

# TABLE OF CONTENTS

WINDSOR HIGH SCHOOL GRADUATION REQUIREMENTS .....	2
COLLEGE REQUIREMENTS	
University of California.....	3
California State Universities.....	6
Private Colleges.....	8
Community Colleges.....	8
Vocational-Technical Colleges.....	9
Entrance Exams.....	9
Concurrent and Accelerated Program.....	10
WINDSOR HIGH SCHOOL PROGRAM	
Program and Scheduling.....	11
Attendance Requirement.....	11
Program Format (A and B Days).....	12
Four Year Plan.....	12
COURSE DESCRIPTIONS	
Focus Areas.....	13
English.....	15
English Language Development Program.....	16
Foreign Language.....	17
Health.....	19
Mathematics.....	19
Physical Education.....	21
Science.....	21
Social Studies.....	24
Special Education.....	25
Technology.....	26
Visual and Performing Arts.....	28
Art.....	28
Music.....	29
Theater.....	30
Electives.....	32
Support Classes.....	37
SUPPORT SERVICES.....	38
PROGRAM CHANGE POLICY.....	40
GRADING POLICY AND PROCEDURES.....	41
ATHLETIC ELIGIBILITY.....	44
INDEX.....	45, 46
MISSION STATEMENT	
CURRICULUM RESOURCE PERSONNEL	
TITLE IX	

# WINDSOR HIGH SCHOOL

## GRADUATION REQUIREMENTS

The following requirements have been established by the California Education Code and the Windsor Unified School District Board of Trustees. To participate in the graduation ceremony, students must meet these three requirements and be a *Senior in Good Standing* (See Parent/Student Handbook/Agenda).

1. Complete 220 credits in these prescribed subject areas:

<u>Subject Area</u>	<u>Credits</u>
Computer Literacy <sup>1</sup>	5 (needed for class of 2011, 2012)
English	40
Health	5
Integrated Science	20
Math – Demonstrate competency in or complete:	
Algebra <sup>2</sup>	10
Geometry	10
Physical Education (9-10 Core)	20
Social Science	
World History or Global Studies	10
U.S. History	10
Government and Economics	10
Visual and Performing Arts or Foreign Language <sup>3</sup>	10
Electives	<u>70 (75 for class of 2013)</u>
<b>Total Credits:</b>	<b>220</b>

2. Students must pass the CAHSEE/California High School Exit Exam in Math and Language Arts before receiving the Windsor High School diploma.

3. Complete a Senior Project during the student’s senior year.

---

<sup>1</sup> Computer literacy may be met by passing Foundations of Digital Design with a “C” or better or by taking Digital Design focus area, digital photo, computer repair, computer robotics, digital video production or Cisco/ROP class.

<sup>2</sup> Students receiving special education services must pass Algebra to receive a WHS diploma, i.e. cannot be waived by an IEP.

<sup>3</sup> American Sign Language may be taken at S.R.J.C. in lieu of foreign language.

# COLLEGE ENTRANCE REQUIREMENTS

Any student who anticipates college attendance should plan a program of study early in their high school career. While high school grades remain one of the best predictors of success in college, a new trend is evident that admission bodies are taking a closer look at the *rigor* of academic preparation, i.e. the difficulty of courses a student takes. Major colleges and universities want to know why a student chooses NOT to take advanced placement or honor courses if they are offered; or, why a student does not retain a rigorous academic schedule in his/her senior year. Universities are looking for students with a well-rounded experiential base. Internships, leadership positions in the community, and involvements with community service are highly valued experiences.

*Some colleges also ask counselors to report if students have been suspended from school for any reason. Colleges sometimes alert students to last minute rejections, based on a drop in final semester grades and/or attendance problems. Students should understand that counselors must respond honestly to all such requests.*

## UNIVERSITY OF CALIFORNIA (U.C.) ADMISSION REQUIREMENTS

Acceptance to a University of California campus is based upon the following three factors: subject requirements, scholarship requirements, and exam requirements.

### 1. University of California (U.C.) Subject Requirements:

A student applying for admission as a freshman to the University of California must have completed a minimum of 160 high school credits during grades 9 through 12. Of these required credits, 150 must have been earned in academic or college preparatory courses, as specified and defined below. Also, at least 70 of the 150 units must have been earned in courses taken *during the last two years of high school*.

### University of California (A – G) Admission Requirements

- (A) HISTORY/SOCIAL SCIENCES:** Two years required, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- (B) ENGLISH:** Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- (C) MATHEMATICS:** Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- (D) LABORATORY SCIENCE:** Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. One year of this requirement is satisfied by Integrated Science C/D. Completion of three years is recommended.
- (E) LANGUAGE OTHER THAN ENGLISH:** Two years of the same language other than English. Completion of three years recommended. May be waived for students who have demonstrated competency.<sup>4</sup> Sign language for the deaf is also acceptable.

---

<sup>4</sup> See Counselor for details.

## University of California Admission Requirements (continued)

### (F) VISUAL AND PERFORMING ARTS:

One year, in the same discipline area. Areas may include dance, drama/theater, music, visual art, or digital photography.

### (G) COLLEGE PREPARATORY ELECTIVE:

In addition to those courses required in "A-F" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, integrated A/B science, and a language other than English.

**2. Scholarship requirements:** Students must earn a "C" grade or better in all courses meeting "A-G" requirements. The U.C. grade point average is computed from grades in classes used to fulfill "A-G" pattern required for admission in grades 10 through 12. Grades in AP courses and Honors courses approved by the university as Honors (i.e. underlined on the following page) are given extra weight: A = 5 points, B = 4, C = 3 (Note: D=1). *U.C. accepts a maximum of 8 semesters of honors courses for GPA enhancement; only 2 can be from 10<sup>th</sup> grade. Students are still encouraged to take the most rigorous schedule of classes.*

**3. Exam Requirements:** University applicants are required to submit scores from the SAT Reasoning Test or ACT (American College Test), and two SAT Subject Tests to the College Entrance Examination Board. See a counselor for more detailed information.



## UC CERTIFIED (A-G) COURSE LIST

*Only underlined courses denote extra honors points (A=5, B=4, C=3) awarded by U.C.<sup>5</sup>  
(W.H.S. awards an extra honors point for both Honors (H) and Advanced Placement Courses.)  
for both Honors (H) and Advanced Placement Courses.)*

<p><b>A. HISTORY</b>            Global Studies            Global Studies (H)            Government  <u>AP U.S. Government &amp; Politics</u>            U.S. History  <u>AP U.S. History</u>            World History            World History (H)</p> <p><b>B. ENGLISH</b>            English 11-12 (2 yrs)            English 9-10 (2 yrs)            English 9-10 (H)            English 11-12 (H)  <u>AP English Literature</u>  <u>AP English Language</u></p> <p><b>C. MATHEMATICS</b>            (*May only be used for the “C” requirement)            *Algebra            *Geometry            *Geometry (H)            *Advanced Algebra            Pre-Calculus with Trigonometry  <u>AP Calculus</u>            Statistics</p> <p><b>D. LABORATORY SCIENCE</b>            Integrated Science C/D            Integrated Science C/D (H)            Chemistry  <u>Chemistry (H)</u>            Physics  <u>AP Physics</u>  <u>AP Biology</u>            Advanced Biology            Biotechnology            Anatomy &amp; Physiology</p> <p><a href="http://www.ucop.edu/doorways/list">www.ucop.edu/doorways/list</a></p>	<p><b>E. LANGUAGE OTHER THAN ENGLISH</b>            (*May only be used for “E” requirement)            *French I            French II            French III            *Spanish Literature and Composition            *Spanish I            Spanish II            Spanish III            Spanish IV  <u>AP Spanish Literature</u>  <u>AP Spanish Language</u></p> <p><b>F. VISUAL AND PERFORMING ARTS</b>            (*May only be used for “F” requirement)            *Beginning Theater Arts            *Theater Design            Advanced Drama            American Theater            World Theater            Art I            Art II            Art III  <u>AP Studio Art</u>            Chorus            *The Arts            *Band and Orchestra            *Beginning Guitar            Digital Photography</p> <p><b>G. COLLEGE PREP ELECTIVES</b>            (All courses listed under “A-F” with the exception of            *Mathematics or *Visual/Performing Arts courses, plus            the following:)            Advanced Composition            AVID (12<sup>th</sup> grade)  <u>Contemporary Culture (H)</u>            Computer Science A            Economics  <u>AP Macro Economics</u>            *Introduction to Statistics            Environmental Science            Integrated Science A/B (H)            Integrated Science A/B            Journalism            Humanities            Forensics            Psychology</p>
---	--

<sup>5</sup> U.C. will accept a maximum of 8 semesters of AP or Honor grade points.

**CALIFORNIA STATE UNIVERSITY (C.S.U.)**  
**(A-G) ADMISSION REQUIREMENTS**

**Subject Requirements**

Freshman applicants are required to complete the 150 credits of college preparatory courses in grades nine through twelve with grades of “C” or better.

Subject requirements accepted by CSU admission must be designated on the list certified by your high school as approved “Courses to Meet Requirements for Admission to the University of California.” Additional courses in agriculture and visual and performing arts will be accepted. (See page 5 for UC Approved Courses and contact your counselor for further assistance.)

Courses must be from an approved listing of college preparatory subjects.<sup>6</sup>

- (A) HISTORY/SOCIAL SCIENCES:** Two (2) years required, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- (B) ENGLISH:** Four (4) years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- (C) MATHEMATICS:** Three (3) years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- (D) LABORATORY SCIENCE:** Two (2) years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. One year of this requirement is satisfied by Integrated Science C/D. Completion of three years is recommended.
- (E) LANGUAGE OTHER THAN ENGLISH:** Two (2) years of the same language other than English. Completion of three years recommended. May be waived for students who have demonstrated competency.<sup>7</sup>
- (F) VISUAL AND PERFORMING ARTS:** One (1) year, in the same discipline area. Areas include dance, drama/theater, music, or visual art.
- (G) COLLEGE PREPARTORY ELECTIVE:** In addition to those courses required in "A-F" above, one (1) year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

---

<sup>6</sup> All college preparatory courses are identified with a “P” or an “H” following the course title or are preceded with “AP” (Advanced Placement).

<sup>7</sup> See Counselor for details.

## California State University & College System (continued)

**Entrance Requirements:** Must meet eligibility index, which is a composite of grade point average and college entrance exam score. Student's GPA plus SAT Reasoning or ACT score determine admission (the higher the GPA, the lower the test score required). A minimum grade of "C" is required. See Counselor for index specifics.

The California State University (CSU) System will continue to select applicants from the top one-third of California's high school graduates based on the Eligibility Index. The CSU System determines the GPA by counting all grades earned in years 10-12, excluding P.E. or P (Pass) grades. Grades in up to four AP courses taken in the last two years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

### California State University and College Tests

- SAT Reasoning or ACT – See page 9 for information regarding application and/or admission.
- English Equivalency Test – Students who score well on this test are granted credit for freshman English.
- English Placement Test – Entering freshmen are required to take this placement test in English.
- Math Placement Test – Entering freshmen are required to take this placement test in mathematics.

## PRIVATE COLLEGES

There are hundreds of independent or private colleges and universities around the country with a wide range of characteristics that make them attractive to students. In searching for the right one for you, first decide what you are looking for and then begin checking the individual campuses.

### HOW TO FIND INFORMATION

Since private colleges differ, you are encouraged to try some of the following ideas in order to gather information:

- Visit Windsor High School Career/Scholarship Coordinator and Counseling Center.
- Attend College Fair at Windsor High School.
- Write for information. Private colleges are very prompt in answering letters from interested students.
- Attend college representative meetings when they visit Windsor High School. Each year colleges send representatives to visit high school campuses to talk with students. Check for college representative visits in the Career Center.
- Visit college campuses. Plan a trip to visit the campus when classes are in session and you can talk with the students and admissions people.
- View current videotapes of college campuses. Tapes are available in the Career Center.
- Access up-to-date computerized school information systems. Systems are available in the Career Center and library or on the Internet.
- Attend College Financial Aid Evening.

## **PRIVATE COLLEGES (continued)**

- Use up-to-date software packages and books that are available in public and school libraries and bookstores.
- Talk with former students of your high school who are attending the college in which you are interested.

### **HOW TO APPLY**

The application procedures vary at different colleges, but the guidelines here should help you become involved with the admissions process:

- Write for application(s) early in the fall of the senior year. Many colleges now have on-line applications. Check the Internet.
- Early admissions candidates can write in the spring of their junior years.
- Take appropriate pre-college entrance exams in the spring of your junior year.
- Be aware of application filing periods and deadline dates.

## **COMMUNITY COLLEGES**

### **ADMISSION**

- Requirements – High School Diploma, Certificate of Proficiency, or the age of 18 (non-grads 18 or older are admitted on probation).
- Applications – Available in WHS Counseling Office, Career Center, online, and from the college admissions office.
- Expenses – Tuition will be \$20.00 per unit (*subject to change*). Additional cost includes books, health fee, transportation, parking and supplies.
- Transcript – Ask the Registrar (Counseling Office) to send your final transcript to the community college.
- Entrance – No tests are required for admission. Tests are required for proper English, mathematics, science or foreign language placement.

### **TRANSFER STUDENT**

All community colleges offer a full range of academic courses that enable a student to prepare for a transfer to a four-year college or university. A transfer student who plans carefully can enter the four-year college as a junior after two years of community college work. Your community college counselor will help you organize a program that will be accepted by the four-year college so that you will not lose any credits when you transfer.

# VOCATIONAL/TECHNICAL Schools & Programs

## **Community College**

An Associate of Arts (AA) degree is awarded in many two-year, vocational technical programs. A one-year certificate program also is available in over 100 vocational fields. Courses in the program offer training in skills qualifying students for employment in semi-professional and technical areas. A schedule of the vocational-technical programs offered in your county's community colleges encourages prospective high school graduates to obtain firsthand information about a particular program of study at the college by meeting with students and/or faculty members.

