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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>
English	40
Health	5
Integrated Science	20
Math – Demonstrate competency in or complete:	
Algebra ²	10
Geometry	10
Physical Education (9-10 Core)	20
Social Science	
World History or Global Studies	10
U.S. History ⁴	10
Government and Economics ⁴	10
Visual and Performing Arts or Foreign Language ³	10
Electives	<u>75</u>
Total Credits:	220

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

² Students receiving special education services must pass 20 credits of math to receive a WHS diploma, i.e. cannot be waived by an IEP.

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

⁴ Social Studies (ELD) meets the requirement for Econ/Gov. and US History.

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.⁴ Sign language for the deaf is also acceptable.

⁴ 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 10th 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.⁵
(W.H.S. awards an extra honors point for both Honors (H) and Advanced Placement Courses.)*

<p>A. HISTORY Global Studies Global Studies (H) Government Government (H) <u>AP U.S. Government & Politics</u> U.S. History U.S. History (H) <u>AP U.S. History</u> World History World History (H)</p> <p>B. ENGLISH English 11-12 (2 yrs) English 9-10 (2 yrs) English 9-10 (H) <u>English 11-12 (H)</u> <u>AP English Literature</u> <u>AP English Language</u></p> <p>C. MATHEMATICS (*May only be used for the “C” requirement) *Integrated Math I *Algebra 1B *Geometry *Geometry (H) *Algebra II Pre-Calculus with Trigonometry <u>AP Calculus</u> Statistics <u>AP Statistics</u> Senior College Math</p> <p>D. LABORATORY SCIENCE Integrated Science A/B (H) Integrated Science C/D Integrated Science C/D (H) Chemistry <u>Chemistry (H)</u> Physics <u>AP Physics 1</u> <u>AP Physics 2</u> <u>AP Biology</u> Advanced Biology Biotechnology Anatomy & Physiology <u>AP Chemistry</u> Food Science Kinesiology</p> <p>www.ucop.edu/doorways/list</p>	<p>E. LANGUAGE OTHER THAN ENGLISH (*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>F. VISUAL AND PERFORMING ARTS (*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> <u>AP Music Theory</u> *Chorus *The Arts *Band and Orchestra *Beginning Guitar *Digital Photography Advanced Band *Multimedia I *Introduction to Dance Arts Adv. Digital Photo</p> <p>G. COLLEGE PREP ELECTIVES (All courses listed under “A-F” with the exception of *Mathematics or *Visual/Performing Arts courses, plus the following:) Advanced Composition American Studies AVID (12th grade) <u>Computer Science A</u> Economics <u>AP Macro Economics</u> *Introduction to Statistics Integrated Science A/B (H) Integrated Science A/B Intro. To Engineering Design Journalism Humanities Forensics Psychology <u>AP Psychology</u> Technology and Social Media</p>
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⁵ 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.⁶

- (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.⁷
- (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.

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

⁷ 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 video of college campuses. 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 \$36.00 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 (11th & 12th 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 8th 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
	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

9/10 CORES

College Prep Core (Grades 9-10)

Prerequisite: None

Ninth and tenth grade students participate in the *Academic Core Program* which includes English, Integrated Science, and Social Studies delivered in a project-based thematic format. Project-based instruction and an integrated core structure are fundamental to the delivery of academic content at Windsor High School. This model is innovative in Northern California and is a tribute to the forward thinking of this educational community.

Honors Core (Grades 9-10)

Prerequisite: Incoming Freshmen must get recommendations from their 8th grade teachers.

The Honors Core for 9th and 10th graders consists of three academic core classes: science, social studies and English. A summer assignment for each class is assigned and due on the first day of school. These are used to gauge the level of preparedness of each student.

Exercise Science Academy (Grades 9-10)

Prerequisite: Application

A California Specialized Secondary Program, (**X-SCI**) is an integrated 9/10 program where students interested in athletics and personal fitness apply science and technology principles to increase performance in both their physical and mental capabilities. This experimental two-year 9th and 10th grade core consists of English, SSP Kinesiology, and a SSP Athletic Survey Course exploring the most important sports related issues of our time. The centerpieces of the program are two newly conceived, innovative SSP Physical Education courses. Utilizing sophisticated measurement tools, students use their own bodies to apply the principles of biomechanics, thereby achieving athletic excellence and in the process learn habits for life-long fitness. Students will also volunteer “on-field,” visit colleges and businesses that offer *exercise science* related programs and widen their vision of career paths, which closely link athletics and science.

Innovation STEM (Grades 9-10)

Prerequisite: Application

The Axis STEM Academy is an integrated 9/10 program in which students interested in the S.T.E.M. fields of science, technology, engineering and math are given the opportunity to focus their academic efforts and develop key skills in math, science, problem solving, creativity and design. The Axis STEM Core is a college prep program which scaffolds students’ academic preparation to enter the Axis STEM 11/12 Honors Program.

