. Students will learn design principles by working with the elements of design, line, value, color, shape, texture and depth. They will explore the various techniques and media of drawing and painting. Each individual will be encouraged to develop creativity and the understanding of what art means to him/her.

Advanced Art - P
Grade Level: 10 - 12
Graduation Requirement: Fine Art
Prerequisites: Successful completion of Art I-P with a grade of “C” or better.
This course is designed to develop the student’s individual skills in art. Students explore and develop a deeper understanding of the principles and elements of design, color and self-expression through a variety of mediums. Students will have the opportunity to show their drawings, paintings, printmaking and/or collages in the school’s art gallery.

Ceramics - P
Grade Level: 9 - 12
Graduation Requirement: Fine Art
Prerequisites: None
Students are encouraged to explore creating with clay. Learn basic hand building techniques using pinching, slab, coil, and mold methods to make fun and functional items like boxes, vases, or cups. Or stretch your imagination and learn to make free form shapes and animals using a variety of tools, textures and glazes.

Advanced Ceramics - P
Grade Level: 10 - 12
Graduation Requirement: Fine Art
Prerequisites: Successful completion of Ceramics-P with a grade of “C” or better.
This course is designed for students with previous experience in clay who wish to fine-tune their hand building techniques. Also, wheel throwing will cover wedging, center, pulling, trimming, use of tools and glazing, and surface techniques. Basic forms such as cups and small bowls will be taught. Students with previous throwing experience will be shown to throw larger, taller and more difficult forms.

Culinary 2
Grade Level: 9 - 12
Graduation Requirement: CTE or Fine Art
Prerequisites: 1 year of successful completion of Culinary 1 with a “C” or better
Introductory course that will prepare students to enter the Foodservice and Hospitality pathway. The course is designed to give students classroom instruction and applied practice in kitchen safety and sanitation, food preparation techniques, nutrition, and cuisine of the world. Students will develop skills through the use of authentic application of industry standards. The course will prepare students for entry-level positions common to the catering industry. The course builds on the successful completion of the foundation culinary arts courses and is designed to give students classroom instruction and applied practice in planning, preparing, and serving catered events, effectively managing a beverage service facility and developing a passion for the hospitality industry. Students will develop skills through the use of authentic application of industry standards.

Drama Performance - P
Grade Level: 9 - 12
Graduation Requirement: Fine Art
Prerequisites: None
Students will learn various acting techniques including voice, movement, character studies, make-up and critique. Students will also learn about and create puppets and do research on theatre.
Chorus
Grade Level: 9 - 12
Credit: 0.0
Graduation Requirement: Fine Art
Prerequisites: None
Chorus is a repeatable class open to all students. The course covers basic musicianship, vocal skill, choral technique, and choral literature from a variety of cultures both past and present. Students will perform in several venues, including school concerts and festivals. These performances are mandatory and constitute a large part of the overall course grade.

Color Guard
Grade Level: 9 - 12
Credit: 0.0
Graduation Requirement: Elective
Prerequisites: None
The Color Guard is open to all students. Class members compete in parade competitions and Winter Guard competitions as well as perform for school events. The course focuses on marching techniques, choreography and performance skill with marching flags/rifles/shields. The Color Guard is a support unit for the WUHS Marching Band and will perform at festivals and competitions throughout the Fall marching season which usually take place on Saturdays. Performances are mandatory and constitute a major portion of the overall course grade. Some rehearsals will be scheduled outside of normal school hours. These rehearsals are mandatory.

Drum Line
Grade Level: 9 - 12
Credit: 0.0
Graduation Requirement: Elective
Prerequisites: Audition and completion of one semester of Concern Band or equivalent class experience.
The Drum Line performs at all Fall Marching Band performances and competitions as well as at Winter Percussion competitions, community, and other school events. The course covers technique for all marching percussion, including snare drums, quads, bass drums, mallet percussion and cymbals. Significant time is spent on proper marching technique and appropriate order/decorum for a competition Drum Line. Performances are mandatory and constitute a major portion of the overall course grade. Some rehearsals will be scheduled outside of normal school hours. These rehearsals are also mandatory.