## **Private**

There are many quality private vocational/technical schools. Check with the counselors for a listing of reputable technical schools.

## **SCHOLARSHIPS AND FINANCIAL AID**

Students who feel that they will need financial aid to attend college should check with the College/Career Technician for application deadlines. Recommended reading material on scholarships and financial aid is available in the Career Center. There are many different sources offering various kinds of scholarships. The WHS counselors hold a financial aid workshop each December or January. If students work closely with their counselors and scholarship coordinator, there is no need to pay for any scholarship programs.

## **COLLEGE ENTRANCE EXAMS**

Students need to check which tests the college of choice requires. Some private colleges require various combinations of SAT/Achievement. See your counselor for more detailed information about each of these tests.

- **PSAT** – Preliminary Scholastic Aptitude Test – Offered in October only to freshman, sophomores and juniors as a practice for the SAT. For juniors, scores on this test are used to determine eligibility for the National Merit Scholar competition.
- **SAT Reasoning Tests** – Critical reading, mathematics, and writing tests. Scores on these tests are used by colleges to determine a student's probable success in college (11<sup>th</sup> & 12<sup>th</sup> grade).
- **SAT Subject Tests** – Available in foreign language, social science, English composition and literature, science, and mathematics.
- **ACT** – American College Test – Four sub-tests in English, mathematics, reading, and natural sciences with an optional writing test. The ACT is comparable to the SAT I Reasoning.
- **AP Exams** – Advanced Placement Exams – Available for students who have exceptional talent in particular areas in which they may earn college credits. Students generally take a related advanced placement course before taking the exam, although students may take the exams without having taken the course. Colleges vary in the credit they award for scores on AP exams.

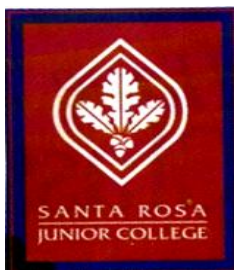
**The Windsor High School testing code number is: 053787. This school code number is used to have scores sent to Windsor High School.**

## CONCURRENT ENROLLMENT/ACCELERATED HIGH SCHOOL STUDENTS

Students are encouraged to take college or university courses while attending Windsor High School. Community colleges provide opportunities for high school students with good academic standing to enroll in day or evening college classes. This concurrent enrollment permits students to enrich their high school program or to commence with college work in their area of interest (Career Oriented Program) while still attending high school. Eligible students may take one or two courses depending on their high school course load and the recommendation of the high school counselor.

To be eligible, students must be concurrently enrolled in grades 9-12 of the recommending high school. All high school students who want to take any course at a community college (except Community Service no-credit programs) must complete the following before admission to the course:

- Santa Rosa Junior College admission application, signed by the Windsor High School counselor.
- Santa Rosa Junior College concurrent enrollment form, signed by the Windsor High School counselor.
- Students who have not attained junior or senior status must, in addition, secure the approval of the college registrar.
- Take placement test where required, e.g. math and English.
- Credit will be awarded by Windsor High School to students who pass college courses with a “D” or better upon receipt of college report card or transcript. *It is the student’s responsibility to present the documentation to the Windsor High School registrar. 1 college credit/unit = 3.33 high school credits.*
- Community college courses with a course number of 49 or below are transferable to a U.C. Thus, students will earn honors credit status for grade point averaging purposes. Community college courses numbered 1-99 are CSU transferable.



**SRJC**

+

+



**WHS**

=

—



**ACCELERATION**

## **WINDSOR HIGH SCHOOL PROGRAM**

High school students are required to make many educational, vocational, and personal decisions. The accelerating rate of change in today's society calls for a service to help students make intelligent decisions and to assist them in using their talents more appropriately. Windsor High School's guidance counselors help students understand themselves, improve their academic successes, and plan appropriately for the future. As an educational advisor, the counselor helps students plan a program of studies for the high school years, reviews the program as needed, and advises them when adjustments to the program appear to be necessary. Counselors help students obtain information about higher education and training for occupations so they may properly prepare themselves to meet the requirements of their chosen fields of endeavor. *The final decisions and follow-through remain with the students.*

### **PROGRAMMING AND SCHEDULING SERVICES**

Students are given the responsibility of investigating elective course offerings and selecting the appropriate courses to satisfy their needs and interests. Careful attention to the following information will assist in making decisions and eliminate much confusion and loss of time in program adjustment.

1. Course planning starts with group counseling meetings in the 8<sup>th</sup> grade and group meetings in 9-11 grades. Counselors will describe the course offerings, review graduation requirements, and discuss program planning with the students.
2. Students will have the opportunity to share the information with their parents.
3. Students will receive an official schedule prior to the beginning of classes in the fall upon completing and submitting the following paperwork:
  - Emergency Procedure Card
  - Internet Agreement Contract
  - Academic Honor Code Contract
  - Other required forms specified in the opening day packet

### **MINIMUM ATTENDANCE REQUIREMENT**

Students are required to take a minimum number of classes on the Windsor High School campus.

#### Freshmen and Sophomores

All ninth and tenth graders must take a minimum of six classes, although seven classes may be taken pending course availability.

Students may substitute one of the six minimum classes at the Santa Rosa Junior College (SRJC) with the permission of a Windsor High School Counselor/Administrator and the SRJC Admissions Director (E.C. 46146). Enrichment forms and SRJC applications are available in the Windsor High School Counseling Office.

#### Juniors and Seniors

All eleventh and twelfth graders must take a minimum of five classes. More classes may be taken pending student need and/or course availability.

Students may substitute one of the five minimum classes at a California State University, University of California, the Santa Rosa Junior College (SRJC), or other community college with the permission of a Windsor High School Counselor/Administrator and the collaborating school's Admissions Director (E.C. 46146). Enrichment forms and SRJC applications are available in the Windsor High School Counseling Office.

## WINDSOR HIGH SCHOOL PROGRAM PROGRAM FORMAT

While many freshmen and sophomores choose to take seven subjects, they are required to take a minimum of six subjects over a two-day period (referred to as “A” and “B” days). One day is devoted to “Core” courses, English, history, and integrated science, with the other day given to electives such as math, foreign languages, and art. Each day allows the student to take anywhere from 3-4 subjects.

Juniors and seniors may take as few as 5 classes. Juniors and seniors follow the same format but replace the integrated science with a “Focus Area” class, which may include career exploration, job shadowing, research, internships, and preparation for the required Senior Project. Students will usually stay with the same Core and Focus Area for two years.

A **Senior Project** is required of all students to graduate. The Senior Project involves research, community involvement, writing, and an oral presentation before a panel of adults and students.

**When selecting electives, students need to keep future goals in mind (e.g., U.C. requirements, CSU requirements, and career choice).**

### WINDSOR HIGH SCHOOL Four Year Graduation and College Planning

9	10	11	12
English 9-10*		English 11-12*	
Global Studies / World History		U.S. History – 1 Year* Economics & U.S. Government - 1 Year*	
Integrated Science 9-10*		Adv. Lab Science	Adv. Lab Science
Math* (Algebra or Geometry)	Math* (Geometry or Adv. Algebra)	Math Elective (Adv. Algebra or Pre-Calculus)	Math Elective (Pre-Calculus or Calculus)
PE 9-10*	PE 9-10*	Elective	Elective
Fine Arts* or Foreign Language*	Fine Arts or Foreign Language Elective	Fine Arts or Foreign Language Elective	Fine Arts or Foreign Language Elective
Optional Electives	Health*	Focus Area Core Class	Focus Area and Senior Project

Total Credits  
60 – 70

Total Credits  
60 – 70

Total Credits  
50 – 70

Total Credits  
50 – 70

\* Graduation Requirement

(220 Credits required to graduate)

# COURSE DESCRIPTIONS

## FOCUS AREAS

All Focus Areas incorporate State Standards and Frameworks for English and Social Studies into their curriculum as well as the Senior Project. All focus areas prepare students for university work and transitions to career.

### ***Advanced Placement Focus Area (Grades 11-12)***

*Prerequisite: Summer assignment and a commitment to extensive reading and writing.*

This Focus Area integrates four Advanced Placement courses (English Literature, English Language, U.S. History, and U.S. Government/Economics) in a two-year sequence of rigorous academic study. The third class of the AP Focus Area is Forensics (offered in an “A” year) or Advanced Composition (offered in a “B” year) which includes oral communication and which complements the AP Courses. Students enrolled in the AP Focus Area will experience college-level curriculum with the opportunity to receive college credit as a result of passing the AP exams offered each spring. In the process of preparing for the AP exams, students will develop their writing and critical thinking skills through the analysis of classic works of literature. Topics will include various genres of reading and writing: persuasion, political analysis, novel, poetry, and short story. Students should enroll in this AP course with the intention of taking the AP Exam in May.

### ***Digital Media & Design Academy (Grades 11-12)***

*Prerequisite: Foundations of Digital Design Course*

The Digital Media & Design Academy focuses on the digital media and graphic design industries. The academy is grounded by an integrated curriculum in the following disciplines: English, Social Studies, graphic design principles, Photoshop (leading to industry certification), Flash 2D animation, SketchUp 3D design, digital photography, and the fundamentals of digital video using Apple’s Final Cut Pro (leading to industry certification). The training offered in the academy provides a firm foundation for further education in the digital media and graphic design industry, and includes internships with local industry professionals and exposure to post-secondary educational institutions that offer the next stop toward careers in the digital arts. Students are required to take an approved technology elective or JC course while enrolled in this focus area.

### ***Humanities (Grades 11-12)***

*Prerequisite: None.*

The Humanities Focus Area integrates the required curriculum of literature, history, and the social sciences with selected topics in philosophy, sociology, psychology, religious studies, ethics, and the visual and performing arts. Special emphasis is placed on the development of skills in written and verbal expression, project-based instruction and self-reflection. Students are afforded the opportunity to explore career interests chiefly in the health and human services fields through guest speaker presentations, informational interviewing, job shadowing, and group-based community service projects while preparing for a university level education.

### ***Nueva School of the Arts (Grades 11-12)***

*Prerequisite: None.*

Nueva will explore society and culture through art, literature, music, film, and history – fostering the powers of critical analysis, creativity, and insight. The 2-year curriculum includes a year of American Studies (U.S. History & Culture, American Literature, and a focus class in 20<sup>th</sup> Century American Arts), and a year of World Views and Values (Government and Economics, Comparative Religion, World Literature and a focus class in Art & Aesthetics). *We believe in a comprehensive Liberal Arts education as the best preparation for college and for life.*

The expanded curriculum includes creative writing, graphic arts, dance history and technique, performance, digital photography, digital recording, and traditional studio art. *Nueva* students have priority for recommended electives, and we are developing community partnerships with museums, local theaters, and a global student exchange program.

## **FOCUS AREAS (continued)**

### ***Pre-Med Core (Grades 11-12)***

*Prerequisite: None.*

Windsor High School's *Pre-Med Core* invites students to investigate careers in the rapidly changing venues of health care and public safety. *Pre-Med Core* students take their regular core classes of English 11/12 and Gov/Econ (with health care issues integrated into the curriculum of each), plus Grand Rounds, a class where we focus on thematic topics via scholarly investigation, guest speakers, documentary videos, and discussions/seminars. Fieldwork experiences are developed for students meeting eligibility requirements. In addition to the three classes listed above, we recommend students enroll in a fourth class of their choice: Advanced or AP Biology, Biotechnology, Anatomy/Physiology, Chemistry, or a medical /public safety class through SRJC. All students in the *Pre-Med Core* earn certification in First Aid/CPR as well as complete other rigorous projects both on and off campus. Senior Projects and Junior Projects must be approved by the Core teachers; Senior Projects must relate to health or public safety.

### ***Vineyard Academy -- Culinary and Hospitality (Grades 11-12)***

*Prerequisite: Introduction to Tourism and Hospitality (grade 10) is required.*

The Vineyard Academy's curriculum is academically rigorous and relevant to real life. Students will study literature, government/economics and other areas with an emphasis on hospitality. Juniors in the program study Business Accounting/Management, Culinary Arts I, Hotel Management I, and are matched with an Industry Mentor. As seniors, students take Culinary Arts II, Event Planning/Travel, and are placed in an internship.

The Vineyard Academy is heavily supported, both academically and monetarily, by scores of food and tourism businesses in Sonoma County. The training offered to Vineyard Academy students can be used as a stepping-stone for further education in the hospitality industries, to help secure entry-level positions, or as preparation for further academic pursuits.

### ***Windsor Institute for Sustainability and the Environment (Grades 11-12)***

*Prerequisite: Introduction to Environmental Studies, grade 10*

The Windsor Institute for Sustainability and the Environment (WISE) focuses on the principles of sustainability and system-wide thinking. Students are enrolled in English, Social Studies, Principles of Green Design and Environmental Science, a class that thematically binds the courses. Topics include: ethics; ecosystem dynamics and nutrient cycling; water; population dynamics; agricultural systems; the green revolution, genetically modified organisms; energy, energy sources, and conservation; and global climate change.

Students also spend time making in depth analysis of various environmental issues such as habitat destruction, sustainable agriculture, water management, urban design and solid waste management.

Students will also be placed as interns with various local businesses and organizations, gaining valuable experiences that will inspire them to move into green careers. Our students develop close relationships within the community by working on projects at WHS and the greater Windsor community.

## ENGLISH

### ***English 9/10 (P) (Grades 9-10)***

*Prerequisite: None.*

Traditional and contemporary world literature is the basis for integrating reading, writing, listening and speaking skills. Readings include novels, biographies, short stories, poetry, plays, essays and reference materials. English, science and social science are coordinated through common thematic units that are the basis for reading, writing and speaking assignments.

### ***Honors English 9/10 (H) (Grades 9-10)***

*Prerequisite: Teacher recommendation and summer assignment.*

Honors English will cover the same curriculum as in English 9-10, but in greater depth and at a quicker pace. Students can expect assignments to be more rigorous and challenging, better preparing them for the Advanced Placement Focus Area. Students taking Honors English 9-10 will also take Honors Global Studies and Honors Integrated Science. This course requires a summer assignment. The summer reading assignment is due the first day of class.