9/10 CORES (Continued)

N.E.W School (Grades 9-10)

Prerequisite: None. All students encouraged to express interest through an open application process.

N.E.W. School is a student-centered, project-based program where students explore topics, events, and issues to better understand the interconnected world around them. N.E.W. School breaks down the walls of the traditional classroom and schedule. Instead of rotating between individual classrooms, students spend the entire day with all three teachers learning English, science, history, and technology as they relate to these big topics, issues, and events. N.E.W. School students construct knowledge and make meaning through inquiry, research, making/building, and cooperation in project-based learning. Students use technology and social media strategically to connect, communicate, collaborate, create, and publish their work sharing it with an authentic audience. The goal of N.E.W. School is to cultivate engaged, curious, independent learners ready to be successful in a dynamic and changing workplace.

Phoenix Academy (10th grade)

Prerequisite: Application only

The 10th Grade Phoenix Academy is a special program designed to help students who have failed multiple courses during their 9th grade year at Windsor High School. The goal of the program is for each student to discover personal and academic success during 10th grade. Phoenix students share a core of instructors in the areas of English, History, and Science. Ideal candidates are cooperative students who are committed to becoming self-motivated and independent learners. Students and parents must complete an application (available in the Counseling Office) as part of the enrollment process for the 10th Phoenix Academy. The size of the Academy is limited to 70 students.

Vineyard SOL (Grades 9-10)

Prerequisite: Application

The Vineyard SOL Academy is entering the second year as a successful concept for Windsor High School: a 9/10 and 11/12 focus area in which students interested in business, culinary arts, event planning, and hospitality work together using technology principles to complete hands on projects.

The 9/10 grade addition will be fully integrated into the Vineyard Academy and feature 9/10 English, History and Science in addition to Health and Hospitality, Travel and Tourism. Common Core non-fiction texts capture the enthusiasm of every student who enters VA SOL 9/10. The centerpiece of the program is two semester long courses: Health and Hospitality, Travel and Tourism. Students will also volunteer “on field”, visit colleges and businesses that are part of the business, culinary and hospitality worlds, and widen their vision of career paths which closely link business, entrepreneurship and the hospitality field.

11/12 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 (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.

Arête Media Academy (Grades 11-12)

Prerequisite: Foundations of Digital Design Course

The Arête Media 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 step toward careers in the digital arts. Students are required to take an approved technology elective or JC course while enrolled in this focus area.

Axis STEM Academy (Grades 11-12)

Prerequisite : Passing grade in Geometry/Math 2 and completion of summer assignment.

The STEM Academy applies the fields of Science, Technology, Engineering and Math to investigate and question the interrelated facets of the modern world and the intersections of technology and culture. This high achievement environment is designed to inspire a student’s ability to imagine a world shaped by their own innovation and design. One of the classes the students take is Introduction to Engineering, which will utilize 3D modeling software to help design solutions to solve proposed problems. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

The Humanities School of Communications (Grades 11-12)

Prerequisite: None.

The mission of the Humanities School of Communications is to develop students’ abilities to engage with this changing world. The School of Communications offers a broad course of study with the aim of producing innovative, creative and compassionate global citizens. In addition to interactive coursework in English and Social Studies, students are enrolled in a class called Communications. This course will emphasize project-based learning and internships that explore the fields of education, social service, counseling, human development, and other non-profit charitable organizations. Coursework develops the skills required for success in post-secondary education and professional work environments including problem solving, critical thinking, collaboration, and written and verbal expression.

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 20th 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.

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 (continued)

Honors English 11/12 (H) (Grades 11-12)

Prerequisite: Teacher recommendation

This two-year sequence alternates between World Literature and U.S. Literature and prepares students for the academic rigor of a University setting. Traditional and contemporary literature is the basis for integrating reading, writing, listening, speaking and analytical skills in this English class. The selected literature provides students with an opportunity to read extensively in a variety of genres. These include novels, biographies, short stories, poetry, plays, essays, primary and secondary source reference materials and internet resources. Students learn to critically analyze texts, make complex historical and cultural comparisons and study universal themes found in different types of literature. Honors English follows the same curricular standards as regular 11/12 English but moves at a quicker pace, covers a wider range of literature, includes more in-depth analysis as well as comprehensive supplemental assignments.

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 and Summer Assignment.

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 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 and Summer Assignment.

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 should enroll in this AP course with the intention of taking the AP Exam in May. This course requires a summer assignment.

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 (continued)

Gender Studies in Literature and Film (Grades 10-12)

Prerequisite: Two semesters of College Prep English with a C or better

A-G approval pending

Students will have the opportunity to practice and improve analytical reading and writing skills through the study of literature and film. They will study literature and film from marginalized perspectives with emphasis on how social norms shape beliefs about gender, race, class, ethnicity, and historical narratives. Films and literary pieces will be focus on the evolution of gender ideals through the 20th century, including modern concepts of gender fluidity. Course study material is interpretive, analytical, comparative, and critical from a cultural, social and historical point of view.