Symphonic Band - P
Grad Level: 9 - 12
Credit: 0.0
Graduation Requirement: Fine Art
Prerequisites: None
The Symphonic Band is for advanced musicians who perform throughout the school year in concerts, festivals, and community events. Members of this group may perform in the Pirate Marching Band. Moreover, the Symphonic Band competes for WUHS in marching competitions throughout the Fall marching season. All of these performances are mandatory and constitute a major portion of the overall course grade. Some rehearsals will be scheduled outside of normal school hours. These rehearsals are also mandatory.

Jazz Ensemble
Grade Level: 10 - 12
Credit: 0.0
Graduation Requirement: Elective
Prerequisites: Must commit to Symphonic Band/Marching Band
The Jazz Ensemble will learn jazz literature, jazz history, improvisation techniques and performance skills. They will be performing for school concerts, festivals, off-campus events and community gatherings. These performances are mandatory and constitute a major portion of the course grade.

Music Appreciation - P
Grad Level: 9 - 12
Credit: 0.0
Graduation Requirement: Fine Art
Prerequisites: Must commit to Symphonic Band/Marching Band
Music Appreciation is an elective course available to all students; no prior musical experience is necessary. This course explores the use and effect of music in film, television, commercials, cartoons, video games, and advertisement. Students will become familiar with the instruments of the orchestra and other acoustic and electronic instruments that are used in the production of film music. Students will learn the score composition process and some of the film making process as it relates to music and sound effects. This course emphasizes aural recognition and analysis.
Activities / Clubs / Sports

ACADECA
Anime Club
Art
Band / Choir
Baseball
Basketball
Ceramics
Cheer
Creative Writing
Cross Country
CSF – California Scholastic Federation
Culinary
Design / Build
Drama
FFA – Future Farmers of America
Football
FBLA – Future Business Leaders of America
GSA – Gay-Straight Alliance
Guitar Club
Interact
Leadership
Link Crew
Principal’s Advisory
Robotics
Soccer
Softball
Tennis
Track
Trap-Shooting
Volleyball
Wrestling
## Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Newman, Nicole</td>
<td>Superintendent</td>
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<tr>
<td>Olsen, Cy</td>
<td>Principal – WUHS and CDS</td>
</tr>
<tr>
<td>Edwards, Schandia</td>
<td>Assistant Principal – WUHS, Principal - EPD</td>
</tr>
<tr>
<td>Freeman, Ashley</td>
<td>Director of Special Program</td>
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<tr>
<td>Castillo, Jesse</td>
<td>Director of Fiscal Services</td>
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<tr>
<td>Amsbaugh, Brian</td>
<td>Director of Technology</td>
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<tr>
<td>Amsbaugh, Courtney</td>
<td>Para Educator</td>
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<tr>
<td>Anderson, James</td>
<td>Bus Driver / Maintenance</td>
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<tr>
<td>Bagley, Roy</td>
<td>Teacher</td>
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<td>Baroni, Stephen</td>
<td>Teacher</td>
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<tr>
<td>Bartolomei, Katie</td>
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<td>Bartolomei, Mike</td>
<td>Bus Driver / Custodian</td>
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<tr>
<td>Bertolini, Erin</td>
<td>Para Educator / Van Driver</td>
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<tr>
<td>Boatright, Wendy</td>
<td>Library Clerk</td>
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<td>Boggs, Celeste</td>
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<td>Brooks, Dominic</td>
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<td>Calta, Renee</td>
<td>Registrar</td>
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<td>Cheema, Preet</td>
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<td>DuShane, Candance</td>
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<td>Gonzalez, Adela</td>
<td>Bilingual Para Educator</td>
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<td>Heredia, Alex</td>
<td>Custodian / Grounds / Maintenance</td>
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