### ***English 11/12 (P) (Grades 11-12)***

*Prerequisite: None.*

English 11/12 continues the reading of a variety of significant American and world literature to support the Focus Area of the student's junior-senior core. Students will continue to develop skills in writing, analyze what is read, make formal and informal presentations, and think critically.

### ***AP English Literature (Grade 11-12)***

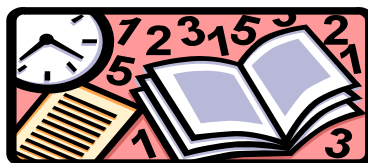
*Prerequisite: A commitment to extensive reading and writing.*

Interpretive, comparative, and critical analysis of significant literature, including twentieth century literature will be studied. The historical contexts as well as the literary structures are emphasized as the particular authors, ideas, and styles are examined. As active readers, students will focus on the literary essay that will sharpen their analytical and argumentative skills and develop the rhetorical techniques needed to compete within a collegiate environment. Students must maintain a "C" or better to remain in AP Literature. Students should enroll in this AP course with the intention of taking the AP Exam in May. This course requires a summer assignment.

### ***AP English Language and Composition (Grades 11-12)***

*Prerequisite: A commitment to extensive reading and writing.*

In addition to fiction from the core reading list, challenging reading and writing assignments emphasizing various non-fiction texts will be studied. Students will continuously analyze writers' uses of syntax and diction as each pertains to tone, and careful attention will be paid to rhetorical devices in pieces of writing. Students of AP English Language will prepare to pass the spring AP Exam and to perform successfully within a collegiate environment. Students must maintain a "C" or better to remain in AP Language. Students should enroll in this AP course with the intention of taking the AP Exam in May. This course requires a summer assignment.



## **ENGLISH (continued)**

### ***Forensics: Argumentation and Debate***

*Prerequisite:* A commitment to extensive reading and writing.

Students will gain knowledge of and understanding in the use of research skills, reasoning, writing and critical thinking. They will apply these skills in the debate of timely issues through composition, both expository and persuasive, analytical reading, and oral communication. Through this application, students will gain added appreciation for the role that advocacy and reasoning play in a free society. Finally, students will acquire and use effectively the rhetorical strategies necessary for in-class debates on a variety of social and political issues.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

Windsor High School's ELD Program is designed to promote high levels of English proficiency in the domains of speaking, listening, reading, and writing, and to foster the development of both social communication and academic language skills. The ELD instructional program supports students as they progress through the first three of five levels of English proficiency: beginning, early intermediate and intermediate, as defined by the California English Language Development Test (CELDT). Its goals are to provide students with a firm base in English through the development of reading, writing, listening and speaking skills, while developing students' competence in English to achieve academically in all content areas.

### **Assessment for ELD 1 and ELD 2**

The primary tool of assessment is the CELDT, administered annually. CELDT assesses reading, writing, listening and speaking. Other assessment indicators may include: IPT in Spanish, Spanish Assessment of Basic English (Appendix 3), class writing assignments and projects, class presentations and journals, and unit tests in standardized test format.

### ***English Language Development 1 (Beginning Course)***

*Grade level:* 9-12

*Prerequisites:* Identified English Language Learner; placement determined by CELDT score.

ELD 1 provides a balanced approach to English Language Development with an emphasis on listening comprehension and oral production in English. Students are introduced to reading and writing through a variety of strategies appropriate for the beginning level of proficiency. Students learn to understand conversation on a variety of everyday subjects and to ask for clarification when needed. As this course is designed also for the recently arrived non-English proficient student, classes provide an introduction to and intensive practice in English and the development of basic literacy skills. The use of technology is introduced and encouraged through language programs, word processing, research assignments and multimedia presentations. Course content addresses the district-adopted English Language Development Standards and ELA Standards.

### ***English Language Development 2 (Intermediate Course)***

*Grade level:* 9-12

*Prerequisites:* Identified English Language Learner; placement determined by CELDT score; completion of ELD 1 (if applicable), and/or teacher recommendation.

ELD 2 continues the development of listening, speaking, reading and writing skills in English, with increased focus on academic reading and writing. Reading and writing activities reflect and extend the level of oral English of the students while they move from literal comprehension to interpretation of reading passages. Students develop critical and evaluative reading skills, apply knowledge of language to derive meaning from text, and express themselves appropriately for different audiences. Intermediate grammar skills are introduced and reviewed. This course is designed to prepare the EL student to succeed in grade level mainstream English courses. The use of technology is further developed (see ELD 1). Course content addresses the district adopted English Language Development Standards and ELA Standards.

# FOREIGN LANGUAGE

## FRENCH

### ***French I (P) (Grades 9-12)***

*Prerequisite: Recommend "C" or better in English or prior approval.*

This is a beginning course that introduces students to the French language and culture. Students are introduced to rudimentary communication. They learn to handle simple questions and answers, study the present tense, and are introduced to past narration. Students participate in activities that integrate listening, speaking, reading, and writing in French.

### ***French II (P) (Grades 9-12)***

*Prerequisite: "C" or better in French I or prior approval.*

This course promotes creative conversation and teaches basic narration in the past, using imperfect and passé composé. Students learn how to describe and compare. They are introduced to basic narration in the future and to expressions of simple conditions and wishes.

### ***French III (P) (Grades 9-12)***

*Prerequisite: "C" or better in French II or prior approval.*

This course teaches extended conversation in all tenses. Expressions of emotions, wishes, and hypotheses are introduced in complex sentences. Students are exposed to literature and have an opportunity to practice both directed and creative writing.

## SPANISH

For continued success in Spanish language acquisition, the following sequence is recommended. Questions regarding proper placements can be answered by meeting with the Spanish teachers.

### Beginning Spanish Students

Spanish I  
Spanish II  
Spanish III  
Spanish IV  
AP Spanish Language

### Cali Calmécac Charter School (or other bilingual programs)

Spanish IV (for students with less than a "B" in 8<sup>th</sup> grade  
Spanish Language Arts)  
Literature and Composition in Spanish (for students with  
a "B" or better in 8<sup>th</sup> grade Spanish L.A.)  
AP Spanish Language  
AP Spanish Literature

### ***Spanish I (P) (Grades 9-12)***

*Prerequisite: Recommended "C" or better in English of prior year or prior approval.*

Students are introduced to the sound system and vocabulary of the language. Basic elements of grammar are also taught, including regular and irregular forms of the present tense, gender of nouns and pronouns, and singular and plural agreement. Students will participate in activities that integrate listening, speaking, reading and writing. Students are also introduced to the culture of the Spanish-speaking world.

### ***Spanish II (P) (Grades 9-12)***

*Prerequisite: "C" or better in Spanish I or prior approval.*

In second year Spanish, students will build on all that they learned in Spanish I. Students will further their vocabulary and increase proficiency through activities that integrate reading, writing, speaking, and listening, organized around authentic contexts. Certain grammatical structures are emphasized, especially the use of preterite and imperfect tenses, direct and indirect object pronouns, and reflexive verbs.

## **FOREIGN LANGUAGE** (continued)

### ***Spanish III (P) (Grades 9-12)***

*Prerequisite: "C" or better in Spanish II or prior approval.*

Building on the first two years of Spanish, third-year students will strengthen their command of spoken and written Spanish. Students will further their vocabulary development through activities that integrate reading, writing, speaking, and listening. Certain grammatical structures are emphasized, especially the use of present, past and future perfect constructions; present and past subjunctive constructions; present perfect and past perfect subjunctive; conditional sentences; and the passive voice.

### ***Spanish IV (P) (Grades 9-12)***

*Prerequisite: "C" or better in Spanish III or in Spanish Language Arts at Cali Calmécac.*

This course incorporates two essential components: an intensive review of Spanish grammar and a series of communicative activities designed to build fluency and competence. Students will give speeches, engage in debates, role-play situations, discuss readings, write essays, and translate short texts from English to Spanish. The focus of Spanish IV is on improving conversational abilities, increasing the active vocabulary and continuing the development of writing and reading skills in Spanish.

### ***Spanish Literature and Composition (P) (Grades 9-12) "LEE Para Hispanohablantes"***

*Prerequisite: "B" or better in 8<sup>th</sup> grade Spanish Language Arts or prior approval.*

This course, designed for the successful graduate of the dual-immersion program, assumes a high-level of competency in reading, writing, and speaking in Spanish. Students read and discuss several novels, poems, and plays, while focusing on building their skills in academic Spanish and preparing them to take the A.P. Spanish course the following year. Grammar, spelling, punctuation, syntax, and dictation will be reinforced in the context of materials presented.

### ***AP Spanish Language (Grades 10-12)***

*Prerequisite: "B" or better in Spanish IV or in Literature and Composition in Spanish or prior approval.*

The Advanced Placement Program in Spanish language is preparation for those students intending to take the advanced placement exam. The course covers the equivalent of a third-year college course in advanced Spanish composition, grammar, and conversation. Students will become acquainted with formal, academic Spanish, read novels and plays, and write critical essays. Students should enroll in this AP course with the intention of taking the AP Exam in May.

### ***AP Spanish Literature (Grades 10-12)***

*Prerequisite: "B" or better in Literature and Composition in Spanish or in A.P. Spanish Language or prior approval.*

AP Spanish Literature is intended to be the equivalent of a college level "Introduction to Hispanic Literature course." Students read outstanding works of literature and analyze them orally and in writing. Essay writing is an integral part of the course and a prerequisite skill. Upon completion of the course, students should be well prepared for the AP Spanish Literature Examination held in May.

## HEALTH

### ***Health (Grades 9-10)***

*Prerequisite: None.*

9/10 Health is a semester course and graduation requirement providing students with the tools they need to support healthy living practices. Topics to be covered include: nutrition, stress management, communication skills, self-esteem, human sexuality, and substance abuse. These topics, and others, are addressed through the Four Components of Total Health Model.

## MATHEMATICS

Students are required to demonstrate competency in Algebra and Geometry. Students who fail a first semester of either Algebra or Geometry may opt to challenge the necessity of repeating the semester by taking and passing the semester exam with a 70% or better. The challenge does not generate credits, but will demonstrate competency.

For students to be successful at each level of math, it is recommended that they earn a “C” in the preceding course or retake the preceding course for a better understanding. Occasionally, students may progress to the next level with a “D” if they have prior approval.

Each math classroom features the appropriate tools and resources, including calculators. To aid in their study at home, students are encouraged to purchase the appropriate course level calculator: two-line scientific calculator for Algebra and Geometry and a graphing calculator for Advanced Algebra and Trigonometry.

The Windsor High School math teachers recommend the following sequence of courses:

Algebra (8 <sup>th</sup> grade)		Algebra
Geometry		Geometry
Advanced Algebra	OR	Advanced Algebra
Pre-Calc/Trigonometry		Statistics
Calculus		

Some students may elect to take Geometry and Advanced Algebra concurrently to allow time to take Calculus within the four years of high school. Students who have successfully completed Algebra I in the eighth grade can enroll in Geometry in the ninth grade.

### ***Algebra I (Grades 9-12)***

*Prerequisite: None*

Algebra I is a yearlong course which blends the theoretical concepts of linear and basic polynomial algebra with practical applications, problem solving, and graphing. Topics include the study of real numbers and their properties, ratios, proportions, percentages, solving linear equations, solving linear inequalities, graphing linear equations, and probability. Additional topics include systems of equations, inequalities, polynomial expressions and equations, solving quadratic equations, simplifying rational expressions, radicals, and applications pertaining to the above topics. Completion of Algebra I with a grade of C or better fulfills the Algebra I requirement for UC/CSU “A-G” requirements.

## **MATHEMATICS** (continued)

### ***Applied Geometry (Grades 10-12)***

Applied Geometry is a non college-prep course designed to teach students the important and practical concepts and applications of high school geometry. Topics will include reasoning and problem solving, measurement, angles, parallel lines, triangles and polygons, circles, congruence and similarity, perimeter and area, surface area and volume. A wide variety of instructional techniques will be used including teacher direct-instruction, small group collaboration, hand-on use of geometry tools, real-life problem solving, and inquiry labs, projects, and activities including the use of geometry software. Upon receiving a passing grade, this one-year course satisfies the WHS graduation requirement but does NOT satisfy UC/CSU “A-G” requirements.

### ***Geometry (P) (Grades 9-12)***

*Prerequisite: Algebra I or I-B with a “C” or better or prior approval.*

This course is a study of plane geometry, with special concepts introduced throughout. Coordinate geometry is included and emphasis is on deductive proof, logic, as well as inductive and deductive thinking. Topics include triangles, parallel lines, quadrilaterals, areas of polygons, and surface area and volume of geometric solids. This survey course provides an academic foundation for further study in trigonometry and pre-calculus.

### ***Honors Geometry (H) (Grades 9-12)***

*Prerequisite: Algebra I with “C” or better or prior approval.*

This is an accelerated course that covers all topics and standards of regular geometry, yet students will be required to learn material at a more in-depth level and solve more challenging problems. Students will be expected to complete projects of a more difficult nature. Grades will include a greater emphasis on tests.

### ***Advanced Algebra (P) (Grades 10-12)***

*Prerequisite: Geometry with a grade of “C” or better or prior approval.*

This course is a critical examination of the structure of the real number system, providing a review of arithmetic and algebraic skills, and extensions of the number system to include complex numbers. Advanced Algebra provides an introduction to trigonometry (i.e., functions, logarithms, use of tables, arithmetic and geometric sequences, and series). Topics include: matrices, conic sections, the binomial expansion theorem, families of graphs, and basic trigonometry.

### ***Introduction to Statistics (P) (Grades 10–12)***

*Prerequisite: Completion of Advanced Algebra with passing grade of “C” or better or prior approval of instructor.*

This year long course introduces students to the concepts and relationships of statistics. Topics include understanding, describing, and analyzing data, samples, surveys, and experiments, probability and chance, and distribution, confidence, and inference measurements. Students will explore real-world applications of statistics in science, sociology, economics, politics, and business. A graphing calculator is recommended. Class may be taken concurrently with AP Calculus or AP Trigonometry.