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 (continued)

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 present, near future, and past, using imperfect and passé composé. Students learn how to describe and compare. Students will further their vocabulary and increase proficiency through activities that integrate reading, writing, speaking, and listening, organized around authentic contexts.

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 current events related to the French culture. Students will further develop their vocabulary and increase proficiency through activities that integrate reading, writing, speaking, and listening, organized around authentic contexts.

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 8th grade
Spanish Language Arts)

Literature and Composition in Spanish (for students with
a “B” or better in 8th 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.

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.

FOREIGN LANGUAGE (continued)

Spanish Literature and Composition (P) (Grades 9-12) “LEE Para Hispanohablantes”

Prerequisite: “B” or better in 8th 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 Health: Physical, Social, Emotional, and Mental

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.

MATHEMATICS (continued)

The key to the CCSS vision for mathematics learning includes the Eight Standards for Mathematical Practice which define and describe important skills and tools needed for applying mathematics effectively in school, on the job, and in life, thus expanding and enriching the tool kit needed for the 21st century.

Practice 1: Make sense of problems and persevere in solving them.

Practice 2: Reason abstractly and quantitatively

Practice 3: Construct viable arguments and critique the reasoning of others.

Practice 4: Model with mathematics

Practice 5: Use appropriate tools strategically

Practice 6: Attend to precision

Practice 7: Look for and make use of structure

Practice 8: Look for and express regularity in repeated reasoning.

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:

Math I		Math I		Math I
Math II		Math II		Math II
Algebra 2 (Math III)	OR	Algebra 2 (Math III)	OR	Algebra 2 (Math III)
Pre-Calc/Trigonometry		AP Statistics		Senior/College Prep Math
AP Calculus				

Students who have successfully completed Algebra I (Math I) in the eighth grade can enroll in Math II in the ninth grade.

Integrated Math I (Grades 9-12)

Prerequisite: None

This course is the first of three in the sequence of integrated and investigative high school math classes. This program is designed to formalize and extend the mathematics that students learned in the middle grades. The class integrates the Common Core Standards for math and students will be expected to engage in collaboration, collection of data, experimentation and conjecturing. Student will use technology to collect, evaluate, and model data, allowing them to make conjectures and develop a robust understanding of the mathematical principals involved.

Integrated Math 2 (Grades 9-12)

Prerequisite: Successful completion of Math I or Algebra I.

Integrated Math 2 aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. On a daily basis, students in *Core Connections Integrated II* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas.

MATHEMATICS (continued)

Math 1 Access (Grade 9)

Prerequisite: Recommendation from current math teacher AND concurrent enrollment in Math 1 on alternate day.

This course will combine the Eight Standards of mathematical practice with instruction and practice in study skills, organization skills, small group tutorial, pre-teaching and re-teaching of Algebra I course material. Students will participate in projects to model the algebra skills they are learning in Algebra I. Students may also benefit from presentations from guest speakers.

Applied Math 2 (Grades)

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.

Algebra 2 (P) (Grades 10-12)

Prerequisite Algebra I with a C or better; completion of or concurrent enrollment in Geometry with C or better

This course is a critical examination of the structures of the real and complex number systems with an emphasis on exploring the multiple representations of mathematical elements. Topics include algebraic processes, quadratic, polynomial, exponential, and logarithmic functions, sequences and series, combinatorics, probability, and statistical analysis, and an introduction to trigonometry and the unit circle. Algebra II will continue the daily implementation of the Eight Standards for Mathematical Practice as noted above. Completion of Algebra II with a grade of C or better fulfills the Algebra II requirement for UC/CSU “A-G” requirements.

Business Algebra (Grades 11-12)

Prerequisite: None

A-G approval pending

This class will offer an engaging, contextualized learning environment for students to master the fundamental concepts of Algebra I through business applications. They will develop an understanding of business, finance, and marketing while applying the mathematical knowledge necessary for success in those fields. Entrepreneurial ventures and basic business applications, such as break even and profitability analyses and revenue cost functions will be taught. Students will gain an understanding of linear equations and inequalities, systems of equations and inequalities, exponents and polynomials, quadratic functions and rational equations. Business principles of revenue, cost, and profit as the context for learning the mathematical content will also be taught.

MATHEMATICS (continued)

Pre-Calculus with Trigonometry (P) (Grades 10-12)

Prerequisite: Algebra II (B- or better strongly encouraged)

Upon entering Pre-Calc, students should be confident in their Algebra II skills, as the main focus in pre-calculus is to prepare students for Calculus and further study of college-level mathematics.

Students progress through an in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs and applications, complex numbers, parametric and polar coordinates, limits, probability and development of conic section equations. Students support their studies with hand-held graphing calculators and graphing utility applications. Trig/Pre-Calc will continue the daily implementation of the Eight Standards for Mathematical Practice as noted above.