### ***Pre-Calculus with Trigonometry (P) (Grades 11-12)***

*Prerequisite: Advanced Algebra and Geometry with a grade of “C” or better or prior approval.*

The curriculum for pre-calculus is designed jointly with the calculus teacher to provide a solid foundation for the successful study of higher mathematics. Topics include: an in-depth study of function analysis, vectors, trigonometry, parametric and polar coordinates, complex numbers, conic sections with rotation and transformation, exponential and logarithmic functions, and probability.

Students will also explore and support mathematical concepts with field studies, projects, labs, and graphing calculators.

## **MATHEMATICS** (continued)

### ***AP Calculus (AP) (Grades 11-12)***

*Prerequisite:* Trigonometry/Pre-Calculus with a passing grade of “C” or better or prior approval.

This course will introduce students to the basic concepts of calculus including the following topic areas: functions, graphs and limits, the derivative, extremism problems and curve sketching, antiderivatives, definite integrals, applications of the integral, and techniques of integration. This is a college-level course of study and will prepare students to take the AP Calculus AB Exam. Students should enroll in this AP course with the intention of taking the AP Exam in May. A TI-89 calculator is recommended; a limited number of these calculators are available for rental.

### ***Statistics (P)***

*Prerequisite:* Completion of Advanced Algebra with passing grade of “C” or better, or prior approval of instructor.

Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will discuss important concepts and techniques of statistics from the point of view of real world applications in science, sociology, economics, politics, and business. They include: objectives and pitfalls of statistical studies; structure of data sets; histograms, means, and standard deviations; Consumer Price Index and Gross Domestic Product; correlation and regression; probability; binomial and normal distributions; interpretation of estimates, margin of error, confidence intervals, and significance tests; and emphasis on problem formulation, interpretations, and rationale. Computers and calculators will allow students to focus technology on the concepts involved in statistics. Students will work on projects involving hands-on gathering and analysis of real world data. This one-year course is CSU/UC approved in the “C” mathematics section of the “A-G” requirements.

## **PHYSICAL EDUCATION**

### ***Physical Education (Grades 9-10)***

*Prerequisite:* None.

Over a two-year period, students participate in a number of individual, dual, and team sports as well as leadership activities. Students are required to analyze skills for effective movement using basic biomechanical principles. Students apply basic fitness principles to maintain healthy lifestyles. Emphasis is placed on social development and group interaction.

Students will study a fitness/health-related curriculum that includes the principles of weight lifting, basic anatomy, biomechanical principles as they relate to sports and movement skills, the lifelong benefits of regular exercise, and personal safety. All four semesters (a, b, c, d) must be passed to meet the graduation requirements.

### ***Conditioning (Grades 11-12, Grades 9-10 require instructor approval.)***

*Prerequisite:* None.

#### ***Semester Course***

Team sports and individual fitness are emphasized in the conditioning class. Students participate in an intermediate weight-training program that is based upon planned progressions and harmonious total body movements. Students will implement a body-conditioning program that emphasizes flexibility, agility, speed, and quickness. Biomechanical principles of weight training and conditioning are studied. This course may be repeated. This course may be used for Physical Education credit only after four semesters of Physical Education have been attempted.

## SCIENCE

### ***Integrated Science (P) (Grades 9-10)***

*Prerequisite: None.*

This two-year course is designed to develop an understanding of relationships among the sciences through models and practical applications. Students learn scientific concepts and principles through a laboratory course integrating major science disciplines, biology, chemistry, physics, and earth science. Emphasis will be placed on students developing skills that include: (1) recognizing and/or applying scientific methods for problem solving, (2) objectively analyzing data, (3) understanding the impact of scientific research on society and, (4) developing a comprehensive foundation of general knowledge of all science disciplines that enhances a greater appreciation of the natural world.

### ***Honors Integrated Science (H) (Grades 9-10)***

*Prerequisite: Teacher recommendation and summer reading assignment.*

Honors Integrated Science will cover the same topics as Integrated Science, but in greater depth. This course also incorporates math applications. Students learn scientific concepts and principles through a laboratory and project-oriented course, integrating major science disciplines (biology, chemistry, physics, and earth science.) Emphasis will be placed on students developing skills that enhance a greater cognizance and appreciation of the natural world. Students enrolled in this course need to be concurrently enrolled in Honors English 9-10 and Honors Global Studies or Honors World History.

### ***Chemistry (P) (Grades 11-12)***

*Prerequisite: Completion of Algebra.*

Chemistry is a one-year college-preparatory course designed for the student to develop an understanding of chemistry and the scientific method through mathematics and laboratory experiments. Content includes the fundamental concepts of matter, its properties, and transformations. Topics of exploration include study of the elements, atomic structure, bonding, matter and energy, solutions, balancing equations, nomenclature, determining grams of products used and produced, gas laws, heat contents, equilibrium, acid/base solutions, oxidation/reduction, and nuclear chemistry. Upon completion of this course, students will be able to demonstrate an understanding of the properties and origins of matter, the principles governing the interactions of matter, what controls how substances change, and the integral role of chemistry in society.

### ***Honors Chemistry (H) (Grades 11-12)***

*Prerequisite: Completion of Adv. Algebra or concurrent enrollment strongly recommended.*

This honors course provides students with a college level study of general chemistry. The emphasis is on theoretical chemistry and problem solving in the areas of chemistry, biochemistry and nuclear chemistry. Extensive work is accomplished in stoichiometry, matter and energy, structure and bonding, gas laws, thermodynamics, kinetics/equilibrium, acid/base solutions, and oxidation/reduction. Extensive lab work is also a critical element of this course. Upon completion of this course, students will be able to demonstrate an understanding of the properties and origins of matter, the principles governing the interactions of matter, what controls how substances change, and the integral role of chemistry in society.

### ***AP Physics (Grades 11-12)***

*Prerequisite: Advanced Algebra with a "C" or better and concurrent enrollment in Trig/Pre-Calculus or prior approval.*

Advanced Placement Physics covers topics included in Physics through more of a mathematical and problem solving approach. Students will gain the ability to ask physical questions and to obtain solutions to physical questions by use of physical intuition, experimental investigation, and formal logic. Students will gain an appreciation of the physical world and the discipline of physics, curiosity, creativity, and reasoned skepticism.

## **SCIENCE (continued)**

The curriculum will prepare students to take the Advanced Placement Physics Examination B, which, if passed, can grant the student college level credit.

### ***Physics (P) (Grades 11-12)***

*Prerequisite: Advanced Algebra with a "C" or better or instructor's approval.*

Physics is the study of scientific laws. This course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. Students will develop the skills to read, understand and interpret physical information; use mathematical reasoning; perform experiments; and interpret the results of observations, including making an assessment of experimental uncertainties. Topics include principles of force, motion, energy, momentum, wave theory, mechanics, heat, sound, light, and electricity. The topics are covered through lecture, discussion, laboratory activities, reading, and problem solving.

### ***AP Biology (Grades 11-12)***

*Prerequisite: None.*

This course is designed to be the equivalent of a college introductory biology course. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Three general areas will be covered: molecules and cells, heredity and evolution, and organisms and populations. Topics include: ecology evolution, cells, genetics, biochemistry, plants and animals. Students are expected to take the AP Biology Exam in May, which can generate college credit.

### ***Advanced Biology (P) (Grades 11-12)***

*Prerequisite: None.*

This Course is designed to help students develop a solid framework for modern biology and to gain an appreciation of science as an ongoing process. Emphasis will be placed on the major concepts of biology: biochemistry, cells, genetics, evolution, and ecology. Students are also introduced to biotechnology. A college-preparatory laboratory science, the class content is explored and applied in regularly scheduled lab exercises.

### ***Anatomy and Physiology (P) (Grades 11-12)***

*Prerequisite: Completion of Integrated Science with a "C" or better. Completion of Chemistry or concurrent enrollment strongly recommended.*

Anatomy and Physiology is a one-year college-preparatory course designed for the student interested in pursuing a health related field in college. Content includes the major concepts of Anatomy and Physiology including homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units. Lectures and activities that will be used are listed for each unit and sub-unit as well as the objectives that support each unit. The objectives include specific major skills or understanding which students will be able to demonstrate following instruction in the course. Labs will include the physiology of exercise and mandatory participation in dissections.

### ***Biotechnology (P) (Grades 10-12)***

*Prerequisite: One year of integrated science.*

This course provides a career window into numerous scientific fields such as: police forensics, environmental health, microbiology and the biotechnology industry. This hands-on science course will focus on a variety of laboratory techniques used in both academic and industrial research. Students will explore concepts in immunology, genetics, molecular biology, biochemistry and microbiology in a setting which will simulate

working in a biotechnology laboratory. Students will also be asked to consider the social and ethical implications of recent advancements in biotechnology. Field trips to local labs sites and guest speakers will be used to supplement the in-class curriculum.

## **SOCIAL STUDIES**

### ***Global Studies (P) (Grades 9-10)***

*Prerequisite: None.*

During this yearlong course of study, students will explore modern issues and problems challenging the global community. In the process, students will become aware of the various cultures around the world. One of the principal objectives of this course is to broaden students' perspectives and appreciation of contemporary issues in the world. Students also will be challenged to critically and creatively formulate solutions for contemporary social problems while demonstrating an understanding of points of view other than their own.

### ***Honors Global Studies (H) (Grades 9-10)***

*Prerequisite: Teacher recommendation and summer reading assignment.*

Students will explore modern issues and problems challenging the global community. In this process, students become aware of the various cultures around the world and come to a greater understanding and appreciation of diverse practices and ideas. Students are challenged to do original research and think analytically, critically and creatively to formulate solutions for contemporary social problems. Assignments are created to address global issues and to improve students' writing and research skills needed for the Advanced Placement Focus Area. Students in this class need to be concurrently enrolled in Honors English 9-10 and Honors Integrated Science.

### ***World History (P) (Grades 9-10)***

*Prerequisite: None.*

Students in World History examine major turning points in the shaping of the modern world, from the late 18<sup>th</sup> century to the present. The year begins with consideration of the historical method, an introduction to chronological thinking, and the question: "What is history?" The course continues with an examination of the origins of modern economic and political systems and the growing interdependence of people and cultures throughout the world. The themes of world history are integrated with coursework in English and science (ninth/tenth grade core curriculum), and focus on a series of interdisciplinary "essential questions."

### ***Honors World History (H) (Grades 9-10)***

*Prerequisite: Teacher recommendation and summer reading assignment.*

Students study major turning points that shaped the modern world, from the late eighteenth century through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

### ***U.S. History (P) (Grades 11-12)***

*Prerequisite: None.*

Students will explore the major turning points in U.S. history, with emphasis on democratic values and institutions. Students will explore: the role of the federal government; the growth of a modern industrial economy and the impact of technology on American society and culture; the influence and role of immigrants in American society; the movement towards social justice; and the role of the U.S. as a major world power. Within their respective Focus Area, integrated English-History curricular teams will use art and literature to explore and define American culture.

## **SOCIAL STUDIES** (continued)

### ***AP U.S. History (Grades 11-12)***

*Prerequisite:* Teacher recommendation, summer assignment and a commitment to extensive reading/writing.

Advanced Placement U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American history. Students will learn to assess historical information and to weigh the evidence presented in historical scholarship. In addition, students will be required to analyze and interpret primary sources including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from printed materials and lectures or discussions, and to write essay examinations and analytical papers. By the time of the AP Exam in May, students should be able to express themselves with clarity and precision and know how to cite sources in their writing. Students should enroll in this AP course with the intention of taking the AP Exam in May.

### ***U. S. Government and Economics (P) (Grades 11-12)***

*Prerequisite:* None.

Students will examine the role of individuals and public institutions in creating public policy. Emphasis will be placed on the importance of political values, ideologies and classical political philosophy. Students will become knowledgeable about the structure and workings of federal, state, and local governments, and examine the roles of the media and interest groups in shaping opinion. Students will also gain an understanding of the principles of economics. The course will introduce the concepts of the global market economy, the role of the Federal government in the American economy, the labor market, and international trade.

### ***AP U. S. Government and Politics; and College Prep Economics (Grades 11-12)***

*Prerequisite:* Teacher recommendation, summer assignment and a commitment to extensive reading/writing.

Students will follow the curriculum of a beginning college level American Government course. This course will give students an analytical perspective on government and politics in the U.S. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The course requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics and the context in which they were created. Students will prepare to take the U.S. Government and Politics Advanced Placement Exam, which could generate college credit. Students should enroll in this AP course with the intention of taking the AP Exam in May.

Students will also gain an understanding of the principles of economics. The course will introduce the concepts of market pricing, supply and demand, economic growth, stability, money, labor, business cycles, international trade, and government policies affecting the American economy.

## **SPECIAL EDUCATION**

The Special Education Program provides an array of services to support students academically. Programs include access to the Designated Instructional Service Program that includes, but is not limited to, Speech and Language, Counseling, Occupational Therapy, and Adaptive Physical Education. The programs include a Resource Specialist program and a Small Group Instruction (Special Day Class) program.

### **Support Classes (Resource Specialist Program)**

The Resource Specialist Program serves students who require specific programming for assistance in reading, written language and/or mathematics. Students are enrolled in cores with additional support in the form of the collaboration, consultation or direct service model of service delivery. The amount of service is determined by the IEP.

## SPECIAL EDUCATION (continued)

### ***Learning Center***

*Prerequisite:* Active IEP.

Students who are identified as needing Special Education support are eligible for enrollment in Learning Center to provide strategies for success in their academic classes. Strategies include identifying specific learning strengths, and developing organizational and management skills. Students receive homework assistance and work on specific goals and objectives identified by the student's IEP team.

### ***WorkAbility***

*Prerequisite:* Active IEP.

The **WorkAbility I** Program in Windsor is a partnership program to help the high school Special Education student's transition to adult life.