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. AP Calculus will continue the daily implementation of the Eight Standards for Mathematical Practice as noted above.

AP Statistics (Grades 11-12)

Prerequisite: Algebra II, grade C or better

Advanced Placement 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. Topics include: Exploring and Understanding Data, Sampling and Experimentation, Collecting Data, Regression, Probability, and Statistical Inference. 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. Students will be prepared to take the AP Statistics exam. AP Statistics will continue the daily implementation of the Eight Standards for Mathematical Practice as noted above. A Texas Instrument-84 (or TI-84 Plus) will be used by instructor. A TI-84 calculator of equal or greater capabilities is necessary for this course.

Senior/College Prep Math (Grades 12)

Prerequisite: Advanced Algebra

A-G approval pending

This class will ensure college bound high school seniors retain and deepen their mathematics skills and knowledge. Authentic mathematical applications that students find relevant and interesting will be emphasized. Real world topics and applications will be taught including: concepts of fair division, linear growth models, sequences and sums, exponential growth, simple interest, compound interest, Fibonacci numbers, golden ratios, surveys, samples, statistics, parameters, correlation, sampling error, histograms, mean, median, quartiles, measure of spread, permutations, combinations, odds, normal distribution, and standard deviation.

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.

Net and Field Sports (Grades 11-12)

Prerequisite: None

This is a semester class that focuses on team, dual, and individual sports and fitness, including establishing personal goals. Students will study advanced strategy, motor movement and critical elements of high performance skills. Physical activities that enhance personal enjoyment of fitness will be analyzed. Students will develop a semester long project to research adult fitness of interest to the individual.

Self Defense (Grades 11-12)

Prerequisite: Passing grade in 9/10 P.E.

Self Defense is a semester long course that aims to make students more aware of their surroundings, more cautious in their actions and responsible for their own safety. The objectives of this course are to teach students to recognize and avoid dangerous situations, to increase awareness of safety precautions. Each class students will warm up, do workouts related to strengthen their bodies for self-defense and general fitness, discuss safety and work on physical self defense.

Weights and Conditioning (Grades 11-12)

Prerequisite: None

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. Bio-mechanical principles of weight training and conditioning are studied. This course may be repeated.

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.

Concurrent enrollment in Honors English 9-10 and Honors Global Studies or Honors World History.

Willing and academically prepared students are encouraged to take Honors science as part of an English-Social Studies-Science honors core. This interdisciplinary course explores content and scientific practices beyond those covered in academic courses. Significant time is spent in lab, where students are engaged in modeling and inquiry investigations. Lab assignments incorporate mathematics, spreadsheets and computer modeling. Topics are chosen from all science disciplines (biology, chemistry, physics, and earth science). Emphasis is placed on students developing skills that enhance a greater cognizance and appreciation of the natural world and of the scientific process. Both the a/b and c/d years of the course earn UC/CSU lab science ("d") credit.

AP Chemistry (Grades 11-12)

Prerequisite: Algebra 2 with grade of C or better or concurrent enrollment; Summer assignment; Integrated Science with grade of B or better, or approval by the AP instructor

Advanced Placement Chemistry is a highly specialized course for qualified students whose future plans includes university attendance with a possible major in the sciences. The course is equivalent to a rigorous first year college-level chemistry course and is designed for students with strong mathematics and problem-solving skills along with a genuine love of science and its application. This course prepares students for the AP Chemistry Exam and for further study in science, health sciences, and engineering. All Students enrolled in AP Chemistry are expected to prepare for the AP Chemistry Exam. Topics of study include Matter and Measurement, Atoms, Molecules, and Ions, Stoichiometry, Thermochemistry, Periodic Properties, Chemical Bonding, Molecular Geometry, Properties of Solutions, Chemical Equilibrium, Acids and Bases, Thermodynamics, Electrochemistry. Each unit involves laboratory activities, lab reports and multifaceted problem sets and includes pre-lab preparation, data collection, data analysis and calculations.

Chemistry (P) (Grades 11-12)

Prerequisite: Concurrent enrollment in Math II/Geometry or higher with successful completion (C or better) in Math I.

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.

SCIENCE (continued)

Honors Chemistry (H) (Grades 10-12)

Prerequisite: Concurrent enrollment in Algebra 2 or higher with successful completion of Geometry (Math II) with C or better.

This honors course provides students with a college level study of general chemistry. The emphasis is on environmental chemistry along with problem solving in the areas of energy, nuclear chemistry, pollution, and contaminants. 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 and the environment. Students will also be prepared to take college level chemistry.

AP Physics 1 (Grade 11-12)

Prerequisite: Algebra 2 with a "C" or better and concurrent enrollment in Trig/Pre-Calculus or prior approval.

This AP Physics 1 course is equivalent to the first semester of a typical introductory, algebra-based physics course. This college-level physics explores topics such as Newtonian mechanics, rotational motion, work, energy, power; mechanical waves, sound, and simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

The AP Physics 1 course is designed to enable you to develop the ability to reason about physical phenomena using important science process skills such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course.

AP Physics 2 (Grade 11-12)

Prerequisite: Algebra 2 with a "C" or better and concurrent enrollment in Trig/Pre-Calculus or prior approval.

This AP Physics 2 course is equivalent to the second semester of a typical introductory, algebra-based physics course. This college-level physics course explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

The AP Physics 2 course is designed to enable you to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course.

Physics (P) (Grades 11-12)

Prerequisite: Algebra 2 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.

SCIENCE (continued)

AP Biology (Grades 11-12)

Prerequisite: Successful completion of high school courses in Chemistry or Biology or instructor's approval.

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 10-12)

Prerequisite: None.

Advanced Biology is a second year biology course intended to expand upon students' learning from integrated science. Focus is on a collaborative and conceptual understanding of biology. Lab work supports the concepts learned in class and students are challenged to develop solutions and explanations to real world problems. In the process, students develop inquiry and reasoning skills as they engage in scientific investigations. The content is centered on four 'Big Ideas' as outlined by the Next Generation Science Standards (NGSS): evolution drives the diversity of life, organisms maintain homeostasis through the processing of molecules and energy, organisms have systems that process information essential to life, and biological systems interact in complex ways. The 'Science Practices' with which students interact with the content include asking questions and making predictions, using models, arguing from scientific evidence and data collection and analysis. Some short research projects are integrated into the curriculum as well.

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

Prerequisite: Completion of Integrated Science. 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.

Food Science (P) (Grades 11-12)

Prerequisite: None

Food Science is a one-year college preparatory course with a focus on the chemistry of food, nutrition, and cooking. This hands-on course explores the structure and function of the organic molecules that compose the food we love to eat and our bodies. Students investigate the role of these molecules in nutrition and also how they contribute to the physical and chemical characteristics. Units of study include the science of cooking, macromolecules (carbohydrates, lipids, and proteins), microbiology of food (fermentation and spoilage), and safe food preservation. Extensive lab work (much of which is edible) allows students to explore the science behind food, while developing skills to design experiments, analyze data, and argue from evidence. In addition students are exposed to various career opportunities in the field of food science.

SOCIAL STUDIES

AP American Studies (Grades 11-12)

Prerequisite: A commitment to extensive reading and writing.

American Studies provides an interdisciplinary complement to AP US History and AP English Literature. The course will be a vehicle for exploring American cultural trends through primary and secondary sources (e.g., essays, plays, poetry, films, music, and art), providing students a well-rounded view of the American experience. Students will incorporate the shared literacy standards of AP US History and AP English through a variety of activities and assessments in order to think, read, and write critically about the dominant trends and essential questions surrounding the central question of: What does it mean to be an American?

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 18th 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.

SOCIAL STUDIES (continued)

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.

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.

US Government (H) (Grades 11-12)

Prerequisite: successful completion of 9th and 10th grade Global Studies and World History (or equivalent)

Honors Government is a one-semester course which focuses on the origins and functions of government as well as the intellectual influences in the development of representative democracy in the United States. Through interpreting, analyzing, and evaluating texts on the United States Constitution and contemporary political events, students become knowledgeable of the structure and workings of government at all levels: national, state, and local. Students will also learn the role of politics in creating public policies and the interrelationship between people, institutions, and policies in the U.S. political system. The course covers topics including federalism, separation of powers, checks and balances, judicial review, limited government, and popular sovereignty. Students will draw on their knowledge of US History, World History, and Geography as background information in their study of politics. Honors Government is a required one-semester course in the axis STEM academy.

SOCIAL STUDIES (continued)

Economics (H) (Grades 11-12)

Prerequisite: successful completion of 9th and 10th grade Global Studies and World History (or equivalent)

Honors Economics introduces students to the fundamentals of micro- and macroeconomic theory & policy, globalization, the rise of corporatism, and the functions of micro-lending and the ‘buy local’ movement. Critical analysis of contemporary economic issues raises the rigor of the course as well as providing students with additional ‘real world’ connections. Utilizing curriculum and assessments created and tested by the National Council on Economics Education and aligned with NCEE learning objectives, it will give students a sound base of knowledge regarding personal economics as well as strong preparation for further study at the college level. Honors Government is a required one-semester course in the axis STEM academy.

AP U. S. Government and Politics; AP Macroeconomics (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 be also be enrolled in AP Macroeconomics for their second semester. The purpose of the AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to economic system as a whole. The course places emphasis on the study of national income and price-level determination, and also economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

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. Seniors receive assistance with their transition to college and career.