**Job Placement** provides opportunities for students to develop confidence and job skills in a supported environment. WorkAbility provides a means for students to earn credits towards graduation while gaining employment experience.

### **Small Group Instruction (Special Day Class)**

The small group instructional program at Windsor High School provides modified content in core curriculum areas in a direct service model for more than half of the student's program. The SGI/SDC programs for the ninth and tenth grades include direct instruction in English, Social Science, and Science. The SGI/SDC for the eleventh and twelfth grades include English, Social Science and a School-to-Career Focus Area class. Students take these classes, which are indicated on the approved IEP in lieu of the general education classes.

### ***Math Concepts***

*Prerequisite:* Active IEP.

Students who are identified as needing Special Education support in Math are enrolled in Math Concepts to provide small group instruction in math. The emphasis is on building pre-algebra skills as preparation for placement in mainstream Algebra.

### ***School-to-Career***

*Prerequisite:* Active IEP.

This Focus Area class, for 11th-12th grade students receiving Small Group Instruction, emphasizes the skills necessary to transition from school environments to work and career environments. The curriculum is designed to enhance students' self esteem, communication, goal setting and decision making skills. Students receive instruction in accessing college and career information, independent living skills such as planning housing costs, budgeting, consumer rights, and self-advocacy. Students will have opportunities to apply skills in resume writing, completing job applications and interviewing for community sponsored internships and job shadowing programs.

## TECHNOLOGY

### ***Computer Repair and Maintenance (Grades 10-12)***<sup>9</sup>

*Prerequisite:* None.

In this one-year course students will undertake the comprehensive study of the repair and maintenance of computer systems and components. Students will also be introduced to digital electronics and computer networking systems. In this project-based class students will construct and work on several computer systems, learn how to repair them, and troubleshoot software and application problems. At the end of the year students should be ready to take the A+ Certification exam. The coursework is demanding and the student needs to be self-motivated to be successful.

## **TECHNOLOGY** (continued)

### ***Computer Robotics (Grades 10-12)<sup>9</sup>***

*Prerequisite: None.*

In this one-year course students will study low voltage and digital electronics and different types of robotic devices. This project-based class will have students undertake the construction of robotic projects and devices and control robotic devices by both direct and indirect computer instruction. Students will visit high tech companies as well as having guest speakers from the industry. The coursework is demanding and the student needs to be self-motivated to be successful.

### ***Computer Networking (Grades 10-12)***

*Prerequisite: None.*

In this one-year course students will undertake the comprehensive study of IT, Administration and Networking of computer systems and components. Students will also be introduced to digital electronics and computer networking maintenance. In this project-based class students will design and construct various networking systems, based on Windows 98, NT and Windows 2000 network protocol. At the end of the year students should be ready to take the Net+ Certification Exam. The coursework is demanding and the student needs to be self-motivated to be successful.

### ***Foundations of Digital Media and Design (Grades 9-10)***

*Prerequisite: Intent to enroll in the Digital Media and Design Academy*

This one semester introductory course to digital media is designed as part of the pathway for the Digital Media & Design Academy. Students will be introduced to the growing world of digital design and media by exploring Photoshop, InDesign publishing software, the graphics of the internet, as well as researching careers and tech topics to enhance their digital skills. The course will introduce graphic design basics, photography essential and provide students with the knowledge to navigate confidently through the digital world.

### ***AP Computer Science A (Grades 11 – 12)***

*Prerequisite: B or better in Algebra 1, C or better in Geometry or instructor's approval.*

Advanced Placement Computer Science A is a college-level introductory Computer Science course. This course covers programming methodology with an emphasis on problem solving and algorithm development. Labs include: C++ operation as implemented for Windows and non-Windows applications; systematic program development and C++ syntax; execution dynamics; program design, debugging, and testing; classes; procedures and functions; the College Board case study; investigation of classic algorithms; vectors and matrices; and I/O operations. Emphasis will also be placed on passing the AP Computer Science A exam, offered in May of each year.

<sup>9</sup>This course will fulfill the Computer Literacy graduation requirement if passed with a “C” or better. Students may also challenge the requirement by taking a computer literacy exam or successfully completing the Digital Media & Design Academy.

# VISUAL AND PERFORMING ARTS

## ART

### ***Art I – World Influences (P) (Grades 9-12)***

*Prerequisite: None.*

Art I - World Influences is a yearlong art course and the prerequisite for all other Windsor High School art courses. Art I consists of three units to form basic skills: (1) drawing, (2) color, and (3) elements and principles of design. Through these units the students will explore a variety of techniques (2-D and 3-D) mediums and methods in an effort to provide a range of experiences. Students will also learn how art throughout the world and throughout time is influenced by, as well as reflects, its culture. Topics include: Renaissance, Impressionism and World Folk Art.

### ***Art II (P) World Influence (Grades 10-12)***

*Prerequisite: Art I or prior approval.*

Students will apply skills and knowledge from Art I to a variety of media such as: printmaking, painting, pastel drawing, and three-dimensional sculpture. This year will be devoted to mastering the basics learned in Art I. Special emphasis will be placed on works of art that draw inspiration from the 20<sup>th</sup> century. Topics include: Cubism, African Art, and Surrealism. Art II is required before students proceed to more advanced art courses.

### ***Art III (P) (Grades 11-12)***

*Prerequisite: Successful completion of Art II with a grade of “C” or better or prior approval.*

This yearlong course is rigorous and is directed toward building individual skills. The fall semester is a combination of review and an introduction to new materials not yet explored in Art I and/or II. History and theory will continue to create emphasis and motivation for assignments. Students will also work on refining techniques through a number of lessons designed to stimulate more complex concepts. In the spring semester, students will be required to develop personal goals they wish to communicate within their work.

### ***AP Studio Art (Grades 11-12)***

*Prerequisite: Art III with a grade of “B” or better and/or the approval of the Advanced Placement Instructor.*

AP Studio Art is a college-level course in the visual arts. It is intended to offer students college-level curriculum in the high school environment. Students who successfully complete the course can request credit from the college or university they will attend. (The awarding of college credit for AP scores is at the discretion of the individual university. Colleges and universities will review a student’s portfolio before awarding advanced credit.) Students should enroll in this AP course with the intention of taking the AP Exam in May.

Students enrolled in the AP Studio Art course will be expected to produce a minimum of 24 works of art in a variety of media, techniques, and subject matter. Emphasis is placed on drawing from observation, the application of color and design principles, the development of a body of work that is of the student’s own choosing, recognition of the history of art and its role in the development of visual ideas, and application of the critique process in written and oral form.

### ***Contemporary Dance***

*Prerequisite: None*

Contemporary Dance is a one semester class that will give students at all levels of technique an opportunity to explore various genres of dance in the studio and classroom. The class focuses on the historical, kinesthetic, and aesthetic value of dance through an in-depth study of multicultural dance disciplines. Contemporary Dance will enable students to learn technique and choreography, analyze and critique movement, explore elements of space, time and energy through focused individual movement experiences and structured improvisations. Furthermore, students will interpret and research the ethnographical history of various dance styles, study basic rhythms, movements and step patterns, and choreograph original dances. They will also present their work, construct oral and written critiques, and receive feedback on choreography. This class is designed to benefit students with diverse needs and learning styles.

## ART (continued)

### ***Digital Photography I (P) (Grades 10-12)***

*Prerequisite: Basic computer literacy*

This course covers basic photography skills, principles of design, and the history of photography. Students will use digital cameras, digitize photographs, and manipulate images with computer software in this year-long class. Students will develop a body of their own photographic work and take part in an ongoing critique process, both written and oral. This class is designed for serious students interested in pursuing photography as an art form as well as those interested in commercial design applications. Satisfies UC Fine Arts requirement.

## MUSIC

### ***Advanced Concert Band (P) (Grades 9-12)***

*Prerequisite: Previous enrollment in Symphonic Band and audition. Incoming freshman must complete an audition and be recommended by their previous band director.*

This ensemble studies and performs advanced concert band literature as well as big band, jazz band, and multicultural musical selections that create a comprehensive experience for the young musician. Students in Advanced Band will study a wider range of scales, practice more sight-reading, learn music theory with more rigor, and participate in more public performances than students in Symphonic Band. Advanced Band students are also given the opportunity to form extra curricular small themed ensembles varying according to the interests and backgrounds of the students (i.e., Chamber Wind Ensemble, Mariachi Band, Percussion Ensemble, etc.) The Advanced Band will perform frequently at school and local festival events and create recordings.

### ***Digital Music (Grades 10-12)***

*Prerequisite: none*

This course is for musicians who want to record their music and for non-musicians who desire to learn how to create electronic music using Garageband and Pro Tools software. Students will learn how to work with Garageband recording and creating music, editing recorded music, and post-production techniques. Students will also learn how to record, create loop-based electronic music, mixing and post-production techniques on Pro Tools. MIDI and microphone types will be covered. This course includes basic keyboard theory; no previous keyboard experience is required.

### ***String Orchestra (P) (Grades 9-12)***

*Prerequisite: Middle or High school orchestra and approval of instructor.*

Students enrolled in orchestra must plan to perform at various school and community functions that will be outside of regular classes. This course includes sight-reading, small ensembles, music theory, music history, opportunities for composition, and development of individual skills. Repertoire is primarily drawn from classical works and tempered with other types of music. Analysis of the repertoire will provide students with an understanding of contemporary musical forms, music for mixed media, chance music, and the various approaches to modern harmony. The culture backgrounds, personal history, and social and intellectual influences on the work of all composers will be researched and discussed. Some harmonic dictation, transposition, and experiences at musical composition and/or arranging may be included. Individual responsibilities at meeting performance obligations and leadership roles will be defined. Additional experiences include, but not limited to, are festival attendance, playing in the pit orchestra of a musical, and solo performances. This course may be repeated for credit.

## MUSIC (continued)

### ***Symphonic Band (P) (Grades 9-12)***

*Prerequisite: Prior participation in a school sponsored music class.*

This ensemble combines woodwinds, brass and percussion instruments. Students enrolled in Symphonic Band must plan to perform at various school and community functions that will be outside of regular classes. This course includes sight-reading, music theory, music history, opportunities for composition, and development of individual skills. Analysis of the repertoire will provide students with an understanding of contemporary musical forms, music for mixed media, chance music, and the various approaches to modern harmony. Some harmonic dictation, transposition, and basic music theory will be included. Additional experiences may include, but not limited to, tours, field trips, playing in the pit orchestra for a musical, playing in Pep Band at football and basketball games, and individual performance. **Attendance is required for all WHS concerts and some sports events.** Emphasis is put on both individual and group effort. Course may be repeated for credit.

### ***Chorus (P) (Grades 9-12)***

*Prerequisite: None.*

The chorus is open to anyone interested in learning to sing or expanding their vocal skills. In this class, students are taught the techniques for correct singing, music theory as it relates to singing, along with the skills necessary to sing in an ensemble. The chorus will perform music in two and three part harmony from a variety of music periods and styles. **Attendance is required at all WHS Choral Concerts.** Course may be repeated for credit.

### ***Chamber Singers (P) (Grades 9-12)***

*Prerequisite: Have been in a choir for at least one year.*

This advanced, select ensemble is open to students who have sung in a choir for at least one year. The students are admitted by audition. The chorus will focus on four (or more) part harmony. The ensemble will perform selections from musical periods spanning from early musical styles (motets, madrigals), baroque, classical through modern music such as Jazz and contemporary.

### ***Beginning Guitar (P) (Grades 9-12)***

*Prerequisite: None.*

This course is open to all students regardless of musical background. Students learn beginning guitar technique including selected major, minor, and seventh chords; basic finger picks and strums; and tuning technique. Music theory and history are studied as they relate to guitar performance. Students will sing simple songs while accompanying themselves on the guitar.

## **THEATER**

### ***Beginning Theater Arts (P) (Grades 9-11)***

*Prerequisite: None.*

In the fall semester, students will experience various acting workshops: pantomime, improvisation, memorization, characterization, voice development, singing in groups, relaxation exercises, and scene work. The spring semester mostly focuses on the technical elements of theater: lighting, sound, parts of the theater, make-up, program and some student directing and tech-ing. Students will also participate in a lively reading and viewing of Shakespeare's *Taming of the Shrew* linked with contemporary analysis of ideal communication between men and women (mini workshop from *Men Are From Mars, Women are From Venus*). **Attendance is mandatory since 80% of the work during the year is in small groups of students.** Students are required to attend a Windsor Jaguar Troupe Production (either as audience or usher volunteer) and write a short response paper. Students will also view stage or film adaptations of plays or performance pieces; one will require a character analysis paper. Students will also perform a small play for parents and guests usually at the end of the year.

## THEATER (continued)

### ***Film Studies: the Language of Cinema (P) (Grades 9-11)***

*Prerequisite: None.*

In this one semester course, students will examine the storytelling techniques that cinema utilizes through camera framing and editing the very nature of creating a narrative through selective visuals. Cinema often provokes an emotional response enveloping the participant in another world while touching our common human condition. ***This is a course for students who really love movies: enjoying learning about “Behind the Scenes” and some of the many jobs and planning that goes into movie productions.*** Students learn about the elements and grammar of film language. They analyze the work of filmmakers and apply it in various pre-production planning exercises/projects. By studying classical films and some of the genres they created (either in part or entirety), students become more proficient in their appreciation of cinema’s effect on an audience whether purely aesthetic or cathartic. Students watch several documentaries about American Cinema in which several directors of today recall old movie classics (1920’s-1950’s) that influenced their work (examples: Charlie Chaplin, Casablanca, The Searchers, It Happened One Night...)