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 Aided Drafting/Design (CAD) (Grades 10-12)

Prerequisite: Algebra I and Geometry

This instructional program prepares individuals to use a computer, computer software and peripheral devices to create an image of drawing in the design and documentation of an object. Prepares individuals to present information graphically by means of schematics, sections, exploded views, and other techniques that illustrate or clarify oral or written descriptions. May include an introduction to board drafting, emphasis is on Computer Aided Drafting (CAD) and design however.

Computer Programming and Application Design (Grades 10-12)

Prerequisite: Age of 16 or older by completion of the course.

This course is designed as a general introduction to the rapidly expanding field of computer science. Through the use of the Visual Basic programming language, students will perform the basics of computer programming including methodologies, structures, and user interfaces, as well as more advanced programming concepts like searching, sorting, and object-oriented programming. Other programming languages, such as C++ and Java, may be included for individual or group projects. This course is designed for students seeking to further develop their computer skills and requires good math skills.

Computer Repair and Maintenance (Grades 10-12)

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.

Computer Robotics (Grades 10-12)

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.

TECHNOLOGY (continued)

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.

Multi-media 1(Grades11-12)

Prerequisite: None

Students will acquire knowledge and skill in graphic development and manipulation, basic video and desktop multimedia production, project planning, beginning web design, animation, interactive authority and critical analysis of student and professional multimedia work. Students will learn to create multimedia stories, messages and imagery using (and combining) film, text, visual effects, graphics, animation, special effects, and sound. The course is structured so as to engage students in problem solving, analytical thinking and multimedia and artistic conceptual development. Students will understand and appreciate the multifaceted nature of communication and design and will incorporate that knowledge into multimedia production, exhibition and written work. Students will demonstrate an understanding of media by comparing and contrasting the style and impact of historic media genre (both domestic and international) with modern multimedia. In addition, students will produce a variety of multimedia presentations as well as a multimedia portfolio that demonstrate their master of specific California Visual and Performing Arts standards and their growth over time.

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, 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. Satisfies the UC/CSU Fine Arts requirement.

ART (continued)

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, and pastel drawing. 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 20th century. Topics include: Cubism, African Art, and Surrealism. Art II is required before students proceed to more advanced art courses. Satisfies the UC/CSU Fine Arts requirements.

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. Satisfies the UC/CSU Fine Arts requirement.

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. Satisfies UC/CSU Fine Arts requirement.

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/CSU Fine Arts requirement.

Advanced Digital Photography (Grades 11-12)

Prerequisite: Digital Photography with a C+ or better

Advanced students should have experience with a manual DSLR camera and with Adobe Photoshop. They will create more complex projects, routinely creating series of final images. Students may use more experimental Photoshop techniques to achieve planned special effects. The project assignments will be more conceptual, allowing students to illustrate more personal themes in their work. The technical quality of students' skills should be consistent, and at the level of a college photography student. In addition to fine digital craft, advanced students will explore Alternative Processes to create hand-made pieces. Students will be asked to complete written assignments that require them to comment on artwork, report on museum visits, and research master photographers.

By the end of the course, students can expect to have a strong portfolio of images, consistent with completion of a college level photography course and strong enough to present as part of an application to competitive art schools or internships. Additionally, students who wish to create and submit AP Studio Arts portfolios in 2-D Design can have the option to do so. As part of the curriculum, students may collaborate with other on campus programs to provide documentation while earning class credit.

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.

MUSIC (continued)

AP Music Theory (Grades 9-12)

Prerequisite: Strongly recommended to come into this class already playing a musical instrument. Singing counts as a musical instrument. Already knowing how to read music notation is a plus, but not required.

AP Music Theory will develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will study musical aspects of: melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered important. Performance: using singing, keyboard, and students' primary instrument—will be a part of the learning process. Students will learn through: listening exercises, sight-singing and other performance exercises, written exercises, compositional skills through creative exercises, and analytical exercises. The student may expect regular homework and outside of class listening assignments.

Drum Line (Grades 9-12)

Prerequisite: none

This is a class for beginning or experienced musicians. Students do not need any prior experience in music to join this class. The school year will start with students learning the basics of keeping rhythm, then the course will move on to teaching students how to read rhythm music. Students will learn all of the drumming technique rudiments and exercises. Students with prior drumming experience will learn embellishments of spinning sticks, tossing, and other choreographed movements. This is the premier performing ensemble for Windsor High School's sporting events. Students in this class are expected to attend and perform at all home football games, basketball games, other sporting events, and spirit rallies. There will be a small component of strength training in this class to facilitate holding and wearing drum line equipment.

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.