### ***Theater Design & Technology (P) (Grades 10-12)***

*Prerequisite: None.*

Theatre Design is primarily a “hands-on” course exploring the organizational demands, creative ingenuity, and collaborative methods essential for good theatre production. Students will design and create models, produce in-scale drawings and renderings, and build sets for various drama productions (Troupe, theatre classes) or in-class theatre simulations. All students will receive training in set design, scenic art design, prop construction, set construction, light rigging and operation, sewing and costume design, make-up design and application, theatre business management, graphic art, and sound design and operation. **NOTE: While many electives require some time of homework outside of class, Theatre Design’s homework is mainly packed into some intensive weeks of crewing a show, much like college lab hours outside of the normal school day (i.e. weekends, evenings).** All students will be required and graded on the extent and quality of their participation in designer or crew positions for *Jaguar Troupe* Productions and/or some other performing arts events involving our theatre. In other words, 40% of the semester grade is based on a student’s participation in some evening and weekend rehearsals and performances for *Windsor Jaguar Troupe* Productions and other presentations in the theatre; the number of hours depends upon type of crew position. Many students repeat the course several years and become experts at their craft and sometimes are paid by outside groups to crew a special event (students recommended by instructor).

### ***Theater in America (P) (Grades 10-12) Offered in the A-Year (2010-2011 is a B-year)***

*Prerequisite: “B-” or better in Beginning Drama or prior approval.*

Theatre in America is a year long course that builds upon the student’s performance and theatre literacy in Beginning Theatre Arts: **that is, a high level of performance and larger requirement of memorizing of scenes for group projects.** The course is designed to examine the actor’s role and responsibility as the storyteller through literature and acting methods of American Theatre. Course topics will include: voice development, movement, theatre acting vs. film acting, reading and viewing classic American plays and musicals, creating an old-fashioned radio show, scene work, script analysis for the actor, and American regional accents. The class culminates with the creation of the pre-production binder for producing a one-act play. Students will appreciate the rigorous and enduring life of American Theatre by reading scripts of American playwrights and musicals and viewing stage or film adaptations of plays or performance pieces (examples: *Lost in Yonkers, Singing in the Rain, South Pacific, The Lion in Winter*).

## THEATER (continued)

### ***World Theater (P) (Grades 10-12) offered in the B-Year (2010-2011 is a B-Year)***

*Prerequisite: "B-" or better in Beginning Drama or prior approval.*

World Theatre is a year long course that builds upon the student's performance and theatre literacy in Beginning Theatre Arts: **that is, a high level of performance and larger requirement of memorizing of scenes for group projects.** The course is designed to examine the actor's role and responsibility as the storyteller through literature and acting methods of various countries and time periods. Course topics will include: voice development; movement; in-depth characterization both emotional and physical; international accents; techniques for acting with elevated language; methods for creating authentic-looking emotions onstage; mental centering exercises; and crafting blocking for optimum storytelling. Through the reading of the textbook and implementing many in-class workshop group processes: writing essay and scripts, directing, acting critiquing, and mini lectures, students will appreciate the evolution of theatre and its reflection of world history by readings of scripts and viewing stage or film adaptations of plays or performance pieces by various international authors (examples: *Medea, Othello, The Seagull...*).

## ELECTIVES

### ***Beginning Leadership (Grades 9-12)***

*Prerequisite: Approved Application*

Beginning Leadership is for students interested in promoting their own leadership skills, learning new ones, and applying those skills to designing and implementing programs, projects, activities, and events for Windsor High School and the surrounding communities. Students will have opportunities to enhance their leadership skills (communication, organization, active listening and time-management) in order to strengthen their interaction with their community. Students will also actively use their training to interact with their community by creating, organizing, and completing activities and events. Fifty hours of community service is required. Leadership class is a requirement for ASP and Class Officers, as these students play a key role in the school and must work together as a team. Students must receive a grade of "C" or better at the end of the first semester to continue in Beginning Leadership.

### ***Advanced Leadership (Grades 10-12)***

*Prerequisite: Beginning Leadership completed with "C" or higher and approved application.*

Advanced Leadership is a course for those students who have already taken Beginning Leadership and who are interested in continuing the application of their leadership skills for Windsor High School and the surrounding communities. Leaders Class is a requirement for ASB and Class Officers, as these students play a key role in the school and must work together as team. Advanced Leadership students act as coaches in managing small committees of Beginning Leadership students to plan and organize activities of their choice. Students will actively use their training to interact with their community by creating, organizing, and completing activities and events. Included is a 50-hour community service requirement. This class may be taken more than once for high school credit. Students must receive a grade of "C" or better to continue in Advance Leadership.

### ***Bowling Elective (Grades 9-12)***

*Prerequisite: Completion of 9/10 Physical Education or concurrent enrollment.*

#### ***Semester Course***

This one-semester general elective is for students interested in becoming more competitive bowlers. The curriculum emphasizes etiquette, rules, scoring, game strategy, and how to successfully compete in a league. Mechanics include: the setup, swing and cadence, ball delivery, ball dynamics, and strike and spare targeting. Students will be expected to improve their skills each grading period. Every student will bowl 93 league games. The semester fee is \$163.00. This course may be repeated. Limited scholarships are available.

## **ELECTIVES** (continued)

### ***Introduction to Environmental Studies (Grade 10)***

*Prerequisite: None.*

This course is designed for 10<sup>th</sup> grade students seeking to enter the Windsor Institute for Sustainability & the Environment (WISE). Students will be introduced to environmental issues through discussions that introduce some of the most important environmental problems that face the world today. Students will learn to analyze an environmental issue and identify the interactive web of players involved. Students will gain an appreciation of the complex and interdisciplinary nature of environmental issues and learn a common vocabulary they can use in discussions. Toward the end of the course, students will have the opportunity to attend a multi-day institute where they will have the opportunity to participate in hands on activities that relate to some of the specific issues they have been discussing in class.

### ***Introduction to Hospitality Services: Culinary, Lodging, Hospitality and Tourism (Grade 10)***

*Prerequisite: None.*

Students will be introduced to the various aspects of hospitality. Special attention will be given to travel and tourism specific to Sonoma County, the culinary industry, hotel and lodging basics, and the world of hospitality services. Students will be working in the culinary kitchen weekly. Meanwhile, they will learn the basics of cuisine including culinary skills, food and nutrition, safety, and sanitation. They will have the opportunity to assist the culinary program in the various catered events in which WHS participates. Students will take field trips to various hotels and recreational facilities as they learn about the hospitality industry.

### ***Business Accounting & Management (Grade 11-12)***

*Prerequisite: Enrollment in the Vineyard Academy Focus Area.*

The course will focus on basic mathematical and record keeping skills used in business. Students will have the opportunity to demonstrate their knowledge of basic accounting skills by developing personal records and company records while “working” for a company they create.

### ***Baking and Pastry (Grade 12)***

*Prerequisite: Satisfactory completion of Culinary Arts I and prior approval.*

Students in this one-year elective will prepare a variety of baking and pastry items (sweet and savory), research the history of baked foods, write responses that demonstrate an understanding of food preparation, evaluation, and presentation. Areas of study will include: quick breads, yeast breads, pastries, cakes, cookies, candies, pies and cake design and decoration. Students will engage in hands-on food preparation that will connect theory to practical applications in life including creating work orders and planning, organizing and implementing catered events. The emphasis will be on developing a critical palate, preparing quality products, researching and evaluating recipes, foods, and theory, and developing collaborative teamwork in the kitchen and the classroom. This course seeks the student who has a passion for food and learning.

### ***Culinary Arts I (Grades 11-12)***

*Prerequisite: None.*

This Regional Occupation Program (ROP) course is designed to meet the demand for trained workers in the Culinary Arts food service industry. Students will learn how to prepare food in a professional learning environment that is much like a cooking academy. Practical experience is gained through the application of skills in food preparation, kitchen safety, menu planning, serving meals, customer relations, nutrition, and sanitation. Students will learn in a well-equipped, modern kitchen. Additionally, they will prepare food for school and community functions and events.

## **ELECTIVES** (continued)

### ***Culinary Arts II (Grade 12)***

*Prerequisite:* Satisfactory completion of *Culinary Arts I* and prior approval.

Students in this one-year elective will prepare a variety of foods, take extensive notes, and write evaluative responses that demonstrate the ability to understand food preparation, evaluation, and presentation. Areas of study will include: background and theory, techniques and procedures, safety and sanitation, nutrition, food evaluation, principles of baking and cooking, and customer service. Students will engage in hands-on food preparation that will connect theory to practical applications in life. The emphasis will be on developing a critical palate, preparing quality food, researching and evaluating recipes, foods, and theory, and developing teamwork. This course seeks the student who has a passion for food and learning. “No artist can work simply for results: he must also like the work of getting them. Not that there isn’t a lot of drudgery in any art- and more in cooking than in most – but that if a man has never been pleasantly surprised at the way a custard sets or flour thickens, there is not much hope of making a cook of him.”-Robert Farrar Capon

### ***Classroom in the Community (Grades 11-12)***

*Prerequisite:* Good attendance.

A career exploration activity where a student works for an employer at a place of business for a set period of time, taking an active role in the day to day operations of the business for the purpose of experiencing first-hand what is entailed in working within the given industry. The student is assigned a worksite supervisor, or may rotate to work under the supervision of several employees at the worksite, while accomplishing the given tasks or projects assigned. The purpose of an internship is to learn new skills. Internships are generally unpaid, but focus on giving students experience to include in their career portfolios. Students can seek assistance with placement, or develop their own internship opportunity.

### ***Broadcast Journalism I (Grades 9-12)***

*Prerequisite:* None.

This is an integrated media class where students will learn the basics of writing, editing and publishing the on-line school newspaper, The Jaguar Prints, as well as learning the fundamentals of digital video and photography while creating the Windsor High School Video Bulletin. Students will study what makes a good news story while exploring styles and formats for different types of articles, journalism ethics, copyright law, and libel laws. Students will also learn informational video editing through public service announcements and covering school events. Students should be willing to write articles on a weekly basis do research and interviews outside of class, and have basic computer skills.

### ***Broadcast Journalism II (P) (Grades 10-12)***

*Prerequisite:* Completion of *Broadcast Journalism I* with a “B” or better or prior approval.

Students will continue to develop their journalism skills by producing The Jaguar Prints newspaper on-line. Some students will serve as Editor-in-chief, page editors, be in charge of advertising, circulation, the website, photography, and graphics. Other students will be staff writers. Students must be willing to spend time after school, when deadlines are approaching, to help update the website and edit video bulletins. Journalism II satisfies the “F” requirement for University of California (one year only). This course may be repeated for high school credit.

### ***Digital Video Production (Grades 10-12)***

*Prerequisite:* none.

The year-long elective includes the following curriculum: *Understanding, Using & Controlling the Camera* – digital camera terms, learning the main features of the digital video camera, handling and care, focusing, zoom lens control, altering the iris, selecting and framing shots, composition, balance, grouping, panning, and tilting; *Lighting and Audio Techniques* – adjusting to conditions which call for different types of lighting, measuring lighting, contrast, three point lighting, using reflectors and bounce light, understanding the nature of sound, acoustics, mono and stereo sound, types of microphones and when to use them, and live sound and digital sound inserts; *From Concept to Video* – planning a quality product, creative brainstorming, organizing ideas, film crew

## **ELECTIVES** (continued)

roles, adherence to a shooting script, planning a shooting schedule, and constructing an edit plan for a professional finished piece; *Storyboarding to Script Writing* – the why of storyboards, building an outline, developing content, basic script formulas, script notations, and pace and style; *Digital Editing Techniques* – “shoot to edit” thinking, selection of cutting points, transitions, and continuity, while becoming adept with Final Cut Pro video editing software; music and Sound- how to add sound effects, music and voice-overs on multiple tracks, timing segments, and electronic enhancements. This elective allows students to experience the different genres of filmmaking, while creating various films for personal, school and community use.

### ***Expository Reading and Writing (Reading and Writing for College) (Grades 11-12)***

*Prerequisite:* English 9/10

The goal of the Expository Reading and Writing Course is to prepare college-bound juniors and seniors for the literacy demands of higher education. Students in this yearlong course develop advanced proficiency in expository, analytical and argumentative reading and writing. The cornerstone of the course, the assignment template, presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Students also learn research methods and documentation conventions. Students will read closely to examine the relationship between an author’s argument or theme and their audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and two full-length works (one novel and one work of nonfiction).

### ***Library/Media Arts Aide<sup>11</sup> (Grades 9-12)***

*Prerequisite:* Good attendance and approval of Librarian.

Students will assist the librarian according to the skills they can offer. Tasks can include: assisting students and teachers in using the various technological tools, shelving books, checking books out, and/or other tasks assigned by the librarian.

### ***Office Aide<sup>11</sup> (Grades 9-12)***

*Prerequisite:* Good attendance and approval of Office Staff.

Office Aides are entrusted with meeting the public both on the phone and in person. Duties might include answering the phone correctly and courteously, assisting parents, students, staff, and community members as they enter the office, running errands, filing, duplicating, and other clerical tasks. Students are expected to attend regularly and to complete tasks courteously and accurately.

### ***Peer Resource Program (Grades 9-12)***

*Prerequisite:* None; application and interview required for all interested students.

Peer Resource Trainers are WHS students working as conflict mediators, anti-bias classroom presenters, and planners for campus-wide events promoting unity and crossing social barriers. Students will learn interpersonal communication skills, receive assertiveness and conflict resolution training, and participate in community service activities surrounding social issues. Peer Trainers become role models in their schools, positively influencing the school culture by challenging prejudice, bringing students together and modeling respect and civility.

---

<sup>11</sup> Teacher, office, and library assistants, as well as tutor positions may be repeated for a combined maximum total of 20 credits towards graduation.

## **ELECTIVES** (continued)

### ***Sports Medicine (Grades 11-12)***

*Prerequisite: Age 16 or older.*

This course provides classroom instruction, hands-on activities, job shadows, and site visits to a variety of medical facilities to learn about health careers. Classroom instruction includes athletic training, nutrition, anatomy/physiology, vital signs, and types and treatments of injuries. This course includes an internship where students work at a medical facility during the second semester. Students will be required to attain certificates for CPR and basic first aid. Students enrolled in pre-medical core shall be given enrollment priority.

### ***Teacher Aide<sup>11</sup> (Grades 9-12)***

*Prerequisite: Prior approval.*

The student works under the supervision of a teacher in the classroom. Tasks may include duplicating materials, preparing labs, creating bulletin boards, and assisting the teacher in class. Students are expected to be responsible self-starters, accurate in their work, and regular and prompt in their attendance. Teacher Aide positions are available at various schools in the district.

### ***Tutor<sup>12</sup> (Grades 9-12)***

*Prerequisite: Good attendance and tutor training.*

Students work in the classroom with individual students under the supervision of a teacher. Tutors are expected to be role models for the other students, attend daily, and work effectively with a variety of students. Tutors will be required to attend a training session after school early in the year.

### ***Yearbook (Grades 9-12)***

*Prerequisite: None.*

Students in this class will publish the Windsor High School yearbook. In the process, students learn writing skills, layout for publication, and other basic principles of photojournalism, as well as business skills such as ad sales and accounting. Yearbook students will become experts in the use of *Adobe InDesign*, the industry standard for digital publications.

Students are required to spend additional time outside of class to meet production deadlines. Students choosing Yearbook as an elective should have the ability to work independently, good attendance and a sincere commitment to maintain excellence. Course may be repeated for credit. Returning students may be considered for an editor's position.

## **Regional Occupation Program (ROP) Courses**

### **AGRICULTURE COURSES**

#### ***Agriculture Field Experience (Grade 11-12)***

*Prerequisite: Age 16 or older.*

This class provides students a combination of related classroom instruction and work-based learning activities. In consultation with the instructor, students will select a specific agricultural/horticultural crop, commodity/product, or be placed in an agriculture-related business. Possible job-related projects or positions could include: agriculture mechanics, welding, landscaping, crop production, animal production, or other agriculture-related businesses. Projects or positions involve field experience in production and management activities in agriculture-related careers.

---

<sup>12</sup> Teacher, office, and library assistants, as well as tutor positions may be repeated for a combined maximum total of 20 credits towards graduation.

## **ROP** (continued)

### ***Small Engines and Alternative Fuels (Grade 11-12)***

*Prerequisite: Age 16 or older.*

Through this course, students are provided learning experiences with farm shop skills and farm power equipment. Students learn about engine overhaul and maintenance and tractor and equipment operation. Integrated throughout the course are career preparation skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

### ***Welding 1 (Grade 11-12)***

*Prerequisite: Age 16 or older.*

This course prepares students for entry-level positions in the agriculture industry, specifically fabrication and welding. Units of instruction are provided in gas welding, mig, braising, arc and gas cutting, and project layout. This course includes classroom instruction and lab work. Teacher and self-designed projects are used to assess student readiness needed in related occupations. Special emphasis will be placed on work ethics, work quality, and other job related skills.

### ***Welding 2 (Grade 11-12)***

*Prerequisite: Age 16 or older; "C" or better in Welding 1 and/or prior approval.*

This course further prepares students for entry-level positions in the agriculture industry, specifically fabrication and welding. Units of instruction are provided in gas welding, mig, braising, arc and gas cutting, and project layout. This course includes classroom instruction and lab work. Teacher and self-designed projects are used to assess student readiness needed in related occupations. Special emphasis will be placed on work ethics, work quality, and other job related skills.

### ***Landscape Design (Grade 11-12)***

*Prerequisite: Age 16 or older.*

This course will allow each student to gain practical experiences in the design and maintenance of various landscape situations. Areas of study includes: landscape drawing and design, safety, equipment operation, career exploration, turf and lawn care, irrigation and drainage, identification of landscape and turf plants, pests and diseases, job estimating and bidding, and interpersonal skills. Integrated throughout the course are career preparation skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

## **SUPPORT CLASSES**

### ***AVID (Advancement Via Individual Determination) (Grades 9-12)***

*Prerequisite: Enrolled in College Preparatory classes with a G.P.A. of 2.0 or higher.*

This program supports committed students who are willing to take challenging courses, including Honors and Advanced Placement, with the goal of attending college. The class includes small group tutorials, Socratic seminars, guest speakers, and field trips. The 9<sup>th</sup>-11<sup>th</sup> grade curriculum is designed to strengthen writing, thinking, motivation, collaboration, and communication skills, and includes preparation for college entry exams. The 12<sup>th</sup>-grade course guides students through the process of applying to college and seeking financial aid. AVID requires an application and interview process. All interested students are welcome to apply.

## **SUPPORT CLASSES** (continued)

### ***Core Support (Grade 11)***

*Prerequisite:*

This course is geared for 11<sup>th</sup> grade students with fewer than 100 credits toward graduation. This program allows the student to stay in their 11/12 focus area. Each block allows time for homework help, study hall, life lessons, and accountability for their assignments. The Core Support teacher is in daily/weekly contact with other teachers to help students stay on track.

### ***ELL Study Skills (Grades 9-12)***

*Prerequisite:* ELD (*English Language Development*).

This class assists mainstreamed English Learner students with homework, reading, grammar, and writing. The assistance includes both direct instruction and tutoring.

### ***Learning Center***

*Prerequisite:* Active IEP (*Individualized Education Plan*).

Students who are identified as needing Special Education support are enrolled in Learning Center to provide strategies for success in their academic classes. Strategies include identifying specific learning strengths, and developing organizational and management skills. Students receive homework assistance and work on specific goals and objectives identified by the student's IEP team.

### ***MESA (Math, Engineering and Science Achievement) (Grades 9-12)***

*Prerequisite:* College bound; concurrent enrollment in a college prep math and science class; 2.0 cumulative GPA.

The MESA Pre-College Program encourages and supports students in achieving a solid math and science background. Students are expected to improve their academic skills, share those skills with other students through peer tutoring, and actively participate in all class activities. Class activities include study skills, guest speakers, inter-school academic competitions, field trips, career exploration, internships, and hands-on engineering projects.

## **SUPPORT SERVICES**

**Library-Media Center:** The Windsor High School Media Center is open from 7:30 a.m. to 4:00 p.m. The Media Center provides many resources and reference materials, in printed and electronic formats, to the Windsor High School students. Computers are available for students to use for:

- Word processing
- Access the Internet for research (Internet Agreement required)
- Access other libraries on-line
- Access electronic databases of journal articles
- Access encyclopedias, almanacs, dictionaries, etc. on CD-ROMs

**Career Center:** The Career Center provides a variety of services to students and parents regarding:

- College and University information
- Vocational and Technical schools
- Financial Aid
- Scholarship information and assistance
- Pre-College Entrance Exam Information Summary
- Summer and enrichment opportunities
- Military Services
- Career exploration and guidance
- Part-time employment
- Work Permits
- Internships
- Apprenticeships
- Job Shadow opportunities

**Suggestions for Monitoring Your Student's Progress:**

- Encourage your student to stay organized. Each year the school gives each student a *DAILY PLANNER*. Students are expected to use this planner to keep track of class assignments, homework, projects, and exams.
- Weekly progress reports are available in the counseling office for students to pick up. This report provides immediate feedback to students and parents on the student's progress between regularly scheduled grading periods.
- A conversation with individual teachers may be helpful. You may call his/her voice mail at 837-7767 or email your student's teacher. Addresses are available on the WHS website ([www.windsorhs.com](http://www.windsorhs.com)).
- A conference with all of your student's teachers may also be helpful. Please call your student's counselor to set up a Parent, Student, and Teacher (PST) meeting at 837-7763.

**Recommendations for Further Assistance:**

- Teachers are available for advice and additional assistance. They are more than willing to give time to students who request it. Teachers are usually available on campus after school for those who need extra help. Teachers may also be able to recommend a peer tutor to work with students.
- Students are encouraged to keep a list of phone numbers of their classmates so they can work together on assignments.
- A list of tutors is available through the counselors. Private tutor's hourly rates vary. Free tutoring is available to students on campus. See the counselor for information.

**Enrichment Courses:** Students are encouraged to supplement the Windsor High School curriculum by taking junior college courses during their junior/senior years. See the counselors for more information.

**Credit Deficiency:** Students who fail classes may make up credits by attending:

- Summer school at Windsor High School
- Santa Rosa Junior College classes
- Windsor High evening credit make-up classes
- Approved Correspondence Courses

Counselors have specific information regarding these options.

**Seniors in "Good Standing:"** Seniors must have 140 credits by the start of their senior year and 180 credits by the start of the 2<sup>nd</sup> semester of the senior year. Students who are deficient in credits will be considered members of the junior class until the deficiency in credits is remedied and will not be eligible to participate in senior class activities. All credit make-up must be completed and submitted to the Counselors prior to graduation.

**Migrant Education:** For eligible students, there is additional tutoring and counseling from Sonoma State University Interns and Migrant Education, as well as from the Windsor High School Counselors.

**Bilingual Community Liaison:** This person is available to students and parents who speak Spanish. The Bilingual Advisor role is to foster communication between parents and the school. The Bilingual Community Liaison is available to answer questions, to arrange and be present at parent-teacher-student conferences (PST), and generally to provide support for the student and his/her family in attaining academic success. The Liaison may be reached at 837-7767, x 126.

**Counseling and Guidance:** Personal counseling is available through Circuit Rider Productions, Inc., Sonoma State University Interns, as well as the WHS Guidance Counselors. WHS Guidance Counselors are knowledgeable about community service agencies and can make appropriate referrals.

## SUPPORT SERVICES (continued)

**Special Education:** Students with special needs may receive special education services. Unless already receiving services, access to special education or “504” services begin with a PST. See the counselors for more information.

**GATE (Gifted and Talented Enrichment):** Gifted and talented students are served through honors and advanced placement courses. A committee of students, parents, and teachers plans additional activities or seminars on an annual basis.

**Independent Studies (W.I.S.H.):** This program allows students to work independently on their core classes, algebra, and/or beginning computers. Electives and P.E. are still taken through the regular WHS program or S.R.J.C. classes. Students meet with a teacher approximately once a week for assignments, testing, and/or other forms of assessment. Students need to be highly motivated and self-disciplined to be successful in this program.

**Home and Illness:** Students who are unable to attend school due to medical reasons may request home/illness instruction. The teacher can tutor the student for approximately four hours a week in the home. A physician's statement that the student cannot attend school for two weeks or more is required to participate in this program. Contact the student's counselor for more information.

**Windsor Oaks Academy (WOA):** An alternative school for students 16 or older. WOA provides a structured and consistent schedule Monday-Friday. The classes are 40 minutes and meet daily. Most of the core classes are taught by direct teacher instruction to a maximum of 15 students per class. Students are given the opportunity to make up lost credits through independent study units, taking classes at either (or both) WHS and/or SRJC, or attending the WUSD evening credit make up classes. Students must apply to attend WOA.

## PROGRAM CHANGE POLICY

School policy discourages program changes after students are scheduled and attending classes once the semester starts. Program changes will only be considered to correct a computer error, over-enrolled classes, or to rectify academic misplacement. It is our desire to enroll every student in appropriate courses prior to the first day of each semester in order to minimize disruption to the classroom. Students interested in changing their schedule may request a change *before* the beginning of the semester.

Student-initiated changes may be made *only under unusual circumstances*. *Teacher* or *time preference* is not considered an unusual circumstance.

A written note from a parent or guardian, supporting the desired change, is required prior to any action being taken for all but elective classes.

Examples of circumstances that might warrant a schedule change:

- The student has been placed incorrectly into the wrong level of a subject and needs to be placed into a higher or lower level. Academic level changes in the same general subject may be made with agreement by both teachers involved.
- The student has already successfully completed credit in the course through summer school or independent study.
- The student needs other course(s) for graduation or needs to retake a course due to a failing grade earned after pre-registration was completed.

## **PROGRAM CHANGE POLICY** (continued)

- The student has previously had the same teacher and was removed from the class for disciplinary reasons or failing the course.
- The student has an incomplete schedule.

Teacher-initiated course changes that transfer a student from one class to another may be made. Students and parents will be notified prior to a change if it is a consequence of misbehavior.

Other exceptions may be made only by the Principal or his/her designee. When making these exceptions, the Principal or designee will communicate the rationale for those exceptions to the teachers of courses that are changed.

Students who change classes mid-semester will carry their “grade-to-date” to the new class, and the grade will be included in the final grade computation.

## **DROPPING A COURSE**

Students must have parental and teacher permission to drop a course after the first two weeks of each semester. Any classes dropped after the following dates will result in a failing grade for the semester.

- Fall Semester - Classes dropped after the 8<sup>th</sup> week
- Spring Semester - Classes dropped after the 2<sup>nd</sup> week

Only non-academic courses may be added after the 8<sup>th</sup> week, e.g. T.A, unless it is an academic misplacement within the same subject area, e.g. Spanish II to Spanish I.

## **GRADING POLICY AND PROCEDURES**

The purpose of grading is to communicate the student’s academic progress to the student, the parents, institutions of higher learning, prospective employers, counselors, and other schools the student might attend. According to Board Policy, symbols used and meaning of such symbols in grading are as follows:

A	Excellent achievement and comprehension of subject
B	Good achievement and comprehension of subject
C	Satisfactory achievement and able to progress to next level
D	Poor, probably not prepared for next level, but passing achievement
F	Failing to meet minimum standard of achievement
I	Incomplete – The teacher may assign a grade of incomplete when a student’s work is not finished due to illness. Incompletes not made-up within two weeks of the last grading period will automatically convert to F’s
NM	NM (no mark) – used only for a student who for reasons beyond his/her control could not fulfill the requirements of a course, e.g. enrolled less than 3 weeks

## **Progress Reports**

Progress reports are issued and mailed home at the end of each six-week grading period. The progress report communicates the status of the student’s academic progress. It does not go on the official transcript/permanent record.

Whenever it becomes evident that a student is in danger of failing a course, it is strongly recommended that the parent contact the teacher directly. If the student is performing below expectations, a PST (Parent Student Teacher Counselor meeting) can be requested by the parent. This can be arranged through the Counseling Office.