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 Theatre Arts (P) (Grades 9-12)

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 theatre: lighting, sound, parts of the theatre, make-up, program and 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 essay (examples: *Into the Woods*, *Noises Off*, *Death on the Nile*, *Little Shop of Horrors*, *The Good-bye Girl*)

THEATER (continued)

Theatre 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. Our theater is 11,000 square feet; therefore, students must be **mature enough to handle intermittent supervision**. 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. 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. **CAUTION HOMEWORK: is mainly packed into two intensive weeks of crewing a show, that is evenings & weekends once a semester.** In other words, 40% of the semester grade is based on a student’s participation as a CREW member in *Windsor Jaguar Troupe* Productions (September and April/May)

Advanced Acting A year– American Theater (P) (Grades 10-12)

Prerequisite: “B-” or better in Beginning Theatre Arts or prior approval.

Aligned with 11/12 core’s American History/Literature year, American Theater is a yearlong 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 with American Theatre & an overview of American Entertainment from vaudeville to radio to film to television. 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. 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: *1776, Lost in Yonkers, Children’s Hour, Funny Girl, Hello Dolly, All About Eve*).

Advanced Acting B year– World Theater (P) (Grades 10-12)

Prerequisite: “B-” or better in Beginning Theatre Arts or prior approval.

Aligned with 11/12 cores’s Govt/Econ/World Literature year, World Theater 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; 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, Tartuffe, The Seagull, Sleuth*).

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. Integrity, self-motivation and the ability to work as a team are essential attributes for all leadership students. Fifty hours of community service is required. Leadership class is a requirement for ASB 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. Integrity, self-motivation and the ability to work as a team are essential attributes for all advanced leadership students. 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.

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.

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.

ELECTIVES (continued)

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. 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. This course may be repeated for high school credit.

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.

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

ELECTIVES (continued)

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.

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 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.

Event Planning & Hospitality (Grades 11-12)

Prerequisite: None

Students will learn the fundamentals of culinary arts events – catering history, terminology, business math, event budgeting and management. They will plan/organize events which would include meetings, conferences and other events. Students will learn communication and interpersonal skills, problem solving, workplace safety and employment literacy, ethics and legal responsibilities and teamwork. This class will prepare students for employment in the Event Planning and Hospitality trades.

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).

ELECTIVES (continued)

Film Studies: the Language of Cinema (P) (Grades 9-12th)

Prerequisite: None.

In this one semester course, students will examine the visible yet invisible storytelling techniques that cinema utilizes through not only the camera framing, editing, but the very nature of creating a narrative through selective visuals, at a controlled precise rhythm and pacing that not only communicates, but 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. By studying classical films & some of the genres they created, students become more proficient (specialized language use, cinematography principles, lighting and sound elements, editing and directing concepts) in their appreciation of cinema’s effect on an audience. Film selection is based on the following: Director, Oscars, American Film Institute, depiction of a particular time period in America, Multi-Cultural, genre & behind the scenes footage. (examples: It Happened One Night, 1934; Rear Window, 1954; You’ve Got Mail, 1998)

Introduction to Dance Arts (Grades 9-12)

Prerequisite:

This class is an in depth exploration of dance theory, history, basic technique, and the choreographic process. This course is designed to aid in the transition to a level-one class in any dance discipline. Students will learn how to differentiate between styles and genres of dance, employ different choreographic techniques, critique movement, and perform in front of an audience.

Journalism (Grades 10-12)

Prerequisite: None

This class will introduce students to journalistic concepts of newsworthiness, objectivity, responsibility, and brevity. Themes of diversity, identity as part of a community, the hero and democracy will all be explored. Students will learn writing skills that will enable them to write in a variety of genres. Video presentations will be created that explore the cultural and social interests of teenagers. They will learn digital media and on-line publishing.

Library/Media Arts Aide¹⁰ (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 Aide¹⁰ (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.

ELECTIVES (continued)

Psychology (Grades 11-12)

Prerequisite: None.

Psychology is year long college prep elective. The course introduces 11th and 12th grade students to a systematic and scientific study of the behavior and mental processes of human beings. Topics explored include: Research methods used in psychology, the brain, sensation and perception, consciousness, learning, memory, thinking and language, intelligence, human development, motivation and emotion, personality theories, abnormal psychology and disorders, gender roles, and careers in psychology. Throughout the course students will learn about concepts and ideas in psychology, and then apply what they have learned in hands-on activities and research in and outside the classroom. Students who like to learn about themselves and others, and who are curious about humans and their behaviors in general are encouraged to take this course

AP Psychology

Prerequisite :Strong skills in non-fiction reading, critical thinking, and expository writing.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The major content areas covered by AP Psychology include: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior and Treatment, and Social Psychology. College-prep course and Honors GPA for grades of C or higher. UC/CSU recognition in progress.

Innovative Filmmaking and Media

Prerequisite: Application and approval from instructor.

Filmmakers will produce video in a variety of genres, from short documentary to drama to art to public service announcement, while learning to integrate motion graphics and special effects. Students will move beyond the basics to a more sophisticated use of Adobe Premier Pro and After Effects and studio equipment, with the goal of public airing of their work, in local and national PBS broadcast, student film festivals and the video bulletin. This course is for thoughtful student filmmakers who are serious about expression and learning technology. All prospective students need to fill out a course application.