## GRADING POLICY AND PROCEDURES (continued)

### Semester Grade Reports

Semester grade reports are final grades that are issued twice a year. These grades and credits *are* recorded on the official transcript/permanent record.

- Withheld Report Cards: When school property has been damaged or not returned, the parent will be informed that outstanding bills are due. The school may withhold grades, diploma or transcripts until bills are paid, in accordance with California Education Code.
- Credit Accounting (*Students need 220 credits to graduate.*): **Credits are awarded at the end of each semester.** Five credits are earned for each semester course that is completed with a D- or higher.
- Incompletes: Incomplete grades turn into “Fs” after the *second week* following the end of the grading period. For the purposes of *athletic eligibility*, incompletes register as a grade of “F” until made up.
- Loss of Credit or Lowering of Grade:  
Partial credit will be given for excessive unexcused absences. On the 4<sup>th</sup> unexcused absence, 1 credit is lost. For tardies, 1/3 of the student’s grade will be lowered (Example: “A-“ to “B+”) on the second unexcused tardy within a 6- week grading period and will continue to be lowered with each additional tardy within the 6 weeks.
- Repeating Classes: Students who have earned credit in a class, but who choose to repeat the class for better understanding or a higher grade, may *not* receive duplicate credit for the same class *unless explicitly stated in the Course Catalog*. However, the higher grade will replace the lower grade on the transcript for grade point average purposes. Both grades will show on the transcript.
- Repeating Classes, U.C. Purposes: Any course in “A-G” subjects completed with at least a grade of “C” may not be repeated; its repetition will be disregarded. Only classes with a “D” or “F” may be repeated and the repeated class must be the same class.
- Repeating Classes, C.S.U. Purposes: Repeated courses are used only once in the grade point calculation. Units and grades accumulated by repeating courses may not be counted toward meeting any other requirement. *Any grade may be repeated.*

**Grade Point Averages (GPA):** GPA is based on all courses completed and is computed as follows:

Letter Grade	Awarded Grade Point of	Weighted Grades Points
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0
I	0	0

Weighted Grade Points for Windsor High School are generated by:

- Honor Courses (H) with grade of “C” or higher
- Advanced Placement Courses with grade of “C” or higher
- Community College Courses numbered “49” or lower are transferable to U.C. Therefore, they generate an extra grade point in the same manner as other high school honor courses (grade “C” or better). *1 Santa Rosa Jr. College credit = 3.33 Windsor High School credits.*

## **GRADING POLICY AND PROCEDURES (continued)**

Types of G.P.A. as seen on transcripts are:

### GPA Summary

Total weighted                      Grade 9 – 12 All classes/weighted  
See Counselors for assistance in computing UC and/or CSU grade point averages.

Valedictorian is an honor bestowed upon the graduating senior with the highest grade point average. In case of a tie, the GPA will be taken to three decimal places.

Salutatorian is an honor bestowed upon the graduation senior with the next highest grade point average.

Seniors with a GPA of 3.82 or higher, not including the two highest GPA's, will be honored with Academic Excellence.

A rating system will be on a 4-point scale, except for "Honors" and "Advanced Placement" courses, which will be on a 5-point scale. Rankings for senior-level students will be based on grades for exactly 200 credits earned through the 1<sup>st</sup> semester of the senior year (7 academic semesters), *with a minimum of 100 credits completed at Windsor High School*. Based on the 200 credits calculated, grades of "B" or lower will be included in the calculation. Plus (+) and minus (-) grades will not be used. Courses taken for "pass/not pass" will not be included. Junior college, university, or other post-secondary courses shall be limited to a maximum of 20 high school credits.

The Valedictorian of each graduating class will have the option to speak at the graduation ceremony. Valedictorian must maintain excellence during his/her final semester of his/her senior year as defined by an overall grade point average exceeding 3.5.

## **WINDSOR HIGH SCHOOL DIPLOMA REGULATIONS**

A student, who is deficient in units for graduation at the end of four years of high school, may still earn a Windsor High School diploma during the subsequent year under the following circumstances:

1. With the recommendation of the counselor and the approval of the principal, a student may return for an additional semester or fifth year as long as the student attends regularly, is productive in his/her classes, and maintains appropriate behavior. This is also assuming that the student has had the same patterns leading up to the fifth year.
2. If the student only needs to pass the CAHSEE, he/she must meet this requirement by July of the year of graduation. English Language Learners will have a fifth year to pass the CAHSEE.
3. If the student is within 20 credits of completing the required number of electives and required subjects, a student may be allowed to take course work at Santa Rosa Junior College, B.Y.U. Independent study, or WHS summer school, if available to fulfill the graduation requirements with administrative approval. All course work must be completed by the end of the fall semester following the year the student would have graduated had he/she met all the requirements.



## ATHLETIC AND EXTRA-CURRICULAR ACADEMIC ELIGIBILITY<sup>13</sup>

To encourage and support academic excellence, the California Interscholastic Federation and the Windsor Unified School District Board of Trustees require that students earn a minimum 2.0 grade point average and pass a minimum of 20 credits each grading period to participate in extra/co-curricular activities.

- For incoming freshmen, 8<sup>th</sup> grade second semester grades will be used to determine eligibility.
- Academic eligibility is generally determined 5 working days after grades are due. Those students falling below a 2.0 grade point average will be ineligible for the subsequent grading period, and will remain ineligible until five days after grades are due for the next grading period.
- For purposes of athletic eligibility, an “Incomplete” grading mark is considered an “F” until the incomplete is made up.
- Students may appeal the 2.0 eligibility standard one grading period throughout their 4 years of high school. See the athletic director for the form and proper procedures.
- The Superintendent or designee may revoke a student’s eligibility for participation in extra/co-curricular activities when a student’s poor citizenship is serious enough to warrant loss of this privilege. The Superintendent or designee shall determine the duration of the revocation. Appeals may be made to the Superintendent’s office.

## COLLEGE ATHLETIC ELIGIBILITY

To be eligible to play sports in a Division I or II university or college as a freshman, the student must be certified by the NCAA Initial Eligibility Clearinghouse. To be certified by the Clearinghouse, students must:

- Graduate from high school. *Preliminary certification* will be issued for a student who appears to meet NCAA requirements of initial eligibility based on a current transcript (before graduation) and other required documents. Final certification will be issued only after the Clearinghouse receives and reviews the student’s final transcript, including proof of graduation.
- Earn a grade point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 16<sup>14</sup> academic courses taken during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course are acceptable. A student’s core courses must include at least:

<b>11 core units</b>	+	<b>1 core units</b>	+	<b>4 core units</b>	=	<b>16 core units<sup>14</sup></b>
4 years of English		1 year of additional core from English, Math, or Natural/Physical Science for Division I.		4 years of additional core from English, Math, Natural/Physical Science, Social Science, Foreign Language, Computer Science, Philosophy, or Non-Doctrinal Religion (e.g., comparative)		
3 years of Math (Alg. I & higher)						
2 years of Integrated Science						
2 years of Social Science						

- Earn a score on the SAT, ACT tests which fits with a CORE GPA on the sliding scale.
  - A. For Division I: The minimum grade-point average in the 16 core courses and required ACT or SAT score vary according to the Initial-Eligibility Index. See the Windsor High School Counselor for more information.
  - B. For Division II: See your Windsor High School Counselor for more information.

---

<sup>13</sup> Note: Students applying for athletic scholarships must inform the registrar and their counselor so the appropriate documentation of Windsor “Core Courses” may be attached. Students will also receive complete Clearinghouse information and requirements.

<sup>14</sup> 16 core classes for Division I. 14 core classes for Division II (see counselor for Division II requirements)

## INDEX

- Academic Difficulties, 39
- Achievement Tests, 9
- ACT, 9
- Admission Requirements, 6
- Advanced Algebra, 20
- Advanced Biology, 23
- Advanced Concert Band, 29
- Advanced Leadership, 32
- Advanced Placement Focus Area, 13
- Agriculture Field Experience, 36
- Algebra 1, 19
- Algebra Access, 20
- Anatomy & Physiology, 23
- AP Biology, 23
- AP Calculus, 21
- AP Computer Science, 27
- AP English Language and Composition, 15
- AP Exams, 9
- AP Literature, 15
- AP Physics, 22
- AP Spanish Language, 18
- AP Spanish Literature, 18
- AP Studio Art, 28
- AP U.S. Government and Politics and Economics, 25
- AP U.S. History, 25
- Applied Geometry, 20
- Art, 28
- Art I – World Influences, 28
- Art II (P), 28
- Art III (P), 28
- Athletic and Extra-Curricular Academic Eligibility, 44
- AVID – Advancement Via Individual Determination, 37
  
- Baking & Pastry, 33
- Beginning Guitar, 30
- Beginning Leadership, 32
- Beginning Theater Arts, 30
- Bilingual Community Liaison, 39
- Biotechnology, 23
- Bowling Elective, 32
- Broadcast Journalism I, 34
- Broadcast Journalism II, 34
- Business Accounting & Mgt., 33
  
- Career Center, 38
- Ceramics – Sculpture/Three-Dimensional Design, 28
- Chamber Singers, 30
- Chemistry, 22
- Chorus, 30
- Classroom in the Community, 34
- College Athletic Eligibility, 44
- College Entrance Exams, 9
- College Tests, 9
- Community Colleges, 8
- Computer Literacy, 2
- Computer Networking, 27
- Computer Repair and Maintenance, 26
  
- Computer Robotics, 27
- Concurrent Enrollment, 10
- Conditioning PE, 21
- Contemporary Dance, 28
- Core Support, 38
- Counseling and Guidance, 39
- Credit Accounting, 42
- Credit Deficiency, 39
- C.S.U., 6
- Culinary Arts, 33, 34
  
- Digital Media & Design, 13
- Digital Music, 29
- Digital Photography, 29
- Digital Video Production, 34
- Diploma Regulations, 43
- Dropping a Class, 41
  
- Electives, 32
- Eligibility (Athletic), 44
- Eligibility Index, 3, 6
- English, 15
- English 9/10, 15
- English 11/12, 15
- English Language Development, 16
- English Learner Support, 38
- Enrichment Courses, 39
- Expository Reading and Writing, 35
  
- Film Studies, 31
- Focus Area, 13
- Foreign Language, 17
- Forensics, 16
- Foundations of Digital Media & Design, 27
- Four Year Graduation and College Planning, 12
- French I (P), 17
- French II (P), 17
- French III (P), 17
  
- GATE, 40
- Geometry, 20
- Global Studies, 24
- GPA Enhancement, 3
- Grade Point Averages (GPA), 42
- Grading Policy, 41
- Graduation Requirements, 2
  
- Health, 1, 19
- Home and Illness, 40
- Honors Chemistry, 22
- Honors English 9/10, 15
- Honors Geometry, 20
- Honors Global Studies, 24
- Honors Integrated Science, 22
- Honors World History (H), 24
- Humanities, 13

Incompletes, 42  
 Independent Studies, 40  
 Individual Learning Plan (ILP), 26  
 Individualized Educational Plan (IEP), 27  
 Integrated Science, 22  
 Introduction to Environmental Studies, 33  
 Introduction to Hospitality, 33  
 Introduction to Statistics, 20

Landscape Design, 37  
 Leadership, 32  
 Learning Center, 26, 38  
 Library/Media Arts Aide, 35  
 Library/Media Center, 38  
 Loss of Credit, 42  
 Lowering of Grade, 44

Make up Credits, 42  
 Math Concepts, 26  
 Mathematics, 19  
 MESA, 38  
 Migrant Education, 39  
 Minimum Attendance Requirement, 11  
 Music, 29

NCAA Initial Eligibility Clearinghouse, 46  
 Nueva School of the Arts, 13

Office Aide, 35

Parent, Student, Teacher Meeting (PST), 38  
 Peer Resource Program, 35  
 Physical Education, 21  
 Physics, 23  
 Pre-Calculus and Trigonometry, 20  
 Pre Med, 14  
 Private Colleges, 7  
 Program Change Policy, 41  
 Program Format, 12  
 Progress Reports, 41  
 PSAT, 9

Regional Occupation Program (ROP), 36  
 Repeating Classes, 42  
 Resource Specialist Program, 25

Salutatorians, 43  
 Santa Rosa Junior College, 9, 10, 42, 44  
 SAT I, 9  
 SAT II, 9  
 Schedule Change, 40  
 Scholarships and Financial Aid, 9  
 School to Career, 26  
 Science, 21  
 Semester Grade Reports, 42  
 Senior Project, 12  
 Seniors in "Good Standing," 39  
 Small Engines, 37  
 Small Group Instruction, 26  
 Social Studies, 24  
 Spanish I, 17  
 Spanish II, 17

Spanish III, 18  
 Spanish IV, 18  
 Spanish Literature and Composition, 18  
 Special Day Class, 27  
 Special Education, 25, 40  
 Sports Medicine, 36  
 Statistics, 21  
 String Orchestra, 29  
 Support Classes, 29  
 Support Services, 38, 39, 40  
 Symphonic Band, 30

Teacher Aide, 36  
 Technology, 26  
 Theater, 30  
 Theater Design, 31  
 Theater in America, 31  
 Transfer Student, 8  
 Tutor, 36, 40  
 Types of G.P.A., 42

U.C. Certified Course List, 5  
 U.C. Subject Requirements, 3  
 U.S. Government and Economics, 25  
 U.S. History, 24  
 Unexcused Absences, 42  
 University of California Eligibility Index, 5

Valedictorian/Salutatorian Selection, 43  
 Vineyard Academy, 14  
 Visual and Performing Arts, 28  
 Vocational/Technical, 9

Weighted Grade Points, 42  
 Welding 1, 37  
 Welding 2, 37  
 Windsor High School Testing Code, 9  
 W.I.S.H., 40  
 Windsor Oaks Academy, 40  
 WISE Academy, 14  
 Withheld Report Cards, 42  
 WorkAbility, 26  
 Work Permits, 38  
 World History, 24  
 World Theater, 31

Yearbook, 36