Teacher Aide¹⁰ (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.

The Law (Grades 9-12)

Prerequisite: None

This course is designed to introduce students to the American legal system, including the history, philosophy and organization of civil liberties and individual rights, legal vocabulary, criminal and civil processes, and the concept of justice. Case analysis will help students understand the significance and impact of the legal system. The goal is to offer legal education providing practical information and the opportunity to use analytic decision-making skills. Students will investigate various legal issues and the complex relationship between laws, the legal system, and our society.

ELECTIVES (continued)

21st Century Skills (Grade 10)

Prerequisite: None

The content of the Tenth Grade Foundation Year CTE SKILLS course will provide career pathway options and beginning skills development for tenth grade students as an introductory course for California Partnership Academies. The CTE Lab course will serve as a prerequisite for the eleventh and twelfth grade years in California Partnership Academies. This course is designed to help 10th graders build necessary skills to succeed in academic classes. There will be an emphasis on 21st Century Skills (collaboration, communication, critical thinking, and creativity) and student academic progress will be monitored by the CTE Skills teachers. The primary focus of the course is career planning and career exploration through KUDER and CAREER CRUISING software. Applying critical thinking and effective decision making skills will enable students to use this career information to establish and manage an ongoing career plan. Students will learn to write business letters, persuasive essays and speeches, career and interest-related narratives, articles, editorials, expository pieces, and formal critiques.

Tutor¹⁰ (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

Introduction to Industrial Mechanics (Grades 9-12)

Full Year Class – Open to all students

Semester Class – paired with 10th grade Health semester class

Students will be taught tool identification, use of shop equipment, mechanical systems overview including engines, motors, and automotive skills. Basic welding processes and techniques will be taught through teacher and student-designed projects.

Motor Mechanics

Prerequisite: Grade C or better in Intro to Industrial Mechanics or prior approval

This year long course further educates students in general and specific mechanical practices used in industrial processing & manufacturing, automotive, and industry maintenance. Students will learn some automotive repair, maintenance, and restoration as well as welding and fabrication processes. Workplace conduct, interpersonal skills, and workplace literacy emphasized.

¹⁰Teacher, office, and library assistants, as well as tutor positions may be repeated for a combined maximum total of 20 credits towards graduation.

High-Tech Manufacturing – Machine Tool – Fabrication (Grades 10-12)

Prerequisite: Grade C or better in Intro to Industrial Mechanics or prior approval

In this year long course students will learn skills specific to welding & fabrication. They will learn all major welding processes, safety, and procedures in a commercial workplace. Teacher and student designed projects will be given in both welding and fabrication. Student will be expected to design and build projects to industry standards and tolerances. Workplace conduct, interpersonal skills, and workplace literacy are emphasized.

Advanced Mechanical & Fabrication – Advanced Workplace Skills & Projects (Grades 11-12)

Prerequisite: Grade C or better in Motor Mechanics or High-Tech Manufacturing or prior approval

A project based class for students with knowledge of welding, fabrication & mechanical practices. This year long class will prepare students for placement into industrial occupations including agricultural/industrial processing, welding, auto shops, facility maintenance, or higher education opportunities. Local shops and worksites will be visited to show real-world applications of learned skills. Workplace conduct, interpersonal skills, work quality, time management and workplace literacy are emphasized.

SUPPORT CLASSES

Academic Support (Grades 9-12)

Prerequisite: None

This course is geared for students needing support to succeed in academic courses. Each block allows time for homework help, study hall, organization skills, and accountability for their assignments. The Academic Support teacher is in regular contact with other teachers to help student stay on track.

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 9th-11th grade curriculum is designed to strengthen writing, thinking, motivation, collaboration, and communication skills, and includes preparation for college entry exams. The 12th-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.

Core Support (Grade 11)

Prerequisite:

This course is geared for 11th 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.

SUPPORT CLASSES (continued)

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. WHS suggests buying a student *PLANNER*. Students can 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).
- 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 837-7767 x. 2110.

SUPPORT CLASSES (continued)

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 2nd 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 through the counselors office 837-7767 x. 2110.

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.

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.

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. Students are given the opportunity to make up lost credits thought

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.
- 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 6th week
- Spring Semester - Classes dropped after the 2nd week

Only non-academic courses may be added after the 8th 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.

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 4th unexcused absence, 1 credit is lost.
- 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.*

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 1st 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 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 ELIGIBILITY¹³

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, 8th grade second semester grades will be used to determine eligibility for Fall sports.
- 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.

¹³ 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.

- Earn a grade point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 16¹⁴ 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:

11 core units	+	1 core units	+	4 core units	=	16 core units¹⁴
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.
 - 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.
 - For Division II: See your Windsor High School Counselor for more information.

¹⁴ 16 core classes for Division I. 14 core classes for Division II (see counselor for Division II requirements)

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